Undergraduate Law Student Handbook

LLB Law Plus
BA Law & Accounting
LLB in Law (Graduate Entry)

BA Applied Policing & Criminal Justice

Academic Year 2019-2020
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Dear Student,

Welcome to the School of Law at the University of Limerick and congratulations on securing your place here. I have no doubt that you have worked hard to get a place on our highly competitive programmes and you can take pride in your achievements.

We appreciate the fact that you have entrusted your legal education to us and we at the School of Law will work hard to ensure that your studies here 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. There will be a significant workload, often involving much self-motivated effort. You have already shown that you have the capacity and ambition to move to the next level and our programmes are designed to unlock the full potential that lies within each of you. Your programme of study will develop and equip you with invaluable transferable skills – skills that will serve you well for a lifetime.

Key to this is the faculty and staff of the School of Law. Your primary point of contact will be the course director for your programme, who can deal initially with all academic matters relating to your degree. There are other supports and services available to you, and I hope you will rely on those to make your transition to third level as easy as possible. However, it is your responsibility to attend lectures, tutorials, and extra-curricular activities and your engagement with your modules is critical.

Finally, as Head of the School of Law, I am always available should you have any concerns or feedback you wish to share with me. During your time here at the University of Limerick, I hope to get to know each of you a little better and urge you to engage fully with campus life and all that it has to offer in terms of sports and cultural events.

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

Good Luck!

Shane Kilcommins
Head, School of Law
INTRODUCTION

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 office and faculty offices are located 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 & Procedures** (includes information on marks and standards, the UL Code of Conduct, etc.)

**Student Affairs** (includes information on student administration, student supports, and student specialised supports).

**Undergraduate Student Handbook** (includes information on timetabling, registration, progression, grading, and Student Academic Administration).

Additional useful websites include:

**School of Law**

**Facebook** @SchoolofLawUniversityofLimerick

**Twitter** @ULSchoolofLaw

**University of Limerick**

**Campus Map**

**Graduate School**

**Careers Service**

**Library Catalogue**

**SULIS** (UL’s learning management system)
Note: You must familiarise yourself with the contents of this handbook, and you will be assumed to have done so. It is issued in addition to other relevant documentation including the University Handbook of Academic Regulations and the University Student Handbook. This and other relevant documents are available on the student portal. The information provided is correct at the time of publication and may be subject to change.
CONTACTS

Head of School: Professor Shane Kilcommins
Office: FG-014
For contact information or an appointment, see the School of Law Administrators below.

Suzanne Nicholas-Barry is the administrator for the School of Law. She works primarily with the Head of the Law School. She is also responsible for administrative matters connected with the running of the Law School and may be contacted about matters relating to the Head of the School, the law graduates network, admissions, and other related issues.
Email: suzanne.nicholas-barry@ul.ie Phone: + 353 61 202344 (2344 internally) Office: FG-027e

Carol Huguet deals with, amongst other things, general student queries and appointments for faculty members.
Email: carol.huguet@ul.ie Phone: +353 61 233688 (3688 internally)
Office: FG-027c

Josephine Conway
Email: Josephine.conway@ul.ie
Phone: +353 61 202546 (2546 internally)
Office: FG-027f

School of Law administrators’ office hours Monday–Thursday, 9:00am to 5:15pm.
Friday, 9:00am to 5:00pm
Closed for lunch each day between 1pm and 2pm.
Please note notice boards outside FG014 are used to communicate with the student body; students should check them regularly. They should also refrain from removing notices; this is unfair to other students and unethical. Only material authorised by the School of Law may be attached to the notice boards. All other material will be removed.
Dr Lydia Bracken, BCL, LLM, BL, PhD, Lecturer in Law (FG012)

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 principal researcher for the Law Reform Commission’s project on Contempt of Court and Other Offences and Torts involving the Administration of Justice.

Paul Bradfield, BA, LLB, LLM, Barrister-at-Law

Paul Bradfield is a graduate of NUI Galway (BA, LLB), University College Cork (LLM in Criminal Justice), the Honorable Society of Kings Inns (BL), and is a doctoral candidate at the Irish Centre for Human Rights at NUI Galway.

After being called to the bar in 2009, Paul was a Defence lawyer at the International Criminal Tribunals for the former Yugoslavia (ICTY) in The Hague, and the International Criminal Tribunal for Rwanda (ICTR) in Arusha, Tanzania. He helped to represent Milivoj Petković and Radovan Karadžić at the ICTY, and Idelphonse Nizeyimana at the ICTR, each accused of various counts of war crimes, crimes against humanity and genocide.

