



Diploma in Paralegal Studies (SCQF Level 8)

QUALIFICATION SPECIFICATION

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About EduQual

EduQual is a regulated UK awarding body and a full member of the Federation of Awarding Bodies (FAB).

In the UK, the national Qualifications regulators include the Office of Qualifications and Examinations Regulation (Ofqual), SQA-Accreditation, Qualifications Wales, and the Council for the Curriculum, Examinations and Assessment (CCEA).

EduQual is approved as an awarding body by SQA-Accreditation – you can find us listed on the SQA-Accreditation website [here](#).

Many EduQual Qualifications, are credit-rated for the Scottish Credit and Qualifications Framework (SCQF), the national Qualifications framework for Scotland – see [here](#) for the SCQF database of Qualifications. Many of our Qualifications are recognised by universities, professional membership bodies and many other stakeholders in the UK and beyond.

Our Qualifications are delivered in partnership with a global network of EduQual-approved Centres (e.g. colleges and training providers). We place a special emphasis on ensuring Centres and Learners receive the highest levels of quality and value across all our innovative, relevant, and affordable Qualifications.

Our dedicated team of professionals have many years' experience in designing, developing, delivering, and awarding Qualifications. We strive to be recognised as an awarding body of choice for any educator or employer who wishes to unlock the potential of their Learners.

EduQual has a global presence – we have established partnerships with Centres in Africa, The Americas, Asia and Europe.

This specification is Issue 1. Key changes are listed in the summary table on the next page. We will inform Centres of any changes to this issue. The latest issue can be found on the EduQual website www.eduqual.org.uk.

Notes on this Specification

References to third-party material made in this specification are made in good faith. We do not endorse, approve or accept responsibility for the content of materials, which may be subject to change, or any opinions expressed therein. (Material may include textbooks, journals, magazines and other publications and websites.)

Summary of Diploma in Paralegal Studies (SCQF Level 8) Changes

| Summary of changes made to previous issues | Page Number |
|---|--------------------|
| Issue 1 – No changes | |

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EduQual Diploma in Paralegal Studies (SCQF Level 8)

This Qualification title will appear on Learners' certificates – Learners should be made aware of this when they are recruited by the Centre and registered with EduQual.

Comparison of SCQF and Ofqual RQF levels

The UK [Quality Assurance Agency](#) for Higher Education (QAA) is responsible for safeguarding the standards of UK higher education wherever it is delivered around the world. The QAA have published a [guide](#) to Qualification frameworks in UK and beyond – the following tables are extracts from this guide.

Table 1 shows the correspondence of levels established between national qualifications frameworks and the EQF:

| European Qualifications Framework (EQF) | Regulated Qualifications Framework England/Northern Ireland (RQF) | Credit and Qualifications Framework for Wales (CQFW) | Scottish Credit and Qualifications Framework (SCQF) | The National Framework of Qualifications for Ireland (NFQ IE) |
|---|---|--|---|---|
| 8 | 8 | 8 | 12 | 10 |
| 7 | 7 | 7 | 11 | 9 |
| 6 | 6 | 6 | 10/9 | 8/7 |
| 5 | 5/4 | 5/4 | 8/7 | 6 |
| 4 | 3 | 3 | 6 | 5 |
| 3 | 2 | 2 | 5 | 4 |
| 2 | 1 | 1 | 4 | 3 |
| 1 | E3 | E3 | 3 | 2/1 |
| | E2 | E2 | 2 | |
| | E1 | E1 | 1 | |

Table 2 shows the outcome of verifying the compatibility of higher education frameworks for Scotland (FQHEIS/SCQF), for England, Wales and Northern Ireland (FHEQ) and for the NFQ for the Republic of Ireland (NFQ IE) with the FQ-EHEA as follows:

| Typical higher education qualifications within each level | FHEQ level | FQHEIS/SCQF level | NFQ IE level | Corresponding FQ-EHEA cycle |
|---|------------|-------------------|--------------|--|
| Doctoral degrees | 8 | 12 | 10 | Third cycle (end of cycle) qualifications |
| Master's degrees (including Integrated Master's) | 7 | 11 | 9 | Second cycle (end of cycle) qualifications |
| Postgraduate diplomas Postgraduate certificates | | | | Intermediate qualifications within the second cycle |
| Bachelor's degrees with honours /Honours Bachelor Degrees Irish Higher Diplomas | 6 | 10 | 8 | First cycle (end of cycle) qualifications |
| Bachelor's degrees/ Ordinary Bachelor Degree | | | | 7 |
| Graduate diplomas Graduate certificates | | | | 9 |
| Foundation Degrees (for example FdA, FdSc) Diplomas of Higher Education (DipHE) Higher National Diplomas (HND) Irish Higher Certificates | 5 | 8 | 6 | Short cycle (within or linked to the first cycle) qualifications |
| Higher National Certificates (HNC) Certificates of Higher Education (CertHE) | | | | 7 |

For more information on compatibility with these frameworks see: http://ec.europa.eu/eqf/home_en.htm and www.enic-naric.net.

Introduction to Diploma in Paralegal Studies (SCQF Level 8)

This Qualification has been SCQF credit-rated (Level 8, 120 credits).

This Qualification is intended to provide Learners with the opportunity to develop broad and integrative knowledge and skills, together with wider technical knowledge.

The Qualification develops a range of concepts, principles, approaches and practices within its own field of study, at the national, and international levels. Learners will have a wide range of opportunities to become more profound thinkers, able to objectively and critically assess situations, ask tough questions, solve problems, anticipate change and pro-actively implement solutions to meet challenges arising from a range of situations.

Successful Learners may choose to progress directly onto specialist areas of study at SCQF Level 11, such as the SVQ Management SCQF level 11.

Some Learners may have been recently appointed to or are seeking progression to a leadership or managerial role within their organisation and wish to develop their knowledge and application of paralegal principles and practices. They do not need to have any prior Qualifications, knowledge or experience before beginning this SCQF Level 8 Qualification. However, they are expected to have the combination of potential and experience that will help them meet the demands of the Qualification.

