

**Undergraduate Student Handbook**

**BA (Criminal Justice)**

**Academic Year 2023/2024**

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## Welcome from Head of School of Law, Professor Lucy-Ann Buckley



As Head of the School of Law, I am delighted to welcome you to the University of Limerick. Many congratulations on securing your place here; we will work hard to ensure that your studies are as enriching and fulfilling as possible.

You are about to embark on a rigorous and challenging programme of learning that will stretch your talents and abilities, but also ensure that you achieve your considerable potential. The BA Criminal Justice is a pioneering interdisciplinary programme that aims to provide you with a thorough understanding of the criminal justice system. This will help to prepare you for careers in policing, the Prison Service, or related public-sector positions, as well as journalism, criminal law, or nongovernmental organisations. The programme draws on a range of perspectives, primarily from the disciplines of Law, Sociology, Politics, and Public Administration. However, it also includes modules from Management, Personnel Management, and Psychology.

We in the School of Law pride ourselves on providing an innovative, enriching, student-centred learning environment for our 600 or so students. Our internationally recognised staff provide excellent tutelage in a friendly, open atmosphere. Our undergraduate programmes have always been interdisciplinary in nature, and all our students undertake a six- to eight-month pioneering clinical placement as an integral part of their education.

The Centre for Crime, Justice & Victim Studies (formerly the Centre for Criminal Justice) was established in the School of Law in 1997 and is a national centre of excellence for criminal justice research. As a result of its strong research profile in criminal justice areas, the School of Law has developed important links with key criminal justice stakeholders. The School of Law provides accreditation and quality assurance for the national Garda training programme (BA in Applied Policing) and the level 9 Serious Crime Investigation programme in Templemore. Researchers from the Centre of Crime, Justice and Victim Studies have also been involved in research with the Inspector of Prisons, the Courts Service, victim support organisations, the Prison Service, and the Department of Justice. These links ensure that the School of Law is always at the cutting edge of developments in the criminal justice system. This long and sustained commitment to work practice has ensured that our students get vital clinical experience with prestigious employers, greatly enhancing their employability.

Your success and student experience is important to us. Every student, regardless of personal history or identity, is a valued member of our learning community. You are all welcome here and you all belong here. As Head of the School of Law, I am always available should you have any concerns or feedback you wish to share with me, or if you are experiencing barriers to your learning.

I wish you all a fulfilling and enjoyable time here at the School of Law.

**Professor Lucy-Ann Buckley, Head of the School of Law**

# WELCOME



The School of Law is part of the Faculty of Arts, Humanities, and Social Sciences, one of the constituent faculties of the University of Limerick. Our offices are in the Foundation Building on the main campus.

Inspired by the University’s mission statement, the vision of the School of Law is to realise the potential of its knowledge and expertise, to provide an excellent legal education to highly capable and motivated students, to contribute to the advancement and dissemination of legal knowledge, to facilitate interaction between legal scholars and practitioners, and to contribute to public affairs.

Students beginning their undergraduate study are expected to familiarise themselves with the following materials:

* **Handbook of Academic Regulations and Procedures**[(](http://www2.ul.ie/pdf/388196739.pdf)includes information on marks and standards, the UL Code of Conduct, etc.)
* **UL Student Handbook**[(](http://www2.ul.ie/web/WWW/Services/Stu%20dent_Affairs/Student_Administration/Stude%20nt_Academic_Administration/)includes information on timetabling, registration, progression, grading, and Academic Registry),

Both of these are found on the [Academic Registry Website](https://www.ul.ie/academic-registry/current-students/policies-procedures-handbooks-0)

* [Student Affairs](https://ulsites.ul.ie/studentaffairs/) [(](http://www2.ul.ie/web/WWW/Services/S%20tudent_Affairs/Student_Supports)includes information on student administration, student supports, and student specialised supports)

Additional useful websites include

* [School of Law](http://www.ul.ie/law)
* Facebook[@SchoolofLawUniversityofLimerick](https://www.facebook.com/SchoolofLawUniversityofLimerick/)
* Twitter [@ULSchoolofLaw](https://twitter.com/ULSchoolofLaw)
* [University of Limerick](http://www.ul.ie/)
* [Campus Map](https://www.ul.ie/media/22919/download?inline)
* [Graduate and Professional Studies](https://www.ul.ie/gps/)
* [Careers Service](https://www.ul.ie/cecd/students/career-services)
* [Glucksman Library](https://www.ul.ie/library/)
* [SULIS](https://sulis.ul.ie/) [(](https://sulis.ul.ie/xsl-portal)UL’s learning management system)

**PLEASE NOTE:** **You must familiarise yourself with the contents of the aforementioned handbooks.** This and other relevant documents are available on the [Academic Registry website](https://www.ul.ie/academic-registry/) and also [Student Hub online](https://ul.topdesk.net/)

The information provided is correct at the time of publication and may be subject to change.

# CONTACTS

**Course Director: Dr. Margaret Fitzgerald O’Reilly**



**Email: margaret.fitzgerald@ul.ie**

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**Administrative Team:**



**Suzanne Nicholas-Barry**

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### 

**Josephine Conway**

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School of Law administrators’ office hours Monday–Friday, 9 am to 5:00 pm.

Closed for lunch each day between 1 pm and 2 pm.

# STAFF PROFILES

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**Dr Lydia Bracken, BCL, LLM, BL, PhD, Associate Professor in Law** **(C1070)**

Lydia is a graduate of University College Cork (UCC) (BCL, 2010; LLM, 2011; PhD, 2015) and the Honorable Society of King’s Inns (BL, 2012). Her PhD thesis, which was funded by a Department of Children and Youth Affairs Research Scholarship, examined the implications of the best interests of the child principle in the context of same-sex parenting in Ireland. Lydia’s research interests lie in the areas of child and family law and European human rights, and she has published nationally and internationally in these areas. In particular, Lydia’s research examines the legal recognition of ‘non-traditional’ families, and it explores how such recognition can be provided in a manner that respects the rights and interests of children. Before joining the School of Law at UL, Lydia acted as the principal researcher for the Law Reform Commission’s project on Contempt of Court and Other Offences and Torts involving the Administration of Justice.



**Dr Laura Cahillane, BCL, LLM, PhD, Associate Professor in Law (FG-004)**

Laura is a lecturer in the School of Law, UL. She is a first-class honours graduate of UCC (BCL Law and French) 2007, LLM (by Research) 2008, PhD 2012, PGCTHLE 2013). Her Research Masters examined the topic of disciplining judges and her PhD, for which she was awarded an Irish Research Council for the Humanities and Social Sciences (IRCHSS) Government of Ireland Scholarship, considered the drafting of the 1922 Irish Free State Constitution. Laura undertook a Post-Doctoral Fellowship in UCC and held lectureships in UCC and Dublin City University. Her research interests lie in the areas of Constitutional Law, Legal History, Judicial Politics, and Comparative Law and she has published nationally and internationally in these areas.

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### Dr Gerard Coffey, BA (UL), LLB (NUI), PhD (NUI), Associate Professor in Law (FG-010)

Gerard graduated from UL with a BA in Law and European Studies and subsequently undertook postgraduate studies in the Faculty of Law, National University of Ireland, Galway (NUIG), where he earned both an LLB and PhD in Law. His doctoral thesis examined the common law principle against double jeopardy and the related principle of *ne bis in idem* in civil law jurisdictions and international human rights instruments. While at NUI Galway, he was a tutor, part-time lecturer, and research assistant with the Faculty of Law. He was co-editor in the planning and production of volume 4 of the *Judicial Studies Institute Journal* (2004), which the Faculty of Law was commissioned to produce on behalf of the Judicial Studies Institute. He was awarded a Research Fellowship by the Faculty of Law, NUIG, for the duration of his doctoral research and in 2005 he was awarded second place in the Law Society of Ireland Annual Law Reform Essay Competition for an essay entitled ‘Reforming the Law on Double Jeopardy’. From 2005 to 2007 he was post-doctoral research officer in the Centre for Criminal Justice at the University of Limerick. During this period, he contributed to the Centres’ research activities on the impact of globalisation on criminal law and criminal justice. In 2007, Gerard was appointed to the position of Lecturer in Law. His research interests lie in the areas of criminal law, and related issues pertaining to criminal procedure and the criminal justice process and he has published nationally and internationally in these areas. He has also served as internal examiner for doctoral and master’s by research theses specialising in criminal law and criminal justice. He is a member of the Centre for Criminal Justice. Gerard was recently appointed to the Complementarity on International Criminal Law Committee of the International Law Association. The Committee was established to undertake research and to prepare reports on national efforts to investigate and prosecute international crimes under the rule of law. The ILA Committee on Complementarity seeks to analyse in-depth the implications of the principle of complementarity in Article 17 of the Statute of the International Criminal Court (ICC) for the criminal justice systems of ICC states parties, in particular their ability and will to genuinely investigate and prosecute core international crimes. Some of these implications have been referred to as ‘positive complementarity’ or ‘active complementarity’. The Committee will analyse these concepts within the context of the Statute as well as more broadly with the object of making recommendations.



### Dr Alan Cusack, BCL, LLM, PhD, Dip. Emp. Law, Associate Professor in Law (FG-006)

Alan is a graduate of UCC (BCL, LLM, PhD), University College Dublin (UCD) (Dip. Emp.), and the Law Society of Ireland (Solicitor, 2012). In 2017, Alan completed a PhD in the School of Law at UCC in the area of access to justice for victims of crime with intellectual disabilities. In pursuit of his studies, Alan was awarded a Government of Ireland PhD scholarship from the Irish Research Council as well as a Faculty of Law PhD Scholarship from UCC. Alan is a qualified solicitor and, after commencing his doctoral research, practised for several years with Arthur Cox solicitors in Dublin. In 2013, Alan was appointed to the Board of Directors of the Centre for Criminal Justice and Human Rights at UCC. He is a professional member of the Law Society of Ireland and is also a member of the Society of Legal Scholars and the Socio-Legal Studies Association. In 2015, Alan was an Academic Visitor at the Centre for Criminology at the University of Oxford (January–March 2015).



