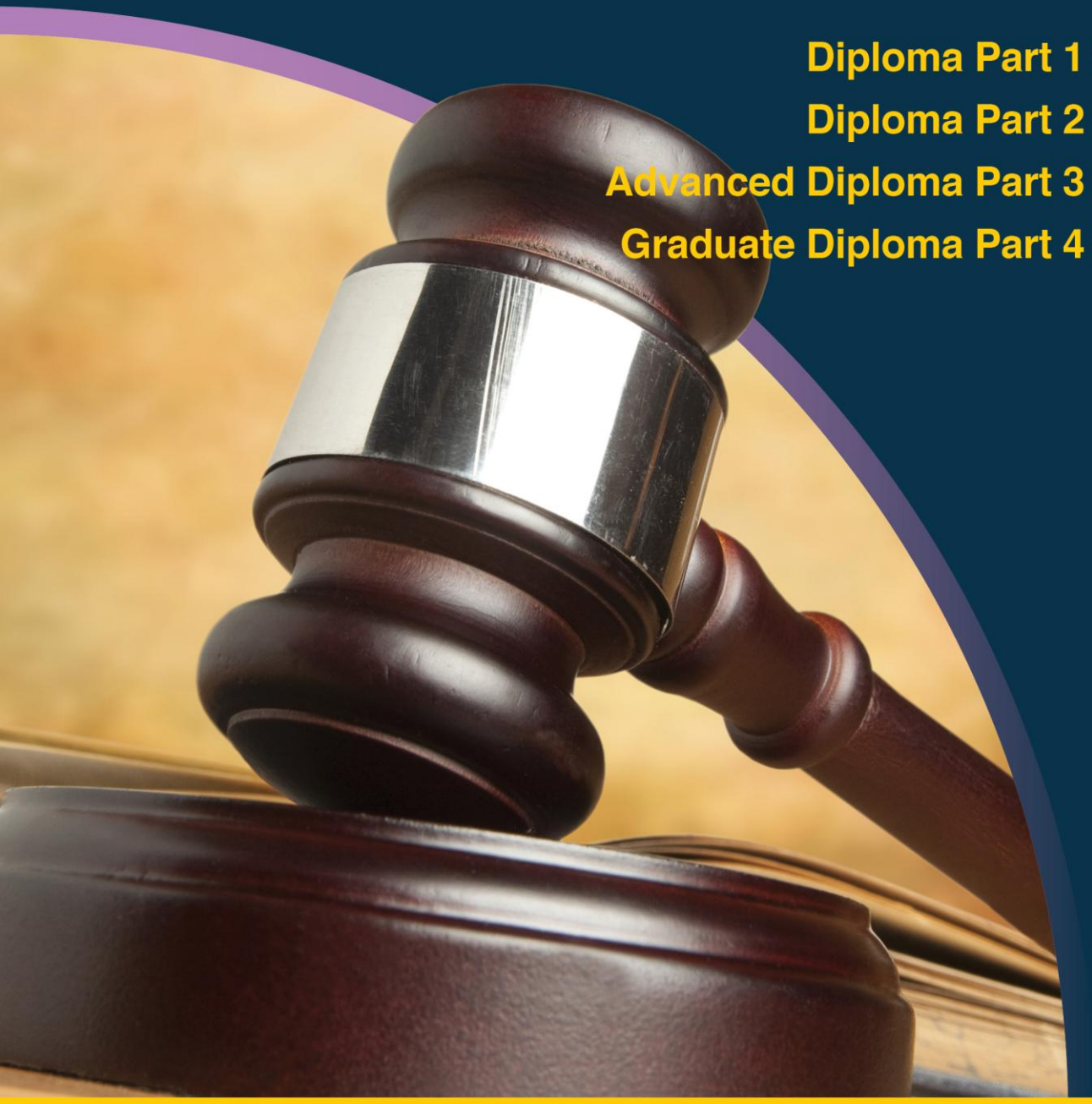
ICM

Legal Studies

Course Handbook

Diploma Part 1 (Level 4)
Diploma Part 2 (Level 5)
Advanced Diploma Part 3 (Level 6)
Graduate Diploma Part 4 (Level 6)



SETTING GLOBAL STANDARDS

For Business & Management Education

February 2017

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Contents

1 Introduction 1
2 The Institute of Commercial Management (ICM) 1
3 ICM Articulation Agreements with Universities 1
4 Learning, Teaching and Assessment Strategy 3
4.1 Assessment 3
4.2 Student Workload 3
5 ICM Qualifications and Progression 4
5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas) 4
5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas) 4
5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas) 5
5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas) 5
5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas) 6
5.6 Relative Positioning of ICM Qualifications 6
6 Student Registration & Course/Level Entry Requirements 8
6.1 Student Registration 8
6.2 Student Registration Fees 8
6.3 Course/Level Entry Requirements 8
7 Examinations and Results 10
7.1 Examinations 10
7.2 Examination Entry Fees and Forms 10
7.3 Examination Timetable 10
7.4 Examination grades and remarking 10
7.5 Examination re-sits 11
7.6 Examination Closing Dates 11
7.7 Examination Results 11
7.8 Examination Grades 11
7.9 Transcript of Academic Results 11
7.10 Replacement Certificates 11
7.11 Deferrals 12
7.12 Subject Exemptions for Professional Programmes 12
7.13 Single Subject Candidates 12
8 Subject advice, educational guidance and student support 12
8.1 Study Methods 12
8.2 Payment Methods 13
8.3 Choosing your course of study 13
8.4 ICM Approved Centres 13
9 Textbooks 13
10 Students with learning difficulties 13
11 Copies of past examination papers and other forms of assessment 14
12 Unit Information 14
12.1 Programme Objectives 14
12.2 Recommended Course Duration 14
12.3 Continuing Education 15
12.4 Entry Requirements 15

13 Course Structure 16
13.1 Unit Syllabuses 16
13.1.1 An Outline of Legal History Syllabus 17
13.1.2 Constitutional Law Syllabus 19
13.1.3 The English Legal System Syllabus 22
13.1.4 Criminal Law Syllabus 25
13.1.5 The Law of Contract Syllabus 28
13.1.6 The Law of Tort Syllabus 30
13.1.7 Company Law Syllabus 33
13.1.8 Land Law Syllabus 35
13.1.9 Public International Law Syllabus 38
13.1.10 Jurisprudence Syllabus 41
13.1.11 The Law of Equity & Trusts Syllabus 43
13.1.12 The Law of Evidence Syllabus 46

1 Introduction

The purpose of this Course Handbook is to provide you with general information about studying with the Institute of Commercial Management (ICM). This Handbook should be read in conjunction with other Guidelines available on the ICM website. The early pages of this Handbook provide general information about ICM and its programmes. Later sections give details about the equivalency of ICM Certificate (NQF* Level 4 qualifications), Diploma (NQF Level 5 qualifications), Advanced Diploma (NQF Level 6 qualifications), Graduate Diploma (NQF Level 6 qualifications) and Post Graduate Diploma Awards (NQF Level 7 qualifications). Please note that not all Levels are available for all programmes. The material in this Handbook is as accurate as possible at the time of production.

*NQF: the UK National Qualifications Framework

2 The Institute of Commercial Management (ICM)

Established in the early 1970s, the Institute of Commercial Management provides academic and vocational qualifications which are well recognised globally.

In its capacity as a course developer and an examining and certifying Board, the Institute offers a wide range of professional and vocational awards in Business, Management and related vocational areas.

ICM programmes are designed to address the personal development and training needs of those wishing to enter the commercial sector and to support the continued development and workplace flexibility of those already in employment.