SCQF levels

The SCQF has 12 levels and each level is described by a set of [SCQF Level descriptors](#). The allocation of a level is based on the difficulty of learning. The SCQF Level descriptors describe in broad terms what Learners should be able to do or demonstrate at a particular level. Each level descriptor has five characteristics which provide a reference point for determining the level of a Qualification and Unit of learning or for the recognition of prior learning (RPL). The five characteristics are:

- Knowledge and understanding
- Practice: Applied knowledge, skills and understanding
- Generic cognitive skills
- Communication, numeracy and ICT skills
- Autonomy, accountability and working with others

SCQF credit points

The allocation of SCQF credit points does not refer to a perception of ability, nor is it based on age or experience. It is calculated by those with an expert knowledge of the subject who make a professional judgement on how many hours it would take a typical Learner (i.e. not those who complete the Learning Outcomes quickly or those that require additional time) to achieve the Learning Outcomes at a given level. This can also be described as “... *the time required for a typical Learner at a specified SCQF level to achieve the Learning Outcomes. The amount of time taken by actual Learners in reality may differ, but this does not affect the number of SCQF Credit Points awarded.*” The estimation of the time required is referred to as notional learning hours – one SCQF credit point represents a notional 10 hours of learning. SCQF credit points quantify Learning Outcomes that are subject to valid, reliable methods of assessment.

Notional learning hours

Notional learning hours include all the learning activities that are required to achieve the Learning Outcomes. Within the SCQF, the minimum number of credits recognised for a Qualification is one, which represents a notional 10 hours of learning. This, along with the type of activities that can be

included in the notional learning hours, gives the framework the flexibility to recognise small pieces of learning such as short employer-led Qualifications.

When credit rating a Qualification, we consider the time spent on all activities that contribute to the achievement of the Learning Outcomes of the Qualification and this includes those that take place before and after delivery as well as the actual delivery itself. The following are suggestions of what might make up the notional learning hours:

- activities before delivery, including:
 - preparation such as reading materials provided prior to delivery
 - self-reflection on prior knowledge and experience and how it links to the delivery
 - personal programme planning
 - using libraries or learning resource Centres for reading and research
- activities for actual delivery, including:
 - attending and participating in formal teaching sessions
 - practical work in laboratories and other locations
 - relevant Information Communication Technology (ICT) activities
 - self-directed study using online or text-based open learning materials
 - involvement in informal learning such as community groups, youth groups, outdoor activities
- activities after delivery, including:
 - private study and revision on what has been learned
 - assessment of learning
 - application of knowledge and understanding and skills within the workplace

It should be noted that this list of suggestions is not exhaustive nor are the activities mutually exclusive.

National Occupational Standards

Where relevant, all EduQual Qualifications are designed to provide some of the underpinning knowledge and understanding for National Occupational Standards (NOS) which are defined as *“statements of the standards of performance individuals must achieve when carrying out functions in the workplace, together with specifications of the underpinning knowledge and understanding.”*¹

NOS are developed for employers by employers through the relevant [Sector Skills Council \(SSC\) or Standards Setting Organisation \(SSO\)](#).

See [Appendix](#) for how the Qualification outcomes map to the standards, guidance and requirements.

¹ See [UK Standards](#) website for more details

Qualification structure

The Diploma in Paralegal Studies (SCQF Level 8) is composed of 1,200 notional hours of learning (120 credits).

| Unit | Unit title | SCQF credits | SCQF level | Equivalent level | |
|------|-------------------------------|--------------|------------|----------------------------|------------------|
| | | | | Ofqual (RQF ²) | EQF ³ |
| 1 | Legal Studies | 8 | 7 | 5 | 5 |
| 2 | The Paralegal Role | 16 | 8 | 5 | 5 |
| 3 | Paralegal Communications | 6 | 8 | 4 | 4 |
| 4 | Paralegal Research | 15 | 8 | 5 | 5 |
| 5 | Paralegal Support For Clients | 15 | 8 | 5 | 5 |
| 6 | Research Project | 60 | 8 | 5 | 5 |

² [Ofqual Regulated Qualifications Framework](#)

³ [European Qualifications Framework](#)

Access and Recruitment

EduQual's policy regarding access to its Qualifications is that:

- they should be available to everyone who is capable of reaching the required standards
- they should be free from any barriers that restrict access and progression
- there should be equal opportunities for all wishing to access the Qualifications

Centres are required to recruit Learners to EduQual Qualifications with integrity. This will include ensuring that applicants have appropriate information and advice about the Qualifications and that the Qualification will meet their needs. Centres should take appropriate steps to assess each applicant's potential and make a professional judgement about their ability to successfully complete the programme of study and achieve the Qualification. This assessment will need to take account of the support available to the Learner within the Centre during their programme of study and any specific support that might be necessary to allow the Learner to access the assessment for the Qualification.

Centres will need to review the entry profile of Qualifications and/or experience held by applicants, considering whether this profile shows an ability to progress to a higher-level Qualification.

Learner Entry Requirements

Prospective Learners for this Qualification are expected to have one (or more) of the following:

- an SCQF Level 5/6 Qualification in paralegal or related subjects
- other related SCQF Level 5/6 Qualifications in the paralegal or a related sector
- an international equivalent to the above Qualifications

In exceptional circumstances and at the discretion of the Centre, Learners who do not have any of the prescribed entry requirements may still be permitted to study for their chosen Qualification, provided that in the Centre's judgement, the Learner has the potential to complete the Qualification successfully.

Access arrangements and special considerations

EduQual's policy on access arrangements and special considerations aims to enhance access to the Qualifications for Learners with disabilities and other difficulties (as defined by the 2010 Equality Act) without compromising the assessment of skills, knowledge, understanding or competence. Refer to EduQual's [Equality and Reasonable Adjustments](#) policy.

Design and Delivery

Mode of delivery

Whichever mode of delivery is used, Centres must ensure that Learners have appropriate access to the resources identified in the specification and to the subject specialists delivering the Units. In some Units, the use of assessment evidence drawn from Learners' work environments is an essential requirement.

It is important that Centres develop an approach to teaching and learning that supports the vocational nature of the Qualification and the mode of delivery. The specification gives a balance of practical skill development and knowledge requirements, some of which can be theoretical in nature. Tutors and assessors should ensure that appropriate links are made between theory and practical application and

that the knowledge base is applied to the sector. This requires the development of relevant and up-to-date teaching materials that allow Learners to apply their learning to actual events and activity within the sector. Maximum use should be made of Learners' experience.

It may be appropriate to deliver some knowledge via a virtual learning environment (VLE) which provides Learners with remote access to theoretical knowledge. The learning community created by a VLE allows Learners to share their knowledge and experiences via forums and discussion groups, facilitated by tutors offering educational support and guidance.

Where relevant, skills should be taught (and assessed) 'face-to-face'.

Physical resources need to support the delivery of the Qualification and the assessment of the Learning Outcomes and should therefore be of industry standard. Staff delivering Qualifications and conducting the assessments should be familiar with current practice and standards in the sector concerned. Centres will need to meet any specific resource requirements to obtain approval from EduQual.

Where specific resources are required, they have been indicated in the *Essential resources* section within individual Units.

Assessment

The following guidance should be considered in conjunction with the EduQual *Assessment and Verification Guide*.