**Dr Luke Danagher, LLB, LLM, PhD. Associate Professor in Law** **(FG-027D)**

Luke Danagher is a graduate of the University of Limerick (LLB 2011; LLM 2013) and King’s College London (PhD 2018). His PhD thesis, which was funded by the Centre of European Law, was entitled *A Normative Theory of Cartel Crime*. Luke’s general research interests lie in the area of regulatory crime and the criminalisation of regulatory offences. His work in the field of cartel crime has been published in international journals. Before joining UL, Luke was a visiting lecturer of EU law at King’s College London.

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**Dr Hope Davidson BA, LLM, Teaching Associate in Law (FG-027a) BA, LLM, Teaching Associate in Law (FG-017)**

Hope Davidson is a former solicitor and an Irish Research Council Scholar. She has a BA in History from Trinity College, an LLM in Health & Care Law from UCC and is currently completing her doctoral research in the School of Law at UL on decision-making in dementia care under the supervision of Dr Eimear Spain and Jennifer Schweppe. Hope’s research interests are in dementia and the law, children and medical treatment, research ethics, and involuntary detention. She has won numerous awards including the 3 Minute Thesis competition for Law Postgraduates, a PhD scholarship from the Irish Association of Law Teachers, the Dean’s award for best paper at the AHSS Postgraduate Conference.

### 

**Dr Laura Donnellan, LLB, LLM, PhD, Associate Professor in Law (FG-005)**

Laura Donnellan teaches European Law, Sport and the Law, and Comparative Property Law. She has published in the areas of drug testing and the rights of athletes, elder law, the regulation of football agents, TV rights in Irish football, EC competition law, horse racing, and animal welfare in the EU.

She graduated with an LLM from UL in 2002. Laura is the author of *Sport and Law: A Concise Guide* (Blackhall Publishing, 2010) as well as several articles in international law journals. She is an Associate Fellow at the Oxford Centre for Animals Ethics and a Consulting Editor for *The Journal of Animal Ethics* (published by the University of Illinois). Laura is currently an external examiner in Introduction to Irish Law, Employment Law, and Company Law for the Galway-Mayo Institute of Technology. She has co-written *Sports Law in Ireland* with her colleague Dr Susan Leahy (Kluwer, 2014).



### Sinead Eaton, BCL, BL (King’s Inns), Dip. European Law

**(Bruges), LLM Associate Professor in Law, (FG-008)**

Sinead Eaton graduated from the National University of Ireland, UCD with a BCL in 1988 and, having graduated from the Honorable Society of King’s Inns with a degree of Barrister-at-Law, was called to the Irish Bar in 1990. Having been awarded a scholarship by the Department of Education, Sinead completed a bilingual course in EC Law at the College of Europe in Bruges, following which she did a ‘stage ‘ at the DG IV of the European Commission in Brussels. Sinead then spent a total of eight years working as a legal adviser to major Irish financial institutions. During that time, she graduated with an LLM (with a special mention) in Commercial Law from UCD.

Before taking up a position at UL, Sinead spent two years at Eversheds O’Donnell Sweeney, solicitors in Dublin and was Head of the School of Law, UL from 2007 to 2010.

She co-wrote *Competition Law in Ireland*, with Mr Pat O’Brien of Arthur Cox, Solicitors (Kluwer, 2015).

### 

**Dr Margaret Fitzgerald-O’Reilly, BCL, LLM, PhD, Associate Professor in Law (FG-012)**

Margaret Fitzgerald-O’Reilly graduated from UCC with a BCL degree in 2005 and went on to complete an LLM in Criminal Justice in 2006. She was awarded a scholarship to undertake her PhD in UCC and was awarded her doctorate in 2012 for her PhD entitled *The Usual Suspects:* *The Legal Marginalisation of Ex-Prisoners in Irish Society*. She joined the School of Law in 2012. Her research interests are primarily in the field of criminology, penology and criminal justice, in particular, issues pertaining to criminal records, criminal information sharing and disclosure issues, post-release management of offenders, sentencing and management of sex offenders, social and legal exclusion, techniques of punishment, sentencing, and crime control policies.

She has published and presented papers in this field at national and international level. She has acted as editor of the *ICLJ* (special edition) and is reviewer for several peer reviewed international journals and publishing houses. She is author of *Uses and Consequences of a Criminal Conviction: Going on the Record of an Offender* (UK: Palgrave Macmillan, 2018) and co-author of *Sexual Offending in Ireland: Laws, Procedure and Punishment* (Clarus Press, 2018).

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**Professor Raymond J Friel, BCL (NUI), LLM (Exeter), Barrister-at-Law, (FG-014) - Head, School of Law**

Raymond Friel graduated from UCC with a BCL and the University of Exeter with an LLM in European Law. He joined the faculty at Limerick in 1989 and was Head of the School of Law from 1996–2002. He held a Visiting Professor appointment at Boston College Law School (2002–2003), and he has also held Visiting and Adjunct Professorships at the University of Kansas Law School (2000) and Franklin Pierce Law Center, New Hampshire (2004). Ray Friel has an extensive publications record in the area of contract and commercial law. He is the author of *The Irish Law of Contract* 2nd edn (2000) and the co-author of *Irish Stamp Duty Law* 2nd edn (1998) and has published numerous articles on a range of legal topics. He lectures principally in Commercial and Contract Law.

#### 

**Professor Shane Kilcommins, BA, MA, PhD, Law (Currently Provost and Deputy President, UL)**

Before taking up his Professorship in Law in UL in 2014, Professor Kilcommins taught at the Law Faculty in UCC from 2001. He lectures in evidence law, jurisprudence, and penology. He has co-authored various funded research reports on discrimination, victims of crime, and integrative learning.

In addition to publishing in numerous journals, his books include *Alcohol, Society and Law* (Barry Rose Law Publishers, 2002) (co-editor), *The Introduction of Community Service* *Orders* (Barry Rose Law Publishers, 2003), *Crime, Punishment and the Search for Order in* *Ireland* (IPA, 2004) (co-author), *Terrorism, Rights and the Rule of Law* (Willan, 2008), *Criminal Law in Ireland* (Clarus Press, 2010) (co-author), *Regulatory Crime in Ireland* (First Law, 2010) (co-editor), and *Integrative Learning: International Research and Practice* (Routledge, 2015) (co-editor). He is an examiner for the Law Society of Ireland in Criminal Law and Criminal Law and Criminal Procedure, and has acted as an extern examiner for Trinity College, UCD, DCU, DIT, and Athlone Institute of Technology (AIT).

He was appointed to the Office of the Inspector of Prisons in May 2013 and was a Visiting Scholar at Temple Law School in 2008/2009.

#### 

**Eddie Keane, LLB, LLM, Associate Professor in Law (FG-009)**

Eddie Keane graduated from UL in 2003 with an LLB in Law and in 2005 with an LLM in European and Comparative Law. Since 2005, Eddie has worked with the School of Law, initially as a teaching assistant, before becoming a permanent member of faculty in 2010. Eddie’s primary teaching interests are in the areas of Commercial and Labour Law. Eddie’s primary research area is employment regulation, in particular, the regulation of atypical work relationships. Eddie’s research has been published in the *King’s Law Journal*, *The Irish Employment Law Journal*, the *Irish Jurist*, the *Northern Ireland Legal Quarterly* and the *Quarterly Review of Tort Law*. Eddie has also presented at national and international conferences on employment law and related issues.

#### 

**Dr Susan Leahy BCL (NUI) LLM (NUI) PhD (NUI) Associate Professor in Law (FG-016)**

Susan Leahy is a senior lecturer in law. Susan’s primary research interests lie in the areas of criminal justice (with particular emphasis on sexual violence and victims of crime) and family law (specifically domestic abuse and marriage). Her PhD research was funded by the Irish Research Council for the Humanities and Social Sciences. Her thesis was entitled “The Rules and Realities of Consent in Irish Sexual Offences Law: Perspectives on Reform” and examined the rules relating to consent in Irish sexual offences legislation. She has published her research on sexual offences, victims' rights and family law in both national and international journals including the Common Law World Review, the International Journal of Evidence and Proof, the Journal of Criminal Law, and the Child and Family Law Quarterly. She has co-authored two books: “Sexual Offending in Ireland: Laws, Procedures and Punishment”, (Clarus, 2018) (with Dr Margaret Fitzgerald-O'Reilly) and “The Victim in the Irish Criminal Process” (Manchester University Press, 2018) (with Prof Shane Kilcommins, Dr Kathleen Moore-Walsh and Dr Eimear Spain). She has completed a number of funded research projects on sexual offences, gender-based violence and victims of crime.   
Susan lectures in Criminology, Family Law and Media Law. She completed a specialist diploma in Teaching, Learning, and Scholarship at UL in 2014. She is the director of the BA (Criminal Justice) and director of the Centre for Crime, Justice and Victim Studies (CCJVS).

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**Dr John Lombard, LLB, LLM, PhD, Associate Professor in Law (FG-018)**

John Lombard is a lecturer in the School of Law, UL. John completed his LLB (Law and European Studies) at UL in 2009, an LLM in UCC in 2010, and a PhD in UCC in 2014. His doctoral thesis sought to identify an appropriate legal framework for specialist palliative care in Ireland. Before his appointment, John worked in the School of Law and Social Justice at the University of Liverpool where he lectured in medical law and equity. He has also previously worked as a research assistant in the Governance, Risk, and Compliance Technology Centre based in UCC. His research interests lie in the areas of medical law, bioethics, and intellectual property law.