ICM's global services include the design, development and certification of business education and training programmes for education providers; the development and certification of tailored education and training programmes for the corporate sector, emerging industries and the global workforce and the examination, assessment and certification of students undertaking business, management and related vocational education programmes.

An acknowledged specialist in the design and development of progressive, practical and multi-functional programmes of study, the Institute works with a range of public and private sector clients including universities, business schools, colleges, training providers, International Development Agencies, government agencies and local authorities.

ICM provides examinations in more than 200 subject areas ranging from accounting and finance to tourism and hospitality and from marketing and advertising to project management and examines and certifies candidates to an internationally consistent standard.

3 ICM Articulation Agreements with Universities

The Institute has formal partnership arrangements with universities in the UK and overseas. A full list of progression routes from ICM qualifications into Undergraduate and Post Graduate courses at UK Universities is available from the ICM website.

Established articulation arrangements provide direct access to the second and final years of a wide range of BA/BSc degrees for ICM Diploma qualifications (Level 5 Diploma) and

Advanced Diploma qualifications (Level 6 Diploma). Access to Masters programmes also exist for those with ICM Graduate Diplomas (Level 6) and ICM Post Graduate Diplomas (Level 7). In addition, ICM Certificate (Level 4 Diploma) holders may be eligible for entry to year 1 of appropriate degrees.

Subject to status and grades obtained, students holding ICM Diploma qualifications at levels 4, 5, 6 and 7 are accepted onto Undergraduate and Post Graduate degree programmes offered by institutions in continents across the globe.

Our strategic partners have agreed that students can enter their degree programmes with Advanced Standing, provided they possess the right Grade profile and are able to meet other admissions criteria, such as language competence. The stated grade and points requirements may be subject to local variations.

Entry to the First Year

Application for entry to the first year of a relevant degree programme will be considered for those students who hold a relevant ICM Certificate Level Award.

Entry to the Second Year

Application for entry to the second year of an Honours degree programme will be considered for students who have passed a relevant ICM Diploma (Level 5) programme and have met the following requirements:

- obtained at least 24 Points from 8 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Diploma

Entry to the Final Year

Students who have passed a relevant ICM Advanced Diploma (Level 6 Diploma) programme will be considered for final year entry if they have achieved the following:

- obtained at least 32 Points from 12 subjects leading to the Advanced Diploma
- obtained at least a Grade C in all subjects in the Advanced Diploma

Entry to the Post Graduate Year

Students who have passed a relevant ICM Graduate Diploma (Level 6 Diploma) programme will be considered for entry to Masters programmes if they have achieved the following:

- obtained at least 12 Points from the final 4 subjects leading to the qualification
- obtained at least a Grade C in all subjects in the Graduate Diploma

Converting ICM subject grades into points

The following rules apply in relation to converting ICM subject grades into points:

- an ‘A’ grade is awarded 6 points
- a ‘B’ grade is awarded 4 points
- a ‘C’ grade is awarded 2 points
- a ‘D’ grade is awarded 0 points

Progression Routes

Students wishing to progress to degree programmes should review the range of courses available at our partner Universities. Information on appropriate university courses can be obtained from our website.

The Institute's qualifications are also recognised by leading professional examining bodies for either subject exemption or registration purposes. Further details can be obtained from the appropriate examination bodies.

4 Learning, Teaching and Assessment Strategy

Tuition in preparation for the Institute's examinations takes place on a number of levels, including lectures, seminars, class discussion and problem review and analysis.

Formal lectures provide a foundation of information, which students build on through directed learning and self-managed study outside the classroom.

Students are actively encouraged to form study groups to discuss course material, fostering a greater depth of learning experience.

4.1 Assessment

Assessment for the majority of programmes is based on final examinations. The Institute has a traditional approach to assessment. Formative assessment is provided by ICM Teaching Centres as and when appropriate and may include; essays, in-class tests, role play exercises, presentations and projects. However, in terms of gaining a professional qualification, and in order to maintain standards, ICM believes that students should be formally assessed on the body of knowledge covered during the course and be examined as individuals on the required learning outcomes.

4.2 Student Workload

In accordance with nationally accepted codes of practice in the UK, each 20 credit unit represents a total of approximately 200 hours of learning. Typically, each ICM award at undergraduate level comprises four units of 20 credits each. Students must complete four units at each level leading to the awards of Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma) and Graduate Diploma (Level 6 Diploma). Thus, for example, in order to gain an ICM Advanced Diploma, a student must have completed the Certificate, Diploma and Advanced Diploma stages. The Post Graduate Diploma (Level 7 Diploma) consists of 120 credits divided into six units.

The learning hours for each unit are subdivided into appropriate categories of learning opportunities, such as lectures, seminars, preparation time, directed study, time spent on assessment items and exam preparation. At least one quarter of this time is usually devoted to formal contact time.

A further one quarter of this time is related to directed learning. The balance of workload is comprised of individual, self-managed student learning and revision.

Note that for a unit delivered in standard mode, the ICM examinations calendar accommodates a teaching year of approximately 2 x 20 teaching weeks, and four weeks of revision/end of year assessment.

Furthermore, each unit is assigned to a particular 'Level', with each Level corresponding to the group of subjects contained within the programmes leading to the award of a Certificate (Level 4 Diploma), Diploma (Level 5 Diploma), Advanced Diploma (Level 6 Diploma), Graduate Diploma (Level 6 Diploma) or Post Graduate Diploma (Level 7 Diploma).

5 ICM Qualifications and Progression

Understanding your qualification is important and the following guidelines outline how ICM qualifications fit within the UK National Qualifications Framework and support vocational learning.

ICM has benchmarked its qualifications against the UK National Qualifications Framework (NQF). In recognition of the NQF levels and with reference to appropriate National Occupational Standards, the Institute has produced the following level descriptors which should be read in conjunction with the table provided in section 5.6.

5.1 ICM Certificates (equivalent to NQF Level 4 Diplomas)

ICM Certificates are awarded to those who have passed Part 1 (the first four or five subjects, depending on the course) of an ICM Diploma programme. See below for ICM Diploma Entry Requirements. ICM Certificates represent a level of qualification that recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Certificate holders should be able to display competence in the application of knowledge in the performance of a range of work activities, some of which may be routine and predictable with some being complex or non-routine.

Learning at this level involves gaining knowledge and skills appropriate for individuals working semi-independently, or receiving basic supervision and training from others in their field of work.

Students should begin to develop a degree of individual responsibility or autonomy in their study as well as the ability to collaborate with others, for example through participation in work groups or teams.

Successful completion of the ICM Certificate enables entry to the first year of appropriate degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.2 ICM Diplomas (equivalent to NQF Level 5 Diplomas)

Entry to an ICM Diploma programme requires completion of secondary education or an equivalent and recognised programme of study.

ICM Diplomas represent a level of qualification which recognises the ability to gain, and where relevant apply a range of knowledge, skills and understanding.

ICM Diploma holders should be able to display competence in the application of knowledge in a broad range of varied work activities performed in a wide variety of contexts, most of which are complex and non-routine.

Learning at this level involves obtaining detailed knowledge and skills appropriate for people working independently, or providing basic supervision and training of others in their field of work and people wishing to go to University.

Progression is available from the ICM Diploma to the second year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.3 ICM Advanced Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Certificate and Diploma in the selected programme. Students holding other relevant and equivalent qualifications which contain ICM Diploma subjects could qualify for entry as well as subject and Level exemptions.

ICM Advanced Diplomas represent a level of qualification which involves specialist learning and detailed analysis of a high level of information, knowledge and skills in a specified area of work or study.

Students undertaking an ICM Advanced Diploma should demonstrate the depth of knowledge and understanding of an area of work or study to enable them to formulate solutions and responses to complex problems and situations.