All Units within the Qualifications are internally assessed. The Qualifications are criterion referenced, based on the achievement of all the specified Learning Outcomes – to achieve a 'pass' a Learner must have successfully passed all the assessment criteria.

The purpose of assessment is to ensure that effective learning has taken place to give Learners the opportunity to:

- meet the standard determined by the assessment criteria
- achieve the Learning Outcomes

All the assessments developed by Centres should be reliable, fit-for-purpose and built on the Unit assessment criteria. Assessments should enable Learners to produce valid, sufficient and reliable evidence that relates directly to the specified criteria.

Centres are encouraged to emphasise the practical application of the assessment criteria, providing a realistic scenario for Learners to adopt, and making maximum use of practical activities. The creation of assessments that are fit-for-purpose is vital to achievement.

The assessment criteria must be clearly indicated in each assessment – this gives Learners focus and helps with internal quality assurance and standardisation processes. It will also help to ensure that Learner feedback is specific to the assessment criteria.

When designing assessments, Centres are encouraged to identify common topics and themes. A central feature of vocational assessment is that it allows for assessment to be:

- current i.e. to reflect the most recent developments and issues
- local i.e. to reflect the employment context of the delivering Centre
- flexible to reflect Learner needs, i.e. at a time and in a way that matches the Learner's requirements so that they can demonstrate achievement

Where available, Centres are encouraged to review EduQual sample assessments before developing their own assessments.

All Centre-devised assessments must be 'signed-off' by EduQual before they are used by Centres.

Recognition of Prior Learning

Recognition of Prior Learning (RPL) is a method of assessment that considers whether a Learner can demonstrate that they can meet the assessment requirements for a Unit through knowledge, understanding or skills they already possess and so do not need to develop through a course of learning.

EduQual encourages Centres to recognise Learners' previous achievements and experiences whether at work, home and at leisure, as well as in the classroom. RPL provides a route for the recognition of the achievements resulting from continuous learning.

RPL enables recognition of achievement from a range of activities using any valid assessment methodology. See [here](#) for EduQual's RPL policy.

Grading

To achieve a 'pass' a Learner must have successfully demonstrated competence as described in all Units.

Quality Assurance

The following guidance should be considered in conjunction with the EduQual document *Assessment and Verification Guidance for Centres*.

The quality assurance process for Centres offering this Qualification is composed of three key components

- Approvals
- Internal Quality Assurance, and
- External Quality Assurance (e.g. moderation)

Approvals

Centres are required to seek approval from EduQual to offer this Qualification via the existing EduQual Centre and Qualification approval process. Prior to approval being given, Centres will be required to submit evidence to demonstrate that they:

- have the human and physical resources required for effective delivery and assessment
- have a robust internal assessment system supported by 'fit-for-purpose' assessment documentation
- have a system to internally quality assure assessment decisions, to ensure standardised assessment decisions are made across all assessors and sites

Applications must be supported by the Head of the Centre (e.g. Principal, CEO, etc) and include a signed declaration that the Centre will operate the Qualifications strictly as approved and in line with EduQual requirements.

It is recommended that all those involved in the delivery, assessment and internal verification of EduQual Qualifications complete a nationally recognised knowledge-based Qualification in Education and Training within the first year of approval.

An annual Centre re-approval process applies to all EduQual-approved Centres. However, all approved Centres must make a commitment to inform EduQual of any changes to their resources during the interim period. Centres will be required to demonstrate ongoing fulfilment of the Centre approval criteria. Centres will need to present evidence of the ongoing suitability and deployment of their systems to carry out the required functions – this includes the consistent application of policies

affecting Learner registrations, appeals, effective internal quality assurance and standardisation processes.

Internal Quality Assurance

Centres are responsible for implementing an Internal Quality Assurance system, the purpose of which is to ensure:

- Learners are assessed fairly and accurately
- Learners are given appropriate and constructive feedback which supports their progress
- Assessment decisions are consistent across all assessors and accurately recorded
- Assessors receive the support they need to do their job effectively
- Quality assurance processes within the Centre consistently meet EduQual requirements
- Effective monitoring and review to ensure relevant amendment and updating of systems, Qualifications and their assessment

External Quality Assurance

The following guidance should be considered in conjunction with the EduQual document entitled *Remote Quality Sampling (RQS) Guidance for Centres*.

Prior to making a request for Learner certification, Centres must share with EduQual an electronic portfolio of evidence for that Learner. Learners must provide a signed statement of authenticity confirming that the evidence contained within their portfolio of evidence is their own. Prior to certification, an EduQual-appointed External Quality Assurer may verify/moderate a sample of the Learner's assessments. The outcomes of this process will be to:

- confirm that internal assessment has met agreed standards, and to allow certification,
- make recommendations to improve the quality of assessment outcomes before certification can take place, or to
- make recommendations about the Centre's ability to continue to be approved for the Qualification.

EduQual reserves the right to withdraw either Qualification or Centre approval when it deems there is an irreversible breakdown in the Centre's ability either to quality assure its Qualification delivery or its assessment standards.

Unit format

All Units in EduQual Qualifications have a standard format. The Unit format is designed to give guidance on the requirements of the Qualification for Learners, tutors, assessors and those responsible for monitoring standards. Each Unit has the following sections.

Unit title

This is the formal title of the Unit that will appear on the Learner's certificate.

SCQF level and credit points

The SCQF uses two measures to describe Qualifications within the framework:

- level of difficulty and complexity
- credit points quantify Learning Outcomes and give them a value or currency

The Scottish Credit and Qualifications Framework (SCQF) has 12 levels ranging from Access at SCQF level 1, up to Doctorate at SCQF level 12. The different levels indicate the level of difficulty of a Qualification and increases in levels relate to factors such as:

- the complexity and depth of knowledge and understanding
- links to associated academic, vocational or professional practice
- the degree of integration, independence and creativity required
- the range and sophistication of application/practice
- the role(s) taken in relation to other Learners/workers in carrying out tasks

The SCQF level descriptors allow broad comparisons to be made between the outcomes of any learning and allow Learners, employers and the public in general to understand the range of skills and learning that should be achieved at each level.

Credit points are used to quantify Learning Outcomes and give them a value or currency. They are a way of showing how much time it takes, on average, to complete a Qualification. Credit points and level descriptors allow Learners, learning providers and employers to compare different Qualifications at the same or even different levels.

Credit points quantify the outcomes of learning that are subject to valid, reliable methods of assessment. The number of points allocated is determined by the amount of time that an 'average' Learner at a specified level might expect to take to achieve the outcomes.

The SCQF works on the basis that one credit point represents the amount of learning achieved through 10 notional hours of learning, which includes everything a Learner must do to achieve the outcomes in a Qualification including assessment time.

