

## Legal Studies 1

Section A: Headline Information	
Module title	Legal Studies 1
Module NFQ level (only if an NFQ level can be demonstrated)	Level 7
Module number/reference	TBC
Module Co-ordinator	Eithne Leahy BL
Parent programme(s)	BA in Applied Social Studies (Professional Social Care)
Stage of parent programme	Stage 2
Semester (semester1/semester2 if applicable)	Semester 2
Module credit units (FET/HET/ECTS)	ECTS
Module credit number of units	5
List the teaching and learning modes	Lectures and web facilitated learning
Entry requirements (statement of knowledge, skill and competence)	For entry onto Stage 2, successful completion of the preceding stage of the programme or equivalent is required in accordance with College regulations.
Pre-requisite module titles	N/A
Co-requisite module titles	N/A
Is this a capstone module? (Yes or No)	No
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff (staff includes workplace personnel who are responsible for learners such as apprentices, trainees and learners in clinical placements)	Module co-ordinators, lecturers and tutors must have a minimum Level 9 qualification in Legal Studies. The specific requirements of professional bodies (e.g. CORU) must be taken into consideration when meeting the staffing requirements of the programme.
Maximum number of learners per centre (or instance of the module)	120
Duration of the module	1 semester
Average (over the duration of the module) of the contact hours per week (see * below)	2 hours
Module-specific physical resources and support required per centre (or instance of the module)	Lecture Hall Small Group-work Room
Analysis of required learning effort	
*Effort while in contact with staff	

Classroom and demonstrations		Mentoring and small-group tutoring		Other (specify)		Directed e-learning (hours)	Independent learning (hours)	Other hours (specify)	Work-based learning hours of learning effort	Total effort (hours)
Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner	Hours	Minimum ratio teacher/learner					
24	1:40						101: Essay/ Case Study Prep & writing 35  Directed study & reading 34  Self- directed study & reading 32			125 hours
<b>Allocation of marks (within the module)</b>										
				<b>Continuous assessment</b>	<b>Supervised project</b>	<b>Proctored practical examination</b>	<b>Proctored written examination</b>	<b>Total</b>		
<b>Percentage contribution</b>				100%				100%		

<b>Section B: Module Descriptor</b>	
<b>Rationale for Inclusion of the Module in the Programme and its Contribution to the Overall IPLOs</b>	Learners are introduced to the knowledge base of law in relation to the work of Professional Social Care.
<b>Module Aims and Objectives</b>	The module aims to: <ul style="list-style-type: none"> <li>1. Outline and discuss the Irish Legal System.</li> <li>2. Examine the international legal order.</li> </ul>

	<ol style="list-style-type: none"> <li>3. Provide an overview of the legal frameworks in relation to the family, human rights and people with disabilities.</li> </ol>
<b>Minimum Module Learning Outcomes</b>	<p>On successful completion of this module, learners should be able to:</p> <ol style="list-style-type: none"> <li>1. Appreciate the Irish Legal system, with emphasis on sexual offending behaviour (MIPLO 1).</li> <li>2. Explain the international legal order (MIPLO 3).</li> <li>3. General understanding of the family and the legal responsibilities and obligations of the family (MIPLO 1, 2).</li> <li>4. Examine the legal basis for separation agreements, judicial separation and divorce (MIPLO 1).</li> <li>5. Discuss the legislative framework for human rights with a focus on the elderly and individuals with disabilities (MIPLO 7).</li> </ol>
<b>Information Provided to Learners about the Module</b>	<p>College Prospectus specifies module name, stage and ECTS.</p> <p>College website and programme handbook to contain (in addition to above) short description of module content, module learning outcomes, prerequisite modules, and assessment mechanisms.</p> <p>Module handbook to contain (in addition to above) schedule of classes and topics, detailed assessment information with titles and submission dates, full bibliography and list of learning resources.</p> <p>Diploma Supplement contains module name, code, stage and ECTS</p>
<b>Module Content, Organisation and Structure</b>	<ol style="list-style-type: none"> <li>1. Introduction to the legal system - Criminal and civil law</li> <li>2. Introduction to the international legal order, concept of citizenship, European citizenship, ECHR and ICC.</li> <li>3. Constitutional rights and the family</li> <li>4. Introduction to marriage breakdown, separation agreements, judicial and divorce.</li> <li>5. Introduction to juvenile justice – offending behaviour.</li> <li>6. Introduction to the law and vulnerable individuals within the community including those with special needs and the elderly.</li> </ol>
<b>Module Teaching and Learning Strategy</b>	<p>Role play – an essential element of teaching legal studies</p> <p>PowerPoint lectures</p> <p>Attending Court</p> <p>E-learning</p>
<b>Work-Based Learning and Practice-Placement</b>	N/A
<b>E-Learning</b>	Moodle will be used to deliver material and additional reading.
<b>Specifications for Module Staffing Requirements</b>	<p>One lecturer</p> <p>Staff – learner ratio is typical of a lecture and tutorial format, 1-120, 1-20.</p>
<b>Module Summative Assessment Strategy</b>	Two written assignments: a case study 40% (formative/summative) and an essay 60% (summative).

<b>Sample Assessment Materials</b>	<p>Case Study example:</p> <ul style="list-style-type: none"> <li>• “It’s time the death penalty was re-introduced”. Discuss with reference to case law (1000 words).</li> </ul> <p>Essay title example:</p> <ul style="list-style-type: none"> <li>• Discuss the rights of an unmarried father vis-a-vis his child. Learners are expected to discuss the rights of a father historically and in modern times (1,500 words).</li> </ul>
<b>Reading Lists and Other Information Resources</b>	<p><b>Essential Reading:</b></p> <p>Coffey, G. (2010). <i>Criminal Law</i>. Dublin: Round Hall Press</p> <p>Cohen, R. (2013). <i>Garda Powers: Law and Practic.</i>, UK: Clarus Press</p> <p>Healy, J. (2009). <i>Medical Malpractice Law</i>. Dublin: Round Hall</p> <p>Shannon, G. (2016). <i>Children and Family Relationships Law in Ireland Practice and Procedure</i>. UK: Clarus Press</p> <p>Shannon, G. (2010). <i>Child Law</i>, (2<sup>nd</sup> edition). Thomas Reuters (Round Hall)</p>
<b>Module Physical Resource Requirements</b>	<p>Lecture Hall IT WIFI</p>