Title: *SSF LTQC Course Approvals*
Author: Heather Reynolds
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Version: Final Version
Status: Open

Issue

To receive minor changes course proposal for **LLM Employment Law (full time and part time) and PG Cert Employment Law (part time)** from the Faculty of Social Sciences Learning, Teaching and Quality Committee.

Recommendation

None.

Resource Implications

None.

Risk Implications

None.

Equality and Diversity

None.

Timing of decisions

SSF LTQC and EXEC approved 27.4.16

Further Information

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Background

N/A

Discussion

N/A

Attachments

Minor Changes Course Proposal.

UEA MODULE OUTLINE TEMPLATE

<table>
<tr><td colspan="3">Section 1
General Information</td></tr>
<tr><td colspan="3">Module Title: Work-life Balance</td></tr>
<tr><td rowspan="2">Module code:</td><td>Credit value: 20</td><td rowspan="2">Level (3, 4, 5, 6 or 7):
7</td></tr>
<tr><td>Total student effort hours: 200</td></tr>
<tr><td colspan="2">Academic Year: 2016/17</td><td>Semester: Spring</td></tr>
<tr><td colspan="3">Related modules (Co-requisites, pre-requisites etc.):</td></tr>
</table>

<table>
<tr><td colspan="2">Section 2
Module Description and Learning Outcomes</td></tr>
<tr>
<td>Description
What is this module about?</td>
<td>This module examines the extent to which the law can and should be used to enable employees to achieve a measure of control over when, where and how they work, and thereby to achieve a satisfactory balance between their work and their personal lives. It examines the various interests at stake and the business case for policies that promote work-life balance, and includes an examination of the current law and practice (in the UK and internationally) on matters such as maternity, paternity, adoption and parental leave and pay, career breaks, flexible working (for parents, carers and others) and working time.</td>
</tr>
<tr>
<td>Learning Objectives
What will you learn?
(subject specific and transferable skills)</td>
<td>The learning objectives of this module are to enable you to

- achieve a sound understanding of the concept of work-life balance, the arguments for and against the introduction of work-life balance policies and practices in the workplace, and the strategies that can be adopted to enable employees to achieve a better work-life balance
- understand the forces that have shaped the development of the current UK and EU law on work-life balance
- understand the legal entitlements and protections currently enjoyed by mothers in relation to maternity and childbirth under UK law, including the protection against pregnancy discrimination, the entitlement to maternity leave and pay and to time off work for ante-natal care, and the right to health & safety risk assessments
- understand the legal entitlements of fathers to paternity leave and pay
- understand the legal entitlements of working mothers and fathers to parental leave and time off, and to work flexibly
- understand the legal entitlements of non-parents (eg, carers, school governors, volunteers, golfers and gardeners) to work flexibly</td>
</tr>
</table>

	• identify best practice in work-life policies and practices within organisations via the preparation of employer case studies which will be presented in class
	• acquire a comparative perspective with which to evaluate current UK work-life policies and practices by studying the position in other jurisdictions and presenting findings in class
Learning outcomes? What will you be able to do by the end of the module?	Learning outcomes: At the end of the module, you should be able to:
	(1) demonstrate your understanding of the concept of work-life balance, the arguments for and against the introduction of work-life balance policies and practices in the workplace, and the strategies that can be adopted to enable employees to achieve a better work-life balance
	(2) demonstrate a sound knowledge and understanding of the legal entitlements and protections currently enjoyed by mothers, fathers and others in relation to work-life balance and flexible working under UK and EU law
	(3) critically assess the current UK and EU law provisions on work-life balance and suggest ways in which the law might be improved
	(4) show awareness of best practice in work-life policies and practices within organisations in the UK
	(5) show awareness of work-life policies and practices in other jurisdictions
	(6) make effective class presentations
Links Where does this fit in to your programme?	The law promoting work-life balance is a key element in the promotion of employee well-being, and an important dimension of the rights and protections that employees enjoy under UK law

Section 3 Module Teaching Team	
Module Organiser (Including brief biographical description)	Gareth Thomas, Professor of Employment and Discrimination Law. He has taught employment and discrimination law at UEA since 1983, and is a co-investigator on an ESRC-funded research project on Work, Learning and Wellbeing.
Co-tutors on the Module	

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
a) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	12 hours	1 hours
b) Pre-class preparation and follow-up study	120 hours	12 hours
c) Work-based or Placement Hours		

d) Formative assessments/activities	25 hours	
e) Feedback/Feed-forwards sessions		
f) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
g) Background reading		
h) Exams/OSCEs		
i) Course Tests1		
j) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**Approx 207 hours**	

Section 5 Teaching Sessions
Lecture Programme (where applicable)– details for each lecture

n/a
Seminar Programme (where applicable)– details for each session

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1. **INTRODUCTION; ACHIEVING A WORK-LIFE BALANCE**
   - what do we mean by "work-life balance"?
   - the case for employees, their families & others
   - the business case: costs and benefits for employers
   - strategies for achieving work-life balance: what works, where & how?
   - is there such a thing as a "family-friendly" workplace?
   - who bears the cost? who *should* bear the cost?

2. **PROVISIONS FOR MATERNITY AND CHILDBIRTH**
   - protection against discrimination
   - maternity leave and pay; the right to return to work
   - application of the above to IVF and surrogacy arrangements
   - time off for ante-natal care; HAS risk assessment
   - extended career breaks - pros and cons

3. **PATERNITY LEAVE; SHARED PARENTAL LEAVE**
   - ordinary paternity leave and pay
   - shared parental leave - the new provisions

4 **WORK-LIFE BALANCE OF WORKING PARENTS, CARERS AND OTHERS**
   - the right to non-shared parental leave & time off for dependants
   - the right to request flexible working
   - restrictions on working time; entitlement to annual leave
   - support for childcare
   - the position of carers, school governors, volunteers, golfers, gardeners & others
   - should everyone have a right to insist on a work-life balance?

5 **WORK-LIFE BALANCE IN ACTION: EMPLOYER CASE STUDIES**
   - case studies of work-life balance policies and practices in action

6 **WORK-LIFE BALANCE IN ACTION: INTERNATIONAL COMPARISONS**
   - work-life balance laws, policies and practices in other EU member states
   - wider international perspectives

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Section 6 Learning Support Materials	
Required (Key) Reading	There is no recommended text for this module.
Recommended further reading	Students will be referred to the relevant sections in the standard Employment Law textbooks (Cabrelli, Deakin & Morris, Collins, Ewing &

	McColgan, Smith & Wood, etc) for background reading. Further directed reading will be given on the individual seminar sheets.
	The following books (written from a sociological rather than a legal perspective) provide useful background reading on work-life balance generally:
	Dex, *Families and Work in the 21st Century*, Polity Press, 2003
	Crompton, *Employment and the Family: The Reconfiguration of Work and Family Life in Contemporary Societies*, CUP, 2006
	Scott, **Dex and** Joshi (Eds.), ***Women and Employment**. Changing Lives **and New Challenges**, Elgar, 2008
	The following official publications are also particularly useful:
	ACAS, *Flexible Working and Work Life Balance*, March 2013
	The 4th Work-life Balance Employer Survey: Main Findings, BIS Research Paper No 184, 2014
	The 4th Work-life Balance Employee Survey: Main Findings, BERR ERRS No 122, 2012
	Reassessing the 'family-friendly' workplace: Trends and influences in Britain 1998-2004 BERR ERRS No 76 2007
	Work-life policies in Great Britain: What works, where and how? BERR ERRS No 77 2007
	<u>Other key sources:</u>
	Industrial Relations Law Reports (available online via ATHENS)
	Equality Law Reports (www.eqlr.co.uk) & Equal Opportunities Review (www.eordirect.co.uk) (both are available online via the UEA username (lib.acquisitiions@uea.ac.uk) and password (Jupiter) - note that both are case-sensitive)
	Industrial Law Journal (available online via ATHENS)
	Harvey on Industrial Relations and Employment Law (available online via LexisNexis)
	Plus other materials as directed on seminar sheets
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

Section 7 Formative Assessment
Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative Class presentations		In class			Oral, in class

Assignment detail (e.g. title and type, word limit, presentation length)
Individual class presentations on employer case-studies and international comparisons

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Please copy and paste the above box for additional elements of formative assessment

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Section 8 Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	18 May 2017	Electronic	16 June 2017	Hard Copy	3,000 to 4,000	Hub

Assignment title and further details (e.g. presentation length): A choice of essay questions designed to enable students to demonstrate their understanding of one or more of the matters considered in this module.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							Choose an item.

Assignment title and further details (e.g. presentation length):

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							Choose an item.

Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						N/A	N/A

Detail of examination (e.g. rubric)

Section 9 Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Learning outcomes 1-5	X			

Section 10 **Attribute development**								

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☒	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☒
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☒	Self-confidence and an ability to exercise own 'voice'	☒	The ability to critically evaluate and engage with the information obtained	☒
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☒	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☒	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☒	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review

New module

Section 12
Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information,

along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet.

Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%.   All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have <u>acted upon</u> the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links
Staff may add other hot links to this section that they feel are particularly useful for students.

UEA MODULE OUTLINE TEMPLATE

Section 1 General Information			
Module Title: Equality and Discrimination in Employment			
Module code:		**Credit value: 20**	**Level (3, 4, 5, 6 or 7): 7**
		Total student effort hours: 200	
Academic Year: 2016/17		**Semester: Autumn**	
Related modules (Co-requisites, pre-requisites etc.):			

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	This module examines the causes of inequality and discrimination in the workplace, the possible rationales for anti-discrimination legislation, the meaning of the concept of "equality", and the substantive UK law (principally contained in the Equality Act 2010) concerning discrimination in relation to the 'protected characteristics' (sex, pregnancy/maternity, gender reassignment, sexual orientation, marriage/civil partnership, race, religion or belief, disability, age). Particular emphasis is placed, inter alia, on the use of comparators to establish discrimination, the extent to which discrimination can be justified in law (eg the use of 'positive action'), the impact of EU Law on the development of UK anti-discrimination law, and future directions in discrimination law.
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to enable you to: • achieve a sound knowledge and understanding of UK anti-discrimination law as it affects the employment relationship, including the various forms of 'prohibited conduct' (direct discrimination; indirect discrimination; harassment; victimisation; discrimination arising from disability; the duty to make reasonable adjustments), & the 'protected characteristics' (sex; pregnancy/maternity; sexual orientation; gender reassignment; marriage/civil partnership; race; religion or belief; disability; age) • understand the causes of inequality and discrimination in the workplace, and the possible rationales for anti-discrimination legislation • understand the conceptual basis of UK anti-discrimination law, and the different meanings of "equality" • understand the impact of EU law on the development of UK anti-discrimination law • understand the arguments for and against permitted discrimination

	• critically assess current UK anti-discrimination law, identify ways in which the law might be strengthened, and the pros and cons of further reform
Learning outcomes? What will you be able to do by the end of the module?	Learning outcomes: At the end of the module, you should be able to: (1) understand and explain the causes of inequality and discrimination in the workplace (2) explain and evaluate the different purposes that anti-discrimination laws might perform (3) demonstrate a sound knowledge and understanding of the concept of 'equality', and the rules and principles of UK discrimination law as it affects the employment relationship, including the extent to which discrimination can be justified (4) critically assess those rules and principles (5) apply those rules and principles to a given factual situation and assess the likely legal outcome (6) identify the weaknesses in current UK anti-discrimination law and suggest possible reforms
Links Where does this fit in to your programme?	The law addressing discrimination in the workplace is a key element of the protection that employees and applicants for employment enjoy under UK law

Section 3 Module Teaching Team

Module Organiser (Including brief biographical description)	Gareth Thomas, Professor of Employment and Discrimination Law. He has taught employment and discrimination law at UEA since 1983.
Co-tutors on the Module	

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
k) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	18 hours	1.5 hours
l) Pre-class preparation and follow-up study	120 hours	12 hours
m) Work-based or Placement Hours		
n) Formative assessments/activities	12 hours	
o) Feedback/Feed-forwards sessions		
p) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
q) Background reading		
r) Exams/OSCEs		
s) Course Tests1		

t) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**Approx 200 hours**	

Section 5
Teaching Sessions
Lecture Programme (where applicable)– details for each lecture

n/a
Seminar Programme (where applicable)– details for each session

1   INTRODUCTION
- The causes of inequality and discrimination in the workplace
- The possible rationales for anti-discrimination legislation (equality? diversity? disadvantage? dignity? respect? stigma? autonomy? etc)
- The meaning of "equality": equal treatment, equal opportunity or equal outcomes?
- Potential justifications for discrimination: can discrimination ever be justified?
- Historical development of UK employment discrimination law; the influence of EU law; the role of the Commissions; the Equality Act 2010 reforms
- A forward look: new strategies for tackling inequality: positive duties to promote equality; positive action/positive discrimination; intersectionality; class/representative actions etc

2   DEFINING DISCRIMINATION (1)
- Direct discrimination ("less favourable treatment"): the "but for" & "reason why" tests
- The meaning of "less favourable" treatment; the *de minimis* defence; subjective versus objective tests of detriment; the significance of intention
- The role of comparators in establishing direct discrimination
- Proving direct discrimination; the burden of proof
- Victimisation

3   DEFINING DISCRIMINATION (2)
- Indirect discrimination (disproportionate adverse impact)
- The pool for comparison; the significance of statistical evidence
- The justification defence; cost as a potential justification
- Harassment

4   JUSTIFYING DISCRIMINATION
- The Occupational Requirements
- Arguments for and against a general defence of justification
- The law and politics of positive action / positive discrimination (affirmative action)
- The scope of permitted positive action under EU Law and the Equality Act 2010

5   SEX (incl Pregnancy & Maternity), SEXUAL ORIENTATION, GENDER REASSIGNMENT AND MARRIAGE/CIVIL PARTNERSHIP DISCRIMINATION
- The extent of the protection, and its origins under the SDA 1975, the Equal Treatment Directive 76/207 and Employment Framework Directive 2000/78
- The scope of the protection against employment discrimination
- Special cases: pregnancy & maternity; dress and appearance codes
- Remedies under the Equality Act 2010 (apart from Equality of Terms cases - below)

6   EQUALITY OF TERMS (formerly Equal Pay)

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- Tackling the "gender pay gap" - the causes of unequal pay
- "sex equality clauses": "like work, "work rated as equivalent"; "work of equal value"
- The scope of the permitted comparison: same establishment/common terms & conditions
- The "material factor" defence
- Procedure in equal value cases; the role of the independent expert; remedies
- Pay secrecy clauses, gender pay monitoring, compulsory pay audits

7   RACE DISCRIMINATION; RELIGION OR BELIEF DISCRIMINATION
- The meaning of "race" and "racial group"
- Caste discrimination as race discrimination
- Religious discrimination as direct or indirect race discrimination?
- The meaning of "religion or belief"; the selection of comparators in religion/belief cases
- The impact of the European Convention on Human Rights in religious discrimination cases
- A duty to accommodate religious beliefs/practices?
- The "organised religion" and "religious ethos" exceptions

8   DISABILITY DISCRIMINATION
- The meaning of "disability"; medical and social models of disability
- Direct disability discrimination and "discrimination arising from disability"; the selection of the comparator; the justification defence
- The duty to make reasonable adjustments; when will adjustments be reasonable?
- Pre-employment health screening

9   AGE DISCRIMINATION; NEW DIRECTIONS IN DISCRIMINATION LAW
- Justifications for age discrimination; social policy justifications; cost as a potential justification
- The impact on employment policies and practices; recruitment and redundancy selection
- Retirement ages; the practical implications
- New directions: other potential protected characteristics? Appearance? Accent? Socio-economic status? Genetic inheritance? etc?
- The 'mainstreaming' of equality: positive duties to promote equality:

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Section 6 Learning Support Materials	
Required (Key) Reading	The recommended text is *IDS Employment Law Handbook: Discrimination at Work* (available online via Westlaw)
Recommended further reading	<u>Books</u>

	Fredman: *Discrimination Law* (2nd ed 2011, OUP, Clarendon Law Series)
	Connolly, *Discrimination Law* (2nd ed 2011, Sweet & Maxwell)
	Hepple, *Equality: the New Legal Framework* (2011, Hart)
	Wadham, *Blackstone's Guide the Equality Act 2010* (2nd ed 2012, OUP)
	Bamforth et al, *Discrimination Law: Theory & Context* (2008, S&M)
	McColgan: *Discrimination Law: Text Cases & Materials* (2nd ed 2005, Hart)
	Sergeant, *Discrimination and the Law* (2013, Routledge)
	The chapters on Equality/Discrimination in the standard Employment Law texts (Smith & Wood, Deakin & Morris, Cabrelli, Collins, Ewing & McColgan)
	<u>Other key sources:</u>
	Industrial Relations Law Reports (available online via ATHENS)
	Equality Law Reports (www.eqlr.co.uk) & Equal Opportunities Review (www.eordirect.co.uk) (both are available online via the UEA username (lib.acquisitiions@uea.ac.uk) and password (Jupiter) - note that both are case-sensitive)
	Industrial Law Journal (available online via ATHENS)
	Harvey on Industrial Relations and Employment Law (available online via LexisNexis)
	Plus other materials as directed on seminar sheets
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

Section 7
Formative Assessment

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative	**17 Nov 2016**	**Electronic**	**15 Dec 2016**	**Hard Copy**	**Individual written feedback**

Assignment detail (e.g. title and type, word limit, presentation length)

Prepare an outline answer (max 500 words) to a mock coursework question, indicating the issues raised by the question, the main points you would make, & the key sources you would draw on.