Unit purpose

The purpose provides a clear summary of the purpose of the Unit and is a succinct statement that summarises the Learning Outcomes of the Unit.

Delivery and assessment

Summarises the key feature of how the Unit should be delivered and how Learners should be assessed.

Essential resources

Identifies resources that the Centre must have in place to deliver this Unit.

Learning Outcomes

The Learning Outcomes of a Unit set out what a Learner is expected to know, understand or be able to do as the result of a process of learning.

Assessment criteria

The assessment criteria of a Unit specify the standard a Learner is expected to meet to demonstrate that a Learning Outcome, or set of Learning Outcomes, has been achieved. The Learning Outcomes and assessment criteria clearly articulate the learning achievement for which the credit will be awarded at the level assigned to the Unit.

Indicative content

The indicative content identifies the breadth of knowledge, skills and understanding needed to design and deliver a programme of learning to achieve each of the Learning Outcomes. Where relevant, this is informed by the underpinning knowledge and understanding requirements of related standards. The content provides the range of subject material for the programme of learning and specifies the skills, knowledge and understanding required for achievement of the Unit.

Delivery

Explains the content's relationship to the Learning Outcomes and offers guidance about possible approaches to delivery. This section is based on the more usual delivery modes but is not intended to rule out alternative approaches.

Assessment

Amplifies the nature and type of evidence that Learners need to produce in order to achieve the Unit. This section should be read in conjunction with the assessment criteria.

List of Learner resources

Identifies specialist resources needed to allow Learners to generate the evidence required for the Unit. The Centre will be asked to ensure that any requirements are in place when it seeks approval from EduQual to offer the Qualification.

Units

| | |
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Unit 1: Legal Studies

Unit Summary

| | |
|---------------------------------|---|
| SCQF Level | 7 |
| Credit Value | 8 |
| Learning Time (hours) | 80 |
| Organisation name | EduQual Ltd. (Company Number 8913632) |
| As part of (Award Title) | Diploma in Business and Accounting (SCQF Level 8) Diploma in Human Resource Management (SCQF Level 8) Diploma in Project Management (SCQF Level 8) |
| Unit purpose | <p>This Unit is designed as an introduction to the core legal frameworks surrounding the most fundamental areas of law. Learners would be given an expansive overview of the various theories and applications of law and will gain pronounced insight into the different concepts, terminology, processes and practices that arise from the application of law, both locally and internationally.</p> <p>This Unit will provide the vital background for appreciating how the law governs every aspect of our lives through establishing standards, maintaining order, resolving disputes and protecting liberties and rights. The intensive program will help Learners gain excellent analytical skills by encouraging them to think critically to readily comprehend a large volume of information and would be an ideal start to any potential law Learner.</p> |
| Delivery and Assessment | <p>This Unit will focus on the application of legal principles to different scenarios in the real world, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> |

| Learning Outcome | Formal input⁴ | Additional activities⁵ | Assessment⁶ | Total time (hours) |
|--|--|--|-------------------------------|---------------------------|
| 1. | 10 | 7 | 3 | 20 |
| 2. | 40 | 14 | 6 | 60 |
| Total time (hours) | 50 | 21 | 9 | 80 |
| SCQF credit points (hours / 10) | | | | 8 |
| Essential resources | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | | |
| Unit Entry Requirements (if applicable) | See Qualification Summary. | | | |

⁴ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

⁵ e.g. developing practice, reflection, research/study time (hours)

⁶ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Develop knowledge and understanding of the different areas in law | | | |
|--|--|---|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>1.1 Describe and illustrate with examples the different areas of law.</p> | <p>Origin of laws and their importance in relation to our daily lives</p> <p>The rule of law and natural justice; the principles of natural justice</p> <p>Similarities and differences between public law and private law; and between criminal law and civil law</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Research assignments |

| Learning Outcome 2: Understand the application and functions of national laws in relation to daily lives | | | |
|---|---|---|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>2.1 Analyse using examples national laws as they relate to daily private, professional and business life.</p> <p>2.2 Critically analyse and explain the functions and procedures of a national legal system.</p> | <p>Different areas of law that govern daily lives such as:</p> <ul style="list-style-type: none"> • Land law • Family law • Criminal law • Contract law | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments – quizzes • Research papers • Reflection papers/ exercises |
| <p>2.3 Describe and illustrate with examples national court systems.</p> | <p>Procedures of the different national Courts and the allocation of matters heard at the respective courts</p> | | |
| <p>2.4 Describe and illustrate with examples different methods of solving legal problems.</p> | <p>Different methods and procedures of alternate dispute resolution available to parties in settling disputes out of court</p> | | |
| <p>2.5 Interpret situations which require legal input and contribute meaningfully to these situations.</p> | <p>Scope and application of the laws that apply to each area of life</p> | | |

List of Learner resources

| Textbooks | |
|--|---|
| <p>NOTE: textbooks will vary according to the host nation of the EduQual Centre. Centres must seek their own supporting textbooks, focusing on the following areas:</p> <ul style="list-style-type: none"> • Employment and labour law • Public law • Tort law • Contract law • Land law • Criminal law <p>Centres should contact EduQual for guidance if required.</p> | |
| Websites | |
| <ul style="list-style-type: none"> • LexisNexis | https://www.lexisnexis.com/ |
| <ul style="list-style-type: none"> • WestLaw – legal research | https://legal.thomsonreuters.com/en/westlaw |
| Other | |
| <p>Other laws, including but not limited to the following areas:</p> <ul style="list-style-type: none"> • Matrimonial Proceedings and Property • Adoption of Children • Wills and Probate • Copyright • Industrial Relations • Minimum Wages • Occupational Health and Safety <p>Centres should contact EduQual for guidance if required.</p> | |

Unit 2: The Paralegal Role

Unit Summary

| | | | | |
|--|--|--|-------------------------------|---------------------------|
| SCQF Level | 8 | | | |
| Credit Value | 16 | | | |
| Learning Time (hours) | 160 | | | |
| Organisation name | EduQual Ltd. (Company Number 8913632) | | | |
| As part of (Award Title) | Diploma in Paralegal Studies (SCQF Level 8) | | | |
| Unit purpose | This Unit will provide Learners with a foundational understanding of ways to perform delegated legal work for which a lawyer is ultimately responsible. Learners will be able to understand how to perform various tasks including maintaining and organising files, drafting documents, conducting legal research and professional ethics responsibilities. | | | |
| Delivery and Assessment | <p>This Unit will be focus on the application of legal principles to different scenarios in the real world, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> | | | |
| Learning Outcome | Formal input⁷ | Additional activities⁸ | Assessment⁹ | Total time (hours) |
| 1. | 44 | 44 | 22 | 110 |
| 2. | 20 | 20 | 10 | 50 |
| Total time (hours) | 64 | 64 | 32 | 160 |
| SCQF credit points (hours / 10) | | | | 16 |
| Essential resources | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | | |
| Unit Entry Requirements (if applicable) | See Qualification Summary. | | | |