ICM Advanced Diplomas are appropriate for people working in positions such as Senior Supervisors, Professionals or Managers. These individuals need to demonstrate significant levels of knowledge, a high level of work expertise in job roles and competence in managing and training others. Learning at this level is appropriate for people working in technical and professional jobs, and/or managing and developing others.

The ICM Advanced Diploma is equivalent to NQF Level 6 and in terms of level and credit value these qualifications are comparable to UK Intermediate Higher Education qualifications such as HNDs, Diplomas of Higher Education and Foundation Degrees.

Progression is available from ICM Advanced Diplomas to the final year of relevant degree programmes at a range of Universities. For a complete list of progression routes please refer to the website.

5.4 ICM Graduate Diplomas (equivalent to NQF Level 6 Diplomas)

Entry to an ICM Graduate Diploma programme requires prior completion of the ICM Diploma and Advanced Diploma in the selected programme.

Advanced Standing and Exemptions: Students holding relevant degrees and equivalent qualifications which contain ICM Certificate, Diploma and Advanced Diploma subjects could qualify for entry as well as subject and Level exemptions.

Students at this level study highly developed and complex levels of knowledge enabling the development of in-depth and original responses to complicated and unpredictable problems and situations.

Learning at the Graduate Diploma level involves the demonstration of high level specialist professional knowledge appropriate for senior professionals and managers. Indicative competencies involve the application of a range of fundamental principles across a wide and often unpredictable variety of contexts as well as the ability to perform technical or professional work activities in a variety of contexts with a substantial degree of personal responsibility and autonomy.

A qualification at this level is appropriate for people working as knowledge-based professionals or in professional management positions. This qualification is equivalent to a Bachelors degree, and progression is available from the ICM Graduate Diploma to Post Graduate programmes such as Masters degrees.

5.5 ICM Post Graduate Diplomas (equivalent to NQF Level 7 Diplomas)

Entry to an ICM Post Graduate Diploma programme requires completion of an ICM Graduate Diploma, another Level 6 award, or a degree level qualification in an appropriate discipline.

Refer to Section 6 for Advanced Standing arrangements for mature candidates.

Students at this level of study should display a mastery of high level knowledge and skills and have professional and research-based skills.

This qualification is equivalent to two thirds of a Masters degree (MBA or MA) and advanced standing can be given onto a range of Masters degrees. For a complete list of progression routes please refer to the website.

5.6 Relative Positioning of ICM Qualifications

The following table gives an indication of the relative positioning of ICM awards, compared with other types of qualifications and levels. Reference is made to levels in the UK National Qualifications Framework and example qualifications at each level. In addition, the final column in the table (FHEQ) shows the ‘equivalent’ qualifications commonly being developed and delivered in the University sector. For example, these indicate that the ICM Advanced Diploma equates to an intermediate level award (in terms of credit accumulation this ICM qualification equates to a Higher National Diploma). Furthermore, the ICM Graduate Diploma equates to a Bachelors degree level qualification and the ICM Post Graduate Diploma equates to a Masters degree level qualification.

Relative Positioning of ICM Qualifications

<table>
<tr><th>National Qualifications Framework (Levels and example vocational qualifications)</th><th>Framework for ICM Levels</th><th>Framework for Higher Education Qualification Levels (FHEQ)</th></tr>
<tr><td>Level 7
Professional Diploma in Translation</td><td>ICM Post Graduate Diploma
(Level 7 Diploma)</td><td>M (masters), Masters degrees, Post Graduate certificates and diplomas</td></tr>
<tr><td rowspan="2">Level 6
Diploma in Management</td><td>ICM Graduate Diploma
(Level 6 Diploma)</td><td>H (honours)
Bachelors degrees (BSc/BA)</td></tr>
<tr><td>ICM Advanced Diploma
(Level 6 Diploma)</td><td rowspan="3">I (intermediate)
Diplomas of higher education, foundation degrees, Higher National Diplomas</td></tr>
<tr><td>Level 5
BTEC Higher National Diploma in 3D Design</td><td rowspan="2">ICM Diploma
(Level 5 Diploma)</td></tr>
<tr><td rowspan="2">C (certificate)
Certificates of higher education</td></tr>
<tr><td>Level 4
Certificate in Early Years Practice</td><td>ICM Diploma
(Level 5 Diploma)</td></tr>
<tr><td>Level 3
Certificate in Small Animal Care
NVQ in Aeronautical Engineering
A levels</td><td colspan="2" rowspan="4"></td></tr>
<tr><td>Level 2
Diploma for Beauty Specialists
NVQ in Agricultural Crop Production
GCSEs Grades A*-C</td></tr>
<tr><td>Level 1
Certificate in Motor Vehicle Studies
NVQ in Bakery
GCSEs Grades D-G</td></tr>
<tr><td>Entry – e.g. Entry Level Certificate in Adult Literacy</td></tr>
</table>

6 Student Registration & Course/Level Entry Requirements

6.1 Student Registration

In order to undertake any ICM examination candidates must be Registered ICM Student Members.

Student Membership can be obtained by completing the appropriate Student Registration Application form and returning the form and the Student Registration Fee to the Institute. Details of Student Registration Fees can be found on the ICM website.

The Student Registration fee is valid for one year and can be renewed annually.

Important Note: All students wishing to register for any ICM Advanced Diploma programme or above, MUST complete and attach an Academic History form to their Student Registration form. Copies of all qualifications and Awards obtained by the student must also accompany the Academic History form.

The Academic History form is used to ensure that students are qualified to commence their studies at the Level they have selected.

6.2 Student Registration Fees

Student Registration fees for standard ICM Awards and programmes are based on the country in which you will undertake your examinations. The current fees levels are as follows:

Group 1: If you are based in Europe, and EU Member State, North America, a Gulf State, India, the Middle East, Australasia, Singapore, South Africa, China, Hong Kong or Malaysia your Registration Fee will be £50.00 Pounds Sterling.

Group 2: If you are based in sub-Saharan Africa, Central or South America, Pakistan, Bangladesh, the Caribbean or North Africa your Registration Fee will be £25.00 Pounds Sterling.

Group 3: A special rate exists for students in countries which have (a) emerged from conflict (b) countries in which the general population is subject to great poverty and (c) countries in which the UN acknowledge that the level of economic activity and national per capita income is unacceptably low.

6.3 Course/Level Entry Requirements

ICM professional programmes are structured in ‘Levels’. These Levels are designed to provide a structured and progressive level of knowledge.

All students are required to commence their studies at the Diploma Level of all programmes unless they are able to claim subject-for-subject or Level exemptions.

Subject-for-subject exemptions can be applied for if the student has (a) been examined, in the subject, by another recognised Awarding body and (b) has passed the examination/s set by the alternate body.

The Institute operates an 'Open Entry' policy in respect of most of its Diploma Level vocational programmes, subject to appropriate work experience, but prospective students should note that the following qualifications are recommended for those wishing to undertake ICM Diploma Level programmes:

Entry to an ICM Diploma Level Programme (NQF Level 5)

Entry to an ICM Diploma programme requires completion of secondary education or equivalent. For example:

- One GCE A-level plus three GCSEs (or equivalents) or 5 GCSEs
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for the majority of programmes is 18. Applicants over the age of 20 who do not hold one of the recommended entry qualifications may also register for some Diploma Level programmes providing they have been in full-time employment for a minimum of two years and can produce a letter from their employer to confirm this.

Entry to an ICM Advanced Diploma Programme (NQF Level 6)

Entry to an ICM Advanced Diploma programme requires completion of the ICM Diploma Level of the selected programme.

Entry to an ICM Graduate Diploma Programme (NQF Level 6)

Entry to an ICM Graduate Diploma requires completion of the ICM Diploma and Advanced Diploma in the selected programme.