Away from the courts, in 2012, Paul went to northern Uganda to work for the United Nations Office of the High Commissioner for Human Rights as an Irish Aid UN Volunteer. There, he worked on a variety of peacebuilding and transitional justice issues. In 2013,
Paul worked for Irish Rule of Law International in Lilongwe, Malawi as a Programme Lawyer. Based in the Legal Aid Department, he worked to increase access to bail for adult and juvenile detainees on long-term remand, as well as training local Magistrates.

From 2013 to 2018, Paul worked as a lawyer for the Office of the Prosecutor at the International Criminal Court in the Hague, working on cases from the Democratic Republic of the Congo and Uganda. In this role, he was a courtroom advocate in the Dominic Ongwen case, questioning witnesses in the course of the trial.

In 2016, Paul was awarded a NUI Travelling Studentship to fund his doctoral research, which examines the use of amnesty as a response to the civil war in northern Uganda. As part of this research, he conducted fieldwork in Uganda, interviewing former combatants in the Lord’s Resistance Army and the communities in which they live. He has presented his findings at the American Society of International Law in New York, and at Harvard Law School, where he was a Visiting Researcher in spring 2019. Paul’s research has also been published in the *Journal of International Criminal Justice* and the *International Criminal Law Review*.

**Dr Norah Burns, LLB, LLM, PhD**

Norah holds a Bachelor of Laws in Law and European Studies (2010) and a Masters in Law in Human Rights in Criminal Justice (2012) from the University of Limerick. She graduated with a PhD in law from the School of Law Trinity College Dublin in 2017. She also completed postgraduate studies at Kings College London. Norah recently completed a Graduate Diploma in Third Level Teaching Learning and Scholarship. Dr Burns has previously taught in Trinity College Dublin, Technical University Dublin and at the Revenue Commissioners offices in Dublin and Cork. Her areas of interest are minority rights, theories of equality, anti-discrimination law, the European Convention on Human Rights and legal education.

**Dr Laura Cahillane, BCL, LLM, PhD, Lecturer 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.

**Dr Gerard Coffey, BA (UL), LLB (NUI), PhD (NUI), Lecturer 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 2005–2007 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 masters 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, Dip. Emp, PhD (FG-026d)
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
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.

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

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, Lecturer in Law (FG-005)**

Laura Donnellan teaches European Union Law and Sport and the 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. Laura is the author of *Sport and Law: A Concise Guide* (Blackhall Publishing, 2010), 2nd edition of Sport and the Law will be published by Clarus Press at the end of the year. As well as several articles in international law journals. She is a 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 several modules including EU Law and Constitutional Law for Dublin Business School (DBS). She has co-written *Sports Law in Ireland* with her colleague Dr Susan Leahy (2nd ed. Kluwer, 2017). She is currently writing the 3rd edition.
Sinead Eaton, BCL, BL (King’s Inns), Dip. European Law (Bruges), LLM Lecturer 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, Lecturer 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. 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 a peer reviewer for the Journal of Offender Rehabilitation (Taylor and Francis). She is a co-author of Sexual Offending in Ireland: Laws, Procedure and Punishment (Clarus Press, 2017).
**Professor Raymond J Friel, BCL (NUI), LLM (Exeter), Barrister-at-Law, (FG-006)**

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, Head of the School of Law (FG-014)**

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.

Eddie Keane, LLB, LLM, Lecturer 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) Lecturer in Law (FG-016)
Susan Leahy obtained a BCL degree from UCC in 2004. She completed an LLM degree in 2005, during which time she undertook a minor thesis on the legal rights of non-marital cohabitees. She holds a PhD in Law from UCC; her PhD thesis was entitled *The Rules and Realities of Consent in Irish Sexual Offences Law: Perspectives on Reform*. This research was funded at various stages by the Law Department in UCC and the IRCHSS. During her time as a PhD candidate, she also worked as a part-time assistant lecturer in the Law Department in UCC, where she taught various modules including Nursing Law and Public Law. She has also previously served as a teaching assistant in UL, during which time she delivered modules on Company Law, Comparative Law and Criminal Procedure. Susan’s research interests include criminal law and procedure, criminology, law and gender, family law, and medical law.