⁷ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

⁸ e.g. developing practice, reflection, research/study time (hours)

⁹ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Understand the role of the paralegal | | | |
|--|---|--|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>1.1 Carry out human resource functions within the scope of the paralegal role.</p> | <p>Role and responsibilities of the paralegal officer, e.g. preparing legal documents, research, admin, providing quotes to clients, interviewing clients and witnesses, giving clients legal information, going to court, handling a caseload of clients</p> <p>Ethical standards in law practice: serving the interests of consumers of legal services; acting in the interests of justice; acting with integrity and honesty according to widely recognised moral principles</p> <p>Employ the legal procedure of conducting interviews and proper investigation: prosecution witness interviews; defence witness interviews; alibi witness interviews</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to Face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |
| <p>1.2 Explain the application of ethical standards that influence the role of a paralegal.</p> | | | |
| <p>1.3 Describe the appropriate preparation for undertaking an intake interview and an initial investigation.</p> | | | |

| Learning Outcome 2: Coordinate administration of team projects to ensure legal compliance | | | |
|---|---|--|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>2.1 Coordinate administration of team projects to achieve project goals for legal purposes.</p> <p>2.2 Negotiate with others to achieve tasks and goals for legal purposes.</p> <p>2.3 Negotiate with team members to allocate and complete tasks to achieve team goals for legal purposes.</p> | Administration and coordination of legal department goals | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <p>Weekly assessments</p> <p>Quizzes</p> <p>Research papers</p> <p>Reflection papers/ exercises</p> |

List of Learner resources

| Textbooks | |
|--|---|
| <p>NOTE: textbooks will vary according to the host nation of the EduQual Centre. Centres must seek their own supporting textbooks, focusing on the following areas:</p> <ul style="list-style-type: none"> • Employment and labour law • Public law • Tort law • Contract law • Land law • Criminal law • Centres should contact EduQual for guidance if required. | |
| Websites | |
| • Drafting legal documents | https://beyondcounsel.io/10-tips-for-drafting-legal-documents-that-your-clients-will-be-able-to-read/ |
| • Interviewing witnesses for the other side | https://www.cps.gov.uk/legal-guidance/interviewing-witnesses-other-side |
| • LexisNexis | https://www.lexisnexis.com/ |
| • WestLaw – legal research | https://legal.thomsonreuters.com/en/westlaw |

Other

Other laws, including but not limited to the following areas:

- Matrimonial Proceedings and Property
- Adoption of Children
- Wills and Probate
- Copyright
- Industrial Relations
- Minimum Wages
- Occupational Health and Safety

Centres should contact EduQual for guidance if required.

Unit 3: Paralegal Communications

Unit Summary

| | | | | |
|--|---|---|--------------------------------|---------------------------|
| SCQF Level | 8 | | | |
| Credit Value | 6 | | | |
| Learning Time (hours) | 60 | | | |
| Organisation name | EduQual Ltd. (Company Number 8913632) | | | |
| As part of (Award Title) | Diploma in Paralegal Studies (SCQF Level 8) | | | |
| Unit purpose | This Unit will provide Learners with a sound understanding of the various techniques and precedents in which to draft legal documents and how to coordinate administration of team projects to ensure the legal compliance. Learners will be able to understand how to relate with clients in the legal environment. | | | |
| Delivery and Assessment | <p>This Unit will focus on the application of legal principles to different scenarios in the real world, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> | | | |
| Learning Outcome | Formal input¹⁰ | Additional activities¹¹ | Assessment¹² | Total time (hours) |
| 1 | 12 | 12 | 6 | 30 |
| 2 | 12 | 12 | 6 | 30 |
| Total time (hours) | 24 | 24 | 12 | 60 |
| SCQF credit points (hours / 10) | | | | 6 |
| Essential resources | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | | |
| Unit Entry Requirements (if applicable) | See Qualification Summary. | | | |

¹⁰ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

¹¹ e.g. developing practice, reflection, research/study time (hours)

¹² e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Create preliminary legal documents using the appropriate formats | | | |
|---|--|--|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>1.1 Write clearly and concisely, using suitable formats for citing legal documents.</p> <p>1.2 Use appropriate structures and methods of communication when drafting client and office correspondence.</p> | Using precedent to create draft legal documents: planning the document, clear and concise language, correct use of grammar, accuracy, making information accessible, including all necessary information, active voice, attention to imperatives, direct language, consistent descriptions | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to Face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |

| Learning Outcome 2: Understand and apply the various techniques and precedents through which to draft legal documents to ensure legal compliance | | | |
|--|---|--|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 2.1 Design and develop documentation for legal purposes. | <p>Research methods to find relevant cases and legislation</p> <p>Court procedures to serve and file legal documentation: e.g. finalize the document; choose the court filing service provider; start a filing; wait for the response; obtain filed-endorsed copies</p> <p>Methods of proper record keeping and resource collection</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/exercises |
| 2.2 Engage and communicate with clients within a legal setting. | | | |
| 2.3 Research, source and provide requested information for legal purposes. | | | |
| 2.4 Deliver and file court and legal documentation. | | | |
| 2.5 Explain the importance of establishing and maintaining a library and collection of resources for legal purposes. | | | |
| 2.6 Employ the proper format in drafting correspondence and other documents for legal purposes. | | | |

List of Learner resources

| Textbooks | |
|--|---|
| <p>NOTE: textbooks will vary according to the host nation of the EduQual Centre. Centres must seek their own supporting textbooks, focusing on the following areas:</p> <ul style="list-style-type: none"> • Employment and labour law • Public law • Tort law • Contract law • Land law • Criminal law • Centres should contact EduQual for guidance if required. | |
| Websites | |
| <ul style="list-style-type: none"> • LexisNexis | https://www.lexisnexis.com/ |
| <ul style="list-style-type: none"> • National Association of Licensed Paralegals | https://www.nationalparalegals.co.uk/ |
| Other | |
| <p>Other laws, including but not limited to the following areas:</p> <ul style="list-style-type: none"> • Matrimonial Proceedings and Property • Adoption of Children • Wills and Probate • Copyright • Industrial Relations • Minimum Wages • Occupational Health and Safety <p>Centres should contact EduQual for guidance if required.</p> | |