Entry to an ICM Post Graduate Diploma Programme (NQF Level 7)

Registration for an ICM Post Graduate Diploma is accepted from those:

- who have completed an ICM Graduate Diploma
- who hold any Level 6 business or management Award
- holders of business and management degree level qualifications.

Mature Candidates. Applications from those over the age of 25 who do not meet the standard Entry Requirements will also be considered providing they:

- Are over the age of 25
- Have been in employment for 5 years – a letter of support is required from the applicant’s employer; and
- Hold a management or senior supervisory position.

7 Examinations and Results

7.1 Examinations

In order to achieve a consistent global standard the Institute sets all examination papers and all candidate scripts are returned to the Institute for marking.

Invigilation of examinations is undertaken either by external Invigilators who are appointed by the Institute or by the British Council. Examinations are held in March, June, September and December and the Examination Timetable can be found on the ICM website.

Candidates must be registered and paid-up Student Members of the Institute at the time they undertake their examinations. Examination papers are securely distributed to ICM Approved Centres and scripts are assessed and moderated in the UK by ICM Appointed Examiners.

Full details of Examination dates can be found on the ICM website.

7.2 Examination Entry Fees and Forms

Examination Entry fees are shown on the appropriate Examination Entry form for the subject/programme you are undertaking. The Examination fee is £35.00 Pounds Sterling per subject for Legal Studies. If you have any queries relating to fees please contact your Teaching Centre.

In order to undertake any ICM Professional or Single Subject examination you must be a Registered and paid-up ICM Student Member.

To enter for an examination you need to complete the relevant Examination Entry form and submit it to the Institute.

7.3 Examination Timetable

ICM examinations take place four times each year, in March, June, September and December. The Timetable for each year states the Closing Date for receipt of entries for each examination Series. Please visit the website to view the ICM examination timetable.

7.4 Examination grades and re-marking

You can request that your examination script is re-marked if you are unhappy with your result.

The fee for this is £35.00 Pounds Sterling per script. The Institute operates a triple marking and moderation system. In the event that the moderator increases the original marks awarded, the fee for re-marking your script will be refunded to you. Should the Grade awarded remain the same, you will be issued with a full Examiner's Report detailing your examination performance. The Institute retains answer scripts for a maximum period of six months. Examination scripts/answer books are not returned to candidates under any circumstances.

7.5 Examination re-sits

Although ICM Examinations are held every twelve weeks it should be noted that it takes an average of twelve weeks to mark the scripts after each Examination Series.

If you sit, for example, for one or more subjects in March you will not receive your results until June. This means that if you were to fail a subject in March, you would not be able to re-sit the subject in June, as you will have missed the Closing Date for the June Series.

Our advice is that you try to split your subject examinations between two consecutive Examination Series e.g. If your programme has four subjects you could take two subjects in one series and two in another series.

On this basis, were you to fail one subject in March you would be able to re-sit it in September, giving you plenty of time for revision.

7.6 Examination Closing Dates

There is a Closing Date for receipt of Examination Entries and candidates entering for examinations must ensure that their completed Examination Entry forms and fees reach the Institute before the Closing Date for each Examination Series. Examination Timetables indicate the closing date for receipt of entries for each sitting and this information also appears on the ICM website. Entries received after the Closing Date are automatically carried forward to the next Examination Series.

7.7 Examination Results

Results are distributed within twelve weeks from receipt of scripts. Candidates are advised not to telephone the Institute for results as this information is confidential and cannot be disclosed over the telephone.

7.8 Examination Grades

Should you wish to re-sit any examination to improve your previous Grade, please note that the latest Grade you obtain will stand.

7.9 Transcript of Academic Results

You may request a transcript of your Academic Results, however please note there is a charge of £15.00 Pounds Sterling for each Award transcript requested.

7.10 Replacement Certificates

Replacement certificates are available on payment of a fee of £20.00 Pounds Sterling per certificate. Please include your Student Registration Number together with your current postal address and indicate which certificate is required.

7.11 Deferrals

There is a fee of £15.00 Pounds Sterling per subject should you wish to defer your examinations to another Series for health or for any other reason. If you are unable to undertake your examinations, it is essential you advise ICM before the appropriate examination date, otherwise the full entry fee of £35.00 Pounds Sterling will be applicable. Please note that you may only defer examinations on one occasion. The full entry fee of £35.00 Pounds Sterling per subject will become due if you defer on more than one occasion.

7.12 Subject Exemptions for Professional Programmes

Students holding relevant recognised qualifications from other professional bodies or recognised Higher Education institutions may apply for Subject Exemptions, on a subject-for-subject basis. It may also be possible, subject to qualifications held, to obtain exemption from a Level within a programme. Documentary evidence is required before any decision can be made in connection with the granting of Subject/Level Exemptions. No exemptions are given for case studies or assignments. Internally awarded school certificates and diplomas **are not accepted for exemption purposes.**

7.13 Single Subject Candidates

Registered ICM students who do not want to complete a full ICM programme may study individual subjects. Single Subject candidates receive a Single Subject Diploma on successful completion of the relevant subject examination. Single Subjects qualify, on a subject-for-subject basis, for subject exemptions from ICM professional programmes.

Note:
1. Case Studies, Assignments and Projects, including ALL subjects in any Post Graduate programme, do not qualify for Single Subject Awards.
2. A student who undertakes, on a Single Subject basis, subjects within a Diploma, Advanced Diploma, Graduate Diploma or Post Graduate ICM programme will not be entitled to a professional Award unless they are exempted from or have completed all lower Levels of that Award.
3. In order to comply with UKBA requirements, overseas students studying in the UK (excluding those from EU countries) are not permitted to undertake Single Subjects and must undertake a professional programme.

8 Subject advice, educational guidance and student support

You are expected to be independent and to take responsibility for your own academic and personal life. However, your study centre should also provide appropriate help and assistance. Your tutors will direct your studies and ensure that you know what work you need to cover in any given unit. Seek advice from academic staff either during or after class or try to see them during their office hours.

8.1 Study Methods

Teaching Centres are provided with a detailed syllabus and reading list for each subject area. Each Unit Syllabus clearly defines the areas that you will be required to cover for each subject and your examination questions will be based on the areas and topics detailed for

each unit. It is important to ensure that you obtain a copy of each unit syllabus from your Teaching Centre. Alternatively, this information can be obtained online at www.icm.education, in the ‘Single Subject’ section.

Each Unit Syllabus is normally linked to one main textbook and the examiners base their questions on the contents of the nominated core text.

The Unit Syllabuses also give details of 'Alternative Texts' and texts recommended for further reading. It is advised that you should refer to the 'Alternative Texts' in order to develop your skills and broaden your knowledge of the subject area.

8.2 Payment Methods

For our accepted methods of payment, please refer to the ICM website: www.icm.education

8.3 Choosing your course of study

As an ICM Student Member you can work towards obtaining either a recognised Professional qualification or study for one or more of the 200 Single Subject Awards from the list of subjects offered by the Institute. The choice is yours.

8.4 ICM Approved Centres

Tuition leading to the Institute’s examinations can only be provided by Institutions which have been granted ICM ‘Approved Centre’ status. Please note that some ICM Teaching Centres specialise in particular subject areas and not all ICM Centres will necessarily offer tuition for every ICM course programme. Visit the website to find an ICM Approved Centre near you.

9 Textbooks

The recommended textbooks for each subject are shown on each subject syllabus. Examiners base their questions on the contents of the recommended texts and it is therefore important for you to ensure that you have access to the appropriate texts. You can obtain the full list of books available to purchase from ICM and/or place orders by either contacting your Centre or complete the Book Order Form and send it to ICM’s Book Sales Manager at: info@icm.education .