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Please copy and paste the above box for additional elements of formative assessment

Section 8
Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	13 Jan 2017	Electronic	10 Feb 2017	Hard Copy	3,000 to 4,000	Hub
Assignment title and further details (e.g. presentation length): A choice of questions (a selection of essay questions, and one problem question) designed to enable students to demonstrate their understanding of one or more of the matters considered in this module.							

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							Choose an item.
Assignment title and further details (e.g. presentation length):							

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							**Choose an item.**
Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)							

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						**N/A**	**N/A**
Detail of examination (e.g. rubric)							

Section 9 Mapping Assessment to Module Learning Outcomes
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4

Learning outcomes 1-6	X			

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☒	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☒
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☒	Self-confidence and an ability to exercise own 'voice'	☐	The ability to critically evaluate and engage with the information obtained	☒

Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☒	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☒	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐

Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review
New module

Section 12
Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information,

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along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet.
Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%.   All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have <u>acted upon</u> the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links
Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50

University of East Anglia

LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and MINOR AMENDMENTS with NO RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance `CP-2013` to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	new course? *note 1*		If no, please give existing course code
Employment Law (LLM)		**N**	T1M292101
Employment Law (LLM) Part Time			T2M292201
School(s) of study & Faculty			
Law, SSF			
Proposer & proposer's school			
Professor Owen Warnock, Law			
Proposed start date (of new course or of changes) *note 2*			
Sept 2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form *note 3*			**N**

This form is in 5 parts:

Part 1 **Summary and Rationale**
Part 2 **Impact Assessment**
Part 3 **Academic Case including Programme Specification**
Part 4 **Key Information Set (KIS) data**

Part 5   **Approvals and Notification**

The initiator is responsible for completing <u>parts 1-4</u>

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One					
S1 *note S1c*	**a**	**SCHOOL(S) OF STUDY**	Law		
	b	**FACULTY or FACULTIES**	SSF		
	c	**JOINT COURSE?** (ie owned/taught by more than one School)	**YES**		
			NO	NO	
	d	**NAME OF COURSE DIRECTOR** (Home School)	Professor Owen Warnock		
	e	**NAME OF DEPUTY COURSE DIRECTOR** (partner School, for Joint Courses only)			
S2 *note S2a*	**a**	**COURSE TITLE**	Employment Law (LLM) Employment Law (LLM) Part Time		
note S2b	**b**	**COURSE CODE**	T1M292101 T2M292201		
note S2c & S2d	**c**	**AWARD**	**LLM Employment Law**		
	d	**EXIT AWARD(S) AND TITLE(S)**			
	e	**FULL/PART-TIME (please specify)**	Either		
	f	**LOCATION (UEA Norwich, UEA London, Distance Learning)**		UEA Norwich	
	g	**AVAILABLE FROM:**			
S3 *note S3a* *note S3b*	**a**	**PROFESSIONAL AWARD (if any)**			
	b	**ACCREDITING/VALIDATING BODY (if relevant)**			
		Website (URL)			
		Date when accreditation/ validation may take place			
S4 *note S4*	**LEVEL**	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate			
		Integrated Masters			
		Masters	X		

		Other postgraduate (please specify)				
S5 *note S5a*	**a**	**DURATION** (years or months)	Full-time one year, part-time two years			
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	See box S5a			
S6 *note S6*	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**		YES		NO	NO
			If YES, does this conform with the UEA's code of practice on placements?			
S7 *note S7*	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**		None			
S8 *note S8*	**ENTRY REQUIREMENTS**		Second class bachelor's degree in law (or other subject if cognate or combined with suitable previous work experience)			
S9	**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case					
S10	**UCAS ADMISSION CODE / COURSE CODE** To be completed by the Planning Office following approval of the Business Case					
S11 *note S11*	**FURTHER INFORMATION** available via…					
S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website / other publicity) **NB** Please include employability prospects/career possibilities					

note S12	The aims of this course are: • to develop students' interest in and knowledge and understanding of the law relating to employment • to offer a wide coverage of most of the main aspects of employment law which will provide an education appropriate to students with a varied range of interests, backgrounds and career intentions • to develop in students an understanding of the nature of the employment relationship and of the industrial, social, economic, and political context in which the law relating to employment operates, has developed and is developing • to develop in students an understanding of the evolving nature and content of UK, European and international employment law • to introduce students to issues and debates at the frontiers of legal research • to engender a commitment to legal research in ways which address both conceptual coherence and wider contextual relevance • to foster an enthusiasm for developing the role of law within related industrial, social, economic and political frameworks The subjects of study are: • An overview of UK employment law • The law and practice relating to dismissal, business transfer, working time and wages, whistleblowing, collective labour law, atypical workers, work-life balance and the resolution of individual and collective disputes • The role and influence of the common law in UK employment law • The role and influence of EC law and of international standards in the development of UK employment law • The impact of employment law on employment and industrial relations practice

	• The impact of employment and industrial relations practice on the development of employment law • The historical and philosophical influences upon legal ideas and priorities • The current research agenda in employment law In studying this course students should develop the following skills: • Assimilation from a variety of sources of primary and secondary materials • Legal analytical and problem-solving skills • Ability to secure, use and interpret information from a variety of sources • Ability to apply information technology in investigating relevant source materials • Confidence in writing in a coherent and scholarly style, using recognised conventions • Designing and carrying out a research project • Ability to draft employment contract terms, and employment policies and procedures, • Ability to prepare a case on behalf of a fictional client, and a basic ability to present that case at an employment tribunal hearing

*****Please copy and paste the above table for additional (related) courses*****

S13	**RATIONALE FOR PROPOSAL**
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	The current LLM in Employment Law offers a choice of modules, even where the student is only taking employment law subjects and is not exercising his or her ability to select 40 credits from another LLM course. This leads to one or more modules being unpredictably low in number of students at short notice at the start of the academic year. The popular and unpopular modules change radically and substantially from year to year. Whilst we do not run a module if in a particular year it is chosen by only a very small number of students, it seems clear that so long as we continue to offer options the problem of small modules will continue to arise.. A further concern is that students are sometimes disappointed at the start of the year where their preferred module does not run. Only a limited number of other UK universities offer a Master's degree in Employment Law. In many cases a significant proportion of the modules are in fact not employment law subjects. The most similar degree to ours is that offered by De Montfort University in Leicester, which is a distance learning course. Our course offers by far the best choice currently available. We have concluded that we need to remove choice of modules from the programme. If we do so we can still retain an attractive syllabus. This requires some adjustment of the modules so as to ensure all key subjects are covered: in some cases redistribution of topics between the modules and in some cases little more that cosmetic change to retain the attractiveness of the course. For example, 40 credit modules have been split into to 20 credit ones to emphasise the range of study provided in the UEA Employment Law LLM and modules have been

	renamed. In addition the opportunity has been taken to create a new module, International Law and Employment Rights to reflect a current area of rapid development and interest.

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE
note BC

BC1	**ACADEMIC AND RECRUITMENT STRATEGY**	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 *note BC2*	**MARKET RESEARCH**	Consult with Market Research team
	NOT REQUIRED	

BC3 *note BC3*	**MARKET DEMAND AND RECRUITMENT**	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 *note BC4*	**STUDENT NUMBERS AND TUITION FEES**	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	**IMPACT**		
BC5.1 *note BC5.1*	**EQUALITY AND DIVERSITY**	Consult with Equality & Diversity Manager and Widening Participation team	
a	**Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?**	**YES**	
		NO	No
b	**If yes, what steps will be taken to attract non-traditional students to the course/School?** (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
c	**Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?**		
	No		

BC 5.2 *note BC5.2*		**CURRENT STUDENTS AND/OR APPLICANTS**		
	a	**Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?**	**YES**	Yes
			NO	
	b	**Will any current students or applicants be affected by this proposal?**	**YES**	
			NO (go to 5.3)	**No**
	c	**Evidence of consultation of current students and written consent obtained** Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
	d	**Informing applicants** What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
		As soon as approval is given, any existing applicants will be notified.		
BC5.3 *note BC5.3*		**ACADEMIC STAFF**	Consult with HOS, Dean of Faculty	
		What is the impact / what are the resource implications of the proposal on academic staff?		
	a	**Please give an indicative number of additional teaching hours required within the school to deliver the new course/changes to the course in any one year**	Reduction of 30 hours plus preparation time	
	b	**Is a new discipline or specialism being introduced that requires a new appointment?**	**YES**	
			NO	No
	c	**Are new appointments required to meet any additional hours?**	**YES**	
			NO	N/A
	d	**If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?**		
	e	**What is the source of funding for new academic staff?**		
	f	**Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?**		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
BC5.4 *note BC5.4*	**COURSE RATIONALISATION**	Consult with HOS, Dean of relevant Faculties, PLN	
a	**DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?**	**YES**	
		NO	No
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	**IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?**	**YES**	
		NO	No
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	**Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above**		

BC6	**PHYSICAL RESOURCES**
	NOT REQUIRED

BC7 *note BC7*	**IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES**
	NOT REQUIRED

BC8	**ADDITIONAL COMMENTS**
	NOT REQUIRED

BC9	**PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE**
	NOT REQUIRED

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations			X	
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	NO
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	NO
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	LAW PGT			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	

AC3.3b	If yes, how many?	

PS	**PROGRAMME SPECIFICATION**
note PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
	PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE

AC4	**MODULE OUTLINES FOR EXISTING COMPULSORY MODULES**
	NOT REQUIRED

AC5	**MINOR CHANGES TO EXISTING MODULES**
	NOT REQUIRED

AC6	**NEW MODULES**
	NOT REQUIRED

AC 7 *note AC7*	**DEFINED CHOICE**
	NOT REQUIRED

AC8 *note AC8*	**JOINT COURSES**		
	Is the proposed course is a joint course?	**YES**	
		NO	
	If YES, how will the student experience be managed?		

AC9	**COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES**		
		YES	

	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	NO	
	If NO, go to AC10		
note AC9	If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
note AC10	Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days. NB these comments should focus on the *ACADEMIC CONTENT* of the proposal
Date of circulation:	
AC10.1	Careers Manager (CCEN)
No response received.	
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
No response received.	
AC10.2	Equality & Diversity Manager (PPE)
No response received.	

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE

note AC11	

MINOR CHANGES COURSE PROPOSAL

Part 4   KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)					Note KIS
KIS1	**Quantitative KIS data**					Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	**Professional Accreditation**					Note KIS2
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

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MINOR CHANGES COURSE PROPOSAL

Part 5   APPROVALS AND NOTIFICATION

APPROVALS
Note AP

	THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)			
AP1	**APPROVAL OF THE BUSINESS CASE**			
	APPROVAL/SIGNATURES	**Name**	**Signature/ evidence of approval**	**Date**
AP1.1	School Director of Learning, Teaching and Quality	Claudina Richards	Claudina Richards	27.4.16
AP1.2	Head of School (on behalf of School Board)	Peter Kunzlik	Peter Kunzlik	27.4.16
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	27.4.16
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	**APPROVAL OF THE ACADEMIC CASE**			
AP2.1	**Head of School**	**Name**	**Signature**	**Date**
	Approved:	Peter Kunzlik	Peter Kunzlik	27.4.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	Faculty Associate Dean (for Faculty LTQC)	Name	Signature	Date
42	Approved:	Ratula Chakraborty	Ratula Chakraborty	27.4.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	PVC Academic (for LTC)	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	Secretary to Council	Name	Signature	Date
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

Note N1	**NOTIFICATION OF APPROVAL**		
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.			

FACULTY	SSF	**SCHOOL**	LAW

NEW COURSE?		N	**If NO, please enter existing course code**	T1M292101 T2M292201

DEGREE AWARD (e.g. BSc/MA)	LLM

TITLE OF PROGRAMME	Employment Law (full time and part time)

START DATE	Sept 2016	**LENGTH OF COURSE**	1 year full time and 2 years part time

Course Approved by:	Name of Committee Chair	Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)	Ratula Chakraborty	27.4.16
Learning and Teaching Committee (LTC)	Neil Ward	Reporting to meeting 11.5.16

RELEVANT OFFICE INFORMED? *insert date			
Planning Office	**Admissions and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
28.4.16	28.4.16	28.4.16	28.4.16
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

Note N1	**IMPLEMENTATION ACTIONS**	
COURSE NAME		**NEW ROUTE CODE**

ACTION	**DATE**
COURSE INFORMATION LIVE IN ADMISSIONS	
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE	
COURSE PROFILE UPLOADED ONTO SITS	
COURSE CLOSURES COMMENCED (where appropriate)	

University of East Anglia

LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and
MINOR AMENDMENTS
with NO RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance `CP-2013` to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)		new course? *note 1*	If no, please give existing course code
LLM International Commercial and Competition Law		N	T1M228102
School(s) of study & Faculty			
LAW, SSF			
Proposer & proposer's school			
Prof Andreas Stephan (LAW)			
Proposed start date (of new course or of changes) *note 2*			
September 2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form *note 3*		Y	

This form is in 5 parts:

Part 1	**Summary and Rationale**
Part 2	**Impact Assessment**
Part 3	**Academic Case including Programme Specification**
Part 4	**Key Information Set (KIS) data**
Part 5	**Approvals and Notification**

The initiator is responsible for completing <u>parts 1-4</u>

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1	**a**	**SCHOOL(S) OF STUDY**	LAW	
	b	**FACULTY or FACULTIES**	SSF	
note S1c	**c**	**JOINT COURSE?** (ie owned/taught by more than one School)		
			NO	
	d	**NAME OF COURSE DIRECTOR** (Home School)	Prof. Andreas Stephan (LAW)	
	e	**NAME OF DEPUTY COURSE DIRECTOR** (partner School, for Joint Courses only)	None.	
S2 *note S2a*	**a**	**COURSE TITLE**	LLM International Commercial and Competition Law	
note S2b	**b**	**COURSE CODE**	T1M228102	
note S2c & S2d	**c**	**AWARD**	**LLM (PG)**	
	d	**EXIT AWARD(S) AND TITLE(S)**	LLM	
	e	**FULL/PART-TIME (please specify)**	Part-Time (in addition to existing Full-time programme)	
	f	**LOCATION (UEA Norwich, UEA London, Distance Learning)**		UEA Norwich
	g	**AVAILABLE FROM:**	September 2016	
S3 *note S3a* *note S3b*	**a**	**PROFESSIONAL AWARD (if any)**	N/A	
		ACCREDITING/VALIDATING BODY (if relevant)	N/A	
	b	**Website (URL)**	N/A	
		Date when accreditation/ validation may take place	N/A	
S4 *note S4*	**LEVEL**	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	X	

		Other postgraduate (please specify)	
S5 *note S5a*	**a**	**DURATION** (years or months)	2 year
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	Part-Time (in addition to existing Full-time programme)

S6 *note S6*	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES		NO	X
		If YES, does this conform with the UEA's code of practice on placements?			

S7 *note S7*	**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	Good First Degree: Law or cognate degree
S8 *note S8*	**ENTRY REQUIREMENTS**	Good 2.2 Pass or international equivalent
S9	**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case	
S10	**UCAS ADMISSION CODE / COURSE CODE** To be completed by the Planning Office following approval of the Business Case	
S11 *note S11*	**FURTHER INFORMATION** available via…	
S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website / other publicity) **NB** Please include employability prospects/career possibilities	
note S12	As already available for full time course.	