Unit 4: Paralegal Research

Unit Summary

| | | | | |
|--|---|---|--------------------------------|---------------------------|
| SCQF Level | 8 | | | |
| Credit Value | 15 | | | |
| Learning Time (hours) | 150 | | | |
| Organisation name | EduQual Ltd. (Company Number 8913632) | | | |
| As part of (Award Title) | Diploma in Paralegal Studies (SCQF Level 8) | | | |
| Unit purpose | This Unit will provide Learners with a foundational understanding of ways to undertake research associated with paralegal activities. Learners will learn how to conduct legal research, undertake activities to ensure a clear picture of a stakeholder's needs, and present their findings. | | | |
| Delivery and Assessment | <p>This Unit will be focus on legal research techniques linked to different scenarios in the real world, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> | | | |
| Learning Outcome | Formal input¹³ | Additional activities¹⁴ | Assessment¹⁵ | Total time (hours) |
| 1. | 27 | 27 | 13 | 67 |
| 2. | 27 | 27 | 13 | 67 |
| 3 | 6 | 6 | 4 | 16 |
| Total time (hours) | 60 | 60 | 30 | 150 |
| SCQF credit points (hours / 10) | | | | 15 |
| Essential resources | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | | |
| Unit Entry Requirements (if applicable) | See Qualification Summary. | | | |

¹³ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

¹⁴ e.g. developing practice, reflection, research/study time (hours)

¹⁵ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Demonstrate how to conduct legal research | | | |
|---|---|--|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 1.1 Conduct legal research using selected sources such as legal databases. | <p>Approaches to legal research including the use of digital resources and research tools</p> <p>Approaches to data analysis and digital tools, for example spreadsheets, in arriving at loss of earnings for clients, valuations of property or estate values for probate</p> <p>Types of technology for paralegals</p> <ul style="list-style-type: none"> • Case management software • Document management software • Billing software • Client intake software • E-signature software <p>Technical skills:</p> <ul style="list-style-type: none"> • Data entry • Online research • Cybersecurity • e-Filing | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to Face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |
| 1.2 Use a range of digital tools and technologies to conduct legal research, carry out data analysis and collaborate with others. | | | |
| 1.3 Undertake activities to ensure a clear picture of a stakeholder's needs and risks throughout legal transactions. | | | |
| 1.4 Present findings from legal research and activities in line with organisational expectations. | | | |

| Learning Outcome 2: Demonstrate how to assist in resolving legal technical problems | | | |
|---|---|---|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 2.1 Solve legal technical problems within their remit and escalate as needed. | Fundamentals of legal and regulatory liabilities with regards to the client and organisation to ensure compliance with all professional obligations The law and practice relevant to the work undertaken by the paralegal's team, for example: <ul style="list-style-type: none"> • Advocacy and mediation • Commercial, corporate and business • Contracts and dispute resolution • Conveyancing and property • Crime • Employment law • Criminal and civil litigation • Matrimonial and family law • Will drafting, probate and administration of estates | Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners. Where appropriate, the following may be used for delivery purposes: <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | This Learning Outcome will be assessed via a combination of: <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. Where appropriate, the following may be used for assessment purposes: <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/exercises |
| 2.2 Assist in applying the principles of law to stakeholder cases. | | | |
| 2.3 Assess risks and benefits to the stakeholder of different options. | | | |
| 2.4 Make recommendations to senior team members to ensure that they work in the stakeholders' best interests. | | | |

| Learning Outcome 3: Understand the impact of fraud and cyber issues on paralegal operations | | | |
|---|---|--|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>3.1 Explain how to apply fraud protection measures and cyber security procedures in relation to transactions.</p> | <p>Awareness of fraud risks and cybersecurity vulnerabilities for the organisation and its clients; potential impact on the organisation and its clients</p> <p>Steps that can be taken to mitigate those risks and vulnerabilities</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/exercises |

List of Learner resources

| Textbooks | |
|--|---|
| <p>NOTE: textbooks will vary according to the host nation of the EduQual Centre. Centres must seek their own supporting textbooks, focusing on the following areas:</p> <ul style="list-style-type: none"> • Employment and labour law • Public law • Tort law • Contract law • Land law • Criminal law • Centres should contact EduQual for guidance if required. | |
| Websites | |
| • Drafting legal documents | https://beyondcounsel.io/10-tips-for-drafting-legal-documents-that-your-clients-will-be-able-to-read/ |
| • Interviewing witnesses for the other side | https://www.cps.gov.uk/legal-guidance/interviewing-witnesses-other-side |
| • LexisNexis | https://www.lexisnexis.com/ |
| • National Association of Licensed Paralegals | https://www.nationalparalegals.co.uk/ |
| • Technology for paralegals | https://www.clio.com/resources/legal-technology/technology-for-paralegals/ |
| • WestLaw – legal research | https://legal.thomsonreuters.com/en/westlaw |

Other

Other laws, including but not limited to the following areas:

- Matrimonial Proceedings and Property
- Adoption of Children
- Wills and Probate
- Copyright
- Industrial Relations
- Minimum Wages
- Occupational Health and Safety

Centres should contact EduQual for guidance if required.

Unit 5: Paralegal Support For Clients

Unit Summary

| | | | | |
|--|---|---|--------------------------------|---------------------------|
| SCQF Level | 8 | | | |
| Credit Value | 15 | | | |
| Learning Time (hours) | 150 | | | |
| Organisation name | EduQual Ltd. (Company Number 8913632) | | | |
| As part of (Award Title) | Diploma in Paralegal Studies (SCQF Level 8) | | | |
| Unit purpose | This Unit will provide Learners with a foundational understanding of ways to provide continuing support for paralegal clients. Learners will learn how to explain continuing support services to clients and how to provide such support. | | | |
| Delivery and Assessment | <p>This Unit will be focus on legal research techniques linked to different scenarios in the real world, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> | | | |
| Learning Outcome | Formal input¹⁶ | Additional activities¹⁷ | Assessment¹⁸ | Total time (hours) |
| 1. | 27 | 27 | 13 | 67 |
| 2. | 27 | 27 | 13 | 67 |
| 3 | 6 | 6 | 4 | 16 |
| Total time (hours) | 60 | 60 | 30 | 150 |
| SCQF credit points (hours / 10) | | | | 15 |
| Essential resources | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | | |
| Unit Entry Requirements (if applicable) | See Qualification Summary. | | | |

¹⁶ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

¹⁷ e.g. developing practice, reflection, research/study time (hours)

