

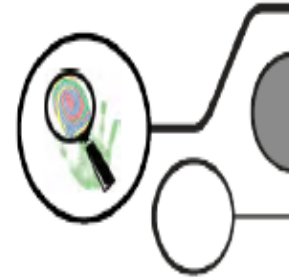


BTEC Level 3 National Certificate in Applied Law



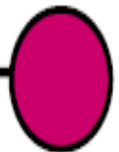
Introduction to BTEC Applied Law

Your new BTEC Nationals in Applied Law (2017)

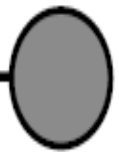


Your new **BTEC Nationals in Applied Law (2017)** will inspire learners to study law and prepare for higher education or employment.

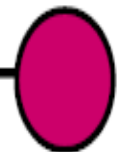
They will:



provide an **introduction to the study of the legal sector**



give entrants to the sector the **underpinning knowledge and skills** needed to meet industry requirements



allow students to develop the **transferable and higher order skills** so highly regarded by **HE and employers**.



Structures of the qualifications at a glance

This table shows all the units and the qualifications to which they contribute.

The full structure for this Pearson BTEC Level 3 National in Applied Law is shown in *Section 2*.

You must refer to the full structure to select units and plan your programme.

Key

 Unit assessed externally	 M Mandatory units	 O Optional units
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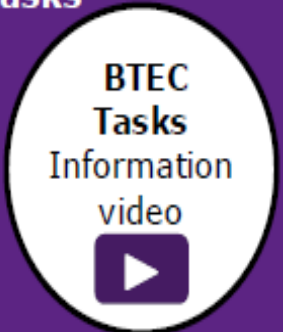
Unit (number and title)	Unit size (GLH)	Certificate (180 GLH)	Extended Certificate (360 GLH)
1 Dispute Solving in Civil Law	90	M	M
2 Investigating Aspects of Criminal Law and the Legal System	90	M	M
3 Applying the Law	120		M
4 Aspects of Family Law	60		O
5 Consumer Law	60		O
6 Contract Law	60		O
7 Aspects of Tort	60		O

Practical assessments



The new BTEC Nationals use a combination of assessment styles to enable your learners to showcase their skills and application of knowledge, so they can progress to higher education or employment.

Your BTEC Nationals in Applied Law has two types of assessment:

	Assessment	Format	Students demonstrate
Assignments	Set and marked by: Centre (school, college or training provider) Verified by: Pearson	<ul style="list-style-type: none">• Practical tasks• Work-related scenarios• Can be tailored to local industry needs	Application of knowledge and skills to complete a practical project over a period of time, working individually or in groups.
Tasks 	Set and marked by: Pearson	<ul style="list-style-type: none">• Practical real life, work-related scenarios and time-based pressures• Controlled conditions with some pre-released information	Application of learning to common workplace or HE scenarios, providing a consistent standard of assessment for all BTEC Students.

BTEC LAW – Year 12

- Unit 1 and 2 – Law Making and the Legal System.
- This is an example of the criteria Pass, Merit, Distinction shown as P, M & D
 - Parliamentary Law Making
 - Delegated Legislation
 - Statutory Interpretation
 - Judicial Precedent
 - Criminal Courts and Lay People
 - Civil Courts and Dispute Resolutions
 - Legal Profession advice and funding
 - The Judiciary
 - Introduction to Criminal Liability
 - Underlying Principles of Criminal Liability
 - The Courts: Procedure and Sentencing

Unit 1 P1	explain the use of the courts in the civil and criminal court hierarchies
Unit 1 P2	explain the role of lay people and lawyers in criminal cases
Unit 1 P3	explain the role of judges and lawyers in civil cases
Unit 1 P4	describe the types of alternative dispute resolution
Unit 2 P1	explain the application of judicial precedent in the courts
Unit 2 P2	explain the process of making an Act of Parliament
Unit 2 P4	describe the influences on Parliament
Unit 2 P6	outline the importance of the European legislative process and its institutions.
Unit 2 M2	analyse the influences on Parliament
Unit 2 D2	evaluate the impact of European law on English law.

Learner declaration

I certify that the work submitted for this assignment is my own. I have clearly stated any sources used in the work. I understand that false declaration is a form of malpractice.