****Please copy and paste the above table for additional (related) courses****

S13	**RATIONALE FOR PROPOSAL**
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.

		I am proposing that this FULL-TIME LLM programme also be made available on a PART-TIME basis. This will bring it into line with the other LLM programmes we offer and provide greater flexibility to applicants (especially those who wish to remain in employment while completing their LLM degree).

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE
note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 *note BC2*	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 *note BC3*	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 *note BC4*	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT		
BC5.1 *note BC5.1*	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team	
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	X
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		

BC 5.2 *note* *BC5.2*	**CURRENT STUDENTS AND/OR APPLICANTS**		
a	Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?	**YES**	
		NO	X
b	Will any current students or applicants be affected by this proposal?	**YES**	
		NO (go to 5.3)	**X**
c	**Evidence of consultation of current students and written consent obtained** Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	**Informing applicants** What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
BC5.3 *note* *BC5.3*	**ACADEMIC STAFF**	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year	0	
b	Is a new discipline or specialism being introduced that requires a new appointment?	**YES**	
		NO	X
c	Are new appointments required to meet any additional hours?	**YES**	
		NO	X
d	If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?		
e	What is the source of funding for new academic staff?		
f	Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
	None		
BC5.4 *note BC5.4*	**COURSE RATIONALISATION**	Consult with HOS, Dean of relevant Faculties, PLN	
a	**DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?**	**YES**	
		NO	
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	**IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?**	**YES**	
		NO	X
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	**Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above**		

BC6	**PHYSICAL RESOURCES**
	NOT REQUIRED

BC7 *note BC7*	**IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES**
	NOT REQUIRED

BC8	**ADDITIONAL COMMENTS**
	NOT REQUIRED

BC9	**PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE**
	NOT REQUIRED

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations				
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES		NO	
AC3.2a	If YES, which existing board will be responsible for the course?				
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	

AC3.3b	If yes, how many?	

PS	**PROGRAMME SPECIFICATION**
note PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
	PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE

AC4	**MODULE OUTLINES FOR EXISTING COMPULSORY MODULES**
	NOT REQUIRED

AC5	**MINOR CHANGES TO EXISTING MODULES**
	NOT REQUIRED

AC6	**NEW MODULES**
	NOT REQUIRED

AC 7 *note AC7*	**DEFINED CHOICE**
	NOT REQUIRED

AC8 *note AC8*	**JOINT COURSES**		
	Is the proposed course is a joint course?	**YES**	
		NO	
	If YES, how will the student experience be managed?		

AC9	**COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES**	
		YES	

	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	NO	
	If NO, go to AC10		
note AC9	**If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**		

AC10	COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
note AC10	**Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.** **NB these comments should focus on the *ACADEMIC CONTENT* of the proposal**
Date of circulation:	
AC10.1	Careers Manager (CCEN)
AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
AC10.2	Equality & Diversity Manager (PPE)

AC11	PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE

note AC11	

MINOR CHANGES COURSE PROPOSAL

Part 4   KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)						Note KIS
KIS1	**Quantitative KIS data**						Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams						
1.2	Percentage of assessment by practical exams						
1.3	Percentage of assessment by coursework						
1.4	Percentage of time in scheduled learning and teaching activities						
1.5	Percentage of time in guided independent study						
1.6	Percentage of time on placements						
KIS2	**Professional Accreditation**						Note KIS2
2.1	Name of accrediting body (if applicable)						
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.						
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.						

MINOR CHANGES COURSE PROPOSAL

Part 5   APPROVALS AND NOTIFICATION

APPROVALS
Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	**APPROVAL OF THE BUSINESS CASE**			
	APPROVAL/SIGNATURES	**Name**	**Signature/ evidence of approval**	**Date**
AP1.1	School Director of Learning, Teaching and Quality			
AP1.2	Head of School (on behalf of School Board)			
AP1.3	Dean of Faculty (on behalf of Faculty Executive)			
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	**APPROVAL OF THE ACADEMIC CASE**			
AP2.1	**Head of School**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	**Faculty Associate Dean (for Faculty LTQC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	**PVC Academic (for LTC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	**Secretary to Council**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

Note N1	NOTIFICATION OF APPROVAL		
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.			
FACULTY		**SCHOOL**	
NEW COURSE?	Y	N	**If NO, please enter existing course code**	
DEGREE AWARD (e.g. BSc/MA)			
TITLE OF PROGRAMME			
START DATE		**LENGTH OF COURSE**	

Course Approved by:	Name of Committee Chair	Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)		
Learning and Teaching Committee (LTC)		

RELEVANT OFFICE INFORMED? *insert date

Planning Office	**Admissions and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
*	*	*	*
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

Note N1	IMPLEMENTATION ACTIONS	
COURSE NAME	**NEW ROUTE CODE**	

ACTION	DATE
COURSE INFORMATION LIVE IN ADMISSIONS	
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE	
COURSE PROFILE UPLOADED ONTO SITS	
COURSE CLOSURES COMMENCED (where appropriate)	

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code *note PS*	Year
Employment Law (LLM) Employment Law (LLM) Part Time	T1M292101 T2M292201	2016-17

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY	Law - LAW	
	b	FACULTY or FACULTIES	Social Sciences	
note S1c	c	JOINT COURSE? (ie owned/taught by more than one School)	YES	
			NO	✓
	d	NAME OF COURSE DIRECTOR (Home School)	Professor Owen Warnock	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)	N/A	
S2	a	COURSE TITLE	Employment Law (LLM) Employment Law (LLM) Part Time	
	b	COURSE CODE	T1M292101 T2M292201	
note S2c & S2d	c	AWARD	**Masters - LLM**	
	d	EXIT AWARD(S) AND TITLE(S)		
	e	FULL/PART-TIME (please specify)	FULL-TIME or PART-TIME	
	f	LOCATION (UEA Norwich, Distance Learning)		UEA CAMPUS
	g	AVAILABLE FROM:		CURRENT
S3 note S3a	a	PROFESSIONAL AWARD (if any)	N/A	
		ACCREDITING/VALIDATING BODY (if relevant)	N/A	
note S3b	b	Website (URL)	N/A	
		Date when accreditation/ validation may take place	N/A	

S4a note S4a	LEVEL	Sub-degree (e.g. Cert. Dip.)	
		Undergraduate	
		Integrated Masters	
		Masters	Level 7: Masters degree (including four-year integrated Masters degrees
		Other postgraduate (please specify)	
S4b note S4b	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher Education Qualifications (FHEQ)	The module structure is such that students acquire not only a comprehensive overview of the whole of UK employment law but also study a number of aspects in detail. In those detailed areas they study the case law and academic commentary and also the

			social, political and economic context. These studies include detailed consideration of the latest developments. The course is designed to equip students to tackle and solve complex novel legal problems through the use of statutory interpretation, case law, principle and policy. The dissertation aims to familiarise students with legal research techniques and to develop their ability to ask probing questions and to formulate, and carry out, research methods to answer those questions.
S5 note S5a	**a**	**DURATION** (years or months)	1 YEAR FT, 2 YEARS PT
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	FULL-TIME or PART-TIME

S6 note S6	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES		NO	✓
		If YES, does this conform with the UEA's code of practice on placements?			

S7 note S7	**RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these**	There is no benchmark statement for Law at Master's level.
S8 note S8	**ENTRY REQUIREMENTS**	Second class bachelor's degree in law (or other subject if cognate or combined with suitable previous work experience).
S9	**JACS Subject Level Code(s)** Consult Planning Office	M292
S10	**UCAS ADMISSION CODE / COURSE CODE** Consult Planning Office	
S11 note S11	**FURTHER INFORMATION** (web link to further information)	https://www.uea.ac.uk/law/postgraduate-taught-degrees
S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes	

note S12	The aims of this course are: • to develop students' interest in and knowledge and understanding of the law relating to employment • to offer a wide coverage of most of the main aspects of employment law which will provide an education appropriate to students with a varied range of interests, backgrounds and career intentions • to develop in students an understanding of the nature of the employment relationship and of the industrial, social, economic, and political context in which the law relating to employment operates, has developed and is developing • to develop in students an understanding of the evolving nature and content of UK, European and international employment law • to introduce students to issues and debates at the frontiers of legal research • to engender a commitment to legal research in ways which address both conceptual coherence and wider contextual relevance • to foster an enthusiasm for developing the role of law within related industrial, social, economic and political frameworks The subjects of study are: • An overview of UK employment law • The law and practice relating to dismissal, business transfer, working time and wages, whistleblowing, collective labour law, atypical workers, work-life balance and the resolution of individual and collective disputes • The role and influence of the common law in UK employment law • The role and influence of EC law and of international standards in the development of UK employment law • The impact of employment law on employment and industrial relations practice • The impact of employment and industrial relations practice on the development of employment law • The historical and philosophical influences upon legal ideas and priorities • The current research agenda in employment law In studying this course students should develop the following skills: • Assimilation from a variety of sources of primary and secondary materials • Legal analytical and problem-solving skills • Ability to secure, use and interpret information from a variety of sources • Ability to apply information technology in investigating relevant source materials • Confidence in writing in a coherent and scholarly style, using recognised conventions • Designing and carrying out a research project • Ability to draft employment contract terms, and employment policies and procedures, • Ability to prepare a case on behalf of a fictional client, and a basic ability to present that case at an employment tribunal hearing

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*****Please copy and paste the above table for additional (related) courses*****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations			X	
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
	If so, how many modules and what is the credit volume for each module?				
AC1.2c					

AC2 *note AC2.1*	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage *Note AC2.2*	Level	Year of course	Weightings	Progression requirement	Exit Award *Note AC2.3*
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

Course Profile for 2015/6

Course: Employment Law(Llm) (T1M292101)

School: Law

Director: Professor Owen Warnock

Year 1U

Core Modules (60 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M14X	DISSERTATION	DS	40	YEAR	U
LAW-M593	POSTGRADUATE LEGAL SKILLS AND RESEARCH	CW	20	SEM1	U

Compulsory Modules

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M17A	FOUNDATIONS OF EMPLOYMENT LAW PART 1	CW	20	SEM 1	D10*CY
LAW-M17B	FOUNDATIONS OF EMPLOYMENT LAW PART 2	CW	20	SEM 2	D10*CY
LAW-M18A	EQUALITY AND DISCRIMINATION IN EMPLOYMENT	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M19B	PRACTICAL EMPLOYMENT LAW	CW	20	SEM2	D10*CY
LAW-M613	WORK-LIFE BALANCE	CW	20	SEM2	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M	INTERNATIONAL LAW AND EMPLOYMENT RIGHTS	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6 [MUST BE DIFFERENT FROM M18A]

Course Profile for 2015/6

Course: Employment Law (Llm) (T2M292201)

School: Law

Director: Professor Owen Warnock

Year 1U

This is the first year of your taught Masters programme.

Core Modules (20 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M593	POSTGRADUATE LEGAL SKILLS AND RESEARCH	CW	20	SEM1	U

Compulsory Modules (40 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M17A	FOUNDATIONS OF EMPLOYMENT LAW	CW	20	SEM 1	D10*CY
LAW-M17B	FOUNDATIONS OF EMPLOYMENT LAW	CW	20	SEM 2	D10*CY

Options Range

Students will select 20-40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M18A	EQUALITY AND DISCRIMINATION IN EMPLOYMENT	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M19B	PRACTICAL EMPLOYMENT LAW	CW	20	SEM2	D10*CY
LAW-M613	WORK-LIFE BALANCE	CW	20	SEM2	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M	INTERNATIONAL LAW AND EMPLOYMENT RIGHTS	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6 [MUST BE DIFFERENT SLOT FROM M18A]

Year 1U

This is the second year of your taught Masters programme.

Core Modules (40 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M14X	DISSERTATION	DS	40	YEAR	U

Options Range

Students will select 0-40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M18A	EQUALITY AND DISCRIMINATION IN EMPLOYMENT	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M19B	PRACTICAL EMPLOYMENT LAW	CW	20	SEM2	D10*CY
LAW-M613	WORK-LIFE BALANCE	CW	20	SEM2	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6
LAW-M	INTERNATIONAL LAW AND EMPLOYMENT RIGHTS	CW	20	SEM 1	B9*B10 OR A5*A6 OR A5*A6 OR E5*E6 [MUST BE DIFFERENT SLOT FROM M18A]

Options Range

Students will select 0-40 credits from the following modules:

Module	Description	Assessment	Credits	Period	Sub-slot

PS2 MAPPING LEARNING OUTCOMES

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 1 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
Knowledge and understanding of employment law (see S12)	X				X				
General cognitive skills a Develop knowledge and understanding in the specialist field b Construct reasoned argument by reference to relevant information c Critically analyse received principles and hypotheses d Evaluate the merits of competing arguments in legal literature e Show efficient methods of assimilating a variety of information source f Demonstrate independent and creative thinking g Address alternative conceptual premises by reference to utility and principle h Offer solutions both inductively and deductively i Design and complete a research programme j Apply analysis within wider contextual frameworks	X				X				
Subject-specific skills a. Assimilation from a variety of sources of primary and secondary materials b. Legal analytical and problem-solving skills c. Ability to secure, use and interpret information from a variety of sources d. Ability to apply information technology in investigating relevant source materials e. Confidence in writing in a coherent and scholarly style, using recognised conventions	X				X				
Designing and carrying out a research project					X				
Practical employment law skills								Prep	Prep

							are non-contentious employment documents	are Employment Tribunal documents
Other: please give details								

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 2 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Other: please give details									

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 3 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
Other: please give details									

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Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 4 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Examine the evidence for below-ground archaeology using aerial photographic evidence				ENV 3B08	ENV 3C09				
Other: please give details									

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 5 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M 06				
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

PS3.1   learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

The Foundations of Employment Law module gives all students a grounding in the principle aspects of UK and European employment law. The order of study is designed to mesh with the order of study in the more specific modules.

PS3.2   feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

All teaching is in seminars so oral formative assessment and feedback is constant. Summative assessment by essay or other written exercise once a semester in any module being studied in that semester.

PS4	EXAMINATIONS		*note PS4*
		Written	**Practical (e.g. OSCES and OSPES)**
How many modules will include an exam element?		None	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION	*note PS5*
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	Non-law graduates are accepted on the course if they have appropriate experience.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The very subject matter of much of employment law is about inclusivity.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	
	Teaching is in small group seminars enabling the lecturer to adapt to the needs of members of the seminar group. All assessment is by coursework, thus minimising problems for those with communication difficulties (eg dyslexia, English as a second language, anxiety conditions).	

PS6	EMPLOYABILITY	*note PS6*
	How is employability embedded into the delivery of the course?	
	Two of the three lecturers have extensive experience as practitioners of employment law. In addition students on the course always include human resources practitioners and/or some solicitors already practising in the field. In combination this ensures that the practical application of employment law in both human resource management and legal practice is always considered. This includes understanding what users of employment law advice need from their advisers, finding legal solutions to	

	employment-related problems and recognising, diagnosing and solving employment law issues in the world of work. In addition the Practical Employment Law module ensures that those students who select it are assisted in developing key skills for jobs in employment law.