Dr John Lombard, LLB, LLM, PhD, Lecturer in Law (FG-018)
John Lombard is a lecturer in the School of Law, UL. He completed his LLB (Law and European Studies) at UL before going on to study for an LLM and PhD in UCC. In 2018 John graduated from UL with a Grad Dip in Teaching, Learning & Scholarship. 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. John's research interests lie in the areas of Medical Law and Intellectual Property Law. He has researched extensively in the area of end-of-life care and has published a research monograph titled ‘Law, Palliative Care, and Dying: Legal and Ethical Challenges’ (Routledge 2018). In support of his research, John has received the RIA Charlemont Award and has been successful in IRC funding bids.

**Professor J Paul McCutcheon, BCL, LLM, LLD (NUI) (on sabbatical until 2018)**

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, Lecturer 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), Senior Lecturer 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) Lecturer 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.
Dr. Jennifer Schweppe, BCL (Euro Leg Stud), LLM (Research),
Grad Dip Academic Practice, Lecturer 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, Senior Lecturer 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 Caroline Sweeney (PhD, LLM, LLB)**

Caroline is a graduate of NUI Galway (PhD, 2019; LLM in International Human Rights Law, 2010) and UL (LLB in Law and European Studies, 2003). Before her appointment, Caroline worked as an Assistant Lecturer in Law at the Institute of Technology Carlow and as a Part-time Lecturer in Law at Athlone Institute of Technology. Caroline also worked as a doctoral fellow at the Irish Centre for Human Rights at NUI Galway while completing her doctoral studies. Her doctoral thesis investigated the relationship between international law, international politics and the state using Syria as a case study. She was awarded a Hardiman Research Scholarship and a Write Up Bursary by NUI Galway to complete her doctoral studies. Caroline has taught in areas, including Human Rights Law, Farm Business Law, Introduction to the Irish Legal System and Employment Law. Caroline has also worked as a Human Rights Legal Assistant at the Permanent Mission of Ireland to the UN, Geneva and as a Senior Company Secretarial Administrator with Northern Trust. Caroline’s core research interests lie in the areas of international human rights law, third-world approaches to international law, international criminal law, and the history and politics of Syria.

**Dr Una Woods, BCL (NUI), LLM (QUB), PhD (QUB), Solicitor (Law Society), Senior Lecturer 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 reappointed 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 about cohabitants and adverse possession. Her publications focus mainly on land law and conveyancing law.
UNDERGRADUATE DEGREE PROGRAMMES

The School of Law offers five Law degrees at undergraduate level, namely, the LLB in Law Plus, the BA in Law and Accounting, LLB (Graduate Entry), the LLB (Evening Programme), and the BA in Criminal Justice. These degrees combine the study of law with other disciplines and are thus particularly appropriate to the demands of the modern working environment. Details of each programme are provided below.

BACHELOR OF LAWS (LAW PLUS) (LM029)

COURSE DIRECTORS

Dr John Lombard (responsible for students on the first and second years of the programme).  
Office Hours: Friday 14.00-17.00

Dr Margaret Fitzgerald-O’Reilly (responsible for students on the third and fourth years of the programme). Office Hours: Wednesdays 10-1

INTRODUCTION

The study of law is an enriching educational experience that provides intellectual stimulation and exposure to decision-making and argumentative skills. In addition to the educational objectives of a traditional law degree, the Law Plus programme allows candidates to include advanced study in other courses such as politics, history, psychology, and languages. This is particularly useful for candidates who are uncertain as to their future career but require the desirability of legal training coupled with exposure to other disciplines and the freedom to craft an individual and unique programme of their choosing. Candidates can, therefore, expect to have a wide degree of options open to them upon graduation.

PROGRAMME OF STUDY

The programme is of four years’ duration, of which seven semesters are spent on campus and one on co-operative education. In general, the programme consists of three law modules and two elective modules per semester. The law component of the course is
designed to provide students with a mastery of the discipline of law through the study of the core legal subjects that are considered essential to an adequate legal education:

- Lawyering Skills
- Constitutional Law
- Contracts
- Equity and Trusts
- Torts
- EU Law
- Criminal Law
- Land Law

The elective component of the degree consists of a wide variety of modules specified below. In general, the electives introduce the student to the study of the respective disciplines and develop a focus on themes that are of interest to them. The electives serve to broaden the base of a student’s legal studies and refine the student’s knowledge of the wider world. Please note that the exact choice of electives is subject to continual change and not all electives may be available due to a variety of factors including, but not limited to, scheduling and resource implications.