¹⁸ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Enable clients to understand continuing support services available to them | | | |
|--|--|---|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 1.1 Explain to and agree with clients the additional support available to them. | Types of support activities that can be offered to clients; how to select the format and language to be used to communicate with clients | Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners. Where appropriate, the following may be used for delivery purposes: <ul style="list-style-type: none"> • Face to Face presentation/discussion • Case studies • Group discussions | This Learning Outcome will be assessed via a combination of: <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. Where appropriate, the following may be used for assessment purposes: <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |
| 1.2 Check clients' understanding of legal advice services and the different roles and responsibilities of others involved in their case. | Types of responsibility clients may be expected to undertake; other individuals and agencies that may be involved with clients Potential advantages and disadvantages of different support activities; the stages, costs and timescales of different types of activity | | |
| 1.3 Describe the potential advantages and disadvantages of the support offered to clients in line with organisational requirements. | Types of unrealistic expectations clients may have and how these can be managed; additional information required by different clients | | |
| 1.4 Explain outcomes, timescales, and any cost involved with activities in line with organisational requirements. | Relevant national, local, professional and organisational requirements relating to: <ul style="list-style-type: none"> • Equal opportunities • Discrimination • Health and safety • Security • Confidentiality • Data protection • Conflicts of interest The importance of complying with national, local, professional and organisational requirements | | |

| Learning Outcome 2: Provide continuing support for clients who have been referred to another service | | | |
|---|---|--|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| <p>2.1 Explain why cases or some part of clients' cases may be referred to another service in line with organisational requirements.</p> | <p>Reasons why cases or parts of cases may be referred to other services; importance of reassuring clients of ongoing support available</p> <p>Importance of clients understanding the types of information that will be exchanged with other services</p> <p>Importance of getting clients' agreement for support to be provided; importance of working supportively with other services in the interests of clients</p> <p>Organisational systems and procedures for recording interactions, and the importance of using them</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |
| <p>2.2 Explain the reasons for exchange of information with other services in order to progress cases.</p> | | | |
| <p>2.3 Demonstrate how to work with other individuals and services in a way that supports clients and the progress of their cases.</p> | | | |
| <p>2.4 Describe the relevant processes, agreements and information that need to be recorded.</p> | | | |

| Learning Outcome 3: Understand how to monitor and review the progress of actions taken to support clients | | | |
|---|--|--|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 3.1 Explain how to review progress of actions taken to support clients and get feedback on effectiveness of the actions taken. | <p>Ways of monitoring and reviewing progress of support activities with clients; why it is important to do this</p> <p>Importance of reviewing the achievement or non-achievement of outcomes; reasons why this may have occurred; what further actions need to be taken</p> <p>When it is appropriate to agree to end the support activities with clients; how to do this</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> <p>Where appropriate, the following may be used for delivery purposes:</p> <ul style="list-style-type: none"> • Face to face presentation/discussion • Case studies • Group discussions | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. <p>Where appropriate, the following may be used for assessment purposes:</p> <ul style="list-style-type: none"> • Weekly assessments • Quizzes • Research papers • Reflection papers/ exercises |
| 3.2 Describe ways to monitor outcomes that have and have not been achieved. | | | |
| 3.3 Explain how to determine the stage at which no further support is required. | | | |
| 3.4 Evaluate the process for ending the provision of support in line with organisational requirement. | | | |

List of Learner resources

| Textbooks | |
|--|---|
| <p>NOTE: textbooks will vary according to the host nation of the EduQual Centre. Centres must seek their own supporting textbooks, focusing on the following areas:</p> <ul style="list-style-type: none"> • Employment and labour law • Public law • Tort law • Contract law • Land law • Criminal law • Centres should contact EduQual for guidance if required. | |
| Websites | |
| • Drafting legal documents | https://beyondcounsel.io/10-tips-for-drafting-legal-documents-that-your-clients-will-be-able-to-read/ |
| • Interviewing witnesses for the other side | https://www.cps.gov.uk/legal-guidance/interviewing-witnesses-other-side |
| • LexisNexis | https://www.lexisnexis.com/ |
| • National Association of Licensed Paralegals | https://www.nationalparalegals.co.uk/ |
| • Technology for paralegals | https://www.clio.com/resources/legal-technology/technology-for-paralegals/ |
| • WestLaw – legal research | https://legal.thomsonreuters.com/en/westlaw |

Other

Other laws, including but not limited to the following areas:

- Matrimonial Proceedings and Property
- Adoption of Children
- Wills and Probate
- Copyright
- Industrial Relations
- Minimum Wages
- Occupational Health and Safety

Centres should contact EduQual for guidance if required.

Unit 6: Research Project

Unit Summary

| | |
|---------------------------------|---|
| SCQF Level | 8 |
| Credit Value | 60 |
| Learning Time (hours) | 600 |
| Organisation name | EduQual Ltd. (Company Number 8913632) |
| As part of (Award Title) | Diploma in Business and Accounting (SCQF Level 8) Diploma in Human Resource Management (SCQF Level 8) Diploma in Project Management (SCQF Level 8) Diploma in Advanced Accountancy (SCQF Level 8) Diploma in Digital Content Creation (SCQF Level 8) Diploma in IT Systems Engineering (SCQF Level 8) Diploma in Paralegal Studies (SCQF Level 8) |
| Unit purpose | <p>The research project provides the opportunity for Learners to apply best practices of accounting, business management, law, business writing, and costing in the functional areas of business. Additionally, they will apply knowledge, theory, understanding, and analytical skills acquired during the course of study.</p> <p>This Unit provides the Learner with the opportunity to put forward project proposals, interventions and research to show they can apply Learning Outcomes to problem-solve issues or challenges faced with a particular service in the business world. This allows Learners to bridge the gap between education and the world of work. Learners are assigned to a faculty member who will provide mentoring and support. The process also gives Learners an opportunity to provide real value back to the organisation in terms of managing strategic projects.</p> |

| | | | | |
|--|----------------------------------|--|--------------------------------|---------------------------|
| Delivery and Assessment | | <p>This Unit will focus on the theories and practical skills needed for working with a research problem, and will allow Learners to identify, develop and demonstrate these techniques.</p> <p>Learners will benefit from the guidance of mentors as they work on their project.</p> <p>Tuition and guidance should feature flexible approaches to delivering the Unit, which may include formal tuition sessions, whether face to face or online.</p> <p>Centres may wish to take account of issues such as attendance and participation, course work, presentations, exams or final assessments when building their assessment strategy, which must be approved by EduQual before use.</p> | | |
| Learning Outcome | Formal input¹⁹ | Additional activities²⁰ | Assessment²¹ | Total time (hours) |
| 1. | 40 | 85 | 15 | 140 |
| 2. | 40 | 85 | 15 | 140 |
| 3. | 40 | 125 | 15 | 180 |
| 4. | 30 | 68 | 10 | 108 |
| 5 | 10 | 17 | 5 | 32 |
| Total time (hours) | 160 | 380 | 60 | 600 |
| SCQF credit points (hours / 10) | | | | 60 |
| Essential resources | | Essential resources for this Unit include access to experienced tutors and instructors in a safe and controlled environment. | | |
| Unit Entry Requirements (if applicable) | | See Qualification Summary. | | |