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							*Note KIS*
KIS1	**Quantitative KIS data**							*Note KIS1*
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams							
1.2	Percentage of assessment by practical exams							
1.3	Percentage of assessment by coursework							
1.4	Percentage of time in scheduled learning and teaching activities							
1.5	Percentage of time in guided independent study							
1.6	Percentage of time on placements							
KIS2	**Professional Accreditation**							*Note KIS2*
2.1	Name of accrediting body (if applicable)							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							

UP1	Programme Specification Update Record		
Faculty	HUM	**School**	LAW
Academic Year	2015/6		
Degree Award (e.g. BSc/MA)	LLM		
Course Title(s)	Employment Law (LLM) Employment Law (LLM) Part Time		
Course Code(s)	T1M292101 T2M292201		
Has the KIS data been changed?	**Yes/No**		
Course Director sign off	**Name**		
	Date		

IM1	IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	**DATE**	**Name**	
Course Profile updated in Evision (LTS Team Leader)			
Programme Specification placed in shared drive folder (LTS Team Leader)			
Web link to External Examiner information added (LTS Web Administrator)			
Programme Specification uploaded onto website (LTS Web Administrator)			
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)			
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	LAW15PGT001		
Full route code(s) covered by this Programme Specification (LTS Team Leader)			

UEA MODULE OUTLINE TEMPLATE

Section 1

General Information
Module Title: Postgraduate Certificate in Employment Law

Module code: LAW-M70X	Credit value: 60	Level (3, 4, 5, 6 or 7): 7
	Total student effort hours: 584	
Academic Year: 2016/17	**Semester: All year**	
Related modules (Co-requisites, pre-requisites etc.):		

Section 2	
Module Description and Learning Outcomes	
Description What is this module about?	This module aims to give students a basic knowledge of the history, sources and institutions of employment law and a good working knowledge of all the main employment law subject areas.
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to: • achieve a sound knowledge and understanding of UK individual and collective employment law. • understand the nature of the employment relationship and the economic, social and political factors influencing the development of UK employment law • appreciate the influence of EU employment measures in UK law • identify the weaknesses of UK employment law and be able to propose improvement or reform
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to: • analyse and correctly identify employment, self-employment and worker relationships • understand how employment relationships are formed and governed by statute and common law and identify which terms enjoy regulatory protection e.g. wages, working time • be able to identify when and how an employment relationship may be lawfully terminated • identify legally protected groups in the workplace and understand the nature and extent of, and policy/economic/political reasons for such protection • understand the collective dimension of UK employment law, rights of trade unions and individuals in relation to trade union membership • recognise applicable EU law • apply the above rules and principles to a given factual situation and assess the likely legal outcome
Links Where does this fit in to your programme?	This module is the entirety of the Certificate Course

Section 3
Module Teaching Team

Module Organiser (Including brief biographical description)	Owen Warnock. Professor of Employment Law at the UEA since 2011, spent over 30 years in practice as a solicitor specialising in employment law.
Co-tutors on the Module	

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
u) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	Seminars 28 hours Day schools 16 hours	1 hour
v) Pre-class preparation and follow-up study	Seminars 280 Day Schools 10 hours	10 hours
w) Work-based or Placement Hours		
x) Formative assessments/activities		
y) Feedback/Feed-forwards sessions		
z) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	Dissertation 250 hours	
aa) Background reading		
bb) Exams/OSCEs		
cc) Course Tests		
dd) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**584**	

Section 5 Teaching Sessions
Lecture Programme (where applicable)– details for each lecture

Seminar Programme (where applicable)– details for each session
Introductory Seminar   Course outline; aims & objectives   Historical overview   Sources of law and of other materials regulating the employment relationship   Institutional structure: legal, economic, and political actors in the field of employment law – both British and international

1   EMPLOYMENT LAW IN ACTION PART ONE
TERMINATION OF EMPLOYMENT, WRONGFUL DISMISSAL AND UNFAIR DISMISSAL – GENERAL PRINCIPLES

Termination by dismissal, resignation, constructive dismissal, non-renewal, mutual consent, frustration
Acceptance of fundamental breach
Wrongful dismissal: meaning, remedies of damages and injunction
The many meanings of 'pay in lieu notice'
Unfair dismissal: what counts as a dismissal?

2   EMPLOYMENT LAW IN ACTION PART TWO
UNFAIR DISMISSAL – ASSESSING FAIRNESS AND SPECIFIC REASONS FOR DISMISSAL (OTHER THAN REDUNDANCY)

Potentially fair reasons for dismissal
The test of reasonableness as applied to the decision to dismiss
Substantive and procedural unfairness
Specific reasons for Unfair Dismissal
    a. Conduct
    b. Capability
    c. Illegality
    d. Some other substantial reason

ACAS Code of Practice and non-statutory guidance

3   MAKING CLAIMS AND REMEDIES, SPECIAL CASES

Automatically unfair dismissals

Qualifications for protection and exclusions
Continuous employment – the importance of the concept and how it is calculated
Time limits
Early Conciliation
Remedies for unfair dismissal

4   THE CONTRACTUAL BASICS

Different forms of working relationships
- Employee v self-employed
- Employees and the various meanings of "worker"
- The importance of the distinctions
- Contemporary problems e.g. "casuals" and agency workers

Formation and content of employment contracts
Statutory statement of terms and conditions
Implied terms – how terms come to be implied; typical implied terms in employment contracts
Collective agreements

5 REDUNDANCY AND OTHER NON-PERSONAL DISMISSALS

What is "redundancy"?
Redundancy payments – statutory and enhanced by employer
Information and consultation requirements
Unfair dismissal and redundancy
Achieving change in terms of employment

6 "TUPE" – BUSINESS TRANSFER AND SERVICE CONTRACT CHANGE
- Business transfers

- Outsourcing

- Consultation and information requirements.

- Effect on contracts and collective agreements

- Dismissal and resignation connected with TUPE transfers

7 WAGES, WORKING TIME AND HOLIDAY

Common law right to wages
Recovery of overpayments
Common law and statutory rules on deductions from wages
National Minimum Wage legislation
Working Time Regulations – working, time rest breaks and holidays

8 COLLECTIVE RIGHTS AND INDUSTRIAL RELATIONS 1
Definitions: "trade union", "listed trade union", "independent trade union"
Freedom of association: the right to be a union member and take part in union activities
Refusal of employment, detriment and dismissal for trade union membership and activities
Collective bargaining
The legal status of collective agreements
Impact of collective agreements on contracts of employment – including change and TUPE

Voluntary and compulsory union recognition and consequences of recognition

9 COLLECTIVE RIGHTS AND INDUSTRIAL RELATIONS 2

Information to, and consultation with, employee representatives under domestic and EC law
- Redundancy consultation
- TUPE consultation
- Works councils and employee forums
- European Works Councils

Trade union liability for industrial disputes; the trade dispute immunities; balloting and other procedural constraints on industrial action
Picketing and secondary action

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The labour injunction
Dismissal, deductions from pay and other detriments for taking part in industrial action

10   WHISTLEBLOWING AND OTHER RIGHTS TO COMPLAIN
Protection of Whistleblowers under the Pubic Interest Disclosure regime
- Detriment
- Dismissal
- Protection for "workers"

Whistleblowing policies and practice
Criticisms and weaknesses of UK law
Protection of those raising other complaints and issues with employers

11   ATYPICAL WORKERS
Rights to seek flexible working
Part-timers
Fixed term workers
Agency workers
Zero hours workers

12   DISCRIMINATION IN EMPLOYMENT 1 – COMMON ELEMENTS

Sources of discrimination law: the EU dimension
The protected characteristics
Defining discrimination: direct, indirect, harassment, victimisation
Positive action and positive discrimination
Employer and individual liability for discrimination
Role of Equality and Human Rights Commission
Enforcement and remedies; the burden of proof

13   DISCRIMINATION IN EMPLOYMENT 2 – ISSUES RELATION TO PARTICULAR CHARACTERISTICS, FAMILY LEAVE RIGHTS

Sex, marital status, sexual orientation and gender reassignment
Equal pay
Race discrimination and discrimination on grounds of caste and religion or belief
Disability discrimination: the meaning of "disability"; disability related treatment, reasonable adjustments
Age discrimination
Pregnancy, maternity and family leave rights

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Day School One: ACAS and Employment Tribunals

 Resolving employment problems
(This session takes the form of a half-day seminar led by a senior member of ACAS)
Informal dispute-resolution mechanisms: internal procedures; conciliation and the role of ACAS; arbitration and mediation; the statutory arbitration scheme.
The new Early Conciliation process
COT 3 agreements and the disposal of claims
 Employment tribunal law and practice
(This session takes the form of a half-day seminar led by a Regional Employment Judge)
 The work of the employment tribunals, and the new ET regulations
The procedure for bringing and responding to a claim; filling in the new ET1 and ET3 forms; case management
Fee issues
Time limits, pre-hearing reviews, deposits, costs orders, withdrawal and striking-out

Day School Two: Mock employment tribunal
In this workshop delegates will work through the preparation and presentation of an Employment Tribunal case:
 Drafting of Claim and Response
 Case Management Discussions and Orders
 Preliminary hearings
 Obtaining and using documents
 Cross-examining witnesses (delegates will be coached in preparation and then have the opportunity to cross-examine)
 Closing submissions (delegates will be coached and then have the opportunity to make submissions)

This seminar is led by Prof Owen Warnock

Section 6 Learning Support Materials	
Required (Key) Reading	
Recommended further reading	
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

Section 7 Formative Assessment
Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					

Please copy and paste the above box for additional elements of formative assessment

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Section 8
Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							**Choose an item.**
Assignment title and further details (e.g. presentation length):							

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							Choose an item.
Assignment title and further details (e.g. presentation length):							

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							Choose an item.
Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)							

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						**N/A**	**N/A**

Detail of examination (e.g. rubric)

Section 9 Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	**Summative Ass 1**	**Summative Ass 2**	**Summative Ass 3**	**Summative Ass 4**

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		**Critical thinking & problem solving**		**Learning & personal development**		**Digital literacy and IT**	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☐	A capacity for independent, conceptual and creative thinking	☐	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☐	A capacity for informed argument and logical reasoning	☐	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☐	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☐	A capacity for problem identification and problem-solving	☐	Self-confidence and an ability to exercise own 'voice'	☐	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☐	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☐	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☐	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☐	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☐	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review

Section 12
Useful Links

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information,

along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet.
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The total assessment weightings of all summative pieces for the module must add up to 100%.   All items which have a percentage attached must be listed individually.

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Section 12 – Useful Links
Staff may add other hot links to this section that they feel are particularly useful for students.

UEA MODULE OUTLINE TEMPLATE

Section 1 General Information		
Module Title: Foundations of Employment Law Part 1		
Module code:	**Credit value: 20**	**Level (3, 4, 5, 6 or 7): 7**
	Total student effort hours: 207	
Academic Year: 2016/17	**Semester: Autumn**	
Related modules (Co-requisites, pre-requisites etc.): Together with Foundations of Employment Law Part 2 this module is the foundations for all other LLM Employment Law modules.		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	This module aims to give students a basic knowledge of the history, sources and institutions of employment law and a good working knowledge of the following key areas of employment law: employee and worker status, formation and termination of employment contracts, unfair dismissal and redundancy.
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to enable students to: • achieve a sound knowledge and understanding of certain key aspects of UK individual and collective employment law. • understand the nature of the employment relationship and the economic, social and political factors influencing the development of UK employment law • identify the weaknesses of UK employment law and be able to propose improvement or reform
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to: • analyse and correctly identify employment, self-employment and worker relationships • understand how employment relationships are formed and governed by statute and common law • be able to identify when and how an employment relationship may be lawfully and unlawfully terminated • understand the law of wrongful dismissal and unfair dismissal including the concepts of constructive dismissal, procedural and substantive unfairness and automatic unfairness • understand the law relating to termination and change of employment contracts for economic reasons, including redundancy • identify legally protected groups in the workplace and understand the nature and extent of, and policy/economic/political reasons for such protection

	• recognise applicable EU law • apply the above rules and principles to a given factual situation and assess the likely legal outcome
Links Where does this fit in to your programme?	This module, together with Foundations of Employment Law Part 2, covers many of the most important aspects of employment law in the UK and also forms the foundation for the LLM in employment law.

Section 3 **Module Teaching Team**	
Module Organiser (Including brief biographical description)	Owen Warnock. Professor of Employment Law at the UEA since 2011, spent over 30 years in practice as a solicitor specialising in employment law.
Co-tutors on the Module	

Section 4 **Learning Activities and Indicative Student Effort Hours**		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
ee) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	12 hours	1 hour
ff) Pre-class preparation and follow-up study	120 hours	10
gg) Work-based or Placement Hours		
hh) Formative assessments/activities	25 hours	
ii) Feedback/Feed-forwards sessions		
jj) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
kk) Background reading		
ll) Exams/OSCEs		
mm) Course Tests1		
nn) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**Approx 207 hours**	

Section 5 **Teaching Sessions**
Lecture Programme (where applicable)– details for each lecture

Seminar Programme (where applicable)– details for each session

Introductory Seminar
>   Course outline; aims & objectives
>   Historical overview
>   Sources of law and of other materials regulating the employment relationship

Institutional structure: legal, economic, and political actors in the field of employment law – both British and international

4   EMPLOYMENT LAW IN ACTION PART ONE
TERMINATION OF EMPLOYMENT, WRONGFUL DISMISSAL AND UNFAIR DISMISSAL – GENERAL PRINCIPLES

Termination by dismissal, resignation, constructive dismissal, non-renewal, mutual consent, frustration
Acceptance of fundamental breach
Wrongful dismissal: meaning, remedies of damages and injunction
The many meanings of 'pay in lieu notice'
Unfair dismissal: what counts as a dismissal?

5   EMPLOYMENT LAW IN ACTION PART TWO
UNFAIR DISMISSAL – ASSESSING FAIRNESS AND SPECIFIC REASONS FOR DISMISSAL (OTHER THAN REDUNDANCY)

Potentially fair reasons for dismissal
The test of reasonableness as applied to the decision to dismiss
Substantive and procedural unfairness
Specific reasons for Unfair Dismissal
  a. Conduct
  b. Capability
  c. Illegality
  d. Some other substantial reason

ACAS Code of Practice and non-statutory guidance

6   MAKING CLAIMS AND REMEDIES, SPECIAL CASES

Automatically unfair dismissals

Qualifications for protection and exclusions
Continuous employment – the importance of the concept and how it is calculated
Time limits
Early Conciliation
Remedies for unfair dismissal

4   THE CONTRACTUAL BASICS

Different forms of working relationships
• Employee v self-employed
• Employees and the various meanings of "worker"
• The importance of the distinctions
• Contemporary problems e.g. "casuals" and agency workers

Formation and content of employment contracts
Statutory statement of terms and conditions

	Implied terms – how terms come to be implied; typical implied terms in employment contracts Collective agreements
5	**ATYPICAL WORKERS** Rights to seek flexible working Part-timers Fixed term workers Agency workers Zero hours workers

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

<table>
<tr><td colspan="2" align="center">Section 6
Learning Support Materials</td></tr>
<tr><td>Required (Key) Reading</td><td>The recommended textbook is <i>Smith and Wood's Employment Law</i> 12th edition t (pub. Oxford University Press).</td></tr>
<tr><td>Recommended further reading</td><td>The recommended textbook is <i>Employment Law</i> 9th edition by Gwyneth Pitt (pub. Sweet & Maxwell).
Other good textbooks on Employment Law are: <i>Smith Employment Law in Context</i> by David Cabrelli (pub. Oxford University Press) and (a simpler and summary account) <i>Employment Law</i> 9th edition by Gwyneth Pitt (pub. Sweet & Maxwell). The most comprehensive account of UK Employment Law is <i>Harvey on Industrial Relations and Employment Law</i> which is available online through LexisNexis without charge to all registered UEA students.
Directed reading for seminars will be given on the relevant seminar sheets.
There are 2 specialist Law Reports covering employment law: IRLR (Industrial Relations Law Reports) and the ICR (Industrial Cases Reports). The IRLR can be accessed online through Lexis and the ICR through Westlaw.
A complete set of UK and EU employment legislation and codes of practice can be found:
On line with <i>Harvey</i> (see above)
In <i>Butterworth's Employment Law Handbook</i> (published annually)
A selection of the most important UK and EU employment legislation and codes of practice is contained in <i>Blackstone's Statutes on Employment Law 2016-2017</i> published by Oxford University Press.
Codes of practice are available as above and also free from the ACAS and EHRC websites.</td></tr>
<tr><td>Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)</td><td></td></tr>
</table>

Section 7

Formative Assessment					
Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).					
Assessment Type	**Assignment Deadline**	**Method of submission (in class, drop box, electronic etc.)**	**Return Date of marked work (where appropriate)**	**Method of return**	**Format and Purpose of feed-back feed-forwards**
Formative Problem question	**21 November**	**Electronic**		**Had Copy**	**Individual written feedback**
Assignment detail (e.g. title and type, word limit, presentation length)					
Assessment Type	**Assignment Deadline**	**Method of submission (in class, drop box, electronic etc)**	**Return Date of marked work (where appropriate)**	**Method of return**	**Format and Purpose of feed-back feed-forwards**
Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					
Assessment Type	**Assignment Deadline**	**Method of submission (in class, drop box, electronic etc)**	**Return Date of marked work (where appropriate)**	**Method of return**	**Format and Purpose of feed-back feed-forwards**
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Formative					
Assignment detail (e.g. title and type, word limit, presentation length)					

Please copy and paste the above box for additional elements of formative assessment

Section 8 Summative Assessment							
Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).							
Assessment Type	**% Weighting**	**Assignment Deadline**	**Method of submission**	**Return Date of marked work**	**Format of feed-back**	**Word limit**	**Method of return**
CW - Coursework	100	13 January 2017	Electronic	10 February 2017	Hard Copy	3,000 to 4,000	Hub
Assignment title and further details (e.g. presentation length): Problem question designed to assess a broad range of the matters considered in this module.							
Assessment Type and Sequence No	**% Weighting**	**Assignment Deadline**	**Method of submission**	**Return Date of marked work**	**Format of feed-back**	**Word limit**	**Method of return**
Choose an item.							Choose an item.
Assignment title and further details (e.g. presentation length):							

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	**% Weighting**	**Date of course test**	**Duration**	**Return Date of marked work**	**Format of feed-back**		**Method of return**
Course test							Choose an item.
Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)							

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						N/A	N/A

Detail of examination (e.g. rubric)

Section 9 Mapping Assessment to Module Learning Outcomes

Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4

Section 10
Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☒	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☒
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☒	Self-confidence and an ability to exercise own 'voice'	☐	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☐	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☒	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

<table>
<tr><td>
Section 11
Module Enhancements
Changes made to this module in the light of student feedback and Module Review
</td></tr>
<tr><td>
In order to assist students with early engagement with this module, the two seminars now forming seminars 1 and 2 have been brought forward, and are undertaken before what are now seminars 3 and 4.
</td></tr>
</table>

<table>
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Section 12
Useful Links
</td></tr>
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The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.
</td></tr>
<tr><td>

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**
</td></tr>
</table>

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information,

along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

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Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

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V1- Approved by LTC 3/12/14 -Minute 50

University of East Anglia

LEARNING & TEACHING SERVICE

MINOR CHANGES COURSE PROPOSAL FORM

(taught programmes only)

for NEW COURSES and
MINOR AMENDMENTS
with NO RESOURCE IMPLICATIONS

Please refer to the course proposal Procedure and Guidance `CP-2013` to complete this or any other course proposal form: to ensure the correct form is being used; for information on early considerations and timescales; for general guidance on the course approval process; and for notes on completing the form.

