

Private Client in Practice

Module title			
Private Client in Practice			
Module NFQ level (only if an NFQ level can be demonstrated)	Module number / reference	ECTS Value	Duration
Level 8 NFQ	LLBH - PCP	5 ECTS	One semester: 12 weeks.
Parent programme(s). Principal programme title, and embedded(s) if relevant		Stage of parent programme	Semester No.
Bachelor of Laws (Honours)		3	1 or 2
Bachelor of Laws (Honours) in Criminal Justice		3	1 or 2
Bachelor of Laws (Honours) in Commercial Law		3	1 or 2
Teaching and Learning modes	Proportion (% of Total Directed Learning)		
Classroom / Face to Face	19%		
Workplace			
Online			
Other (Identify)	81% (research hours and independent learning)		
Entry requirements (statement of knowledge, skill and competence)			
Please see section 4.2 for full details of entry requirements.			
Maximum number of learners per instance of the module	Sixty (60)		
Average (over the duration of the module) of the contact hours¹ per week	4		
Pre-requisite module title(s) (if any)	None		
Co-requisite module title(s) (if any)	No		
Is this a capstone module? (Yes or No)	No		
Module-specific physical resources and support required per centre (or instance of the module)			
Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle.			
Specification of the qualifications (academic, pedagogical and professional/occupational) and experience required of staff working in this module.			
Role e.g. Tutor, Mentor etc	Qualifications & experience required:	# of Staff with this profile (WTEs²³)	

¹ Effort while in contact with staff

² WTE is the whole-time equivalent number. The number 1 indicates a fulltime person fully dedicated to the programme.

³ .5 indicates a part-time person available to this programme half of the time.

Lecturer	Lecturers are required to hold at least a level 8 legal qualification, preferably with a professional legal qualification. It is an advantage to have completed the Certificate in Education, Learning and	0.25 WTE
	Development provided by Griffith College. Industry experience is beneficial but not a requirement.	

Analysis of required learning effort		
*Effort while in contact with staff	Minimum ratio teacher / learner	Hours
Classroom and demonstrations	1:60	24
Mentoring and small-group teaching	-	-
Other (specify)	-	-
Independent Learning		
Directed e-learning (hours)		-
Independent Learning (hours)		101
Other hours (specify)		-
Work-based learning hours of learning effort		-
Total Effort (hours)		125

Allocation of Marks					
	Continuous Assessment	Supervised Project	Proctored Practical Exam.	Proctored Written Exam	Total
Percentage Contribution	50			50	100%

6.27.1 Module aims and objectives

The Module introduces learners to a range of matters they may encounter within a Private Client civil legal office or practice. The Module aims to develop in learners the practical skills needed for taking instructions from clients and advising on key areas of law relevant to private practice including principles of employment law, family law, succession law and probate. The Module builds upon learning undertaken in Law of Contract, Tort Law and Introduction to Law and Legal Skills and aims to develop skills of fact analysis, identification of client goals, research, problem solving, presentation and basic drafting.

6.27.2 Minimum intended module learning outcomes

On successful completion of this module, learners are able to:

- (i) Demonstrate an understanding of fundamental principles and concepts of a number of important areas of civil law, with particular reference to employment law, family law, succession law and probate as well as an understanding of current issues at the forefront of professional practice in these subject areas;
- (ii) Identify personal and legal factors influencing a client's decision-making and demonstrate the ability to implement the client's objectives to achieve a suitable outcome;
- (iii) Critically assess alternative strategies and exercise sound professional judgment to achieve a client's objectives in accordance with rules of professional conduct;
- (iv) Communicate with clients and other legal practitioners by letter, telephone and email in a professional manner;
- (v) Demonstrate self-direction and autonomy in decision-making;
- (vi) Critically evaluate research and communicate the results of that research in a clear and concise manner.

6.27.3 Rationale for inclusion of the module in the programme and its contribution to the overall MIPLOs

This module will familiarise the learner with the fundamentals of work within a private client civil legal office or practice. This module will also give learners an awareness of the importance of the factors influencing strategy and decision-making, both from the perspective of the legal practitioner, and also from the perspective of the client. The module emphasises the necessity of exercising professional judgment on the part of the legal practitioner in this regard. It is sought to achieve this by developing within the learner skills pertaining to autonomous decision-making, the critical evaluation of research and professional standards of communication.

This module serves to directly underpin programme learning outcomes 1, 3, 5, 6, 7, 8, 9, 10, 11.

6.27.4 Information provided to learners about the module

Learners enrolled on this module initially receive a copy of the module descriptor, assessment briefs and assessment strategy. These materials are given directly by the lecturer but also by the year head as part of the Semester Schedule Handbook for award stage modules of the programme. All content is provided on Moodle as well as access to additional content through the library and online resources. In class, learners are provided with a PowerPoint pack, and extensive reading list, incorporating professional and academic and non-academic sources. Guest lectures will be introduced to ensure practical knowledge and real-life examples will keep the content relevant.

6.27.5 Module content, organisation and structure

Topic 1: Civil Law Practice

- Fundamental principles of important areas of civil law: ○ Employment Law; ○ Family Law; ○ Probate and Succession Law.

Topic 2: Client/Solicitor and Inter-Solicitor Relations

- Confidentiality and Privilege;
- Professional Ethics and Professional codes of conduct;
- Vulnerable Clients;

- Duress and Undue Influence;
- Communication with Client of Another Solicitor;
- “Without Prejudice” Communications Between Solicitors.