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**Professor J Paul McCutcheon, BCL, LLM, LLD (NUI)** **(FG-013)**

Paul McCutcheon is a leading expert on the subjects of Criminal Law and the Irish Legal System. He is a co-author of *Criminal Liability* (Round Hall, 2000) and *The Irish Legal System* (6th edn, Bloomsbury Professional, 2014), and author of *The Larceny Act,* *1916*. He has also published numerous articles in the areas of criminal law and sports law. He served as President of the Irish Association of Law Teachers in 1994 and was a visiting fellow at the Australian National University in 1996–1997.

### 

**Dr Kathryn O’Sullivan, LLB, PhD, Associate Professor in Law (FG-015)**

Kathryn O’ Sullivan graduated with a first-class honours LLB in Law and European Studies from UL in 2008 before pursuing doctoral research in the University supported by the Advanced Scholars Programme. She was awarded a PhD in 2012 for her doctoral thesis entitled *A Critique of the Legal Protections afforded to the Matrimonial Home in Ireland: Lessons from British Columbia*. In 2012, Kathryn also took up a position as Lecturer in Law in the Truman Bodden Law School of the Cayman Islands before returning to Ireland to rejoin the team at UL’s School of Law in 2013. Her research interests lie in property law and family law, particularly the point of intersection, family property law. She has published articles in highly respected national and international journals including *Legal Studies*, the *International Journal of Law, Policy and the Family*, the *Common Law World Review* and the *Dublin University Law Journal*. Kathryn completed the Specialist Diploma in Teaching, Learning, and Scholarship in UL in 2014, graduating with first-class honours, and has twice been shortlisted for the Excellence in Teaching Award (Large Group) in 2012 and 2015.

#### 

**Eoin Quill, BCL, LLB, LLM (NUI), Associate Professor in Law (FG-007)**

Eoin Quill has worked at UL since 1991. He is a member of the Society of Legal Scholars, the Irish Association of Law Teachers, the International Commercial and Economic Law Research Group at the UL School of Law, a fellow of the European Centre of Tort and Insurance Law (ECTIL) in Vienna, and the external examiner in Torts for the Law Society of Ireland. His primary area of research is tort, focused on accident compensation and private actions for the enforcement of civil rights. His publications include a treatise, *Torts in Ireland* (4th ed 2014), a volume in the *International* *Encyclopaedia of Laws*, ‘Tort Law in Ireland’, chapters on Irish Tort Law in the *Yearbooks on European Tort Law* for ECTIL and the Institute for European Tort Law of the Austrian Academy of Sciences, and a number of peer-reviewed journal articles in Irish and international law journals on topics such as causation, affirmative duties, defective buildings, negligent misstatements, and negligently inflicted psychiatric harm.



#### Dr Andrea Ryan, BA, Dip Phil, BCL, LLM (NUI) PhD (NUI) Associate Professor in Law (FG-003)

Andrea Ryan joined the Law School in UL in 2002. Her research expertise lies in the areas of EU criminal justice, criminal evidence, comparative criminal procedure, criminal law, and sentencing. She has published widely in these areas, including a monograph, *Towards a System of European Criminal Justice: The Problem of Admissibility of Evidence* (Routledge, 2014). She has acted as national rapporteur for Ireland on several cross-jurisdictional studies funded by the European Commission, most recently in 2012 in a study on the prospects for the creation of a European public prosecutor. She was awarded her PhD by UCD for her thesis, *Is Mutual Admissibility of Evidence across the European Union Attainable? Procedural Differences Explored Through the Prism of Three Case Studies: Ireland, France and Italy*. Andrea is the director of the Centre for Crime, Justice, and Victim Studies at the School of Law.

#### 

**Professor. Jennifer Schweppe, BCL (Euro Leg Stud), LLM (Research), Grad Dip Academic Practice, Professor in Law (CS-1011)**

Having graduated with a BCL from UCD, Jennifer was awarded an open postgraduate scholarship while completing her graduate research. She completed a graduate diploma in Academic Practice at UL and in 2010 won the Small Group Teaching Award in UL. She was awarded a National Award for Excellence in Teaching by the National Academy for the Integration of Research, Teaching, and Learning in 2011, and was a finalist for the European Award for Excellence in Teaching in the Humanities and Social Sciences in 2012. Jennifer’s research interests lie in the areas of hate crime and reproductive justice, and she has published widely on these topics. Her work in the area of hate crime looks at the criminalisation of bias motivation and explores the potential of introducing hate crime offences to an Irish context. She is co-editor of two major collections in the area of hate crime with Oxford University Press and Palgrave Macmillan. She is currently co-director of the International Network for Hate Studies. She is also founder and co-director of the UL-based Hate and Hostility Research Group; the only academic research group in Ireland dedicated to exploring and understanding hate crime in an Irish context. Her work in the area of hate crime has been funded by the Irish Research Council, the Irish Council for Civil Liberties, and the European Union.



#### Dr Eimear Spain, BA, PhD, Associate Professor in Law (FG-017)

Eimear graduated with a BA in Law and Accounting for which she was awarded the University Medal for first place in interdisciplinary programmes upon graduation in 2003. Upon commencing her PhD, she was awarded a University scholarship and a Government of Ireland scholarship by the IRCHSS in 2005, which she held for three years. Following the completion of her PhD, Eimear took up a position as a research coordinator at Macquarie University in Sydney. She was subsequently appointed as senior lecturer in the University of Northumbria in England before returning to take up a lecturing position in the School of Law in 2010. In 2015 she was appointed as a senior lecturer in Health Law in a joint appointment post between the Faculty of Education and Health Sciences and the School of Law. Eimear’s research interests lie in health, criminal, and constitutional law. One of her key interest areas is in the field of law and emotions which draws on disciplines such as neuroscience and psychology. She has published numerous books, book chapters, and articles in the areas of criminal, constitutional, and administrative law both nationally and internationally, including a monograph entitled, *The Role of Emotions in Criminal Law Defences; Duress, Necessity and Lesser Evils* with Cambridge University Press. She is a founding member and co-director of the Centre for the Understanding of Emotions in Society in UL.

#### 

**Dr Una Woods, BCL (NUI), LLM (QUB), PhD (QUB), Solicitor (Law Society), Associate Professor in Law (FG-011)**

Una Woods graduated with a BCL from UCC in 1995. She was awarded an LLM in Human Rights and Discrimination Law by QUB in 1996. She qualified as a solicitor in 1999 and was awarded the Findlater Scholarship by the Law Society of Ireland. She joined the School of Law, UL in September 1999. In November 2006 she was appointed by the Minister of Justice as a member of the Property Registration Authority (which manages the Irish Land Registry and the Registry of Deeds) and, in November 2010, she was re-appointed for another four-year term. In 2014 she completed her doctorate with QUB on *The Irish Law on Adverse Possession: The Case for a Qualified Veto System*. She has acted as a consultant to the Irish Law Reform Commission on the law concerning cohabitants and adverse possession. Her publications focus mainly on land law and conveyancing law.

# STRUCTURE OF PROGRAMME

|  |  |  |
| --- | --- | --- |
| **Year** | **Autumn Semester** | **Spring Semester** |
| **1** | LA4001 Legal System & Method  LA4211 Criminal Law 1  SO4001 Intro to Sociology I  PA4001 Introduction to Public Administration I  PO4051 Introduction to Politics and International Relations I | LA4032 Criminal Procedure  LA4222 Criminal Law 2  SO4032 Intro to Sociology II  PA4022 Introduction to Public Administration II  PO4052 Introduction to Politics and International Relations II |
| **2** | LA4430 Constitutional Law 1  LA4068 Crime & Criminal Justice  SO4073 Classic Sociological Theory  PA4023 Leadership for the 21st Century  PO4013 Government & Politics of Ireland | LA4440 Constitutional Law 2  LA4042 Administrative Law  SO4036 Contemporary Sociological Theory  PM022 Principles of Organisational Behaviour  PO401 Government & Politics of the EU |
| **3** | Co-operative Work Placement | LA4040 Law of Evidence  LA4058 Human Rights  SO4078 Inequality & Social  Exclusion  SO4006 Sociology of Deviance &  Social Control  PA4047 Comparative Public Policy |
| **4** | LA4013 Media Law **OR** LA4033 Law of the European Union 1  LA4021 Child Law  LA4017 Advanced Lawyering 1  (Alternative Dispute Resolution)  MG4045 Change Management  PS4031 Psychology & Everyday Life | LA4088 Final Year Project **OR**  LA4022 Law of the European Union 2  LA4002 Jurisprudence  LA4109 Law & Criminology  PA4008 Public Policy And The Environment  PS4032 Psychology & Social Issues |

**NOTE:** In **YEAR 4**, students will have the option to study either Media Law **OR** Law of the European Union 1 in Autumn. In Spring, students will have the option to complete a final year project **OR** Law of the European Union 2.

Students who choose to study Law of the European Union 1 and Law of the European Union 2 will be eligible to complete the LLB (Graduate Entry) Law programme in the School of Law in one year instead of two years. This allows these students to obtain a law degree in one year upon completion of the BA (Criminal Justice). This may be an attractive option for those students who wish to pursue a career as a solicitor or a barrister upon completion of their degree programme.

**LAW MODULE DESCRIPTORS**

Below are brief descriptions of the law modules you will study throughout your degree.

### LA4001 LEGAL SYSTEM & METHOD

Introduces the discipline of law through an examination of the functioning of the legal system, sources of law, and legal methodology.