10 Students with specific learning difficulties

If you are diagnosed with a specific learning difficulty you may be granted special arrangements for your examination/s. We will require a copy of an Assessment Report issued within the last three years. The amount of additional time and any other arrangements will be determined on the basis of the Report relating to your circumstances. It is possible that you may be granted permission to use a computer or laptop without internet connection in your examinations.

11 Copies of past examination papers and other forms of assessment

The ICM website, www.icm.education, provides a database of recent examination papers, assignments and Case Studies. These can be found in the Student Resources section of the website.

12 Unit Information

Covering all the major business and management areas and topics, the ICM programmes have, over the past 40 years, achieved international recognition and are currently undertaken by students in more than 40 countries.

12.1 Programme Objectives

To provide prospective Legal Studies students with a body of relevant and current knowledge which will: -

- increase and broaden their employment opportunities within the sector
- provide them with an extensive theoretical and practical knowledge base on which to build their careers and enable them to progress to higher levels in the legal profession
- provide participants with a working knowledge of the law which will enable them to examine a series of legal situations and comment on them with confidence

12.2 Recommended Course Duration

To help calculate the duration of the programme, please refer to the section entitled 'Student Work Load' in section 4.2 of this handbook.

It is expected that a student will need at least 3 years of full-time study at an ICM Approved Centre to complete the full Advanced Diploma programme.

Examination Grades

Grade A - Distinction	70% and above
Grade B - Credit	60% to 69%
Grade C - Pass	50% to 59%
Grade D - Marginal Pass	40% to 49%
Grade F - Fail	39% and under

Certification

On successful completion of the first three units, students are awarded the ICM Certificate in Legal Studies. Similarly, on successful completion of the additional three units at the Diploma stage students are awarded the ICM Diploma in Legal Studies. Similarly, on successful completion of all twelve units, students are awarded the ICM Advanced Diploma in Legal Studies.

12.3 Continuing Education

The Legal Studies programme will serve as an excellent route for students who ultimately seek full professional status and will provide first class underpinning knowledge for the UK degrees including Legal Studies and Business & Law. Holders of an ICM Diploma in Legal Studies may enter the ICM Advanced Diploma programme.

12.4 Entry Requirements

Students holding relevant recognised qualifications from other institutions or professional examining bodies may apply for exemptions on a subject-for-subject basis.

The Institute operates an 'Open Access' policy in respect of many of its vocational programmes but prospective students should note that the following entrance qualifications are recommended for those wishing to undertake the ICM Diploma programme:

- One GCE A-level plus three GCSEs (or equivalents)
- A suitable BTEC National Award
- Any qualification equivalent to one or more of the above

The minimum age for registration for this programme is 18.

Applicants over the age of 20 who do not hold one of the recommended entrance qualifications may also register for the programme providing they have been in full-time employment for a minimum of two years.

Advanced Diploma in Legal Studies

The minimum age for registration for this programme is 18.

- The ICM Diploma in Legal Studies (or an equivalent level qualification)
- A suitable BTEC National Award
- Any Legal Studies/Law qualification equivalent to one of the above.

13 Course Structure

The Diploma in Legal Studies – Part 1

1. An Outline of Legal History
2. Constitutional Law
3. The English Legal System

A Certificate in Legal Studies is awarded on completion of all Part 1 subjects

The Diploma in Legal Studies – Part 2

4. Criminal Law
5. The Law of Contract
6. The Law of Tort

The Diploma in Legal Studies is awarded on completion of all Part 1 & Part 2 subjects

The Advanced Diploma in Legal Studies – Part 3

7. Company Law
8. Land Law
9. Public International Law

The Advanced Diploma in Legal Studies is awarded on completion of all Part 1, 2 and 3 subjects

The Graduate Diploma in Legal Studies – Part 4

10. Jurisprudence
11. The Law of Equity & Trusts
12. The Law of Evidence

The Graduate Diploma in Legal Studies is awarded on completion of all Part 1, 2, 3 and 4 subjects

13.1 Unit Syllabuses

Syllabuses for this programme are contained in the following sections.

13.1.1 An Outline of Legal History Syllabus

Unit Title	An Outline of Legal History
Unit Code	OLH-09/09
Level	4 Diploma
Credits	20
Unit Leader	SH
Pre-requisites	

Main Aim(s) of the Unit:

This unit introduces the students to the legal system, explaining its current operation in the light of its historical origins, giving them an overview of how (and why) law works for businesses and individuals. They will become familiar with important legal terminology used in the business context.

Main Topics of Study:

- Origins of the common law
- The superior courts of the common law
- The forms of action
- Contract – covenants and debt; assumption and deceit
- Contract
- Later developments
- Quasi-contract
- Property in chattels personal
- Negligence
- Defamation
- Persons – status and liberty
- Marriage and its consequences
- Pleas of the Crown
- Criminal procedure
- Substantive criminal law

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the development of the court system in England and Wales from the tenth century to the end of the nineteenth century.
2.	Understand the origins of some of the substantive areas of law and their development.
3.	Understand the difference between criminal and civil law.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text An Introduction to English Legal History, Baker, J.H., Butterworth	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.2 Constitutional Law Syllabus

Unit Title	Constitutional Law
Unit Code	CL-09/09
Level	4 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

This unit gives the student an overview of the British Constitution. It will give them an appreciation of the different organs of state and the checks and balances within the system. It will introduce the student to the function of government and the effect of the European Union on the Constitution.

Main Topics of Study:

The Nature of Constitutional and Administrative Law

- Scope
- Administrative law
- Public law
- The functions of government
- Doctrine of the separation of powers

General Characteristics of the British Constitution

- Unitary
- Unwritten
- Flexible
- Conventions
- No distinct system of administrative law
- The rule of law

Parliamentary Supremacy

- Authentication of acts of parliament

The United Kingdom and the European Communities

- Sources of domestic law
- European Communities Act 1972
- Impact of community law

Constitutional Conventions

- Judicial acknowledgement
- Purpose
- Observance – royal prerogative and the cabinet system
- Lords and commons
- UK and commonwealth

The High Court of Parliament

- The House of Lords
- The House of Commons
- Procedure on legislation

The Royal Prerogative

- Domestic affairs
- Foreign affairs

The Cabinet and the Privy Council

- Legal status

Delegated Legislation

- Nature and purpose
- Sub-delegation
- Safeguards

Administrative Tribunals

- Reasons for them
- Ministerial decisions and inquiries

Judicial Control of Public Authorities

- Liability and remedies
- Appeals to the Privy Council

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the nature of constitutional law and the general characteristics of the British Constitution.
2.	Understand the concept of parliamentary supremacy and the impact of EU law on the UK.
3.	Understand the structure and role of the courts and the structure and role of the Houses of Parliament, cabinet and privy council.
4.	Understand the role of constitutional conventions and of the Royal Prerogative.
5.	Understand the role of delegated legislation.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:	
Main Text Unlocking Constitutional and Administrative Law, Ryan, M., Hodder Education **Cases** ❖ Davy v Spelthorne BC (1984) ❖ Bowles v Bank of England (1913) ❖ Congreve v Home Office (1976) ❖ Waddington v Miah (1984) ❖ Cheney v Conn (1968) ❖ McCarthy v Smith (1979) ❖ Prince v Secretary of State for Scotland (1985) ❖ Garden Cottage Foods v Milk Marketing Board (1984) ❖ EC Commission v UK (1982) ❖ Malone v Metropolitan Police Commissioner (1979)	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.3 The English Legal System Syllabus

Unit Title	The English Legal System
Unit Code	ELS-09/09
Level	4 Diploma
Credits	20
Unit Leader	SD
Pre-requisites	

Main Aim(s) of the Unit:

The unit will instil in students a basic understanding of how the UK legal system is constructed, in order for them to be able to identify their legal rights and duties and research them in more detail; an understanding of how the courts work is essential to anyone in the business arena.