During the first half of Year 3, a six- to eight-month period of co-operative education provides the students with an opportunity to apply the knowledge they acquired; normally this will take the form of a work placement. Also, a limited number of academic placements are available, either through an exchange programme with a European law school or with one of our partner law schools worldwide.

During Year 4, students will take Advanced Lawyering modules that involve a variety of practical activities such as writing a research article or undertaking a group research project. Previous projects have examined sentencing in Ireland, compared legal traditions from around the globe, and prepared resources for national charities. Students have also participated in Street Law projects involving the teaching of law to secondary school students.
## PROGRAMME OUTLINE

<table>
<thead>
<tr>
<th>Semester 1</th>
<th>Semester 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>LA4011 Introduction to Lawyering 1</td>
<td>LA4052 Introduction to Lawyering 2</td>
</tr>
<tr>
<td>LA4211 Criminal Law 1</td>
<td>LA4222 Criminal Law 2</td>
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<tr>
<td>LA4111 Contract Law 1</td>
<td>LA4122 Contract Law 2</td>
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<tr>
<td>(Plus two electives)</td>
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<tr>
<th>Semester 3</th>
<th>Semester 4</th>
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<tbody>
<tr>
<td>LA4430 Constitutional Law 1</td>
<td>LA4440 Constitutional Law 2</td>
</tr>
<tr>
<td>LA4610 Land Law 1</td>
<td>LA4620 Land Law 2</td>
</tr>
<tr>
<td>LA4310 Torts 1</td>
<td>LA4320 Torts 2</td>
</tr>
<tr>
<td>(Plus two electives)</td>
<td>(Plus two electives)</td>
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<tr>
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<th>Semester 6</th>
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<tbody>
<tr>
<td>Co-operative Education Placement or</td>
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<tr>
<td>External Academic Placement</td>
<td>(3 Law modules and one from each of</td>
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<td></td>
<td>your elective pathways)</td>
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<tr>
<th>Semester 7</th>
<th>Semester 8</th>
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<tbody>
<tr>
<td>LA4810 Equity and Trusts 1</td>
<td>LA4828 Equity and Trusts 2</td>
</tr>
<tr>
<td>LA4017 Advanced Lawyering 1</td>
<td>LA4048 Advanced Lawyering 2</td>
</tr>
<tr>
<td>(Plus two electives)</td>
<td>(Plus two electives)</td>
</tr>
</tbody>
</table>

### ELECTIVE OPTIONS

**With Law Plus, you will study Law and at least one other discipline as an elective.**

Along with your core Law modules, you may decide to take two electives, or you may choose to study extra law plus one other elective. It is not possible to study two or more electives in the same colour block due to timetable clashes (e.g. it is not possible to study French plus Economics).
Option 1: Extra Law plus elective – choose extra Law plus one other elective from any colour block. (E.g. Extra Law plus Gaeilge, or Extra Law plus Politics).

Option 2: Two electives – choose any two electives as long as they are not in the same colour block. (E.g. English plus New Media and Cultural Studies, or History plus German).

DESCRIPTION OF ELECTIVES

Extra law electives

Public Administration
The study of public administration is the study of how we, as social beings, govern ourselves. The study of public administration and public policy may be divided into different fields of specialisation. Traditional approaches to public administration are used to improve our knowledge of government and society. This approach centres on
questions such as ‘What socio-economic conditions and political system characteristics operate to shape the content of public policy?’ or, ‘What impact does public policy have on society and the political system?’ Another realm of public administration relates to the study of public policy for professional reasons; understanding the causes and consequences of public policy enables us to apply our knowledge to the practice of policy delivery and implementation. This approach centres on questions such as ‘What kinds of policies would best achieve certain prescribed political aims or societal objectives?’

Finally, the study of public administration is also concerned with policy recommendations, that is, the study of public administration and policy to come up with specific policy prescriptions and recommendations about the types of policies that are right or reasonable for the government to pursue.

In the Department of Politics and Public Administration, all forms of public administration are represented. Public Administration modules offered by the department include:

- Ideas & Concepts in Public Administration
- Sub-national Government: Challenge & Change
- Civil & Public Service
- Public Administration in Democratic States
- Paragovernmental Organisations
- The Public Policy Process

**Politics**

Politics is the study of government, of states, and other political units. The Department of Politics and Public Administration offer several politics modules, including:

- Introduction to Government & Politics
- Modern European Political Thought
- Government & Politics of the EU
- Comparative European Politics
- Politics of the Third World
- Russian Politics
- Nationalism, Ethnicity & Conflict

**History**

The History department offers an attractive suite of modules for students interested in history.