* The concept of law
* Civil law in Europe
* Classification of law: municipal, international, substantive, procedural, public & private
* Sources of law: common law, legislation, the constitution
* European law
* Elements of the constitution of Ireland
* Legal reasoning & methodology
* Common law

### LA4211 CRIMINAL LAW 1

Examines the general principles of criminal law through consideration of their ethical, social and legal dimensions.

* Historical & ethical consideration of criminal law, characteristics of a crime
* Parties to a crime: principals and accessories, vicarious liability
* The elements of a crime
* Actus reus, conduct, omissions, status
* Mens rea, intention, recklessness, criminal negligence
* Mens rea in penal statutes
* Offences of strict liability
* General defences: insanity, infancy, automatism, intoxication, mistake, necessity, duress, self-defence
* Inchoate offences: attempt, incitement, conspiracy

### LA4222 CRIMINAL LAW 2

By building on Criminal Law 1, this module examines the principal criminal offences and elements of criminal procedure.

* Murder & manslaughter.

Non-fatal offences against the person: assault & battery, aggravated assaults, false imprisonment.

* Sexual offences: rape, unlawful carnal knowledge of minors and others, sexual assault & aggravated sexual assault.
* Offences against property: arson, criminal damage, burglary, larceny, aggravated larcenies, robbery, obtaining by false pretences, embezzlement, fraudulent conversion, handling stolen property.
* Offences against the administration of justice: perjury, contempt of court.
* Offences against the public peace: Criminal Justice (Public Order) Act, 1994, criminal libel.
* Sentencing.
* Elements of criminal procedure: bail, extradition & police powers.
* Offences against the State, treason.

### LA4040 LAW OF EVIDENCE

Critically examines the rules and general principles governing the admissibility of evidence in criminal trials.

This module covers:

* principles of criminal evidence;
* burdens and standards of proof;
* witness testimony;
* confession evidence & illegally obtained evidence;
* expert evidence;
* corroboration;
* rule against hearsay;
* identification evidence;
* similar fact evidence; and
* privilege.

### LA4032 CRIMINAL PROCEDURE

This course will consider the procedures used in the criminal justice system from the earliest moment of investigation, right through to sentencing. The system as a whole will be evaluated from various value-based positions, encouraging critical reflection among students. Key areas such as policing, trial procedure, and the sentencing process will be considered in-depth. The course will involve a mixture of legal detail and sociological theory to give a rounded appreciation of the issues. By the end of the course, students should have a strong and critical understanding of how the criminal justice system operates.

This module covers:

* general principles of criminal procedure;
* criminal justice institutions: the Garda Síochána, Director of Public Prosecutions, other prosecution agencies, prisons;
* police powers: arrest, detention & questioning, search & seizure, fingerprinting & DNA sampling;
* bail & remands in custody;
* trial procedure: indictment, arraignment, plea, double jeopardy, the jury, disclosure, delay, abuse of process;
* principles of sentencing; and
* criminal appeals, miscarriages of justice & post-appeal review of convictions.

### LA4042 ADMINISTRATIVE LAW

The aim of the course is to familiarise students with the core concepts of administrative law, including both the grounds for review of administrative actions and the remedies available for an unlawful administrative action. The elective will provide students with a greater understanding of the nature of administrative law both from a legislative and constitutional context. The module will examine the bodies that are subject to judicial review; it will look at the practice and procedure of judicial review, the grounds for review, and remedies that are available.

This module covers:

* legislative & constitutional context;
* bodies subject to judicial review: ministers, civil servants, state-sponsored bodies, local government, tribunals & enquiries, ombudsman;
* practice & procedure of judicial review: locus standi, time limits, effects of delay, duty to exhaust alternative remedies;
* grounds of review: jurisdiction, ultra vires, bias, reasonableness, fair procedures in decision making, legitimate expectations, obligation to furnish reasons, proportionality, factual error; error of law, unlawful delegation; and
* remedies: mandamus, certiorari, injunctions, declarations, damages.

### LA4430 CONSTITUTIONAL LAW 1

The object of this course is to explore the legal framework of the State as laid down in Bunreacht na hÉireann.

This module covers:

* the historical background to the 1937 constitution;
* the legal nature of the constitution;
* the legal personality of the state;
* the Oireachtas;
* the Dáil;
* the Seanad;
* the executive;
* the law of local government;
* sovereignty;
* the juridical nature of the claim to territory in articles 2 and 3;
* separation of powers;
* Office of the President;
* international relations and membership of the EC;
* judicial power;
* constitutional litigation; and
* constitutional interpretation.

#### LA4440 CONSTITUTIONAL LAW 2

The aim of this course is to explore the concepts of fundamental rights and civil liberties in their Irish, European, and international dimensions.

This module covers:

* the trial of offences;
* private property;
* due process of law;
* judicial review of administrative action;
* the guarantee of equality;
* personal rights;
* remedies for breach of constitutionally protected rights;
* the family;
* education;
* international regimes for the protection of rights; and
* religion.

### LA4002 JURISPRUDENCE

To acquire a variety of theoretical perspectives on law through an examination of its nature and operation and an analysis of key concepts and issues.

This module covers:

* schools of jurisprudence: positivism, classical & modern;
* Kelsen’s pure theory of law;
* natural law theories;
* historical & anthropological theories;
* sociological jurisprudence;
* legal realism;
* Marxist theories of law;
* critical legal studies;
* economic analyses;
* the operation of the law: precedent, statutory, and constitutional interpretation;
* theories of adjudication, Dworkin’s rights thesis;
* key legal concepts & Hohfeld’s analysis; and
* key issues such as morality & the law, the duty to obey the law.

### LA4068 CRIME & CRIMINAL JUSTICE

The Crime & Criminal Justice module aims to critically evaluate the institutions and operation of the criminal Irish justice system in comparative perspective. The module aims to introduce students to the main approaches and theories in the field of crime and criminal justice studies, and the mechanisms by which the criminal justice system responds to the incidence of crime. The module also examines the media influence on public attitudes towards crime, criminal justice processes and sentencing, criminal justice policy-making, reform, and anti-crime initiatives.

This module covers:

* historical development of the criminal justice system;
* models of criminal justice: due process vs crime control;
* criminal justice values & policies;
* human rights & the criminal justice system;
* the making of criminal justice policy: the Department of Justice, Equality & Law Reform, the National Crime Council, the Law Reform Commission, the role of nongovernmental bodies;
* the influence of European institutions on the Irish criminal justice process;
* influence of the media on the criminal justice process & policy implementation;
* diversion from the criminal justice system including Garda cautions & prosecutorial discretion;
* alternative processes in the criminal justice system: restorative justice, the Drugs Court;
* the juvenile justice system;
* penal policy & rationales for sentencing;
* sentence management & the treatment of offenders, conditions of imprisonment, scrutiny of the prison system including judicial review & visiting committees, the Inspector of Prisons & Place of Detention; and
* the adoption of civil mechanisms in the criminal justice system: the seizure of criminal assets & other proceeds of crime, anti-social behaviour orders.

### LA4013 MEDIA LAW

This course aims to make students fully aware of the legal framework and constraints within which the media operates, and to enable them to cover courts and other stories with legal implications effectively and with confidence. It also aims to make students fully aware of the major ethical issues that concern journalists. Students will be able to form judgements about ethical dilemmas and articulate a response to them. Assessment will be by examination and coursework essay.

This module covers:

* the structure of the legal system & how it affects journalists, including defamation, malicious falsehood, criminal libel, blasphemy, contempt of court, reporting restrictions, breach of confidence & copyright;
* major sources (individuals, institutions, campaigning bodies, government bodies, journalists, journals) on media law issues;
* analysis of complex legal issues & application to specific legal dilemmas;
* recent developments in privacy laws, European human rights legislation;
* the ethical framework of journalism, including codes of conduct, privacy laws, the importance of truth, fairness & objectivity;
* discussions on reporting suicide, mental health issues, questions of taste & decency, the use of subterfuge to obtain stories, sleaze & sensationalism;
* representation of women & minorities in the press; and
* the impact of competition, ownership & advertising on journalism.

**LA4021 CHILD LAW**

The desire to protect children from harm and to recognise their rights as autonomous individuals is an increasingly accepted goal in legal scholarship. The aim of this module is to consider the rights of children and how they may be advanced by the legal system. This involves gaining an understanding of the protection of children's rights both at domestic and international levels, as well as considering specific aspects of the law which impact upon children's lives.

This module covers:

* children's rights in the Irish Constitution, the European Convention on Human Rights and the United Nations Convention on the Rights of the Child;
* child participation and representation in legal proceedings;
* child protection and children in care; youth justice;
* Garda vetting procedures and mandatory reporting of child abuse;
* bullying;
* child abduction;
* adoption and;
* education.

**LA4017 ADVANCED LAWYERING 1**

The aim of this module is to provide a detailed understanding of the operation and practice of the legal system in Ireland, paying particular attention to the necessary skills inherent in the process of law at all levels. It forms part of a sequential number of modules within which this aim is achieved.

Syllabus

Section A

The objective of this module is to ensure that upon successful completion, students have a detailed knowledge of the role of the courts and the complementary systems of alternative dispute resolution as a forum for dispute resolution and the practical skills involved. Included in this will be the issues of case management, structured settlement procedures such as collaborative law, the Commercial courts, and PIAB. Emphasis will be placed on negotiation, arbitration, conciliation and mediation skills. Significant elements of this module will involve simulation and role-playing to develop these skills. Further emphasis will be placed on legal ethics outside of the traditional court structure.