Course Title(s)	**new course?** note 1		**If no, please give existing course code**
Employment Law (PG Cert) PT		**N**	T2M299201
School(s) of study & Faculty			
Law, SSF			
Proposer & proposer's school			
Professor Owen Warnock, Law			
Proposed start date (of new course or of changes)			note 2
Sept 2016			
I can confirm that this proposal meets the criteria for using the Minor Changes Course Proposal Form note 3			**N**

This form is in 5 parts:

Part 1   **Summary and Rationale**
Part 2   **Impact Assessment**
Part 3   **Academic Case including Programme Specification**
Part 4   **Key Information Set (KIS) data**
Part 5   **Approvals and Notification**

The initiator is responsible for completing parts 1-4

MINOR CHANGES COURSE PROPOSAL

Part 1 SUMMARY AND RATIONALE

Course One				
S1 *note S1c*	**a**	**SCHOOL(S) OF STUDY**	Law	
	b	**FACULTY or FACULTIES**	SSF	
	c	**JOINT COURSE?** (ie owned/taught by more than one School)	**YES**	
			NO	NO
	d	**NAME OF COURSE DIRECTOR** (Home School)	Professor Owen Warnock	
	e	**NAME OF DEPUTY COURSE DIRECTOR** (partner School, for Joint Courses only)		
S2 *note S2a*	**a**	**COURSE TITLE**	Employment Law (PG Cert) PT	
note S2b	**b**	**COURSE CODE**	T2M299201	
note S2c & S2d	**c**	**AWARD**	**Postgraduate Certificate in Employment Law**	
	d	**EXIT AWARD(S) AND TITLE(S)**		
	e	**FULL/PART-TIME (please specify)**	Part-time	
	f	**LOCATION (UEA Norwich, UEA London, Distance Learning)**		UEA Norwich
	g	**AVAILABLE FROM:**		
S3 *note S3a* *note S3b*	**a**	**PROFESSIONAL AWARD (if any)**		
	b	**ACCREDITING/VALIDATING BODY (if relevant)**		
		Website (URL)		
		Date when accreditation/ validation may take place		
S4 *note S4*	**LEVEL**	Sub-degree (e.g. Cert. Dip.)		
		Undergraduate		
		Integrated Masters		
		Masters	X	
		Other postgraduate (please specify)		

S5 *note S5a*	**a**	**DURATION** (years or months)	One year			
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)	Partr-time			
S6 *note S6*		**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES		NO	NO
			If YES, does this conform with the UEA's code of practice on placements?			
S7 *note S7*		**RELEVANT SUBJECT BENCHMARK STATEMENT(S)**	None			
S8 *note S8*		**ENTRY REQUIREMENTS**	Second class bachelor's degree either in law (or in another subject if cognate or combined with suitable previous work experience) or relevant professional training or experience at equivalent level.			
S9		**JACS Subject Level Code(s)** To be completed by the Planning Office following approval of the Business Case				
S10		**UCAS ADMISSION CODE / COURSE CODE** To be completed by the Planning Office following approval of the Business Case				
S11 *note S11*		**FURTHER INFORMATION** available via…				
S12		**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website / other publicity) **NB** Please include employability prospects/career possibilities				
note S12		The course is designed to provide a thorough grounding in Employment Law for lawyers and HR practitioners. The aim is to equip those participating with a clear and comprehensive technical understanding, while at all times remembering that employment law should be seen as part of the real world of work. The course is aimed at anyone seeking a detailed introduction to the laws governing employment in the UK, but in particular: • Qualified lawyers wishing to work in the field of Employment Law • HR practitioners interested in acquiring a deeper and comprehensive understanding of Employment Law **The course consists of:** • A series of 13 evening seminars on Employment Law • A full day seminar on resolving employment disputes through ACAS and by Employment Tribunal hearing, led by a senior member of ACAS and an Employment Judge • A full day 'exploded diagram' simulated Employment Tribunal hearing in which delegates will contribute as representatives (with professional coaching and support) • The preparation by the student, with support and supervision, of a 15,000 dissertation on an employment law topic of his or her choice. The employment law topics covered are an introduction to the industrial relations framework, an examination of individual employment law (including formation, content and termination of contracts of employment, unfair dismissal and redundancy, transfers of undertakings, wages & working time, and maternity and parental rights)				

	and an introduction to discrimination law (including discrimination on grounds of sex, sexual orientation, gender reassignment, race, disability, religion or belief, and age).

*****Please copy and paste the above table for additional (related) courses*****

S13	**RATIONALE FOR PROPOSAL**
note S13	Please explain why you are proposing this/these new course(s) or these course amendments, and why this proposal is being offered at this time. See guidance notes for further indication of what to include in this section.
	Changes being made to the current LLM in Employment Law create a need to change this course because a proportion of it is taught jointly with what was the 40 credit LLM module Foundations of Employment Law. That module is being split into two 20 credit modules with a small part of the current content (discrimination law) removed and placed in another LLM module and the remainder of the content expanded. Joint teaching will continue but we need to add two more seminars to the Certificate course to cover discrimination issues.

MINOR CHANGES COURSE PROPOSAL

Part 2 BUSINESS CASE
note BC

BC1	ACADEMIC AND RECRUITMENT STRATEGY	Consult with HOS, Faculty Dean, PLN, ARM (including Admissions)
	NOT REQUIRED	

BC2 *note BC2*	MARKET RESEARCH	Consult with Market Research team
	NOT REQUIRED	

BC3 *note BC3*	MARKET DEMAND AND RECRUITMENT	Consult with Careers and Employability team
	NOT REQUIRED	

BC4 *note BC4*	STUDENT NUMBERS AND TUITION FEES	Consult with HOS, PLN, Faculty Dean, FFM
	NOT REQUIRED	

BC5	IMPACT		
BC5.1 *note BC5.1*	EQUALITY AND DIVERSITY	Consult with Equality & Diversity Manager and Widening Participation team	
a	Does the course and/or School cover a subject area(s) which traditionally attract(s) a very specific or narrow student profile?	YES	
		NO	No
b	If yes, what steps will be taken to attract non-traditional students to the course/School? (Aspects to consider include: age, disability, ethnicity (home and international), gender, sexual orientation, religion and belief, and socio-economic group.)		
c	Will students undertake placements/ come into direct contact with vulnerable groups as part of their study? If so, will a CRB be required?		
	No		

BC 5.2 _note BC5.2_	**CURRENT STUDENTS AND/OR APPLICANTS**		
a	**Have School SSLCs been consulted regarding this proposal? If YES, what has been their input/response?**	**YES**	Yes
		NO	
b	**Will any current students or applicants be affected by this proposal?**	**YES**	
		NO (go to 5.3)	**No**
c	**Evidence of consultation of current students and written consent obtained** Please briefly describe what consultation has taken place and what responses there have been. Is there full support from all members of the relevant student cohort(s)?		
d	**Informing applicants** What arrangements have been made (for informing applicants who may be affected by any change(s)? Written notification, including advice about any alternative options that may be given, must be sent to applicants holding unconditional/ conditional firm or conditional insurance offers.		
	As soon as approval is given, any existing applicants will be notified.		
BC5.3 _note BC5.3_	**ACADEMIC STAFF**	Consult with HOS, Dean of Faculty	
	What is the impact / what are the resource implications of the proposal on academic staff?		
a	**Please give an indicative number of <u>additional</u> teaching hours required within the school to deliver the new course/changes to the course in any one year**		4 hours of teaching
b	**Is a new discipline or specialism being introduced that requires a new appointment?**	**YES**	
		NO	No
c	**Are new appointments required to meet any additional hours?**	**YES**	
		NO	No
d	**If yes to either b or c above, how many of what type (eg Teaching and Scholarship, Teaching and Research) and at what level?**		
e	**What is the source of funding for new academic staff?**		
f	**Are there any implications outside the sponsoring School/s e.g. service teaching, by other Schools of Studies?**		

g	Are any other teaching adjustments required? For example, will new modules be introduced, other modules withdrawn or combined?		
BC5.4 *note BC5.4*	**COURSE RATIONALISATION**	Consult with HOS, Dean of relevant Faculties, PLN	
a	**DO ANY SIMILAR COURSES ALREADY EXIST AT UEA?**	**YES**	
		NO	No
	If YES, please specify Course name, UCAS Code(s) / Course codes		
b	**IS/ARE ANY COURSE(S) TO BE CLOSED TO NEW APPLICANTS AS PART OF THIS PROPOSAL?**	**YES**	
		NO	No
	If YES, please specify Course name, UCAS Code(s) / Course codes and date from which course(s) is to be withdrawn?		
c	Please give an indicative number of teaching hours <u>released</u> within the school in any one year by the closure of the courses listed above		

BC6	**PHYSICAL RESOURCES**
	NOT REQUIRED

BC7 *note BC7*	**IMPACT / RESOURCE IMPLICATIONS FOR OTHER UNIVERSITY SERVICES**
	NOT REQUIRED

BC8	**ADDITIONAL COMMENTS**
	NOT REQUIRED

BC9	**PROPOSER'S RESPONSE TO COMMENTS IN BC7 & BC8 ABOVE**
	NOT REQUIRED

MINOR CHANGES COURSE PROPOSAL

Part 3 ACADEMIC CASE (including Programme Specification)

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK (please tick all that apply)				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations		X		
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	NO
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	NO
AC1.2c	If so, how many modules and what is the credit volume for each module?				

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS				
AC3.1	Is there an existing Board of Examiners?	YES	X	NO	
AC3.2a	If YES, which existing board will be responsible for the course?	LAW PGT			
AC3.2b	If NO, please enter details for new board of examiners				
	Are any new external examiner(s) required?	YES		NO	

AC3.3b	If yes, how many?	

PS	PROGRAMME SPECIFICATION
note PS	This part of the form will serve a dual purpose. Please read the guidance note carefully before completing
	PLEASE ATTACH AN UPDATED PROGRAMME SPECIFICATION WITH TRACKED CHANGES SHOWING AMENDMENTS TO THE COURSE

AC4	MODULE OUTLINES FOR EXISTING COMPULSORY MODULES
	NOT REQUIRED

AC5	MINOR CHANGES TO EXISTING MODULES
	NOT REQUIRED

AC6	NEW MODULES
	NOT REQUIRED

AC 7 note AC7	DEFINED CHOICE
	NOT REQUIRED

AC8 note AC8	JOINT COURSES		
	Is the proposed course is a joint course?	**YES**	
		NO	
	If YES, how will the student experience be managed?		

AC9	COMMENTS/FEEDBACK FROM EXTERNAL PROFESSIONALS/ BODIES	
		YES	

	Is this course accredited or validated by a Professional, Statutory or Regulatory Body (PSRB)?	NO	
	If NO, go to AC10		
note AC9	**If YES, please provide a summary of Professional, Statutory or Regulatory Body (PSRB) approval, if appropriate. Append any relevant documents as Appendix 3**		

AC10	**COMMENTS ON ACADEMIC CASE AND PROGRAMME SPECIFICATION**
COMPLETION OF THIS SECTION TO BE COORDINATED BY LEARNING AND TEACHING SERVICE (LTS) COORDINATOR	
note AC10	**Please circulate Parts 1, 3 & 4 to the following for their additional comments (if any). Comments to be returned to proposer within 10 working days.** **NB these comments should focus on the *ACADEMIC CONTENT* of the proposal**

Date of circulation:	

AC10.1	Careers Manager (CCEN)
No response received.	

AC10.2	Learning & Teaching Service (LTS) Manager (UG or PGT, as appropriate)
No response received.	

AC10.2	Equality & Diversity Manager (PPE)
No response received.	

AC11	**PROPOSER'S RESPONSE TO COMMENTS IN AC9 & AC10 ABOVE**

note	
AC11	

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MINOR CHANGES COURSE PROPOSAL

Part 4   KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)					Note KIS
KIS1	**Quantitative KIS data**					Note KIS1
		Year 1	Year 2	Year 3	Year 4	Year 5
1.1	Percentage of assessment by written exams					
1.2	Percentage of assessment by practical exams					
1.3	Percentage of assessment by coursework					
1.4	Percentage of time in scheduled learning and teaching activities					
1.5	Percentage of time in guided independent study					
1.6	Percentage of time on placements					
KIS2	**Professional Accreditation**					Note KIS2
2.1	Name of accrediting body (if applicable)					
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.					
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.					