- Early Modern Europe & Ireland
- Sources for History
• The Enlightenment & Revolution
• Ireland: 1750–1850
• Europe: Society & Governance
• Ireland: Revolution & Independence, 1898–1968
• Historiography & Europe: Imperialism & Decolonisation

**English**

The School of Languages, Literature, Culture and Communication offers several modules in the English language. Through the study of English language and literature, these modules will enable the student to develop critical and analytical skills. Modules include:

- Feminist Literary Theory
- Renaissance Literature
- Literary Modernism
- Victorian Texts & Contexts
- Contemporary Irish Literature

**French**

The School of Languages, Literature, Culture and Communication offers several modules in the French language. French may only be taken at an advanced level. The modules include:

- French Language & Society
- French for Business
- French Literature and Culture

**Spanish**

Spanish is offered at both beginners and advanced level by the School of Languages, Literature, Culture and Communication. Students will study the language, culture, literature, and society of the language. Modules offered include:

- Spanish Language & Society
- Media & Current Issues in the Spanish-Speaking World
- Spanish for Legal Studies
- Spain, Europe & Beyond

**Psychology**

The Psychology department offers several modules that examine human behaviour and mental processes in individuals as well as individuals about society (e.g. memory,
language, problem-solving, visual and auditory perception, personality, and intelligence).
The introductory module, Introduction to Psychology, gives an overview of primary concepts in the field of Psychology including memory, language, problem-solving, perception and cognition, personality, individual differences, and human development through the lifespan. These themes are expanded on in subsequent modules including Human Development and the Lifespan, Psychology of Personality, Cognition, and Approaches to Social Identity.

**Economics**

Economics is defined as a branch of social science that deals with the production and distribution and consumption of goods and services and their management. It involves the study of how goods and services are produced and distributed and how income is generated and allocated. Economics is the science of choice, the science that explains the choices that we make and how those choices change as we cope with scarcity. Microeconomics is the study of the decisions of individual people and businesses and the interaction of those decisions in markets. Macroeconomics is the study of the economy as a whole; it seeks to explain average prices and total employment, income, and production. It studies the effects of taxes, government spending, and the government budget surplus or deficit on total jobs and incomes. It also studies the effects of money and interest rates. Modules offered include:

- Microeconomics
- Contemporary Issues in the Global Economy
- Macroeconomics
- Economics of European Integration
- Public Finance

**Gaeilge**

The School of Languages, Literature, Culture and Communication offer several modules in Irish language, literature, culture, and Irish writers. Modules offered include:

- Teanga
- Sochaí & Saíocht
- Litríocht & Saíocht
- Irish Folklore
Mathematics

In first year, students study Mathematical Science 1 and 2. These modules introduce students to the fundamental concepts of calculus and linear algebra. The modules also develop and integrate the basic mathematical skills relevant to science. Discrete Mathematics 1 introduces students to some of the languages of Discrete Mathematics and shows its relevance, particularly in the context of Computer Science. It is taught at a level that is appropriate for first-year students, i.e. without an excess of formality. The module should reinforce the development of the students’ ‘thinking’ skills and should enable them to undertake further study in the various applied areas of Discrete Mathematics (coding, graphs, logic, and formal systems, etc.). Other modules offered include:

- Algebra
- Introductory Data Analysis
- Probability Theory
- Quality Control

German

German is offered at an advanced level. The modules include:

- German Language & Society
- German Culture
- German Literature
- German for Business

Sociology

Sociology involves the study of human social behaviour, especially the study of the origins, organisation, institutions, and development of human society. The introductory sociology modules offered by the Department of Sociology introduce students to the subject matter of contemporary sociology. These modules will familiarise students with the key concepts used in sociological analysis and demonstrate, using illustrative materials from both Ireland and Western Europe, the uses and continued importance of sociological analysis in the modern and post-modern world. These themes and others are built on throughout the four years. Other modules offered include:

- Qualitative & Quantitative Methods for Sociological Research
- Sociology of the Media
- Gender: Sociology Perspectives
- Sociology of Health & Illness
Japanese
This course offers students an introduction to Japanese. Students will engage in listening practice leading to the recognition of numbers, times, days, dates, locations, greetings, and questions. Students will study conversation based on grammar structures and vocabulary necessary to use greetings, introduce oneself politely, ask basic questions, explain schedules, and talk about pastimes. By reading, students will progress from the understanding of notices and posters to descriptions of people’s everyday lives. Writing practice includes introducing the hiragana and katakana writing systems and 80 kanji progressing to being able to write passages involving self-introduction, daily routines, hobbies, and shopping. Students will also read and discuss Japanese customs, culture, and society through English.