Section B

The objective of this section of the module is to provide an elective for students to deepen their understanding of the legal process in an area of particular interest. Students will be expected to select one from the list below. All elections are subject to space limitations, availability and resources. Students cannot be guaranteed any specific choice. Choices may vary from year to year, and the list below is indicative rather than exhaustive.

Choose one from:

Business Law Clinic: a team of students will have the opportunity to use their client interviewing skills and provide assistance and information to small companies and sole traders

e-Journal: a team of students will be responsible for the selection, editing and verification of an e-journal on legal topics which will be posted on the Law School website.

Research Article: students will, either individually or as pairs engage in the research and writing of a legal topic in which they are interested under the supervision of a faculty member.

Conveyancing Problem: two teams of students will undertake a complex hypothetical conveyancing transaction under the guidance of a faculty member.

Moot Trial: two teams of students will undertake the running of a trial on a major hypothetical case based loosely on an actual case.

ADR process: students will engage in a fact scenario involving either collaborative law or mediation to resolve a dispute between individuals without recourse to litigation.

**LA4109 LAW AND CRIMINOLOGY**

The objective of this module is to introduce students to the core ideas and theories of criminology, demonstrating how Irish criminal justice laws and policies are, or should be, informed by criminological ideas and research. Students will study about key strands of criminological thought such as positivism, labelling, strain theory, control theory, while learning how to apply these theories in an Irish context. The module thus offers both an introduction to the discipline of criminology and a different perspective on Irish criminal law and policy to that which is offered in traditional law modules.

This module covers: An introduction to Criminology; An examination of Irish crime trends and statistics; Gender and criminality; Youth offending; Poverty, social exclusion and crim; Addiction, mental health and criminalisation; Crime prevention; Organised crime; Desistance and re-integration of offenders.

**LA4033 LAW OF THE EUROPEAN UNION 1**

The aim of the module is to equip the student with an understanding and knowledge of the basic principles and rules of the European Union, including the origins and character of European Union law, beginning with the three original Community Treaties, developments from the 1960s up to the Lisbon Treaty. Each of the Institutions will be examined: Parliament, Commission, Council, European Council, Court of Auditors, European Central Bank and the Court system. Sources of law-Primary (Treaties), Secondary (Regulations, Directives etc), Case law of the Court of Justice of the European Union. Enforcement of EU law-Infringement proceedings (Article 258), proceedings for failure to act (Article 265), proceedings for failure to fulfil an obligation (Article 259); Preliminary references-Article 267; Legislative process-role of the institutions, Relationship between EU Law and national law-Supremacy and Direct Effect; Development of Human rights and the effect of EC/EU membership on Ireland.

This module covers:

* the history of the European Communities and the various Treaty amendments up to the Treaty of Lisbon;
* the role, function and legislation powers of the Commission, Parliament and Council;
* the European Council, the Court of Auditors and the European Central Bank;
* the Court system and the types of actions heard by the Court of Justice, the General Court and the Civil Service Tribunal;
* the new legislative procedures, the ordinary legislative procedure and the special legislative procedure as introduced by Lisbon; and
* the development of human rights and the principles of direct effect and supremacy will be considered. Finally, the evolution and impact of membership of the EC and EU on Ireland.

**LA4044 LAW OF THE EUROPEAN UNION 2**

This module will review and identify major developments in the substantive law of the European Union, its interpretation and development, with special reference to the foundations and common rules and policies of the Common Market and the realisation of an internal market. The policies dealt with will include, i.e. the free movement of goods, persons, services, capital and payments, competition, social policy and animal welfare.

This module covers:

* background to the single market/common market;
* the Four Freedoms: free movement of goods, the free movement of persons (including workers, families/dependents, students, retired citizens, the freedom of establishment and the provision of services;
* competition law, including restrictive agreements and abuse of a dominant position will be examined;
* social policy, (Equal pay and treatment, same sex couples, transsexuals, etc.); and the impact of European Law on animal welfare with specific reference to Treaty developments from the 1960s and the initial connection between animals and agriculture to recognise the sentience of animals in the Treaty of Amsterdam and Lisbon, recent development including the Cat and Dog Fur Regulation and Cosmetics Directive.

# ACADEMIC ADVISERS

The Student Adviser System is designed to provide support for students while at UL. Each student is appointed an adviser who is an academic member of staff and usually teaches on the student’s course.

The functions of the adviser include:

* meeting his/her students early in the first semester & assisting in their transition to the university environment;
* assisting students in their choice of elective modules;
* monitoring a student’s academic progress &, where appropriate, recommending remedial action;
* advising students on changes in their educational arrangements, including requests for transfers within the University’s programmes, leave of absence, & withdrawal;
* acting as a source of advice & information on general student problems including personal problems & where appropriate, referring students to other agencies such as the Counselling Service;
* making representations on behalf of students; and
* note that the relationship between a student and an adviser is based on confidentiality. An adviser will not discuss a student’s business with others, including parents, without his/her permission.

All students are encouraged to meet their adviser during the first couple of weeks of first year. For more information, see the[Student Engagement and Success Uni](https://ulsites.ul.ie/ses/)[t.](https://ulsites.ul.ie/ses/welcome-5)

# COMMUNICATIONS WITH STAFF

Please listen to, and follow, instructions given by faculty. If many individuals in a class do not understand something or cannot locate class materials, please ask the class representative to contact the lecturer on behalf of the entire class, rather than doing so individually. Students contacting members of faculty or administrators by email are expected to write in a polite, clear, and formal manner. Failure to maintain polite and professional standards of communication will be regarded as a disciplinary matter.

While students may request feedback from their lecturers on assignments, it is inappropriate to contact lecturers and make representations about exam performance. Communications outlining to lecturers the consequences for a student of receiving one grade or another, or any lobbying as regards grade recheck requests, are highly inappropriate.

If a lecturer is put under such pressure by a student making representations (or anyone else doing so on their behalf) their exam script can be directed to another internal or external faculty member for assessment, at the discretion of the Head of the School of Law.

Students may approach faculty members for academic references when applying for further study or jobs. We recommend first approaching your academic adviser as they will generally have had the most contact with you and will be most familiar with your work.

**EMAIL COMMUNICATIONS**

**Your Obligations As A Student**

Students will be sent important course information and information regarding events in the School by email and are expected to check their email regularly. If you have set up a forwarding system for your UL email account, it is your responsibility to ensure that it is done correctly.

Where you email anyone outside of the University using your UL email account, you must adhere to the highest standards of courtesy. Failure to maintain polite and professional standards of communication will not be tolerated.

The School of Law will not tolerate the sending of aggressive or impolite emails and will treat the receipt of such emails in a serious manner.

### Our Obligations As Faculty Members

Where an email is urgent, we will respond to it within 24 hours.

Where an email is considered not urgent, we will respond to it within one working week.

Working hours are from 9 am to 5.30 pm. You should not expect an email outside of these hours.

### Emailing Faculty Members or Module Co-Ordinators

Lecturers will only respond to emails sent from a UL email address, not from personal email addresses.

As email is a letter delivered electronically, you are expected to write emails in a polite, clear and formal manner. All emails to faculty and staff should start with a salutation (Dear XXX) and end with a sign-off, including your full name, your course title, and student number. Any email without this information will not be dealt with in a timely manner.

Faculty members have noticed a marked increase in the number of emails received asking questions, the answer for which is readily available by reading your module outline, material on SULIS, attending lectures, asking fellow students, or by use of an internet search engine. If the answer to your query is available through these means, your lecturer may not answer your query. Lecturers are generally available for a couple of minutes before and after class. Rather than send them an email, it will probably be quicker to ask them the question then.

Before sending an email to a member of faculty, ask yourself the following questions.

**Questions Regarding Your Course**

**Q.** I have an issue with registration.

**A.** Contact [Academic Registry](https://www.ul.ie/academic-registry/)

**Q.** I am having problems logging in to my computer.

**A.** Contact the [Information Technology Division.](http://ulsites.ul.ie/itd/)

**Q.** I am having problems with SULIS.

**A.** Contact the [The Centre for Transformative Learning](https://www.ul.ie/ctl/)

### Questions Regarding Your Module

**Q.** I am looking for feedback on my exam, a grade recheck or to view my exam paper.

**A.** Contact suzanne.nicholas-barry@ul.ie.

**Q.** I want information regarding my end of semester exam.

**A.** Is it in your module outline? Did you ask fellow students to see if it was discussed in class? If the answer to these questions is ‘no ‘, then you are engaging in examination canvassing, which is not permitted. If there is general confusion in the class regarding a particular issue, you should contact your class representative and ask them to contact the lecturer directly.

**Q.** I want information regarding an in-term assessment.

**A.** Is it in your module outline? Did you ask fellow students to see if it was discussed in class? If the answer to these questions is ‘no ‘, then you are engaging in examination canvassing, which is not permitted. If there is general confusion in the class regarding a particular issue, you should contact your class representative and ask them to contact the lecturer directly.

**Q.** I want information regarding course materials.

**A.** Is it on SULIS? Is it in your module outline? Did you ask fellow students to see if it had been distributed? If the answer to these questions is ‘no ‘, then you may contact the lecturer directly.

**Q.** I want more detailed information than what was provided in class.

**A.** Go to the library. Your lecturer has already provided you with the material he or she thinks appropriate.

**Q.** I missed a class and need the notes.

**A**. Is it on SULIS? If not, ask classmates. Your lecturer is under no obligation to provide you with the material you missed due to absence.

**Q.** I want to inform my lecturer I won’t be in class.

**A.** Unless your attendance is required, or you are due to present material in the class, there is no need to let your lecturer or tutor know. If you are required for any reason to attend class and you are unable to do so, you should provide evidence (e.g. by way of doctor’s note) to explain your absence.