MINOR CHANGES COURSE PROPOSAL

Part 5 APPROVALS AND NOTIFICATION

APPROVALS
Note AP

THIS SECTION WILL BE COORDINATED BY THE SECRETARY TO YOUR FACULTY TEACHING AND LEARNING QUALITY COMMITTEE (FLTQC)				
AP1	**APPROVAL OF THE BUSINESS CASE**			
	APPROVAL/SIGNATURES	**Name**	**Signature/ evidence of approval**	**Date**
AP1.1	School Director of Learning, Teaching and Quality	Claudina Richards	Claudina Richards	27.4.16
AP1.2	Head of School (on behalf of School Board)	Peter Kunzlik	Peter Kunzlik	27.4.16
AP1.3	Dean of Faculty (on behalf of Faculty Executive)	Jacqueline Collier	Jacqueline Collier	27.4.16
AP1.4	LTC (if relevant)			
AP1.5	Council (if relevant)			
AP1.6	Reasons for approval being withheld (and by whom)			

AP2	**APPROVAL OF THE ACADEMIC CASE**			
AP2.1	**Head of School**	**Name**	**Signature**	**Date**
	Approved:	Peter Kunzlik	Peter Kunzlik	27.4.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

AP2.2	**Faculty Associate Dean (for Faculty LTQC)**	**Name**	**Signature**	**Date**
	Approved:	Ratula Chakraborty	Ratula Chakraborty	27.4.16
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
AP2.3	**PVC Academic (for LTC)**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			
Where applicable:				
AP2.4	**Secretary to Council**	**Name**	**Signature**	**Date**
	Approved:			
	Approved with amendments:			
	Rejected:			
	Comments (if any):			

MINOR CHANGES COURSE PROPOSAL

Note N1	NOTIFICATION OF APPROVAL		
This section should be completed by Faculty FLTQC Secretary once a course proposal has been approved. Its purpose is to ensure that relevant Offices are informed of the approval of course proposals (new courses and course amendments), in accordance with the procedures for course approval.			
FACULTY	SSF	**SCHOOL**	LAW
NEW COURSE?	N	**If NO, please enter existing course code**	T2M299201
DEGREE AWARD (e.g. BSc/MA)	PG Certificate		
TITLE OF PROGRAMME	Employment Law		
START DATE / **Sept 2016**	**LENGTH OF COURSE**	1 year	

Course Approved by:	Name of Committee Chair	Date of approval
Faculty Learning and Teaching Quality Committee (FLTQC)	Ratula Chakraborty	27.4.16
Learning and Teaching Committee (LTC)	Neil Ward	Reporting to meeting 11.5.16

RELEVANT OFFICE INFORMED? *insert date			
Planning Office	**Admissions and Marketing**	**Learning and Teaching Service**	**Union of UEA Students**
28.4.16	28.4.16	28.4.16	28.4.16
sis.records@uea.ac.uk	arm.operations@uea.ac.uk	Email the LTS coordinator responsible for the course	union.academic@uea.ac.uk

Note N1	IMPLEMENTATION ACTIONS	
COURSE NAME	**NEW ROUTE CODE**	
ACTION		**DATE**
COURSE INFORMATION LIVE IN ADMISSIONS		
PROGRAMME SPECIFICATION UPLOADED ONTO WEBSITE		
COURSE PROFILE UPLOADED ONTO SITS		
COURSE CLOSURES COMMENCED (where appropriate)		

UEA MODULE OUTLINE TEMPLATE

Section 1 General Information		
Module Title: International Law and Employment Rights		
Module code:	**Credit value: 20**	**Level (3, 4, 5, 6 or 7): 7**
	Total student effort hours: 207 hours	
Academic Year: 2016/17	**Semester: Autumn**	
Related modules (Co-requisites, pre-requisites etc.):		

Section 2 Module Description and Learning Outcomes	
Description What is this module about?	UK employment law is now heavily influenced by rules and principles laid down by bodies outside the United Kingdom. This module examines those rules and principles and considers how they influence the rights and obligations of British employers, trade unions and employees, and how that influence is likely to develop in the context of an increasingly globalised labour market.
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to: • Understand how legislation, treaties and conventions concluded between states and by international bodies influence, and alter, UK employment law • Understand how international and EU institutions, including courts and committees, affect UK employment law • Learn how international legal rules and principles can be used to advance the interests of employees, unions and employers • Learn how employers, unions and employees need to act in order meet the requirements of international legal rules and principles and to protect their reputations with the public and with governments
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to: (1) Understand and describe the influence over the making of UK employment law of the European Union, the European Convention on Human Rights, the European Committee of Social Rights, the UN Guiding Principles on Human Rights and Business and the International Labour Organisation (2) Understand and use the principles of statutory interpretation adopted by British courts in order to give effect to the law of the European Union and the rules and case law of the European Convention on Human Rights and its Court

	(3) Identify how EU Treaty and Directive obligations are given effect in UK employment law
	(4) Identify how the human rights in the European Convention are given effect by the legislation and courts of the UK
	(5) Identify and analyse the trends in UK and EU employment law stemming from international developments
	(6) Understand and assess the implications for UK employment law of proposed changes in the relationship of the UK with the European Union and with the European Convention on Human Rights
	(7) Identify conflicts between the laws of different legal systems as they apply to a single international employer and be able to develop strategies to deal with this
Links Where does this fit in to your programme?	The influence of international standards on UK employment law is of increasing significance. This module enables students to understand and appreciate the interests and processes that shape those international standards, and their significance for UK employment law.

Section 3 Module Teaching Team	
Module Organiser (Including brief biographical description)	Gareth Thomas, Professor of Employment and Discrimination Law. He has taught employment and discrimination law at UEA since 1983.
Co-tutors on the Module	Professor Owen Warnock

Section 4 Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
oo) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	12 hours	1 hour
pp) Pre-class preparation and follow-up study	120 hours	10 hours
qq) Work-based or Placement Hours		
rr) Formative assessments/activities	25 hours	
ss) Feedback/Feed-forwards sessions		
tt) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
uu) Background reading		
vv) Exams/OSCEs		
ww) Course Tests		
xx) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**Approx 207 hours**	

Section 5

Teaching Sessions
Lecture Programme (where applicable)– details for each lecture

Seminar Programme (where applicable)– details for each session

1. **OVERVIEW - INTERNATIONAL INSTITUTIONS WHICH AFFECT UK EMPLOYMENT LAW**

   The European Union
   - Treaty, Directives and Regulations; the "treaty base" issue
   - Court of Justice of the EU
   - The European Communities Act 1971 and subordinate legislation

   The European Convention on Human Rights
   - The Convention
   - The European Court of Human Rights
   - The Human Rights Act 1998

   The Council of Europe
   - The European Committee of Social Rights

   The International Labour Organisation
   - ILO standards
   - Supervision and reporting arrangements

   The United Nations
   - UN Declaration of Human Rights
   - UN Guiding Principles on Human Rights and Business
   - UN Reporting Framework on Human Rights and Business

2. **EUROPEAN UNION LAW AND UK EMPLOYMENT LAW**

   The approach of the EU to drafting social legislation: EU legislative competence in employment law

   The nature and interpretation of judgments of the Court of Justice of the European Union

   Interpretation by UK Courts and Tribunals of legislation intended to give effect to EU law

   EU law and the information and consultation of workers and their representatives

   EU law and the law of discrimination in employment (in outline only)

   EU law and the law of employment termination and change in the UK (redundancy, contract change, business transfer)

   EU law and the law relating to working hours and holidays

   EU law and atypical workers (part-time and fixed-term workers, agency workers)

3. **THE ECHR AND INDIVIDUAL EMPLOYMENT RIGHTS**

   Privacy and family life

Freedom of religious belief

Freedom of expression

Conflicting human rights

4. **THE ECHR AND COLLECTIVE RIGHTS OF EMPLOYEES AND UNIONS**

Freedom of association

The right to belong to a union and to participate in its activities

Recognition of unions for collective bargaining

Industrial action

The relevance of non-ECHR instruments to the interpretation of the ECHR

5. **THE MOVE TOWARDS SELF-SUPERVISION – MONITORING AND REPORTING BY EMPLOYERS AND THOSE HIGHER UP THE SUPPLY CHAIN**

Human Rights reporting obligations on UK quoted companies and proposed EU extensions to this

The UN Guiding Principles on Human Rights, and the associated Reporting Framework

Gender pay reporting under the Equality Act 2010

Monitoring and reporting under the Modern Slavery Act 2015

Legal remedies, conscience-pricking or protecting corporate reputations?

6. **CONFLICTING LEGAL STANDARDS AND THE INTERNATIONAL EMPLOYER**

Compliance by international employers with inconsistent national laws:
- Personal data relating to employees
- Anonymous whistleblowing systems
- The downfall of the EU-US "safe harbour" system for international data transfer

Equality in careers for employees in organisations which have operations in jurisdictions permitting, or requiring, discrimination

Competitive "undercutting" by nations on employment rights - consequences for employers and employees

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Section 6 Learning Support Materials	
Required (Key) Reading	There is no set text for this module. Students will be referred to a range of books and other sources as appropriate.

Recommended further reading	B.Hepple, Labour Laws and Global Trade (Hart, 2005) Bercusson and Estlund (eds) Regulating Labour in the Wake of Globalisation: New Challenges, New Institutions (Hart, 2008) Conaghan, Fischl & Klare (eds) Labour Law in An Era of Globalization: Transformative Practices and Possibilities (OUP, 2002) Barnard, EU Employment Law (4th ed, OUP, 2012) Kenner, EU Employment Law (2nd ed, Hart, 2010)
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

Section 7 **Formative Assessment**

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative Debate on ECHR and UK employment law	End of week 6	In class			Oral in class

Assignment detail (e.g. title and type, word limit, presentation length)
Students to prepare positon papers and then debate in class a topical motion relating to the compatibility of UK employment law with one or more ECHR human rights. Eg in 2016/17 the new UK strike laws and freedom of association.

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Please copy and paste the above box for additional elements of formative assessment

Section 8 Summative Assessment
Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	19 January 2017	Electronic	16 February 2017	Hardcopy	3,000 to 4,000	Hub

Assignment title and further details (e.g. presentation length):
One essay topic from a choice.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return

Choose an item.							Choose an item.

Assignment title and further details (e.g. presentation length):

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							Choose an item.

Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						N/A	N/A

Detail of examination (e.g. rubric)

Section 9 **Mapping Assessment to Module Learning Outcomes**				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	**Summative Ass 1**	**Summative Ass 2**	**Summative Ass 3**	**Summative Ass 4**
Learning outcomes (1)-(7)	X			

Section 10 Attribute development							

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☒	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☐	Self-confidence and an ability to exercise own 'voice'	☒	The ability to critically evaluate and engage with the information obtained	☐

Self-management & professionalism		Team working and leadership		Communication		Applied numeracy and technical proficiency	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☒	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☒	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☒	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐

Career management		Commercial awareness		Innovation and enterprise		Citizenship and stewardship	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community	☐

<table>
<tr><td colspan="6" align="center">**Section 11**
Module Enhancements
Changes made to this module in the light of student feedback and Module Review</td></tr>
<tr><td></td><td></td><td></td><td></td><td></td><td></td></tr>
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<table>
<tr><td align="center">**Section 12**
Useful Links</td></tr>
<tr><td>The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.</td></tr>
<tr><td>

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**
</td></tr>
</table>

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information, along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment
Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment
Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

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V1- Approved by LTC 3/12/14 -Minute 50

UEA MODULE OUTLINE TEMPLATE

<table>
<tr><td colspan="3" align="center">**Section 1**
General Information</td></tr>
<tr><td colspan="3">**Module Title: International Law and Employment Rights**</td></tr>
<tr><td rowspan="2">**Module code:**</td><td>**Credit value: 20**</td><td>**Level (3, 4, 5, 6 or 7):**
7</td></tr>
<tr><td>**Total student effort hours: 207 hours**</td><td></td></tr>
<tr><td>**Academic Year: 2016/17**</td><td colspan="2">**Semester: Autumn**</td></tr>
<tr><td colspan="3">**Related modules (Co-requisites, pre-requisites etc.):**</td></tr>
</table>

<table>
<tr><td colspan="2" align="center">**Section 2**
Module Description and Learning Outcomes</td></tr>
<tr><td>**Description**
What is this module about?</td><td>UK employment law is now heavily influenced by rules and principles laid down by bodies outside the United Kingdom. This module examines those rules and principles and considers how they influence the rights and obligations of British employers, trade unions and employees, and how that influence is likely to develop in the context of an increasingly globalised labour market.</td></tr>
<tr><td>**Learning Objectives**
What will you learn?
(subject specific and transferable skills)</td><td>The learning objectives of this module are to:
• Understand how legislation, treaties and conventions concluded between states and by international bodies influence, and alter, UK employment law
• Understand how international and EU institutions, including courts and committees, affect UK employment law
• Learn how international legal rules and principles can be used to advance the interests of employees, unions and employers
• Learn how employers, unions and employees need to act in order meet the requirements of international legal rules and principles and to protect their reputations with the public and with governments</td></tr>
<tr><td>**Learning outcomes?**
What will you be able to do by the end of the module?</td><td>By the end of this module you will be able to:

(1) Understand and describe the influence over the making of UK employment law of the European Union, the European Convention on Human Rights, the European Committee of Social Rights, the UN Guiding Principles on Human Rights and Business and the International Labour Organisation

(2) Understand and use the principles of statutory interpretation adopted by British courts in order to give effect to the law of the European Union and the rules and case law of the European Convention on Human Rights and its Court

(3) Identify how EU Treaty and Directive obligations are given effect in UK employment law

(4) Identify how the human rights in the European Convention are given effect by the legislation and courts of the UK</td></tr>
</table>

	(5) Identify and analyse the trends in UK and EU employment law stemming from international developments
	(6) Understand and assess the implications for UK employment law of proposed changes in the relationship of the UK with the European Union and with the European Convention on Human Rights
	(7) Identify conflicts between the laws of different legal systems as they apply to a single international employer and be able to develop strategies to deal with this
Links Where does this fit in to your programme?	The influence of international standards on UK employment law is of increasing significance. This module enables students to understand and appreciate the interests and processes that shape those international standards, and their significance for UK employment law.

Section 3 **Module Teaching Team**	
Module Organiser (Including brief biographical description)	Gareth Thomas, Professor of Employment and Discrimination Law. He has taught employment and discrimination law at UEA since 1983.
Co-tutors on the Module	Professor Owen Warnock

Section 4 **Learning Activities and Indicative Student Effort Hours**		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
yy) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	12 hours	1 hour
zz) Pre-class preparation and follow-up study	120 hours	10 hours
aaa) Work-based or Placement Hours		
bbb) Formative assessments/activities	25 hours	
ccc) Feedback/Feed-forwards sessions		
ddd) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
eee) Background reading		
fff) Exams/OSCEs		
ggg) Course Tests		
hhh) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**Approx 207 hours**	

Section 5 **Teaching Sessions**
Lecture Programme (where applicable)– details for each lecture

7. **OVERVIEW - INTERNATIONAL INSTITUTIONS WHICH AFFECT UK EMPLOYMENT LAW**

   The European Union
   - Treaty, Directives and Regulations; the "treaty base" issue
   - Court of Justice of the EU
   - The European Communities Act 1971 and subordinate legislation

   The European Convention on Human Rights
   - The Convention
   - The European Court of Human Rights
   - The Human Rights Act 1998

   The Council of Europe
   - The European Committee of Social Rights

   The International Labour Organisation
   - ILO standards
   - Supervision and reporting arrangements

   The United Nations
   - UN Declaration of Human Rights
   - UN Guiding Principles on Human Rights and Business
   - UN Reporting Framework on Human Rights and Business

8. **EUROPEAN UNION LAW AND UK EMPLOYMENT LAW**

   The approach of the EU to drafting social legislation: EU legislative competence in employment law

   The nature and interpretation of judgments of the Court of Justice of the European Union

   Interpretation by UK Courts and Tribunals of legislation intended to give effect to EU law

   EU law and the information and consultation of workers and their representatives

   EU law and the law of discrimination in employment (in outline only)

   EU law and the law of employment termination and change in the UK (redundancy, contract change, business transfer)

   EU law and the law relating to working hours and holidays

   EU law and atypical workers (part-time and fixed-term workers, agency workers)

9. **THE ECHR AND INDIVIDUAL EMPLOYMENT RIGHTS**

   Privacy and family life

   Freedom of religious belief

   Freedom of expression

   Conflicting human rights

10. **THE ECHR AND COLLECTIVE RIGHTS OF EMPLOYEES AND UNIONS**

Freedom of association

The right to belong to a union and to participate in its activities

Recognition of unions for collective bargaining

Industrial action

The relevance of non-ECHR instruments to the interpretation of the ECHR

11. **THE MOVE TOWARDS SELF-SUPERVISION – MONITORING AND REPORTING BY EMPLOYERS AND THOSE HIGHER UP THE SUPPLY CHAIN**

Human Rights reporting obligations on UK quoted companies and proposed EU extensions to this

The UN Guiding Principles on Human Rights, and the associated Reporting Framework

Gender pay reporting under the Equality Act 2010

Monitoring and reporting under the Modern Slavery Act 2015

Legal remedies, conscience-pricking or protecting corporate reputations?

12. **CONFLICTING LEGAL STANDARDS AND THE INTERNATIONAL EMPLOYER**

Compliance by international employers with inconsistent national laws:
- Personal data relating to employees
- Anonymous whistleblowing systems
- The downfall of the EU-US "safe harbour" system for international data transfer

Equality in careers for employees in organisations which have operations in jurisdictions permitting, or requiring, discrimination

Competitive "undercutting" by nations on employment rights - consequences for employers and employees

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Section 6 **Learning Support Materials**	
Required (Key) Reading	There is no set text for this module. Students will be referred to a range of books and other sources as appropriate.
Recommended further reading	B.Hepple, Labour Laws and Global Trade (Hart, 2005) Bercusson and Estlund (eds) Regulating Labour in the Wake of Globalisation: New Challenges, New Institutions (Hart, 2008) Conaghan, Fischl & Klare (eds) Labour Law in An Era of Globalization: Transformative Practices and Possibilities (OUP, 2002) Barnard, EU Employment Law (4th ed, OUP, 2012) Kenner, EU Employment Law (2nd ed, Hart, 2010)

Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	

	Section 7 Formative Assessment				

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative Debate on ECHR and UK employment law	End of week 6	In class			Oral in class

Assignment detail (e.g. title and type, word limit, presentation length)
Students to prepare positon papers and then debate in class a topical motion relating to the compatibility of UK employment law with one or more ECHR human rights. Eg in 2016/17 the new UK strike laws and freedom of association.