Topic 3: Acceptance and Taking of Instructions

- Terms and Conditions of Business;
- Instructions to be taken from the Client;
- Refusal of Instructions;
- Information in relation to Legal Costs; • The In-House and Public Sector Solicitor.

Topic 4: Drafting, Research and Communication

- Litigation: Initiating Letters and Correspondence;
- Explaining and Completing Statutory Forms; • Engaging with Witnesses;
- Retention of Counsel.

6.27.6 Module teaching and learning (including formative assessment) strategy

The module is delivered by means of participative lectures which consist of tutorial-style discussions, group work sessions and exercises.

As learners undertake the module via blended learning, learners benefit from varied and additional options for engagement. These include webinars, screencasts (recorded lectures), discussion fora, and increased use of the College’s VLE (Virtual Learning Environment), Moodle. In addition, learners will receive three-hour live, online synchronous classes on three scheduled evenings during the semester.

In order to support learners through the exam process, they engage in answering of sample exam questions and correction of their own and peers’ papers, thereby familiarising themselves with the module learning outcomes and marking criteria. Learners also engage in workshops and online discussion forums to complement and reinforce their learning.

In addition to what has been stated, classroom assessment and benchmarking techniques are deployed to encourage learners to develop more agency in terms of their own learning including inclass presentations, group work, peer-review exercises and reflective practice. The variety of teaching, learning and assessment techniques reflect an enhanced emphasis on skills acquisition to deepen practical knowledge. Finally, the attention of learners is drawn to current industry practice and technology used in the specific area of law to add a further dimension to learning, tracking the actual practice of legal professionals.

6.27.7 Work-based learning and practice-placement

Private Client in Practice is a class based 5 ECTS credit module and does not require work-based learning and practice placement.

6.27.8 E-learning

Moodle, the College Virtual Learning Environment is used to disseminate notes, advice, and online resources to support the learners. E-learning activities include learner feedback, forums where learners contribute, formative quizzes and video links. The learners will also have access to a number of other online resources through the library such as access to databases and research tools

(Westlaw.ie, Westlaw.uk, JustisOne (vLex) and Hein Online) as well as access to online copies of books published from Bloomsbury Online.

6.27.9 Module physical resource requirements

Requirements are for the lecturer to utilise a PC with Microsoft Office, Zoom and access to the internet through which an individual can gain access to the Griffith College student intranet: Moodle. There are no further software requirements for this module. In relation to Microsoft Office the lecturer will require to use PowerPoint or Word to present the information to the learners. Zoom will be required in conjunction with Microsoft Office in order to record the lectures when the module is being delivered for block release or for the Blended Programme when organised in advance. Zoom will also be required for the seminars through which the module will be taught (block release).

6.27.10 Reading lists and other information resources

Primary reading

- *Lyall, Land Law in Ireland, 4th Ed, (2018). Dublin. Round Hall/Thomson-Reuters.*
- *Richardson E., Bartlett O., (2021), Legal Research and Writing Skills in Ireland. Dublin. Clarus Press*
- *O'Callaghan P., (2019), The Law on Solicitors in Ireland. Dublin. Bloomsbury.*

Secondary reading

- *Law Society of Ireland, 4th Ed, (2022), Solicitors Guide to Professional Conduct. Dublin.*
- *Succession Act 1965*
- *Land and Conveyancing Law Reform Act 2009*

eResources

- *Bloomsbury Professional Online*
- *JustisOne – Vlex*
- *Westlaw.ie*
- *Westlaw UK*
- *Heinonline*

6.27.11 Specifications for module staffing requirements

Lecturers qualified to at least a Level 8 legal qualification (LLB (Honours), preferably with a professional legal qualification and a third level teaching qualification (e.g. Certificate in Education, Learning and Development offered by Griffith College).

6.27.12 Module summative assessment strategy

Learning will be assessed through continuous assessment and through a written final examination. The continuous assessment will take the form of a case study comprising of both a written and an oral component. The oral element will comprise of an interactive oral assessment.

The examination will consist of five questions reflecting both essay and problem-style questions. Question One of the Examination in each sitting will comprise a compulsory question based on a detailed Case Study learners will be provided with in mid-Semester. The essay style questions will place emphasis on the demonstration of understanding pertaining to important elements of a legal practice, in particular the solicitor/client relationship. By contrast, problem-style questions enable

learners to apply the principles of private client civil practice learning to factual scenarios in the context of employment law, family law, and succession and probate issues. The following table indicates the module’s learning outcomes’ alignment with the assessment used for the module:

No	Description	MIMLOs	Weighting
1	Case Study: Written Component: 35% (2,000 words); Oral Component: 15%	i, ii, iii, vi, v, vi	50%
2	Exam	i, ii, iii, vi	50%

Reassessment/Repeat assessment strategy: Griffith College regulations state that learners must pass all component elements of the module to be deemed to have passed the module.

- In the event of a learner failing components of / this module, they will be required to submit a new individual repeat assignment which will be made available on Moodle to learners, and which must be submitted as per faculty instructions.
- In the event of a learner failing the group assessment element of this module, a new individual repeat assignment will be made available on Moodle to learners which must be submitted as per faculty instructions.
- In the event of the learner failing the exam, learners will take the re-sit exam at the next available sitting, details of which will be made available to learners via Moodle.

6.27.13 Sample assessment materials

Please see sample assessment supplementary document.