**Q.** I wish to query my grade or get feedback on my grade.

**A.** It is the policy of the School of Law that where a student is unhappy with their grade, they should apply for a recheck in the usual manner, but individual feedback will not be given on their exams. Lobbying for an unofficial recheck following the publication of results is unacceptable.

# COMPUTING & EMAIL

Students will have access to computing facilities in the main library. Students will be provided with a university email address on registration. This is the email address to which all course-related correspondence will be sent. Therefore, students are expected to check this regularly (ideally daily) otherwise you may miss notifications about changes to schedules, or emails from your supervisor, etc.

# SUPPORTING MATERIALS

Lecturers may use SULIS to distribute supporting course materials. It is available at [https://sulis.ul.ie/xsl-portal. SUL](https://sulis.ul.ie/xsl-portal)IS is a virtual learning environment designed to enhance teaching, learning, collaboration, and communication. In addition to posting course materials, lecturers can post links to relevant materials, audio files and websites, post information notices, and encourage interaction through chat rooms and forums. Your student number and password provide access. In addition to the handout on the SULIS front page, there will be a drop-in session for students organised by the Centre for Teaching and Learning who also provide study skills training.

# STUDY & ASSESSMENT

### INTRODUCTION

A significant proportion of your degree involves different law modules. Many people find the study of law somewhat daunting, primarily because they have had no experience of the subject before coming to Law School. If they miss lectures, they miss the explanation of concepts. Those who study History, Science or Languages will normally have been exposed to these subjects in secondary school. Law, however, is not on the Leaving Certificate syllabus, and in that way, represents a new experience for the student. With this in mind, the School of Law has set down some rudimentary guidelines to assist you in the early stages of the experience.

### PRACTICAL ADVICE ON STUDYING LAW

#### Attendance at Lectures & Tutorials

Some students believe that they can pass their degree without attending lectures or other classwork. Experience has shown us that this is not the case. While we have no method of monitoring student attendance, missing class regularly almost always leads to a fail grade. If for some unavoidable reason you cannot attend a particular lecture, get the notes from someone else.

#### Take Notes

Take notes of the lecture or tutorial. However, do not expect to take down everything the lecturer is saying. The key to successful note-taking is to extract the relevant parts of the lecture. To do this, listen to what is being said and distinguish the important material from that which can be extracted from a textbook. Make sure your notes are legible and keep them in an ordered file.

#### Do Your Assigned Reading

The importance of reading the recommended legal journals and textbooks cannot be overemphasised. Always do your assigned reading at the time it is assigned. If you leave it build up until the end of term you will be faced with too large a task to complete. The lecturer assigns reading material on the basis that you will read it and use it in the subsequent assessment. When reading the material, make an extract of it, reducing the principal elements of the material to several specific points. You may find it helpful to keep this summary with your lecture note on that topic, for revision purposes.

#### Be Diligent

Hand up your material on time and typed (unless directed otherwise). Avoid errors in spelling and grammar. Be neat in presentation.

#### Be Prepared to Answer a Law Exam

##### *Problem Questions*

Answering a law exam of the traditional type, that is a problem question, consists of reading a series of facts in which you are asked to resolve the legal issues involved. The approach used in this should also be used in your study method when reading a case or a journal article and so forth.

Read the facts to identify the issues involved in the question. Normally a question will be on a particular topic, say the issue of consideration in the law of contract. However, no question of such a broad nature will ever be set. Instead, the examiner will normally be asking for certain elements within the doctrine of consideration, e.g. past consideration and estoppel. Within these areas, several smaller issues may arise, such as the formalities required for a contract and so forth. Identify as many of the legal issues as you can.

Set about discussing these legal issues without reference to the facts of the case at hand. You should allocate your time in a manner that reflects the importance of the issue to the case at hand. For example, the issue of past consideration may constitute the bulk of the issue, and therefore you should spend most of your time dealing with it in the answer. However, the question of formalities may be relatively minor, and you could dispose of this within a couple of sentences.

In discussing the legal issues, take the opportunity to analyse the law, open up criticisms where appropriate, and suggest changes in the law. Advance the debate.

All law exams require the support of argument by authority, that is, case law or statutory provisions. Refer to the relevant section of the Act to support a statement of law. Cite the case (the name or some other identification is sufficient; you do not need the year or full citation) and give the principle of the case and its facts if necessary. Failure to use authority where relevant results in a fail grade. Indiscriminate use of authority should also be avoided; the key here is to cite the most important and relevant cases, not simply to recite in list form all the cases connected to a particular area. In other words, identify the cases and statutory provisions relevant to the problem at hand, not all of the cases and legislation touching on the area.

At this stage take the opportunity to apply the law that you have discussed to the problem at hand. Who have you been asked to advise? Try to see it from the other side’s point of view. Have you been asked to give a judgement? Have you taken the broader implications of the decision into account?

Come to some conclusion. Provided it is logically drawn and supportable, the actual conclusion is immaterial. However, a decision that comes from nowhere should be avoided.

Certain other practices should also be avoided. Do not invent a question. The student may have spent days studying a particular area, but if it is not asked on the paper, then it is not possible to give it marks. Avoid padding a question with material that is not relevant, e.g. if the question is on past consideration, a discussion of the history of consideration is both unnecessary and a waste of time that could have been used more profitably. Do not invent cases or other authority; every examiner was a student at one stage, and it is the easiest of tricks to spot. Do not bluff; if you do not know sufficient law, then throw yourself at the mercy of the examiner.

##### *Essay Questions*

Remember that the same principles may be applied to answering essay-type questions. A common fault is to treat an essay question as simply a request to summarise the law on a particular issue. While this will often be a necessary step in answering the question, it is almost never all that is required. Like problem questions, essays are designed to demonstrate whether a student understands the issues at stake in a particular area, and can address them in a critical and analytical manner. Therefore, it is crucial to apply the material discussed to the question raised. This will generally necessitate choosing which parts of a particular topic are relevant to the question, rather than simply transcribing the entire lecture notes on the given topic. The student’s understanding is demonstrated by the ability to select the relevant material, discard what is irrelevant, and analyse the relevant law in an appropriate manner. Essay questions will often offer students a greater chance to comment on the law and offer their own opinions than problem questions. They may, therefore, offer a greater opportunity for displaying originality, although it must be remembered that the opinions expressed must always be supported by reference to legal authority. Essay questions also offer opportunities for the student to display any extra work done in the given area, e.g. the student should refer to relevant journal articles by academic authors. The key point to remember is that the answer must address the question asked, not the question the student might have preferred to have been asked. In this regard, beware of prepared answers. It is common for students to write and memorise essays in advance of exams, in the hope that a similar question may appear on the paper. While a prepared essay can be a helpful tool, it can also constitute a trap for the unwary. Many students opt to write out the material exactly as they have memorised it, irrespective of whether this is appropriate to the question. This may result in lengthy but entirely irrelevant answers, which obtain poor marks. Thus, students wishing to use prepared essays as a study tool should always ensure that the material learned is adapted to the question posed; this point relates to both problem and essay-type questions.

### Re-checks & Repeats

The School of Law operates an extensive external evaluation of exam scripts that ensure the quality of the law degree is kept at a very high level. A recheck facility is available by submission of a form that can be obtained from Student Services at the commencement of the term following the assessment that the student wishes to have rechecked. Each lecturer operates their system of how the recheck is dealt with, and you should refer to the relevant lecturer. However, in general, due to the role of the external examiner, it is normally true to say that grades are seldom changed after a recheck form has been submitted. The student should also note that the deposit paid to Student Services for the recheck is not refundable if the grade is unaltered by the lecturer.

Further, the relevant grade may be lowered as the result of the recheck.

Repeat examinations are available following the rules prescribed in the [Studen](https://ulsites.ul.ie/saa/sites/default/files/docs/print_pdf/print_pdf_dompdf/Completed%20Web%20Version%20Student%20Handbook%20240718.pdf)[t](https://ulsites.ul.ie/saa/sites/default/files/saa-student-handbook.pdf) [Handbo](https://www.ul.ie/media/24174/download?inline)[o](https://ulsites.ul.ie/saa/sites/default/files/docs/print_pdf/print_pdf_dompdf/Completed%20Web%20Version%20Student%20Handbook%20240718.pdf)[k.](http://www2.ul.ie/pdf/201553623.pdf)

### CALCULATING QCA

QCA stands for quality credit average. It is a numerical average of your performance in credited modules that you have attempted. Student Academic Administration works out your QCA for you. To briefly explain, letter grades are given a corresponding value – A1 becomes 4.0, A2 becomes 3.6, etc. You add up the values and then divide by the number of modules involved. You need a QCA of 2.00 to proceed to the next year. As you can see from the table below, a QCA of 2.00 is a C3 average. If your QCA is below 2.00, you will be required to repeat the module(s) at the annual repeats in August or you may have to repeat a semester, the full year, or do what is called a ‘link in ‘, where you repeat some of your modules in a particular semester.

F grades must always be cleared, but a D1 or D2 are called ‘compensatory fails’. You do not have to repeat them if your QCA is over 2.00. However, you would be advised to clear them. If your QCA is under 2.00, you must repeat and clear your D1 or D2. All repeat examinations are capped at a C3. These are matters that can be discussed with your assigned student adviser.

|  |  |
| --- | --- |
| **Grade** | **Score** |
| A1 | 4.0 |
| A2 | 3.6 |
| B1 | 3.2 |
| B2 | 3.0 |
| B3 | 2.8 |
| C1 | 2.6 |
| C2 | 2.4 |
| C3 | 2.0 |
| D1 | 1.6 |
| D2 | 1.2 |
| F | 0.0 |

#### GRADE DESCRIPTIONS FOR WRITTEN EXAMINATION QUESTIONS

NOTE: A higher degree of accuracy may be expected in open book exams, term essays, or seen exams (where exam material is seen in advance of sitting the paper).