New Media and Cultural Studies
This course offers a mixture of technical communication modules and language and culture. The Cultural Studies modules give students a deeper understanding of the literature and culture of several European traditions and provide students with insights into our cultural environment, current cultural debates and theories, and aspects of cultural exchange while developing the students' critical faculties. New media refers both to the media that have emerged in response to technological evolution and to new ways of using traditional media as a result of technological change. Modules on offer include:

- Sociology of Media
- Cultural Studies
- Social Theories of New Media
- Workplace Issues in Technical & Professional Communication
- Visual Cultural Studies

Modules available as part of the Law elective
Below are the modules that may be offered on the Law elective in each of the semesters of the programme. Please note that module availability cannot be guaranteed and may be subject to change. However, if you are taking extra Law as your elective, you should plan your module choices carefully in light of the chart below, bearing in mind the requirements of the professional bodies, as well as ensuring that you optimise your choices during your
degree. For example, note that module choices are limited in Year 4 for students who do not wish to study Company Law.

**NB:** You may only study each module once. Should you attempt to register for the same module twice, you will not have sufficient credits to graduate.

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<tr>
<th>SEMESTER 1</th>
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<td>Choose 1</td>
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<tr>
<td>LA4013 Media Law</td>
<td>LA4012 Comparative Legal Systems</td>
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<td>LA4021 Child Law</td>
<td>LA4042 Administrative Law</td>
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<td>LA4032 Criminal Procedure</td>
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<td>LA4058 Human Rights Law</td>
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<td>Choose 1</td>
<td>Choose 1</td>
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<tr>
<td>LA4013 Media Law</td>
<td>LA4922 Sport &amp; the Law</td>
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<tr>
<td>LA4068 Crime &amp; Criminal Justice</td>
<td>LA4002 Jurisprudence LA4035 Labour Law</td>
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<tr>
<td>LA4022 Commercial Law</td>
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<tr>
<td>LA4063 Gender, Sexuality &amp; the Law</td>
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<td>OR</td>
<td>LA4012 Comparative Legal Systems</td>
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<td>External Academic Placement</td>
<td>LA4002 Jurisprudence</td>
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<td></td>
<td>LA4006 Medical Law</td>
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<td>LA4035 Labour Law</td>
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<td>LA4038 Family Law</td>
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<td>LA4042 Administrative Law</td>
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<td>LA4082 Law of Evidence</td>
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<td>LA4922 Sport &amp; the Law</td>
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<td>LA4058 Human Rights Law</td>
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<td></td>
<td>LA4036 Intellectual Property Law</td>
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<td>OR External Academic Placement</td>
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<th>SEMESTER 7</th>
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<tr>
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<th>Choose 1</th>
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<tbody>
<tr>
<td>LA4530 Company Law 1</td>
<td>LA4540 Company Law 2</td>
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<tr>
<td>LA4021 Child Law</td>
<td>LA4036 Intellectual Property Law</td>
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<tr>
<td>LA4063 Gender, Sexuality &amp; the Law</td>
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**LAW PLUS FAQs**

**Q.** When do I need to register my module choices?

**A.** You need to register online by Friday of Week 1 of both the Autumn and Spring Semesters. See the [Registering on the Web](#) document for instructions. It is important that you register on time as failure to do so will incur a €200 fine, you will not get a personalised timetable, and you may have a module or exam timetable clash. In week 5 of each semester, you will also be required to pre-register for your modules in the following semester.

**Q.** Is there a chance that I may not get my chosen elective?

**A.** Some modules may be subject to [entry requirements](#), for example, the advanced languages require a H4 grade in that language except for Japanese and beginners’ Spanish where a H4 grade in a language other than English is required. Other modules have [numerical limitations](#); the admitting department may have a cap on the number of places. The admitting department decides on how the students are selected. You also may not get your chosen module if there is a timetable clash.