BTEC LAW

The next 2 slides show examples of tasks which will be completed in class to prepare you for your coursework and controlled assessments



Scenario

You have been given the task of producing resources to assist in the training of newly recruited support staff to the Crown Prosecution Service's office in Birmingham. All the new staff are already qualified to GCSE level, but have had no legal education or training.

Task 1

Research and then produce a wall display/poster that can remain in situ to inform the new recruits about law making. The display should, inter alia:

- The role of the Houses of Commons & Lords
- The personnel in them
- Explains the process of making an Act of Parliament
- Describes the influences on Parliament including an analysis of how effective these are with examples
- Outlines the importance of the process and institutions of the European Union

This provides evidence for (Unit 2: P2, P4, M2, P6)

Task 2

Research and then produce a wall display/poster that can remain in situ to inform the new recruits about the courts. The display should explain, inter alia:

- The use of the courts in the civil and criminal hierarchies, role & jurisdiction of them
- The role of judges, lay people and lawyers in the courts
- The routes of appeal
- ADR with a description of each type
- Application of Judicial Precedent

This provides evidence for (Unit 1: P1, P2, P3, P4, Unit 2: P1)

Task 3

Independently, in support of the above, compile a report evaluating the impact of European Law on English Law

This provides evidence for (Unit 2: D2)

Assignment title

The Courts, their personnel and accessing them

Purpose of this assignment

Unit 1 enables understanding of the difference between civil and criminal law, how this determines in which courts disputes are resolved in the legal system, and the personnel, both lawyers and lay people, involved in the resolution process, together with a knowledge about the financing of advice and representation and alternatives to the courts.

Scenario

You have been given the task of producing resources to assist in the training of newly recruited support staff to the Crown Prosecution Service's office in Birmingham. All the new staff are already qualified to GCSE level, but have had no legal education or training.

Task 1

Compile tabular guides comparing and contrasting:

- the roles and functions of the different types of lawyer, judge and lay people
- the various types of ADR & dispute solving in court.

This provides evidence for (Unit 1: M1, M2)

Task 2

Independently produce a written evaluation of:

- the effectiveness of lay personnel in the English Courts
- ADR

This provides evidence for (Unit 1: D1, D2)

Task 3

Produce a guide to outline the ways legal advice and representation are funded. This should explain the types and levels of funding as well as an evaluation of the shortcomings of the current system.

This provides evidence for (Unit 1: P5, M3, D3)



Unit 3

Homicide

Who are these people?



Unit 3 – Applying The Law (Criminal Law)

- Murder
- Voluntary Manslaughter
- Involuntary Manslaughter
- Non-fatal Offences against the person
- Defences
- Evaluation
- Theft and Robbery
- Burglary
- Blackmail
- Fraud
- Making off without payment
- Criminal Damage
- Defences
- Police powers



Example of Y13 Tasks

Scenario 1

Jonathon, who suffers for acute depression, has been arguing with his girlfriend, Sheila. On the night he decides he will go round her parents' house and talk to her. When he rings the front door bell her father, Roland, refuses to let Jonathon in the house and is aggressive and confrontational. Furious, Jonathon slams Roland's head in the door; Roland falls over further injuring his head on the step as he falls. An ambulance is called. The ambulance men drop Roland as they carry him to the ambulance and his head hits the pavement. On arrival at the hospital his condition is misdiagnosed, he is wrongly thought to have a clot on the brain. He dies during brain surgery.

Task 1

Carry out a mock trial based on the scenario above.

This provides evidence in support of (P1-3, M1-3)

Scenario 2

Peter, Katie and Alex were in a club, Peter suffered from a personality defect which tended to cause him to exaggerate in his own mind the behaviour of others around him, which often made him angry. On a number of occasions during the two hours they were in the club, he saw Katie dancing near other men. As they were about to leave the club via the staircase, one of the men blew her a kiss, incensed Peter pushed Katie violently. She fell into Alex who in turn fell very awkwardly down the steps, broke her neck, and died.