#### A1 First 75 or Above

Outstanding

* Deep and comprehensive knowledge and understanding of principles and concepts related to the topic
* Integrates information into a wider context
* Excellent analysis and interpretation

Evidence of a significant amount of outside reading, extremely well understood and integrated

* A logically structured and clear approach
* The answer is original and reflective
* If a factual scenario is in question, the answer provides well-reasoned, legally sound solution or advice, and explains risks and consequences

#### A2 First 70–74 Excellent

* A comprehensive knowledge and understanding of principles and concepts
* Excellent analysis and interpretation
* Evidence of a significant amount of outside reading, fairly well understood and integrated
* The answer may have neglected to deal with one or two minor aspects of the issues involved
* A logically structured and clear approach
* The answer is reflective and shows some potential for originality
* If a factual scenario is in question, the answer provides well-reasoned and legally sound advice or solution.

#### B1 2.1 65–69

Very Good

* A substantial but not totally comprehensive knowledge and understanding of principles and concepts
* Shows a very good competence in the subject without being excellent or outstanding
* Very good analysis and interpretation
* Evidence of some outside reading fairly well understood and integrated
* Some gaps in knowledge. Student can argue the key issues in an intellectually organised manner
* A logically structured and clear approach
* Limited reflective elements in the answer
* If a factual scenario is in question, the answer identifies the issues and nuances and resolves the problem question in a legally sound manner

#### B2 2.1 60–64

Good

* A competent and organised approach to the subject matter
* A reasonable knowledge and understanding of principles and concepts

Very good analysis and interpretation

* The student is very familiar with the material covered in lecture notes but may show limited evidence of wider reading
* Answers reasonably well organised
* Some minor errors may be present
* If a factual scenario is in question, the problem has been approached well, the issues identified, and advice was given, but a particular fact or nuance has been missed.

#### B3 2.2 55–59

Competent

* Shows evidence of having put significant work into studying the subject
* A reasonable level of knowledge
* Good analysis and interpretation
* Some gaps/oversights in either knowledge or in the approach taken
* Limited evidence of wider reading
* Reasonable analytical and interpretative skills
* May have some errors, including an occasional significant one
* If a factual scenario is in question, the problem has been correctly identified, and a reasonable attempt has been made to deal with the legal issues concerned

**C1 2.2 50–54** Satisfactory

* Shows familiarity with the subject material covered in the question
* The approach taken to answering the question is rather limited
* Focuses on material covered in lecture notes
* Little or no evidence of wider reading
* Basic knowledge of key principles and concepts only
* Limited analytical and interpretative skills
* The work is still of sufficient standard to merit a second-class honours award but may have more errors than a B3 answer
* If a factual scenario is in question, while the student might have dealt with the matter using relevant material and authorities, the solution or answer offered does not amount to a firm grasp of the key points.

#### C2 Third 45–49

Acceptable

* Conversant with the subject area
* A sufficient answer that rarely strays beyond the basics

Some significant gaps in knowledge

* Limited analytical and interpretative skills
* May have more numerous errors than 2.2 honours answers
* If a factual scenario is in question, the student has identified the relevant context and set of legal issues involved but has failed to grasp the full extent of the problem within the question

#### C3 Third 40–44

* Minimally Acceptable
* A minimally sufficient answer
* Shows a basic knowledge of key principles and concepts
* Significant gaps in knowledge or understanding
* May have omitted to answer part of the question
* The answer is basic and factual with some significant errors
* Very limited analytical and interpretative skills
* If a factual scenario is in question, the student has identified the relevant context and set of legal issues involved but has failed to identify some key issues within the problem question.

#### D1 Compensating Fail 35–39

Weak

* A poor answer, unsatisfactory in some significant ways, but has some knowledge of key issues
* The student is unable to correctly recall important material related to the question at hand
* Errors are either numerous or relate to central issues
* Little or no evidence of analytical and interpretative skills
* The answer is disorganised and lacks intellectual depth
* If a factual scenario is in question, identification or application of legal issues is poor

#### D2 Compensating Fail 30–34

Poor

* Very poor answer
* The student either has very little knowledge of the subject area or cannot express their knowledge in an organised fashion
* The student may have shown some small knowledge of the area
* Little or no evidence of analytical and interpretative skills

If a factual scenario is in question, the relationship between the law and facts is not understood or possibly not even attempted

**F**

##### Fail No Compensation Allowed 29 Or Below

Unacceptable

* An outright fail
* Little or no evidence of knowledge of key principles and concepts • No evidence of analytical or interpretative skills

#### NG Fail

* No compensation allowed
* No work submitted for assessment

#### Audit

An audit grade will be used to give formal recognition on the student’s transcript of courses for which the student attended no less than 80% of the contact hours for the course but did not participate in the assessment instruments of the course.

**I**

Certified illness or immediate family bereavement

**M**

Awarded in cases of projects spanning multiple semesters or sequences of definitely linked modules.

**P**

* Pass in a module taken on a pass/fail basis
* Attains the standard described for a D2 or any better grade described above

**N**

Failure in a module taken on a pass/fail basis. The description for an F above applies.

# DEGREE AWARD BANDS

The following is an extract from the Handbook of Academic Regulations, Section 3: Marks and Standards

7.7. The classification of honours awards shall be determined as follows:

Award Classification Cumulative QCA

First-class honours 3.40

Second-class honours grade 1 (2.1) 3.00 Second-class honours grade 2 (2.2) 2.60

Third-class honours 2.00

7.10. Notwithstanding the provisions of 7.3 above, the University examination board may consider a candidate whose final cumulative QCA is not more than 0.10 less than the QCA required for a first-class, 2.1 or 2.2 classification and who satisfies the other requirements for an honours award for the award of a bachelor’s degree, diploma or certificate at the appropriate honours classification.

# AWARD SCALE

|  |  |  |  |
| --- | --- | --- | --- |
| **Award** | **Abbreviation** | **Minimum QCA** | **Discretionary**  **Band** |
| First Class Honours | 1st | 3.40 | 3.30 |
| 2nd Class Honours  Grade 1 | 2.1 | 3.00 | 2.90 |
| 2nd Class Honours  Grade 2 | 2.2 | 2.60 | 2.50 |
| Third Class Honours | 3rd | 2.00 | - - - |

For further information on the application of the discretionary band for students on the BA(Criminal Justice) programme see the Questions and Answers section above.

# STUDENT SUPPORT

### FIRST SEVEN WEEKS

UL’s First Seven Weeks programme is aimed at supporting first-year students of the University of Limerick during their first seven weeks at UL. For more information on this programme, please see the Facebook page [@first7weeks, o](http://www.facebook.com/first7weeks)n Twitter [@ULF7W an](http://twitter.com/ULF7W)d the [University](http://first7weeks.ul.ie/) [websi](https://www.ul.ie/ctl/students/first-seven-weeks#:~:text=The%20First%20Seven%20Weeks%20is%20an%20initiative%20at,early%20weeks%20of%20their%20time%20as%20UL%20students.)[te.](http://first7weeks.ul.ie/)

### LANGUAGE LEARNING HUB

The Language Learning Hub offers support to the learning, teaching, and research that takes place within that School. In particular, the LRA offers support to:

* EFL (English as a foreign language) & TEFL (teaching English as a foreign language)
* English Studies
* French
* German
* Irish
* Japanese
* Spanish
* Technical Communications

Visit the [Language Learning Hub we](http://ulsites.ul.ie/llh/)bsite for more details.

### DISABILITY SUPPORT SERVICES

The University of Limerick is committed to providing equal access to learning opportunities for students with documented disabilities. To ensure reasonable accommodations are in place during your programme of study, please contact [Disability Support Services t](http://www.ul.ie/disabilityservices/)o engage in a confidential conversation about the process for requesting reasonable accommodations in the classroom, exams, and clinical settings. Reasonable accommodations are not provided retrospectively. Students are encouraged to register with Disability Support Services as early as possible. The University of Limerick encourages students to access all resources available through Disability Support Services for consistent support and access to their programmes. More information can be found online at [Disability Support Services.](http://www.ul.ie/disabilityservices/) Contact can also be made with the office by phone on 061-213478 or by email at [disabilityservices@ul.ie](mailto:disabilityservices@ul.ie).

# STUDENT COUNSELLING

This is a free counselling service open to all students. To contact student counselling, you can ring ext. 2327 or drop into them (11 am–12 noon or 3–4 pm) Monday to Friday during term time in CM-073.

You can also contact one of the counsellors by email:

Carmel.mcmahon@ul.ie

Brid.oconnell@ul.ie

Michael.omahony@ul.ie Marion.mcmahon@ul.ie

Declan.Aherne@ul.ie

Ger.Dore@ul.ie

For more information on the [Student Counselling Service vi](http://www.ulsites.ul.ie/studentaffairs/counselling-service)sit the website.

# STUDENT HEALTH CENTRE

The Student Health Centre is located in C Block, Level M, of the Main Building.

### Doctors

Dr Niall Cahill, Medical Director

Dr Sheila Fitzgerald

Dr Farhat Jafri

Dr Paula Gaire

**Consultants**

Dr Peter Kirwan, Consultant Psychiatrist

**Chartered Physiotherapist**

Ann Marie Sexton

### Nurses

Patricia Gale

Irene Crowe

Majella Lynch

**Administration**

Carmel Hall

### Contact Details

Student Health Centre telephone: +353 61 202534

Fax: +353 61 234292 Email: carmel.hall@ul.ie

For more information on the [Student Health Centre pl](http://www.ulsites.ul.ie/studentaffairs/welcome-student-health-centre)ease visit the website.