**Q.** Can I change electives?

**A.** The underlying philosophy of Law Plus is that you choose two elective streams and carry these streams throughout the programme; it is not envisaged that you change. By keeping your two streams, you will make your CV stronger, and change of streams is discouraged. Aside from the educational ethos, changing streams may not be possible due to timetable constraints, prerequisites, and module availability. Any changes to pathways must be processed through the Student Status Committee that meets three times a year.

For further details, see the [Student Academic Administration](#) website.

**Q.** Can I attend lectures of several electives in week 1?

**A.** You can attend as many lectures as you would like, but you must register your choice by Friday Week 1.
Q. Do I have a choice concerning my core Law modules?
A. No, you must do all the core modules.

Q. Do I get a BCL, LLB, or BA degree?
A. Law Plus is a Bachelor of Laws (LLB) Degree.

Q. In the summer of second year and first semester of third year, can I choose co-op or Erasmus?
A. You may choose to go on Erasmus for the semester, or you may choose to go on co-op. If you go on Erasmus you must take modules that the Erasmus Coordinator is agreeable to and you will be required to sit examinations in the host university. There are several partner universities and the Erasmus Coordinator in the School of Law will be able to advise you further. A limited number of places also exist for students to complete a Study Abroad semester in one of the School of Law’s partner universities in North America. This, like Erasmus, may also take place during the first semester of third year. For more information on our international education opportunities in Europe and North America (as well as information on international work placements and competitions), please see the international section below.

If you choose to go on co-op, you usually work for a period of six to eight months. The placements vary between government departments, financial institutions, County Councils, and some placements are available in law firms. The Co-operative Education Office arranges the interviews. The locations of the placements vary; you may choose to stay in Ireland, or you may request to spend your placement outside of Ireland. As the study of Law differs in other countries, it is uncommon for students to be placed in legal placements outside of Ireland.

Q. Do I arrange my Co-op?
A. The Co-operative Education Office arranges interviews and placements. If you can source a placement yourself and the Co-operative Education Office approves it, you may do so.

Q. Do I also have an option of going on Erasmus in the Spring Semester of year 3?
A. It is possible to go on Erasmus in the Spring Semester of 3rd year. If you choose to do your Co-op in semester 1, you can elect to spend the second semester on Erasmus. While Erasmus exams are on a pass/fail basis in semester 1, your grades from an Erasmus placement in semester two are graded and do affect your overall mark.
During this semester the rest of the class will be allowed to take several Law electives, including Administrative Law and Jurisprudence. Both of these modules are currently required by King's Inns. It is also possible to take these modules in 4th year on a pass/fail basis. Similar opportunities and restrictions apply to students interested in completing a Study Abroad semester in North America. For more information on international education opportunities in the School of Law, please see the international section below.

Q. If I have a problem with a module who should I contact?
A. You should speak with the relevant lecturer first, and if there are unresolved issues, you should contact your student advisors or the course director.

Q. Is Law Plus recognised for teaching?
A. No, however, you can make an individual case to the Teaching Council. There are no guarantees that your LLB will be accepted.

Q. How is the Law Plus programme weighted?
A. Law Plus is a two-part programme. Part one, first year, does not affect the degree award. Part two is composed of second, third, and fourth year. Relative weighting of 1:2:2 is assigned to years one, two, and three of part 2, respectively. Therefore, each exam result in second year is multiplied by 1, and each exam result in third and fourth year is multiplied by 2.

PLEASE NOTE: Neither the University of Limerick nor the Law School guarantees the availability of any particular elective module or elective module stream. All electives are subject to restrictions, in particular, but not limited to scheduling and resource restrictions. Not all electives may be available to candidates. Final elective choice will be notified to individual students enrolled in the programme.

Please contact the Law School for current availability of electives.
INTRODUCTION
This four-year degree programme brings together two disciplines: Law and Accounting. During the first five semesters, students study the core subjects of Law and Accounting, together with Economics, Business Mathematics and Business Information Systems. During the second half of third year, a period of co-operative education provides students with an opportunity to apply the knowledge acquired. Students return to campus at the beginning of fourth year and continue with their studies in the core subjects of Law and Accounting and undertake, in addition, a final year project.