Main Topics of Study:

Sources of Law

- Case law
- Statute law
- Delegated legislation
- European law
- Equity
- Treaties

The Judiciary

- Appointment
- Training
- Termination
- Discipline
- Independence

The Jury System

- Functions
- Qualifications
- Verdicts
- Arguments for and against

Magistrates

- Selection and appointment
- Removal and retirement
- Training
- Jurisdiction
- Advantages and disadvantages
- State funded legal aid and advice schemes

The Criminal Justice System

- The Crown Prosecution Service
- Bail
- Classification of offences
- Trial
- Committal

The Civil Justice System

- The courts

Tribunals

- To-day
- Appeals
- Advantages and disadvantages

Civil Liberties

- European Convention on Human Rights
- Freedom of assembly
- Freedom of association
- Freedom from discrimination
- Freedom of the person
- Freedom of expression

Remedies for Infringement of Civil Rights

- Judicial review
- Habeas Corpus
- European Court of Human Rights
- Self-defence

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the ways in which law is made in England and Wales.
2.	Understand the way in which criminal law is administered and upheld.
3.	Understand the way in which the civil legal system operates.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:	
Main Text English Legal System, Elliott, C. & Quinn, F., Pearson Education **Alternative Text & Further Reading** Casebook & Materials on English Legal System, Zander, M., Cambridge University Press	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.4 Criminal Law Syllabus

Unit Title	Criminal Law
Unit Code	CL-09/09
Level	5 Diploma
Credits	20
Unit Leader	SD
Pre-requisites	

Main Aim(s) of the Unit:

There should be an understanding of substantive criminal law. This includes the elements needed to prove liability, where the actual offence has not taken place and where more than one party has taken part. The students should also understand various offences against the person and against property.

Main Topics of Study:

- Substantive criminal law
- Definition
- Actus reus
- Mens rea
- Negligence and strict liability
- Capacity and incapacitating conditions
- General defences
- Parties to a crime
- Inchoate offences
- Homicide
- Non-fatal offences against the person
- Theft and related offences
- Deception
- Criminal damage

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the elements that are needed to prove criminal liability.
2.	Understand specific offences against the person.
3.	Understand the law on parties to a crime and inchoate offences.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	Weighting:
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Textbook on Criminal Law, Allen, M., Blackstone Press

Alternative Text & Further Reading

Understanding Criminal Law, Clarkson, C.M.V., Sweet & Maxwell

Blackstone's Statutes on Criminal Law, Glazebrook, P., Blackstone Press

Cases and Materials

- Kay v Butterworth (1945)
- Race Relations Board v Applin (1973)
- Bratty v AG for Northern Ireland (1963)
- Invicta Plastics Ltd v Clare (1976)
- Pugsley v Hunter (1973)
- Bodin & Bodin (1979)
- Fagan v Metropolitan Police Commissioner (1969)
- McDonough (1962)
- Hancock & Shankland (1986)
- McDonnell (1966)
- Moloney (1985)
- Siracusa (1990)
- Sweet v Parsley (1970)
- Shaw v DPP (1962)
- Gammon (Hong Kong) Ltd v AG of Hong Kong (1985)
- Malcherek & Steel (1981)
- B (a minor) v DPP (2000)
- Powell (Anthony) (1999)
- C (a minor) v DPP (1995)
- DPP v Smith (1961)
- Burgess (1991)
- Holmes v DPP (1946)
- AG's Reference (No. 3) (1998)
- Baille (1995)
- Kemp (1957)
- Fagan v Metropolitan Police Commissioner (1969)
- Hennessy (1989)
- Ansell v Thomas (1974)
- Winterwerp v Netherlands (1979)

❖ Collins v Wilcock (1984) ❖ Eden DC v Braid (1998) ❖ Boyea (1992) ❖ Hurley v Murray (1967) ❖ Aitken (1992) ❖ Chan Wing-Siu v The Queen (1985) ❖ Waterfall (1970) ❖ Petters & Parfitt (1985) ❖ Metropolitan Police Commissioner v Charles (1977) ❖ Smith v Mellors & Soar (1987) ❖ Collis Smith (1971) ❖ Coal Board v Gamble (1959) ❖ McNiff (1986) ❖ Millward (1994) ❖ Cox v Riley (1986) ❖ Cogan & Leak (1976) ❖ Caldwell (1982) ❖ Merrick (1986) ❖ Asquith, Webster & Seamans (1995)	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.5 The Law of Contract Syllabus

Unit Title	The Law of Contract
Unit Code	LC-09/09
Level	5 Diploma
Credits	20
Unit Leader	SD
Pre-requisites	
Main Aim(s) of the Unit:	
Contracts are a vital part of business and this unit will enable the students to show an understanding of how a contract is formed, the terms within it and how these terms can be vitiated (invalidated). Also how a contract can come to an end and the remedies available.	
Main Topics of Study:	
► The road to agreement ► Offer and acceptance ► Problematic agreements ► Mistake ► Consideration ► Varying the contractual nexus ► Equitable Estoppel ► Third parties ► Intention, capacity and form ► Parameters ► Terms ► Fairness ► Disclosure ► Consumer contracts ► Exemption clauses ► Unfair clauses ► Misrepresentation ► Illegitimate pressure ► Illegality and public policy ► Frustration ► Disclaimer ► Damages ► Compensation ► Equitable remedies ► Restitution	

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the essential requirements for a valid formation of a contract.
2.	Understand the terms of a contract.
3.	Understand the different types of vitiating factors.
4.	Understand the ways in which a contract can be discharged.
5.	Understand the remedies that are available for a breach of contract.
Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	
Main Text Contract Law, Applebey, G., Sweet & Maxwell	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.6 The Law of Tort Syllabus

Unit Title	The Law of Tort
Unit Code	LT-09/09
Level	5 Diploma
Credits	20
Unit Leader	SD
Pre-requisites	

Main Aim(s) of the Unit:

There should be an understanding of the Law of Tort. This includes the elements needed to show that a person is liable under negligence and the other torts that can arise in business.

Main Topics of Study:

What is Tort?

- Negligence
- Duty
- Breach of duty
- Statutory duty
- Human Rights Act 1998

Deliberate Harm to the Person

- Assault and battery
- Harassment
- False imprisonment
- Invasion of privacy

Negligent Harm to the Person

- Duty
- Breach of duty

Negligence

- Property and economic loss
- Deliberate infliction of economic loss

Land Use and the Environment

- Trespass to land
- Private nuisance
- Public nuisance
- Strict liability
- Liability for animals

Protection of Reputation

- Liability
- Defamation

- Absolute defences
- Qualified defences
- Other torts

Parties and Liability for Others

- Vicarious liability
- Joint and several liability
- Contribution

Remedies

- Injunctions
- Types of damage
- Compensatory damages
- Personal injury damages

Defences and Other Factors Limiting Damages

- Consent
- Exclusion of liability
- Contributory negligence
- Illegality
- Limitation
- Necessity

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the elements of negligence.
2.	Understand torts other than negligence.
3.	Understand the defences available.
4.	Understand the remedies and limitations to claim in tort.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Tort, Hedley, S., Butterworth Tolly