# THE REGIONAL WRITING CENTRE

The [Regional Writing Centre is](http://ulsites.ul.ie/rwc/) available to all students (undergraduate and postgraduate) who seek support to enhance and develop their academic writing skills at no cost. It offers one-to-one peer support. There is a dedicated law adviser in the Centre, so if you need advice on how to write, or would like some feedback on the technical aspects of an essay before you submit it, you should contact them. Once you go to the website, there is a ‘click here’ hyperlink which allows you to book an appointment. SEARCHING FOR LEGAL MATERIALS

### INTRODUCTION

A successful command of the law requires the ability to marshal relevant legal materials – cases, statutes, statutory instruments, EC regulations and directives, as well as books and articles –to extract solutions to the problems with which lawyers are presented. As the volume of materials is vast and increases constantly, the ability to search efficiently and speedily for those that are relevant is vital. A lawyer cannot be expected to be familiar with all the relevant materials, but he or she is expected to be able to search for them successfully. One of the objects of legal education, therefore, is to develop the facility for legal research. Law students are taught how to conduct effective legal research in their first year of study, Law Plus students will develop this skill as part of the Lawyering Skills module, and BA(Criminal Justice), Law & Accounting and Graduate Entry learn this as part of the Irish Legal System & Method module.

### THE LAW LIBRARY AT UL

The first thing you should do as a law student is to familiarise yourself with the [Glucksman Library an](http://www.ul.ie/library/)d get to know where all the various sections are. The law library is your laboratory, and you should use it in this way. The law library is situated on the second floor of the library building. The library is classified according to the Dewey system, with legal texts and materials found between numbers 340 and 349. However, other sections of the library may also contain material of interest to law students, e.g. 328 (legislature) and 364 (criminology). Students should also avail of the [European Documentation Centre (r](http://libguides.ul.ie/edc)elevant for European Law and connected areas) and the Official Publications section. Finally, a short-term loans section is maintained by the library. This section of the library contains texts and other materials in particular demand that are loaned for shorter periods than books shelved in the main library. All materials in short-term loans must be checked out by library staff before they may be removed from the area. Note also that the library catalogue is accessible by computer on each floor of the library.

Today, a lot of the resources you will need will be available electronically. Know that there is an enormous difference between library resources that are available electronically and all the vast amounts of information that are available on the internet.

You cannot use Google to do research on a legal topic or to do research for an essay. Research by Google is easy to spot by your lecturers and will result in a very low mark. However, all the journals and reports that are available in the library are also available online, through the [databases section of](http://libguides.ul.ie/az.php) the library website. These are all available to you on campus and at home, and you should be intimately familiar with what they offer and how to use them. The main databases you will probably use are Lexis, Westlaw IE, Westlaw UK, and Justis. You will be taught how to use them all in your Legal Systems & Methods or Introduction to Lawyering modules.

You should also read Jennifer Schweppe et al., *How to Think, Write and Cite: Key Skills for Irish Law Students* (Round Hall 2011) for more information on how to conduct legal research and write legal essays.

### CITING LAW REPORTS & JOURNALS

When writing legal essays or articles, you must always reference your work appropriately and cite the work of those you rely on to make your argument. You will learn more about how to write and cite in either your Legal Systems & Method or Introduction to Lawyering modules. What is important to note is that how you cite, or reference, must be done with absolute accuracy and pinpoint precision; there is no room for error on this. For this reason, you need to familiarise yourself with when and how you should cite. The best way to do the former is to read journal articles and legal textbooks.

You should realise the importance of adequate referencing in your written work. In the first place, it is important that you present the evidence for your arguments and establish that they are based on credible sources. A reader will be more convinced by your work if he or she is provided with your sources and persuaded that it is based on an acceptable body of knowledge. Second, referencing provides a service for the reader. It allows him or her to follow up the sources to which reference is made. Third, unreferenced work is open to the charge of being unoriginal, derivative, or in the worst case, plagiarised. The point to remember is that poorly referenced work is unimpressive, fails to convince and, in an academic context, loses marks.

*OSCOLA Ireland*, available at [http://legalcitation.ie/, is](http://legalcitation.ie/) the Law School’s house style (the format that you must use when you are writing anything for a lecturer or any other purpose in the School of Law). OSCOLA Ireland provides writing style requirements

appropriate to law, a standard system of citation, and general information on citing the law. Students are required to follow it in their writing. However, you should also note that this style is not used in other disciplines, so if you are writing an essay in sociology or politics, for example, you cannot use OSCOLA Ireland and must use the system required in that discipline. If you are not sure which system to use, ask your lecturer.

Also, students can consult Schweppe et al. *How to Think, Write and Cite: Key Skills for Irish Law Students* (Round Hall 2011). The text provides useful advice on legal study and research and includes OSCOLA Ireland. A companion website ([www.legalwriting.ie)](http://www.legalwriting.ie/) contains additional resources and assessment tools.

The earlier a student grasps the basics of a citation system; the easier citing accurately and appropriately will be. Adequate referencing is essential in written work. It is important to present the evidence for arguments made and establish that they are based on credible sources. Referencing also allows the reader to follow up on the sources to which reference is made. Finally, unreferenced work is open to the charge of being unoriginal, derivative, or in the worst case, plagiarised. Poorly referenced work is unimpressive, fails to convince and, in an academic context, loses marks.

### REFERENCE MANAGER PACKAGES

The University offers two reference manager packages, RefWorks and Endnote, which work with word and allow you to cite while you write. Endnote has a filter for the OSCOLA legal citation style, so use that to store all your legal bibliographies. Access and training to both of these are provided through the library, and we would encourage you to familiarise yourself with one of these packages.

# PLAGIARISM

Plagiarism is where you present someone else’s work as your own and is an offence under the [Handbook of Academic Procedures and Regulations](https://www.ul.ie/sites/default/files/policy-hub/Handbook_Academic_Regulations_and_Procedures.pdf#:~:text=This%20Handbook%20of%20Academic%20Regulations%20and%20Procedures%20sets,Academic%20Regulations%2C%20Marks%20and%20Standards%2C%20Programme-Specific%20Regulations%2C%20)[.](https://ulsites.ul.ie/saa/sites/default/files/saa_student_academic_handbook_procedures_and_regualations.pdf)

Failure to accurately acknowledge the work of another constitutes plagiarism. The best way to avoid a charge of plagiarism is to reference your work appropriately by using footnotes.

The following are examples of instances in which a footnote must be given:

* Where factual information or data found in a source is used
* Where a word-for-word quote is given
* Where another author’s ideas, opinions, interpretations or conclusions are summarised, paraphrased, or otherwise used
* Where a source’s distinctive structure, organising strategy or method is used
* Where some aspect of another author’s work is mentioned, even in passing

**All sources are to be clearly identified through the inclusion of footnotes in the essay body, and a bibliography at the end; a bibliography alone will not suffice.** Plagiarism is deemed to be a major disciplinary offence under the University’s code of conduct.

The issue of plagiarism, as well as how to avoid it, is detailed in Schweppe et al. *How to Think, Write and Cite: Key Skills for Irish Law Students* (Round Hall 2011).

# STUDENT ACTIVITIES

As well as attending lectures, students may volunteer to participate in several organisations and events of particular relevance to law students.

### UL LAW SOCIETY

The University of Limerick Law Society is a young and vibrant society aiming to bring together UL students who study law and those with an interest in law. This is a student organisation that aims to promote social activities and events for law students. To this end, functions are held throughout the academic year, including the law dinner (autumn semester) and the law ball (in the Spring semester). The society also sponsors guest speakers, workshops, and visits to the courts. Meetings are usually held on Wednesday nights, and the first meeting of term, held in Week 3, is dedicated to first-year students and other new members. Both law students and students from other disciplines are welcome to join the society. All activities are advertised in advance.

If you are looking for more information on membership and upcoming events, please contact the Law Society directly ullawsociety@gmail.com, visit their Facebook page [@ULLawSociety or](https://www.facebook.com/ULLawSociety/) on Twitter [@ULLawSoc.](https://twitter.com/ULLawSoc)

### MOOTING COMPETITIONS

A moot is a form of mock trial where students are given the opportunity to prepare and argue a legal case as if they were legal practitioners. The moot therefore provides a valuable insight into the workings of the legal system and institutions, as well as an enjoyable social experience.

Mooting competitions are held annually, and all law students are encouraged to participate.

### SCHOOL OF LAW ALUMNI ASSOCIATION

Upon graduation, all law students are entitled to join the UL School of Law Alumni group and the LinkedIn website. Graduation also entitles you to the School of Law Newsletter issued twice a year and provides a continuing link with your former Law School. All graduating students are advised to provide Suzanne Nicholas-Barry, Law School Administrator, with details of their email to which the newsletter can be sent.

## AWARDS, PRIZES & INTERNSHIPS

Strive to win one of these and you will be giving yourself a great addition to your university experience and your CV!

**First Year Prize: Best Results In Criminal Law 1 And Criminal Law 2**

This prize is sponsored by the School of Law. It will be awarded to the BA (Criminal Justice) student who achieves the highest grades in Criminal Law 1 and Criminal Law 2.

The prize is a book voucher.

**Eligibility:** To be eligible to be considered for this award, the student must obtain an A grade in Criminal Law 1 or Criminal Law 2.

**Second Year Prize: Highest QCA in Second Year**

This prize is sponsored by the Centre for Crime, Justice & Victim Studies. It will be awarded to the BA(Criminal Justice) student who achieves the highest QCA in second year.

**Eligibility:** To be eligible to be considered for this award, the student must have obtained a QCA of 3.3 or higher after their second-year exams.