Task 2

Explain the actus reus and mens rea of murder (P1) and apply it to Peter's situation above (M1)

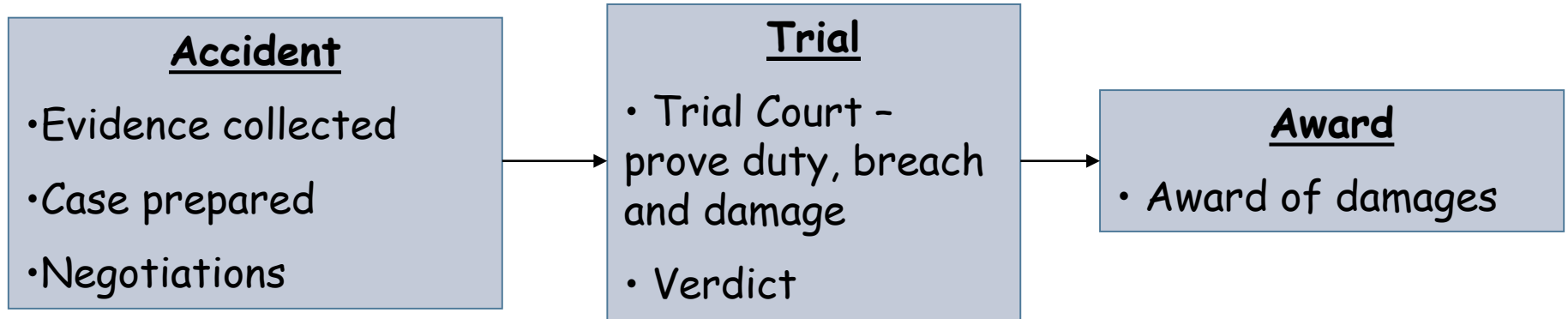
This provides evidence for (Unit 4: P1, M1)

Police Powers



Unit 1 and 7

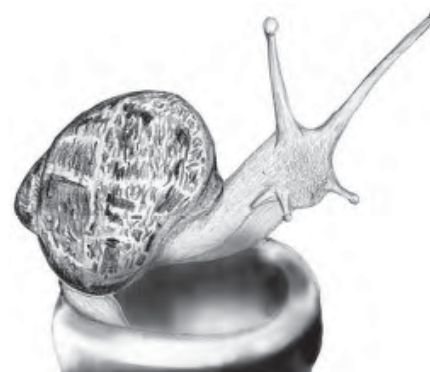
The Civil Process



Can you think of situations when Civil Law may apply?

Can you guess the outcomes of the case?

The Snail and the Ginger Beer



Mrs Donoghue's friend bought her a bottle of ginger beer in Minchella's Cafe in Paisley, Scotland. The bottle was made of opaque, dark glass. The proprietor removed the metal cap and poured half into a glass, which Mrs Donoghue drank. Mrs Donoghue's friend then poured out the remaining drink and a decomposing snail appeared in the glass. Mrs Donoghue became violently ill

What do you think happened next? What do you think Mrs Donoghue's options were? Can you see any complications which might effect a claim that Mrs Donoghue might want to make?

WHY STUDY LAW AT CCHS?



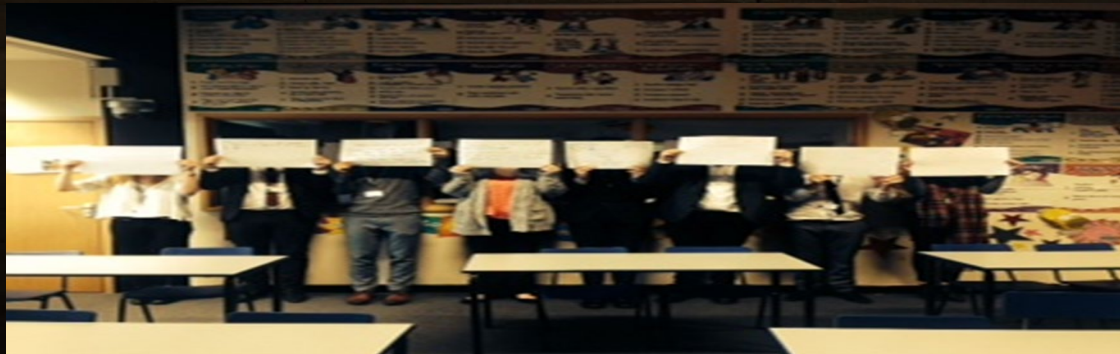
- Legally Trained Teacher
- Individual Support and Guidance
- Interesting and Engaging Lessons
- Links with Outside Agencies
- Materials and Guides
- Research Skills
- Ability to read legal texts
- Preparation for assessment methods used in degrees
- Analytical Skills
- Patience
- Most students achieve a D – D*