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Please copy and paste the above box for additional elements of formative assessment

Section 8
Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	19 January 2017	Electronic	16 February 2017	Hardcopy	3,000 to 4,000	Hub

Assignment title and further details (e.g. presentation length):
One essay topic from a choice.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							Choose an item.

Assignment title and further details (e.g. presentation length):

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							Choose an item.

Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)							

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						**N/A**	**N/A**

Detail of examination (e.g. rubric)

Section 9
Mapping Assessment to Module Learning Outcomes
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.

Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4
Learning outcomes (1)-(7)	X			

Section 10 Attribute development

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☒	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☐	Self-confidence and an ability to exercise own 'voice'	☒	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☐	An ability to co-operate and collaborate with others, including working to shared aims	☒	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☒	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☒	An ability to analyse and interpret data and evidence	☐
An understanding of work cultures and practices, including work place professionalism	☐	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☐	The potential to take an idea through to its practical application	☐	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☐	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community	☐

Section 11 **Module Enhancements** **Changes made to this module in the light of student feedback and Module Review**									

Section 12 **Useful Links**
The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.
General Regulations **Attendance and Engagement & Progression (General Regulation 13)** **Coursework Submission Process** **Plagiarism and Collusion Policy** **Extenuating Circumstances Policy** **Senate Marking Scales (UG and PGT)** **Support for Students with Specific Learning Difficulties (SpLDs)** **Learning Enhancement Team (DOS)** **Link to Past Examination Papers** Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**

V1   December 2014

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information, along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment
Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

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V1- Approved by LTC 3/12/14 -Minute 50

PROGRAMME SPECIFICATION FOR AN AWARD OF THE UNIVERSITY OF EAST ANGLIA

Course name	Course code *note PS*	Year
Employment Law (PG Cert) PT	T2M299201	2016-17

NOTE: Whilst the University will make every effort to offer the modules listed, changes may sometimes have to be made for reasons outside the University's control (e.g. illness of a member of staff) or because of low enrolment or sabbatical leave.

COURSE SUMMARY

S1	a	SCHOOL(S) OF STUDY		Law - LAW	
	b	FACULTY or FACULTIES		Social Sciences	
note S1c	c	JOINT COURSE? (ie owned/taught by more than one School)		YES	
				NO	✓
	d	NAME OF COURSE DIRECTOR (Home School)		Professor Owen Warnock	
	e	NAME OF DEPUTY COURSE DIRECTOR (partner School, for Joint Courses only)		N/A	
S2	a	COURSE TITLE	Employment Law (PG Cert) PT		
	b	COURSE CODE	T2M299201		
note S2c & S2d	c	AWARD	**PG CERT**		
	d	EXIT AWARD(S) AND TITLE(S)			
	e	FULL/PART-TIME (please specify)		PART-TIME	
	f	LOCATION (UEA Norwich, Distance Learning)		UEA CAMPUS	
	g	AVAILABLE FROM:		CURRENT	
S3 note S3a note S3b	a	PROFESSIONAL AWARD (if any)	N/A		
		ACCREDITING/VALIDATING BODY (if relevant)	N/A		
	b	Website (URL)	N/A		
		Date when accreditation/ validation may take place	N/A		
S4a note S4a	LEVEL	Sub-degree (e.g. Cert. Dip.)			
		Undergraduate			
		Integrated Masters			
		Masters			
		Other postgraduate (please specify)	Level 7: Postgraduate Certificate		
S4b note S4b	FHEQ STATEMENT	Please detail how the programme meets the relevant qualification descriptor from the Framework for Higher	The course provides students with a comprehensive overview of the whole of UK employment law and is designed to equip students to study particular areas in detail and to tackle and solve complex novel legal problems through the use of		

		Education Qualifications (FHEQ)		statutory interpretation, case law, principle and policy. The dissertation aims to familiarise students with legal research techniques and to develop their ability to ask probing questions and to formulate, and carry out, research methods to answer those questions. In addition to gaining a broad understanding of employment law in theory and the ability to engage in detail in topics within the field, the course also contains components designed to equip students for professional practice in employment law.
S5 *note S5a*	**a**	**DURATION** (years or months)		1 YEAR
note S5b	**b**	**MODE OF ATTENDANCE** (full-time, part-time, distance, other)		PART-TIME

S6 *note S6*	**PLACEMENT(S)/WORK-BASED LEARNING REQUIRED**	YES		NO	✓
		If YES, does this conform with the UEA's code of practice on placements?			

S7 *note S7*	**RELEVANT SUBJECT BENCHMARK STATEMENT(S) and details of how the Programme Specification aligns with these**	There is no benchmark statement for Law at Level 7.
S8 *note S8*	**ENTRY REQUIREMENTS**	Second class bachelor's degree either in law (or in another subject if cognate or combined with suitable previous work experience) or relevant professional training or experience at equivalent level.
S9	**JACS Subject Level Code(s)** Consult Planning Office	M299
S10	**UCAS ADMISSION CODE / COURSE CODE** Consult Planning Office	
S11 *note S11*	**FURTHER INFORMATION** (web link to further information)	https://www.uea.ac.uk/law/postgraduate-taught-degrees

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S12	**COURSE HIGHLIGHTS** (for publication in University Prospectus / Website /HEAR) Include succinct comments about employability, key skills and learning outcomes
note S12	The course is designed to provide a thorough grounding in Employment Law for lawyers and HR practitioners. The aim is to equip those participating with a clear and comprehensive technical understanding, while at all times remembering that employment law should be seen as part of the real world of work. The course is aimed at anyone seeking a detailed introduction to the laws governing employment in the UK, but in particular: • Qualified lawyers wishing to work in the field of Employment Law • HR practitioners interested in acquiring a deeper and comprehensive understanding of Employment Law **The course consists of:** • A series of 13 evening seminars on Employment Law • A full day seminar on resolving employment disputes through ACAS and by Employment Tribunal hearing, led by a senior member of ACAS and an Employment Judge • A full day 'exploded diagram' simulated Employment Tribunal hearing in which delegates will contribute as representatives (with professional coaching and support) • The preparation by the student, with support and supervision, of a 15,000 dissertation on an employment law topic of his or her choice. The employment law topics covered are an introduction to the industrial relations framework, an examination of individual employment law (including formation, content and termination of contracts of employment, unfair dismissal and redundancy, transfers of undertakings, wages & working time, and maternity and parental rights) and an introduction to discrimination law (including discrimination on grounds of sex, sexual orientation, gender reassignment, race, disability, religion or belief, and age).

*****Please copy and paste the above table for additional (related) courses*****

AC1	COURSE MANAGEMENT INFORMATION				
AC1.1	REGULATORY FRAMEWORK				
	Undergraduate Regulations (including Integrated Masters)				
	Postgraduate Taught Regulations			X	
	Graduate Diplomas				
	PGCE				
AC1.2a	Is the course as a whole assessed on a pass/fail basis?	YES		NO	X
AC1.2b	Are any modules assessed on a pass/fail basis?	YES		NO	X
	If so, how many modules and what is the credit volume for each module?				
AC1.2c					

AC2 note AC2.1	YEAR WEIGHTINGS AND PROGRESSION REQUIREMENTS (For undergraduate or integrated masters courses only) Please select only from the permitted options - see UG/PGT regulations				
Stage Note AC2.2	Level	Year of course	Weightings	Progression requirement	Exit Award Note AC2.3
Stage 0	Level 3				
Stage 1	Level 4				
Stage 2	Level 5				
Year Abroad / in Industry					
Stage 3	Level 6				
Stage M	Level 7				

AC3	BOARD OF EXAMINERS
AC3.4	EXTERNAL EXAMINERS (see web link below for names, positions and institutions of External Examiners)
	(For Admin use only – to be added by LTS Web Administrator)

Course Profile for 2015/6

Course: Employment Law (Pg Cert) (T2M299201)

School: Law

Director: Professor Owen Warnock

Year 1U

Compulsory Modules (60 credits)

Module	Description	Assessment	Credits	Period	Sub-slot
LAW-M70X	POSTGRADUATE CERTIFICATE IN EMPLOYMENT LAW	DS	60	YEAR	D10*CY

PS2 MAPPING LEARNING OUTCOMES

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 1 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Develop coherent arguments using a range of conflicting evidence	EDU 0B02								
Knowledge and understanding of employment law					X				
General cognitive skills a Develop knowledge and understanding in the specialist field b Construct reasoned argument by reference to relevant information c Critically analyse received principles and hypotheses d Evaluate the merits of competing arguments in legal literature e Show efficient methods of assimilating a variety of information source f Demonstrate independent and creative thinking g Address alternative conceptual premises by reference to utility and principle h Offer solutions both inductively and deductively i Design and complete a research programme					X				
Subject-specific skills f. Assimilation from a variety of sources of primary and secondary materials g. Legal analytical and problem-solving skills h. Ability to secure, use and interpret information from a variety of sources i. Ability to apply information technology in investigating relevant source materials j. Confidence in writing in a coherent and scholarly style, using recognised conventions					X				
Designing and carrying out a research project					X				

Other: please give details

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 2 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Deliver an oral presentation using appropriate audio-visual aids						EDU 1B03			
Other: please give details									

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 3 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Contrast and compare contemporary perspectives on the Second World War	HIS 2C07				HIS 2B05				
Other: please give details									

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 4 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Examine the evidence for below-ground archaeology using aerial photographic evidence				ENV 3B08	ENV 3C09				
Other: please give details									

Mapping learning outcomes – please list learning outcomes and enter module code against assessment type **YEAR 5 learning outcomes**	Assessment type								
	Essay	Lab report	Course test	Exam	Project/ Dissertation/ Report	Oral Presentation	Assessment of practice	Other	Other
eg Explore a clinical problem in depth within the context of private and publicly-funded settings					MED 5M 06				
Other: please give details									

PS3 PROGRAMME COHERENCE AND FEEDBACK CYCLES

PS3.1   learning progression

How will progression in terms of skills, knowledge and understanding be reflected in the programme between modules in any one year and across the years as students progress through their course of study?

This Certificate course has a single module. The order of study starts with concepts which are familiar to reasonably educated UK citizens and which are of intrinsic interest. This is followed by more theoretical topics and techniques before moving to more complex and uncertain subjects and to areas of current legal and political controversy.

PS3.2   feedback cycle

Please explain how assessments and feedback / feed forward support the coherence of the programme. Comment on number and types of assessment, both formative and summative; the types and format of feedback students will receive; and their sequencing. How will assessments and feedback impact on subsequent modules?

Teaching is in seminars and day-schools with limited numbers of participants so oral formative assessment and feedback is constant. Summative assessment is by dissertation after teaching has been completed, with supervision provided to students while they are researching and writing their thesis.

PS4	EXAMINATIONS		note PS4
		Written	**Practical (e.g. OSCES and OSPES)**
How many modules will include an exam element?		None	
How many hours of exams are there in Stage 0? (if applicable)			
How many hours of exams are there in Stage 1?			
How many hours of exams are there in Stage 2?			
How many hours of exams are there in Stage 3?			
How many hours of exams are there in Stage 4? (if applicable)			
How many hours of exams are there in Stage 5? (if applicable)			
How many hours does the programme (as a whole) include?			

PS5	EQUALITY & WIDENING PARTICIPATION	note PS5
PS5.1	How do the admissions criteria specifically for this course ensure equality of opportunity for all applicants?	
	Applications are encouraged from all suitably qualified persons who are equipped to engage and benefit from masters level study. Applicants are expected to demonstrate appropriate prior achievement at UG/PG level, or equivalent relevant professional training and/or experience. No applicant will receive less favourable treatment on the grounds of sex, marital status, race, colour, ethnic origin, sexual orientation, disability, political or religious belief, age or any other criterion. The course is part-time and so is accessible to those who would be unable to engage in full-time study.	
PS5.2	What steps have been taken to ensure an inclusive curriculum?	
	The very subject matter of much of employment law is about inclusivity.	
PS5.3	In what ways do learning and teaching and assessment methods ensure inclusivity, reasonable adjustment and equality of opportunity?	
	Teaching is in small group seminars enabling the lecturer to adapt to the needs of members of the seminar group. Assessment is by dissertation, thus minimising problems for those with communication difficulties (eg dyslexia, English as a second language, anxiety conditions).

The Law School will make reasonable adjustment to facilitate access to the full range of its educational provision, facilities and other services.

The Law School has considerable experience of teaching students from varied cultural and educational backgrounds, and teaching approaches will be sensitive to such differences. Teaching and assessment will take into account the students' differing levels of competence in English and advice will be given at an early stage as | |

	to support mechanisms available in the School and the University (for example, on-going English support through INTO and DoS).

PS6	**EMPLOYABILITY**	*note PS6*
	How is employability embedded into the delivery of the course?	
	The principal lecturer has over 30 years of experience as a practitioner of employment law. The two guest lecturers are a Regional Director of ACAS and an Employment Judge. Students on the course always include human resources practitioners and/or some solicitors hoping to practice, or already practising, in the field.

In combination this ensures that the practical application of employment law in both human resource management and legal practice is always considered. This includes understanding what users of employment law advice need from their advisers, finding legal solutions to employment-related problems and recognising, diagnosing and solving employment law issues in the world of work. | |

KEY INFORMATION SET (KIS) DATA

KIS	KEY INFORMATION SET data (undergraduate courses only)							Note KIS
KIS1	Quantitative KIS data							Note KIS1
		Year 0	Year 1	Year 2	Year 3	Year 4	Year 5	
1.1	Percentage of assessment by written exams							
1.2	Percentage of assessment by practical exams							
1.3	Percentage of assessment by coursework							
1.4	Percentage of time in scheduled learning and teaching activities							
1.5	Percentage of time in guided independent study							
1.6	Percentage of time on placements							
KIS2	Professional Accreditation							Note KIS2
2.1	Name of accrediting body (if applicable)							
2.2	Please give details, including any memberships, exemptions etc that the award confers. Please also give accrediting body website URL.							
2.3	Is the accreditation dependent on specific module choices? If so, please include URL of web pages where these details are outlined.							

UP1	Programme Specification Update Record					
Faculty			**School**			
Academic Year	**2014/5**	**2015/6**	**2016/7**	**2017/8**	**2018/9**	**2019/0**
Degree Award (e.g. BSc/MA)						
Course Title(s)						
Course Code(s)						
Has the KIS data been changed?	**Yes/No**					
Course Director sign off	**Name**					
	Date					

IM1	IMPLEMENTATION ACTIONS – ADMIN USE ONLY		
ACTION	**DATE**	**Name**	
Course Profile updated in Evision (LTS Team Leader)			
Programme Specification placed in shared drive folder (LTS Team Leader)			
Web link to External Examiner information added (LTS Web Administrator)			
Programme Specification uploaded onto website (LTS Web Administrator)			
Planning Office informed of upload of Programme Specification onto website (copy of this page to cams.records@uea.ac.uk) (LTS Web Administrator)			
Programme Specification Code (LTS Team Leader) (SCH/YEAR/Level/Sequence)	LAW15PGT008		
Full route code(s) covered by this Programme Specification (LTS Team Leader)			

UEA MODULE OUTLINE TEMPLATE

Section 1
General Information

Module Title: Practical Employment Law		
Module code: LAW-M19B	**Credit value: 20**	**Level (3, 4, 5, 6 or 7):** **7**
	Total student effort hours: 229	
Academic Year: 2016/7	**Semester: Spring**	
Related modules (Co-requisites, pre-requisites etc.): Foundations of Employment Law Part 1, Foundations of Employment Law Part 2 (or equivalent) are both pre- or co-requisites.		

Section 2	
Module Description and Learning Outcomes	
Description What is this module about?	This module aims to give students the opportunity to acquire key skills of an employment law practitioner. The module looks at non contentious issues including drafting and planning workforce changes such as redundancy or variation of employment contracts and at contentious employment law focussing on discipline and grievance issues and the pursuit and defence of Employment Tribunal claims.
Learning Objectives What will you learn? (subject specific and transferable skills)	The learning objectives of this module are to: Develop key skills of an employment law practitioner including basic drafting of employment contracts, identifying and resolving common employment problems, advising on the legal and strategic issues of redundancy programmes, investigate and conduct disciplinary and grievance proceedings and prepare relevant pleadings for an employment tribunal claim.
Learning outcomes? What will you be able to do by the end of the module?	By the end of this module you will be able to: - draft key terms of an employment contract - advise on the implications of contract variation and identify consultation requirements in the process of organisational change - plan and manage redundancy - be aware and demonstrate knowledge of methods of resolving employment problems during employment - draft employment tribunal pleadings and witness statements for contested hearings - be aware of tactical considerations for trial and how to settle claims prior to or during hearings. - in undertaking all the above be aware of the commercial and practical drivers bearing on employees and employers in relation to the resolution of problems,
Links Where does this fit in to your programme?	

