

SDT assessment seminar: Case Study One  
Assessment and the Course Description

DISCUSSION POINTS:

Might some disabled students have difficulty in demonstrating the qualities valued in the assessment regime of the following course?

What adjustments should – or should not – be made to any aspect of the assessment process?

As a result of your views on the questions above, do you think that the course described, and its description, should be modified in any way?

# **Undergraduate LLB**

**Course Name:** Honours Skills Development

**Course Code:** 123

## **Introduction:**

The purpose of this course is to provide all students with an introduction to some basic research and practical skills. This is intended to facilitate the completion of the honours course, providing an overview of skills that may be obtained in other courses, and an introduction to some skills that may be demanded by future employers.

**The course is compulsory for all students admitted to Honours.**

**Credit Value:** 5

## **Teaching:**

Teaching will consist of 7 hours of lectures and 5.5 hours of small group sessions.

Tutorials will be held in the third term. There will be three meetings

1. Presentation skills
2. IT research
3. Presentation of dissertation outline

Students should sign up for tutorial groups before the end of term 2.

## **Aim of Course:**

The aims of the course are:

- To introduce students to the principal features of teaching and learning at honours level, compared to that at ordinary level;
- To develop students' presentation skills, including oral and written communication skills;
- To further develop students' skills in legal research, including library and advanced IT skills;
- To instruct students in the skills necessary to complete a dissertation, including relevant research and writing skills;
- To assist students to manage time and cope with stress effectively.

## **Learning outcomes:**

By the end of the course the student should:

- Be more aware of what is expected generally of the student as an honours student, particularly in relation to critical analysis of material studied;
- Be better able to effectively participate in an honours seminar;
- Be better able to make a presentation;
- Be better able to carry out advanced independent research using both libraries and IT facilities;
- Be better prepared to undertake the preparation, research and writing of an honours dissertation;
- Be more aware of how to manage time and stress effectively.

## **Skills Components:**

### **Communication:**

- Preparation of presentation
- Delivery of presentation

### **Improving your own learning and performance:**

- Feedback on presentation
- Feedback on research exercise
- Training on dissertation planning and writing
- Training in time and stress management

### **IT Skill**

- Development of advanced IT research skills
- Completion of research exercise

## **Course-Work and Examinations**

The coursework consists of attendance at all lectures and tutorials, as well as the completion of two assignments.

Assessment will consist of two elements. These will all take place in term 3. Students who are abroad in their third year will be expected to complete these exercises in term 1 of their fourth year:

An exercise to test library-based and IT based research skills;  
Production of an outline of, and making a presentation on, the student's dissertation topic.

It is, however, envisaged that you will be synthesising and commenting upon the work of others. This is not only valid but is an intrinsic part of the exercise.

**Relationship to other courses:**

Progress to senior honours study is conditional on satisfactory performance in this course.

**Prescribed text:**

There are no prescribed texts.

**Recommended texts:**

The following texts are in the reference section of the main library and may be of use:

B. Allison, *The Student's Guide to Preparing Dissertations and Theses* (1997)

M. Coles, *A Student's Guide to Coursework Writing* (1995)

R. Fry, *Improve your writing* (1997)