WHAT OUR LAW STUDENTS THINK

« I chose law because it is interesting, exciting and applicable to everyday life. It also links in well with my other subjects, as well as giving me knowledge of my rights in life. »

« I like law because the idea of understanding the law has always appealed to me. »

« I chose law because it gives you a greater understanding of the English Legal System and how the law actually works. »



CCHS Law Success Stories



1



2

Ashley

Reading Law at
Birmingham
University

Amy

Reading Law at
Leeds
University

Chloe

Social Work
at Hull
University

Natasha

Reading Law at
Derby
University

Abbie

Studying
Criminology
at Edge Hill

George

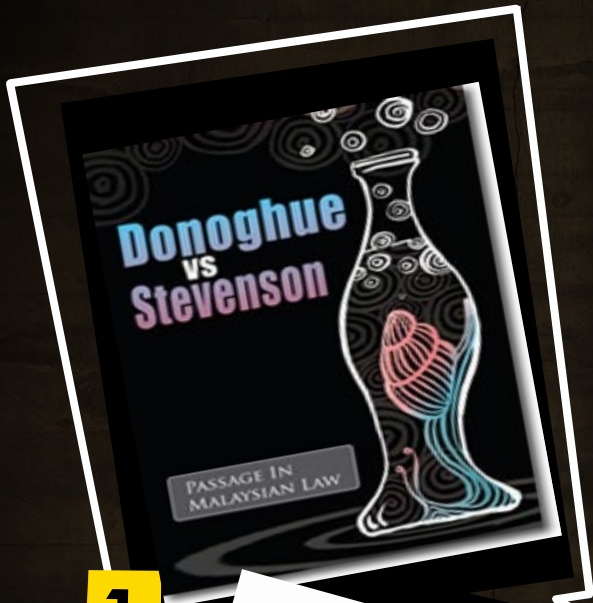
Reading Law
at
Bristol
University

WHAT WE EXPECT FROM YOU

- ✓ Dedication
- ✓ Organised
- ✓ Enthusiasm
- ✓ Participation
- ✓ Honesty



Examples of Cases we will study



1



R 'V' Gallagher



LEGAL TRAINING & JOBS

Law Degree – LLB HONS

Legal Practice Course

BAR Exams (Barrister)

Business Studies

Forensics

Criminology

Criminal Psychologist

Criminal Sociology

Police

Legal Secretary

Magistrates Clerk

Judge

Solicitor

Barrister

Lecturer

Teacher



Students at Work and Their Comments

1 " Until I studied Law I never knew Intoxication is not an excuse."



2 I was shocked when I found out that you do not have to hit someone to assault them.



BTEC Law - Summer Research Project

These research tasks will help provide you with a background to the English Legal System. It is essential before we start that you have an understanding of how our laws are made. Please complete the research tasks below and **submit** on your first lesson in September.

Wishing you a lovely summer and best wishes for results day. I am really looking forward to starting our course in September. If you have any questions just drop me an email at the address below.

Mrs Fisher e.fisher@cannockchase-high@staffs.sch.uk

Task 1 - Using information on Parliaments website www.Parliament.UK Create a power point presentation explaining in detail with visual evidence , the following.

- a. Why laws are made
- b. What a Bill is **and** how they are drafted.
- c. How a Bill becomes an act.
- d. What parliament is - who is involved, what is Parliaments main function?
- e. What the House of Lords is **and** how it has developed over time.

On the website there are lots of videos explaining the above and virtual tours that you can watch. It may be useful to embed these into your presentations for future use.

Task 2 - Keep an eye out for any newspaper articles on legal changes that are discussed over the summer and make a note of any news stories you may watch.

Task 3 - Explain why you have chosen to study Law, including areas of Law that you are particularly interested in. Explain ways in which you enjoy to learn e.g types of activities and revision techniques.

This will be the final slide of your presentation.