Section 3
Module Teaching Team

Module Organiser (Including brief biographical description)	Owen Warnock. Professor of Employment Law at the UEA since 2011, spent over 30 years in practice as a solicitor specialising in employment law.
Co-tutors on the Module	Deborah Ives, Senior Lecturer in Law. Deborah has practised for many years as a solicitor specialising in employment law.

Section 4		
Learning Activities and Indicative Student Effort Hours		
Learning Activity	**Total effort hours (module)**	**Indicative Effort hours per week**
iii) Class sessions (Lectures, workshops, lab sessions, seminars etc.)	Seminars 12 hours Day schools 12 hours	1 hour
jjj) Pre-class preparation and follow-up study	120 hours Day schools 10 hours	10 hours
kkk) Work-based or Placement Hours		
lll) Formative assessments/activities	25 hours	
mmm) Feedback/Feed-forwards sessions		
nnn) Summative assessments (essays, dissertations, oral presentations, worksheets, lab reports etc)	50 hours	
ooo) Background reading		
ppp) Exams/OSCEs		
qqq) Course Tests		
rrr) Tutorials (individual or small groups)		
Total effort hours (a + b + c + d + e + f + g + h + i + j) =	**229 hours**	

Section 5
Teaching Sessions
Lecture Programme (where applicable)– details for each lecture

Seminar Programme (where applicable)– details for each session

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1   Contracts and policies; change for economic reasons

Setting up the relationship
- Employed or self-employed?
- Drafting issues and the importance of good documentation
- Statutory and contractual obligations in relation to employment contracts

Redundancy and reorganisation
- When does a reorganisation constitute a redundancy?
- The business case for change
- The collective dimension of contract variation/redundancy
- Strategic and tactical considerations and options for employers

2   Resolving employment problems 1 – sickness, disability and grievances

Capability or conduct?
Capability issues
- Dismissals for capability – general requirements of fairness
- Dealing with persistent short-term absence
- Long-term absence
- Stress in the workplace
- The impact of disability protection under the Equality Act 2010

Grievance procedures
- ACAS Code of Practice and Guidance
- Dealing with difficult grievances

4   Resolving employment problems 2 – underperformance and conduct

Distinguishing misconduct and underperformance
- Dismissals for poor performance or misconduct - general requirements of fairness
- The ACAS Code of Practice and Guidance
- Internal policies and procedures
- When to suspend?
- Investigation
- Hearings
- The role and value of appeals

5   Resolving disputes without tribunal/court hearings
"Without prejudice"
Confidential Discussions under s111A Employment Rights Act
Settlement agreements
Conciliation, mediation and arbitration by ACAS
COT3 forms
Independent and Tribunal mediation

6   Handling an employment tribunal claim - Preparation

Completing an ET1 and ET3   Employment Tribunal fees   Case Management Discussions and directions   Pre-Hearing Reviews   Deposit orders and strike outs,   Disclosure of documents   Drafting witness statements   Bundles and paper management   Preparation of witnesses

Other Taught Sessions Programme – Workshops, Practicals, Lab sessions, Fieldwork, Placements.

Day School One: ACAS and Employment Tribunals

Resolving employment problems
(This session takes the form of a half-day seminar led by a senior member of ACAS)
Informal dispute-resolution mechanisms: internal procedures; conciliation and the role of ACAS; arbitration and mediation; the statutory arbitration scheme.
The new Early Conciliation process
COT 3 agreements and the disposal of claims

Employment tribunal law and practice
(This session takes the form of a half-day seminar led by a Regional Employment Judge)
The work of the employment tribunals, and the new ET regulations
The procedure for bringing and responding to a claim; filling in the new ET1 and ET3 forms; case management
Fee issues
Time limits, pre-hearing reviews, deposits, costs orders, withdrawal and striking-out

Day School Two: Mock employment tribunal
In this workshop delegates will work through the preparation and presentation of an Employment Tribunal case:
Drafting of Claim and Response
Case Management Discussions and Orders
Preliminary hearings
Obtaining and using documents
Cross-examining witnesses (delegates will be coached in preparation and then have the opportunity to cross-examine)
Closing submissions (delegates will be coached and then have the opportunity to make submissions)

This seminar is led by Prof Owen Warnock

Section 6 Learning Support Materials	
Required (Key) Reading	Employment Law – an adviser's handbook 10th edition (Legal Action Group)
	Employment Tribunal Claims 4th edition (Legal Action Group)

Recommended further reading	
Other relevant study materials (e.g. CD/video/DVD resources, e-Books/Blackboard etc.)	IDS Handbooks, available on line via Westlaw

Section 7
Formative Assessment

Formative assessment is assessment **for** learning as opposed to summative assessment which is assessment **of** learning. Its key purpose is to enable you to practice and demonstrate the academic skills and knowledge that you will be required to apply in your subsequent summative work, and to receive early feedback from your tutor(s).

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc.)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative Problem question raising drafting and strategy issues	**16 February 2017**	**Electronic**	**16 March 2017**	**Hard copy**	**Hard copy and class discussion**

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)					

Assessment Type	Assignment Deadline	Method of submission (in class, drop box, electronic etc)	Return Date of marked work (where appropriate)	Method of return	Format and Purpose of feed-back feed-forwards
Formative					

Assignment detail (e.g. title and type, word limit, presentation length)					

Please copy and paste the above box for additional elements of formative assessment

Section 8 Summative Assessment

Summative assessment provides a measure of your performance in relation to a formal piece of assessed work – it is therefore often described as assessment *of* learning. Summative assessment may take many different forms (e.g. essays, projects, dissertations, portfolios, OSCEs, exams, course tests, poster presentations, oral presentations, lab reports).

Assessment Type	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
CW - Coursework	100	12 April 2017	Electronic	11 May 2017	Hard copy	None	Hub

Assignment title and further details (e.g. presentation length): Preparation of one or more Employment Tribunal pleadings and/or other document such as a settlement agreement or a witness statement.

Assessment Type and Sequence No	% Weighting	Assignment Deadline	Method of submission	Return Date of marked work	Format of feed-back	Word limit	Method of return
Choose an item.							Choose an item.

Assignment title and further details (e.g. presentation length):

Please copy and paste the above box, and amend as necessary, for additional elements of summative assessment

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Assessment Type and Sequence No	% Weighting	Date of course test	Duration	Return Date of marked work	Format of feed-back		Method of return
Course test							Choose an item.

Detail of summative activity/assessment (e.g. type of course test, rubric, in-class or formally invigilated)

Assessment Type and Sequence No	% Weighting	Length of exam	Exam series: summer/ Jan/other	Return Date of marked work	Format of feed-back	Word limit	Method of return
Examination						N/A	N/A

Detail of examination (e.g. rubric)

Section 9 Mapping Assessment to Module Learning Outcomes				
Using the boxes below, indicate which outcomes may be demonstrated in the relevant summative assessments.				
Learning Outcomes	Summative Ass 1	Summative Ass 2	Summative Ass 3	Summative Ass 4

Section 10 Attribute development							

On this module you will develop knowledge, insights and attributes that are readily transferable into future or current work settings. The attributes are articulated below so you can understand how the module will help you thrive on your course and prepare you for the world of work. **These attributes are also articulated within the UEA Award. Please indicate by checking (X) those sub-attributes that will be demonstrated via engagement with this module.**

Academic excellence		Critical thinking & problem solving		Learning & personal development		Digital literacy and IT	
In-depth and extensive knowledge, understanding and skills in chosen discipline(s)	☒	A capacity for independent, conceptual and creative thinking	☐	A commitment to developing professional values, self-insight and capabilities	☐	Confidently employ a range of digital technologies for academic and professional/ career development purposes	☐
The ability to collect, collate, analyse and critically engage with a wide range of information sources, and evidence	☒	A capacity for informed argument and logical reasoning	☒	The ability to respond positively to constructive criticism and feedback from peers, tutors and colleagues	☒	Use appropriate digital technologies and resources to locate diverse types of information for both academic and non-academic purposes	☐
The ability to analyse and critically engage with a wide range of concepts and ideas	☒	A capacity for problem identification and problem-solving	☒	Self-confidence and an ability to exercise own 'voice'	☒	The ability to critically evaluate and engage with the information obtained	☐
Self-management & professionalism		**Team working and leadership**		**Communication**		**Applied numeracy and technical proficiency**	
A capacity for taking responsibilities and ownership of actions	☒	An ability to co-operate and collaborate with others, including working to shared aims	☐	An ability to communicate in written form for different purposes, audiences and contexts	☒	An ability to perform routine calculations in daily tasks and in applied contexts	☐
An ability to manage time effectively, including setting priorities, juggling competing demands and meeting deadlines	☐	An ability to take other viewpoints, have empathy for other people's position and give constructive feedback	☒	An ability to communicate in person for different purposes, audiences and contexts	☐	An ability to analyse and interpret data and evidence	☒
An understanding of work cultures and practices, including work place professionalism	☒	An ability to motivate and lead others, including taking the initiative and delegating when required	☐	An ability to network effectively with others for specific purposes	☐	Proficiency in skilled techniques used for academic and professional purposes	☐
Career management		**Commercial awareness**		**Innovation and enterprise**		**Citizenship and stewardship**	
A capacity to reflect on and articulate qualities, strengths and attributes	☐	A knowledge of the link between academic subjects and their commercial applications	☒	The confidence to introduce and establish something new	☐	An understanding of your place within local and global communities	☐
The ability to research specific job and career areas	☐	An understanding of business priorities and the needs of graduate employers	☒	The potential to take an idea through to its practical application	☒	An awareness of the need to manage shared and finite resources, including an appreciation of moral and ethical dimensions	☐
An ability to present your experience and attributes positively to graduate employers	☐	The ability to understand and prioritise customer needs	☒	The potential to apply an enterprising mind-set to situations	☒	An ability to improve the lives of others and lobby for positive change through community and/or political engagement	☐

| Section 11 |
| Module Enhancements |
| Changes made to this module in the light of student feedback and Module Review |
|

|

| Section 12 |
| Useful Links |

The following hot links provide quick and easy access to key sources of information and sources of support within the University and important policies that you need to be aware of.

General Regulations
Attendance and Engagement & Progression (General Regulation 13)
Coursework Submission Process
Plagiarism and Collusion Policy
Extenuating Circumstances Policy
Senate Marking Scales (UG and PGT)
Support for Students with Specific Learning Difficulties (SpLDs)
Learning Enhancement Team (DOS)
Link to Past Examination Papers
Other useful links and sources of information, guidance and policies can be found in the LTS Document Library. **Click this Link**

Guidance for Academic Staff when Completing this Module Outline Template

Please use language which is free of unnecessary jargon and acronyms. Delete or mark as not applicable any sections which do not apply to a particular module – but please check before doing so that this is, in fact, the case. It might be appropriate to customise information in the outline if the modules are delivered online. Module Organisers may add any further information they believe to be useful to students to the outline.

Section 1 – General Information

Basic but crucial information is provided here. Staff should note that in accordance with the QAA's *Framework for Higher Education Qualifications* (FHEQ), the old levels 1, 2, 3 (UG) and Masters levels have been replaced by Levels 4, 5, 6 (UG) and Level 7 (Masters). See 4. below for Student Effort Hours.

Section 2 – Description and Learning Outcomes

The description needs to reflect the salient features of the module whilst ideally being less than 100 words. The description should be written in an accessible style and should emphasise any innovative elements in the teaching approach (e.g. the use of technology-enhanced learning).

Section 3 – Module Organiser and Teaching Team

A brief biographical description of the Module Organiser and/or the other module lecturers is often valued by students. These should be brief (i.e. less than 100 words) and accessible and could include a link to the person's web-page.

Section 4 – Learning Activity & Student Effort Hours

Student Effort Hours: In accordance with FHEQ/QAA guidance, student effort hours will be based on the following number of total effort hours per credit: 1 credit = 10 student effort hours. This results in the following effort hours totals:

Module Credit Value	Total Student Effort Hours (QAA)
20	200
30	300
40	400
60	600
80	800

Please ensure that you indicate how student effort hours are distributed across the module. This information ensures that students are better prepared for their studies and better-equipped to allocate time to specific aspects of the learning experience. Delete or mark as not applicable any sections which do not apply to a particular module.

Note: Given the diversity of pedagogical approaches and learning activities within modules across the 4 faculties, it is not expected that a figure for 'effort hours' is allocated for all categories (a – j) in the table above – a figure is only required where relevant or appropriate for the module concerned.

Section 5 – Teaching Sessions

Module Organisers should use this section to indicate the sequence of scheduled (timetabled) sessions, including lectures, seminars, lab sessions, tutorials, placements etc.

Section 6 – Learning Support Materials

A wide range of materials can be flagged in this section, including books, journals, websites, e-Journals, e-Books, magazines, newspapers, DVDs, CDs, Videos, etc. This information,

along with any accompanying reading list, should also be forwarded to the Library in advance to ensure resources are in place and key readings made available via Blackboard if appropriate.

Section 7 – Formative Assessment

Formative assessment should be included in modules. It provides students with an excellent opportunity to test their understanding of material, receive feedback on their work and achieve a better understanding of what is required at a given level of study. Formative assessment does not count towards the final module mark. It is designed to help inform a student, developing subject matter and skills, all of which are measured within summative assessment (which counts towards the module mark). The information may also be used to inform the Module Convenor as to the student's level of engagement for other purposes. There is no requirement for formative assessment to be marked anonymously. Module Organisers are encouraged to ensure a ratio of at least 1:1 between formative and summative assignments. Formative work should underpin summative assessment and can take many forms, such as a specific assessment that is submitted or exercises in laboratory or seminar classes where students are given feedback directly. Formative assignments should be returned in a timely manner such that students are able to draw on the feedback they receive prior to completing and submitting their related summative assessments.

Section 8 – Summative Assessment

Summative assessment counts towards the final module mark. Summative assignments (with the notable exception of projects and dissertations) should be returned as quickly as possible, and no later than 20 working days. Assignment deadlines can only be set on Monday to Thursday and only on days when the University is open for business.

The word limit indicated will be displayed to students on eVision and on the coursework coversheet.
Where an assessment is by examination, please indicate if this will take place in the main series or some other time. Where assessment is by Course Test, please indicate the date and time of the test and whether the test will take place in- class or will be formally invigilated, in which case the request will be made to the Assessments and Quality Office by LTS team members.

The total assessment weightings of all summative pieces for the module must add up to 100%.   All items which have a percentage attached must be listed individually.

Section 9 – Mapping Assessments to Module Learning Outcomes

This section makes it clear to students how the assessments on the module will enable them to demonstrate the achievement of the module's Learning Outcomes.

Section 10 – Attribute Development

Students need to understand how modules will develop attributes beneficial to their academic progression and desirable to graduate employers. Module Organisers can use this section to indicate specific attributes that students will have the opportunity to gain. This might include both disciplinary-specific knowledge and skills, and attributes of a more generic, transferable nature (e.g. effective communication, team-working). Individual modules are not expected to include all attributes.

Section 11 – Module Enhancements

It is important that students know how they will be able to give feedback on their modules, both during the module and after they have completed it. But it is also critically important that students know how Module Organisers have <u>acted upon</u> the feedback received. Module Organisers should ensure that they convey actions taken in the light of feedback to the students who provided it. This should be done quickly after the data in online module evaluations is received by MOs. It is also important that the next cohort of students on a module know that their feedback will be taken seriously. This is best demonstrated by ensuring that quality enhancement actions taken to address the concerns of the previous cohort are communicated in the Module Outline. Research in the sector demonstrates clearly that students are much more likely to provide feedback if they can see for themselves how previous student feedback has been embraced and acted upon. It is expected, within Chapter B5 of the UK Quality Code, that the feedback loop is closed, hence the inclusion of Section 11 in this template. In this section Module Organisers may also articulate how, for example, students can use the student representation system (their student reps) to feedback issues via School SSLCs, and they can also explain that an online module evaluation will be available, with the opening and closing date clearly conveyed.

Section 12 – Useful Links
Staff may add other hot links to this section that they feel are particularly useful for students.

V1- Approved by LTC 3/12/14 -Minute 50