Alternative Text & Further Reading

Tort, Giliker, P. & Beckwith,S., Sweet & Maxwell

Cases

Wrong & Damage Distinguished

- Mayor of Bradford v Pickles (1895)
- Scott v Shepherd (1773)
- The Wagon Mound (1961)
- Hughes v Lord Advocate (1963)
- Limpus v London Omnibus Company (1862)
- Honeywell & Stein v Larkin Brothers (1934)
- Rylands v Fletcher (1868)
- ICI v Shinwell (1965)
- Morris v Murray (1990)
- Cutler v United Dairies (1933)
- Stanley v Powell (1891)
- O'Connell v Jackson (1971)

Defamation

- Yousoupoff v MGM Pictures Limited (1934)
- Hulton v Jones (1910)
- Osborn v Thos. Boulter (1930)

Nuisance

- Christie v Davey (1893)
- Halsey v Esso Petroleum (1961)
- Allen v Gulf Oil Refinery Limited (1981)

Conversion

- Oakley v Lister (1931)

Negligence

- Donoghue v Stevenson (1932)
- Caparo Industries Public Limited Company v Dickman (1990)
- Muirhead v Industrial Tank Specialists Limited (1986)
- Allock & Others v Chief Constable of South Yorkshire Police (1991)
- Paris v Stepney Borough Council (1951)
- Chaudry v Prabhakar (1989)

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.7 Company Law Syllabus

Unit Title	Company Law
Unit Code	COL-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

The unit builds upon the Diploma in Legal Studies by expanding general legal knowledge relating to corporate business. Furthermore, the unit ensures the student has a sound knowledge and understanding of corporate law.

Main Topics of Study:

- Nature of registered companies
- Classification of registered companies
- Memorandum of association
- Articles of association
- Promoters
- Corporate transactions
- Public offers of shares
- Allotment and commencement of business
- Share capital
- Acquisition and redemption by a company of its own shares
- Financial assistance by a company for the purchase of its own shares
- Membership
- Shares
- General meetings
- Directors
- The secretary
- Majority rule and minority protection
- Corporate governance
- Insider dealing
- Accounts
- Auditors
- Dividends
- Debentures
- Corporate insolvency
- Receivers and administrative receivers
- Administration orders

- Winding up by the court
- Voluntary winding up
- Contributories and creditors: completion of the winding up
- Mergers and divisions
- Take-overs

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Be familiar with the nature and significance of Incorporation.
2.	Identify and explain methods of Capitalisation.
3.	Demonstrate a sound knowledge of Corporate Administration.
4.	Account for and explain Majority Control and Minority Protection.
5.	Understand and describe the nature of Takeovers, Corporate Rescue and Failure.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:

Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

Charlesworth's Company Law, 18th edition, Stephen Girvin, Sandra Frisby & Alastair Hudson, Sweet & Maxwell

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.8 Land Law Syllabus

Unit Title	Land Law
Unit Code	LL-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

There should be a reasonable understanding of the complexities and interrelationships of the different aspects of land law at the end of the course. It should be possible to analyse a situation, identify the main problems involved and attempt a logical resolution.

Main Topics of Study:

- Ownership
- Leasehold
- Equitable
- Co-ownership
- Successive
- Subsidiary interests
- Covenants
- Mortgages
- Licences
- Estoppel
- Registration of title
- Minor interests
- Overriding interests
- Unregistered land

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand the historical growth of the different tenures and estates in law, and be able to differentiate between legal estates and equitable estates and understand the nature and use of easements.
2.	Understand the different kinds of mortgage.
3.	Be familiar with the major aspects of the Land Registration Acts of 1925 and 2002.
4.	Be familiar with the concept of co-ownership and understand the meaning of constructive and resulting trusts.
5.	Understand the nature of leasehold property, the creation of leases and the use of covenants and licences.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	

Main Text

Modern Land Law, Thompson, M., Sweet & Maxwell

Cases

- Berkley v Poulett (1977)
- Bernstein v Skyviews & General Ltd (1978)
- re Lowe's (1973)
- Midland Bank Trustee Co Ltd v Green (1981)
- Prudential Assurance Co Ltd v London Residuary Body (1992)
- Street v Denham (1954)
- Kitney v MEPC (1977)
- Abbey National v Cann (1991)
- Dodsworth v Dodsworth (1973)
- Kingsnorth Finance Co v Tizard (1986)
- Hall v Hall (1982)
- Marchant v Charters (1977)
- Breams Property Investment Ltd v Stroulger (1948)
- Crisdell Ltd v Johnson (1982)
- Mills v Silver (1991)
- Land v Taylor (1975)
- Errington v Errington (1952)
- Central London Property Trust Ltd v High Trees House Ltd (1947)
- Lewis v Love (1961)
- Habib Bank Ltd v Taylor (1982)
- Colchester BC v Smith (1992)

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.9 Public International Law Syllabus

Unit Title	Public International Law
Unit Code	PIL-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

This unit aims to introduce students to the themes of Public International Law so that they are acquainted with the sources of the topic; the concepts of the responsibility of the state, jurisdiction and territory.

The students will study the themes of international human rights, the law of the sea and international environment law together with the topic the use of force.

Main Topics of Study:

Nature and Purpose of International Law

Sources

- Custom
- Treaties
- General principles
- Judicial decisions
- Writing of jurists
- General assembly resolutions

Territory

- Sovereignty
- Modes of acquisition
- Recognition
- Other areas

Jurisdiction and Immunity

- Making and enforcing laws
- Grounds of jurisdiction
- Extradition and asylum
- Immunity

State Responsibility

- Criminal and civil responsibility
- Basis of international liability
- Risk and fault theories
- Attributability of the state
- Compensation and remedies
- Defences

- Treatment of aliens
- Companies and the expropriation of property

International Environmental Law

- State responsibility
- Atmospheric protection
- The problem of development
- Duty of cooperation
- International conservation law

Human Rights

- Liberté, égalite and fraternité
- Implementation of human rights
- Treaties and custom as sources
- Human rights under UN
- International covenants
- Other instruments

The Law of the Sea

- The territorial sea
- Right of innocent passage
- The contiguous zone
- The exclusive economic zone
- The high seas
- The continental shelf
- The deep sea bed

The Use of Force

- Jus ad bellum
- The law against war
- Prohibition on the use of force
- Exceptions to articles 2(4)
- The UN Security Council
- The General Assembly
- The Secretary General
- Regional organisations

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Discuss the pervasive topics within the subject.
2.	Demonstrate an understanding of the nature and purpose of Public International Law.
3.	Identify concepts of State, Territory, Jurisdiction and Government.
4.	Explain issues within topic of Human Rights.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:

Main Text

International Law, Wheatley, S., Blackstone Press

Alternative Text & Further Reading

International Law, Wallace, R.M.M., Sweet & Maxwell

Cases

- re The Asylum Case (1950) KJ
- re North Sea Continental Shelf Cases (1969) ICJ
- re Texaco Case (1978) ILM
- Maclaine Watson v Department of Trade (1989)
- Salimoff v Standard Oil Co (1933)
- re Island of Palmas Case (1928)

Other Sources

- United Nations Charter 1948
- Universal Declaration of Human Rights 1948
- Vienna Conventions 1961 & 1968
- Law of the Sea Convention 1982
- Statute of the International Court of Justice
- Rio Declaration 1992
- North Atlantic Treaty 1949
- Hague Conventions
- UN General Assembly Resolutions
- European Convention on Human Rights - Antarctic Treaty 1959

Guideline for Teaching and Learning Time (10 hrs per credit):

50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.10 Jurisprudence Syllabus

Unit Title	Jurisprudence
Unit Code	JU-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	
Main Aim(s) of the Unit:	
To understand and appreciate the philosophical basis of law and its relevance to modern day problems and law making.	
Main Topics of Study:	

- The nature of jurisprudence
- Language and the law
- Law as an argumentative attitude
- The nature of morality
- The obligation to obey the law
- Utilitarianism
- The economic analysis of law
- Early legal positivism – the command theory
- Constitutional legal positivism – Kelsen's theory
- Modern positivism
- Natural law
- Sociological jurisprudence
- American realism
- Scandinavian realism
- Historical jurisprudence
- Anthropological jurisprudence
- The origins of marxism and its application in real societies
- Contemporary marxism
- Feminist jurisprudence
- Arguments about justice
- John Rawls
- Robert Nozick
- Ronald Dworkin's theory of justice
- The common law tradition
- Dworkin's law as integrity
- The analysis of rights
- Legal personality

Learning Outcomes for the Unit:	
At the end of this Unit, students will be able to:	
1.	Understand the scope and nature of jurisprudence.
2.	Understand and be able to define morality and to understand the different claims to moral authority.
3.	Understand and be able to criticise utilitarianism as a legal/moral concept and how it differs from the economic analysis of law.
4.	Understand and be able to explain the problems inherent in legal positivism and the development of modern positivism.
5.	Understand the present day legal and social theories of jurisprudence.
6.	Have a general concept of the various arguments regarding justice and legal concepts.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.

Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%

Indicative Reading for this Unit:
Main Text Jurisprudence: The Philosophy of Law, Doherty, M., Old Bailey Press **Cases** Stress will be placed on theory, argument and analysis rather than on case law

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.11 The Law of Equity & Trusts Syllabus

Unit Title	The Law of Equity & Trusts
Unit Code	LET-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

This unit aims to introduce students to the concept of equitable jurisdiction, the maxims of equity and equitable relief.

Students will learn the law relating to trusts and trustees.

Main Topics of Study:

- History and outline of equitable jurisdiction
- Nature and classification of trusts
- Constitution of trusts – covenants to settle
- The three certainties
- Private purpose trusts and unincorporated associations
- Formalities for validity
- Perpetuities
- Beneficial interests of cohabitees
- Secret and half-secret trusts
- Equitable fraud doctrine
- An introduction to charity
- Legal definition of charity
- Cy-pres
- The office of trustee
- Power, discretions and duties of trustees
- Breach of trust
- Variation of trusts
- Remedies
- Trusts, conscience and restitution

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Analyse the history of the development of equitable jurisdiction, and the law relating to trusts.
2.	Examine the rules regarding the creation of a valid trust, requirements of the three certainties.
3.	Evaluate the structure and purpose of charitable trusts and secret and half secret trusts.
4.	Summarise the duties of trustees and the remedies for breach of trust.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	

Main Text

Textbook on Trusts, Todd, P. & Lowrie, S., Blackstone Press

Alternative Texts and Further Reading

Trusts of Land & Appointment of Trustees Act 1996, Kenny, P.H., Sweet & Maxwell

Cases and Materials

- Beswick v Beswick (1968)
- re Ralli's WT (1964)
- re Golay's WT (1965)
- re Hay's ST (1982)
- re Gestetner's Settlement (1953)
- re Astor's ST (1952)
- Leahy v AG for New South Wales (1959)
- Vandervell v IRC (1967)
- Lloyd's Bank plc v Carrick (1996)
- The Rule Against Perpetuities (Law Commission Consultation Paper) (1993)
- re Denley's Trust Deed (1969)
- Law Commission No 251 (1998)
- Midland Bank v Cooke (1995)
- Lloyds Bank plc v Rosset (1991)
- Blackwell v Blackwell (1929)
- re Keen (1937)
- re Bateman's WT (1970)
- Hodgson v Marks (1971)
- Binions v Evans (1972)
- Bannister v Bannister (1948)
- re Harwood (1936)
- Law Commission's Paper on Trustees Powers & Duties (1997)
- Public Trustee Rules (1912)
- re Erskine's ST (1971)
- Target Holdings Ltd v Redfern's (1995)

❖ re Luckings WT (1968) ❖ re Pauling's ST (1964) ❖ re Suffert's Settlement (1961) ❖ Knocker v Youle (1986) ❖ Goulding v James (1997) ❖ re Cohen's ST (1965) ❖ American Cyanamid Co v Ethicon Ltd (1975) ❖ Worth v Tyler (1974) ❖ re Diplock (1948) ❖ Hazell v Hammersmith & Fulham BC (1990) ❖ Chase Manhattan Bank v Israel Brit Bank (1981)	
Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.

13.1.12 The Law of Evidence Syllabus

Unit Title	The Law of Evidence
Unit Code	TLE-09/09
Level	6 Diploma
Credits	20
Unit Leader	CC
Pre-requisites	

Main Aim(s) of the Unit:

This unit will nurture an understanding of the core principles of the law of evidence, criminal and civil.

It will prepare them for further vocational study of the law should they take that route.

There will be a focus on the main underpinning information in this area to include an awareness of the Human Rights Act 1998.

Main Topics of Study:

- Relevance and admissibility
- Presumption and burden of proof
- Witness competence – compellability and privileges
- The course of the trial
- Previous consistent statements and the role against narratives
- Character and creditability
- Similar fact evidence
- The Criminal Evidence Act 1898
- The opinion rule and presentation of expert evidence
- The rule against hearsay
- Confessions
- Drawing adverse inferences from a defendant's silence, lies or false alibi
- Identification evidence
- Documents

Learning Outcomes for the Unit:

At the end of this Unit, students will be able to:

1.	Understand presumptions (especially of innocence) concept of privilege, entrapment, disclosure and the rule as to equality of arms (Human Rights Act 1998).
2.	Evaluate the relevance of evidence.
3.	Ascertain the difference between law and facts.
4.	Deal with different forms of evidence.
5.	Consider admissibility and the weight of evidence.

Learning and teaching methods/strategies used to enable the achievement of learning outcomes:	
Learning takes place on a number of levels through lectures, class discussion including problem review and analysis. Formal lectures provide a foundation of information on which the student builds through directed learning and self managed learning outside of the class. The students are actively encouraged to form study groups to discuss course material which fosters a greater depth learning experience.	
Assessment methods which enable the student to demonstrate the learning outcomes for the Unit:	**Weighting:**
Examination: 3 hours duration	100%
Indicative Reading for this Unit:	

Main Text

Evidence, Munday, R., Butterworth

Cases and Materials

- Culpepper v State (2000)
- Views of Canadian Judge Dickson CJC
- State v Coetzee (1997) South Africa
- Lambert, Ali & Jordan (2000)
- Macandrew v Bingham (1999)
- Grafton (1992)
- White v R (1999)
- Da Silva (1990)
- DS (1999) CRIM LR 911
- Thomas v Metropolitan Police Commissioner (1997)
- DPP v Boardman (1975)
- Criminal Evidence Act (1898)
- Gilfoyle (2001) 2 CR APP R 57
- Cook (1982)
- Kearley (1992) 2 AC 228
- Sat-Bhambra (1998) 88 CR APP R 55
- R v Herefordshire CC Ex-Parte Green Environmental Industries Ltd (2000)
- Murray v UK (1996) ECHR
- Turner v Galbraith (1981)
- Popat (1988) 2 CRIM APP R 208
- Daye (1908) 2 KB 333 340
- Moran v Crown Prosecution Service (2000)
- Masquerade Music Ltd v Springsteen (2001)

Guideline for Teaching and Learning Time (10 hrs per credit):	
50 hours	**Lectures / Seminars / Tutorials / Workshops** Tutorial support includes feedback on assignments and may vary by college according to local needs and wishes.
50 hours	**Directed learning** Advance reading and preparation / Class preparation / Background reading / Group study / Portfolio / Diary etc.
100 hours	**Self managed learning** Working through the course text and completing assignments as required will take up the bulk of the learning time. In addition students are expected to engage with the tutor and other students and to undertake further reading using the web and/or libraries.