¹⁹ e.g. contact time (hours) with tutor, acquisition of knowledge, understanding and skills

²⁰ e.g. developing practice, reflection, research/study time (hours)

²¹ e.g. planning and completion of assessment tasks (hours)

Learning Outcomes

| Learning Outcome 1: Develop and refine a problem statement | | | |
|--|--|---|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 1.1 Identify the factors that contribute to the process of defining problem statements. | <p>Problem statement formulation: aims and objectives; rationale for selection</p> <p>Hypothesis: definition; suitability; skills and knowledge to be gained; aims and objectives; terms of reference; duration; ethical issues</p> <p>Research project specification: rationale for research question or hypothesis; milestones; task dates; review dates; monitoring/reviewing process; strategy</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> Examining products of work Questioning the Learner Assignments or other assessments aligned to the assessment criteria. |
| 1.2 Formulate and record possible problem statements. | | | |
| 1.3 Select and justify an appropriate problem statement for research. | | | |
| 1.4 Produce a research project specification and objectives to address the selected problem statement. | | | |

| Learning Outcome 2: Design research methodology to achieve research objectives | | | |
|--|---|---|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 2.1 Evaluate research methodologies for relevance to reflect the research objectives. | <p>Relationship between research methodologies and research objectives, most appropriate method to design the research, linking the research methodology to the achievement of the research specification and objectives; advantages and disadvantages of different data collection instruments</p> <p>Methodology for data collection and analysis; literature review; critique of references from primary sources, e.g. questionnaires, interviews; secondary sources, e.g. books, journals, internet; scope and limitations; implications, e.g. resources; justifying the methodology to ensure it achieves the research objectives</p> <p>Ethics in research, being responsible whilst conducting research, obtaining ethics approval based on proposed methodology; issues of ethics and access to data/sample</p> <p>Research design: type of research, e.g. qualitative, quantitative, systematic, original; methodology; resources; statistical analyses; validity; reliability; control of variables</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. |
| 2.2 Design an appropriate methodology to achieve research objectives. | | | |
| 2.3 Align methodology within agreed ethical guidelines. | | | |
| 2.4 Provide an appropriate plan and procedures for the agreed research specification. | | | |

| Learning Outcome 3: Implement the research project within agreed procedures and to specification | | | |
|--|--|--|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 3.1 Match resources efficiently to the problem statement or hypothesis. | Implement: according to research design and method; test research hypotheses; considering test validity; reliability Design of questionnaires; interviews – structured/semi-structured/unstructured; interview questions, recording in interviews; focus groups; sampling, bias, data verification, piloting research Data collection: selection of appropriate tools for data collection; types, e.g. qualitative, quantitative; systematic recording; methodological problems, e.g. bias, variables and control of variables, validity and reliability Data analysis and interpretation: qualitative and quantitative data analysis – interpreting transcripts; coding techniques; specialist software; statistical tables; comparison of variable; trends; forecasting | Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners. | This Learning Outcome will be assessed via a combination of: <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. |
| 3.2 Undertake a critical review of key literature. | | | |
| 3.3 Undertake the proposed research investigation in accordance with the agreed specification and procedures. | | | |
| 3.4 Compile and collate an appropriate record of relevant data. | | | |

| Learning Outcome 4: Evaluate the research outcomes | | | |
|--|---|---|---|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 4.1 Use appropriate research evaluation techniques. | <p>Evaluation of outcomes: an overview of the success or failure of the research project planning, aims and objectives, evidence and findings, validity, reliability, benefits, difficulties, conclusion(s)</p> <p>Future consideration: significance of research investigation; application of research results; implications; limitations of the investigation; improvements; recommendations for the future, areas for future research</p> | <p>Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair.</p> <p>Theory-based learning content may include reading materials, video clips, formative tests and questions.</p> <p>Tutor-led and moderated discussion groups support Learners.</p> | <p>This Learning Outcome will be assessed via a combination of:</p> <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. |
| 4.2 Interpret and analyse the results in terms of the original research specification. | | | |
| 4.3 Make recommendations and justify areas for further consideration. | | | |

| Learning Outcome 5: Present the research outcomes | | | |
|--|---|--|--|
| Assessment criteria <i>On completion of this Unit, the Learner will be able to:</i> | Indicative content | Delivery | Assessment |
| 5.1 Use an agreed format and appropriate media to present the outcomes of the research to an audience. | Format: professional delivery format appropriate to the audience; use of appropriate media Report, presentation, publication | Delivery and assessment strategies are internally verified prior to issue to ensure assessments are valid, reliable and fair. Theory-based learning content may include reading materials, video clips, formative tests and questions. Tutor-led and moderated discussion groups support Learners. | This Learning Outcome will be assessed via a combination of: <ul style="list-style-type: none"> • Examining products of work • Questioning the Learner • Assignments or other assessments aligned to the assessment criteria. |

List of Learner resources

| Textbooks | |
|---|---|
| <ul style="list-style-type: none"> Flick, U. (2020) <i>Introducing Research Methodology (3rd Edition)</i> SAGE Publications. ISBN: 9781526496935 Gray, D. (2021) <i>Doing Research in the Real World (5th Edition)</i> SAGE Publications. ISBN: 9781529742442 Saunders, M., Lewis, P. and Thornhill, A. (2019) <i>Research Methods for Business Students (9th Edition)</i> Pearson. ISBN: 9781292402727 | |
| Websites | |
| <ul style="list-style-type: none"> Skills You Need (Learning Skills): How to Write a Dissertation or Thesis | https://www.skillsyouneed.com/ |
| <ul style="list-style-type: none"> A Beginner's Guide to Starting the Research Process | https://www.scribbr.com/category/research-process/ |
| <ul style="list-style-type: none"> Types of research projects and research methods | https://www.researchgate.net/publication/282015478_Types_of_research_projects_and_research_methods |

Appendix – Links to competency and occupational standards

Links to UK NOS in Paralegal Studies

| | |
|--------|--|
| SFJHD5 | Allocate and check work in your team |
| SFJAB1 | Communicate effectively with people |
| SFJIC4 | Conduct and use research to progress legal matters |
| SFJHD1 | Develop productive working relationships with colleagues |
| SFJIC5 | Draft legal documents |
| SFJAB4 | Establish communication with clients |
| SFJAE2 | Evaluate and develop own practice |
| SFJHA2 | Manage your own resources and professional development |
| SFJIC6 | Prepare and submit files for legal matters |
| SFJIA1 | Provide legal advice to clients |
| SFJIC7 | Provide papers for legal matters |
| SFJZA1 | Receive, transmit, store and retrieve information |
| SFJIA5 | Research legal information and advice |