PROGRAMME OUTLINE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>AC4001</td>
<td>Principles of Accounting</td>
<td>AC4002 Managerial Accounting</td>
</tr>
<tr>
<td>EC4101</td>
<td>Microeconomics</td>
<td>EC4102 Macroeconomics</td>
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<td>LA4001</td>
<td>Legal System &amp; Method</td>
<td>MA4302 Applied statistics for accounting</td>
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<td>LA4111</td>
<td>Contract Law 1</td>
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<tr>
<td>FI4003</td>
<td>Finance</td>
<td>AC4034 Accounting &amp; Auditing Frameworks</td>
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<td>Year</td>
<td>Semester 5</td>
<td>Semester 6</td>
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<tr>
<td>TX4204</td>
<td>Capital Taxation</td>
<td>AC4024</td>
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<td>LA4430</td>
<td>Constitutional Law 1</td>
<td>LA4440</td>
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<td>LA4310</td>
<td>Law of Torts 1</td>
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<td>Year 3</td>
<td>Semester 5</td>
<td>Semester 6</td>
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<td>Financial Information Analysis</td>
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<td>FI4015</td>
<td>Corporate Finance</td>
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<td>TX4305</td>
<td>Taxation Theory &amp; Practice</td>
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<td>Land Law 1</td>
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<td>LA4022</td>
<td>Commercial Law</td>
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<td>Year 4</td>
<td>Semester 7</td>
<td>Semester 8</td>
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<td>Students elect 5 modules from the following</td>
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<td>Advanced Financial Reporting</td>
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<td>AC4417</td>
<td>Management Accounting 1</td>
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<td>Equity &amp; Trusts 1</td>
<td>LA4828</td>
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<td>TX4007</td>
<td>Taxation for Corporates</td>
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<td>LA4530</td>
<td>Company Law 1</td>
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LLB GRADUATE ENTRY PROGRAMME

The two-year LLB programme is a postgraduate programme that is designed to provide a legal education to graduates in disciplines other than law. It is increasingly the case that graduates in disciplines such as Business Studies, Public Administration, Arts and Engineering wish to supplement their studies with a legal education. Entrants are drawn from two sources: graduates who seek admission immediately on the completion of their primary degrees and mid-career professionals whose career prospects would be enhanced by having a law degree. The core of the programme consists of law modules taken in common with the other specialist law programmes offered by the School of Law. Students may complete a final year project on a legal topic under the supervision of a faculty member.

An applicant who has studied a substantial number of law modules in their primary degree may be eligible for exemptions and may complete the degree in one year. Exemptions are subject to the approval of the Course Director and are decided on a case-by-case basis.

COURSE DIRECTOR

Laura Donnellan

Office Hours: Tuesday 2.00 pm to 5.00 pm

PROGRAMME OUTLINE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tr>
<td>LA4211</td>
<td>Criminal Law 1</td>
<td>LA4222 Criminal Law 2</td>
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<td>Constitutional Law 1</td>
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<td>Contract Law 1</td>
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<td>LA4001</td>
<td>Legal System &amp; Method</td>
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<td>LA4310</td>
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* elective subjects required for entry to the Kings Inns if interested in a career at the Bar.

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<th>Semester 4</th>
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All electives are subject to resourcing and scheduling requirements that alter from year to year. No commitment is given to offering any specific elective in any year. Students will be advised that their choice of electives may impact upon professional body exemption, where relevant.

# These modules are only available for those who have an exemption from Year 1 of the programme

**These six modules are required for Kings Inns.

The Law Society has eight entrance exams in the following subjects.

1. Contract Law
2. Tort Law
3. Constitutional Law
4. Criminal Law
5. EU Law
6. Property Law
7. Equity and Trusts
8. Company Law

There are no exemptions for Law graduates. You still have to sit the eight entrance exams. It would be in your interest to cover those eight in the LLB Graduate Entry. For more information see: [https://www.lawsociety.ie/Public/Become-a-Solicitor/](https://www.lawsociety.ie/Public/Become-a-Solicitor/)

For Kings Inn, you need to have an approved degree (Grad Entry is an approved degree) and have passed the following six core modules as per the 2015 requirements (these are subject to change, make sure you keep up to date with the requirements):

1. Administrative Law
2. Land Law including Law of Succession
3. Company Law  
4. Jurisprudence  
5. Law of Equity + Trusts  
6. Law of the European Union

You then have to sit five entrance exams:

1. Contract Law  
2. Irish Constitutional Law  
3. Law of Evidence  
4. Law of Torts  
5. Criminal Law

For more information on the Bar, see  
The Bachelor of Arts in Applied Policing and Criminal Justice is a two-year part-time, blended learning programme, delivered by the School of Law at the University of Limerick. The Bachelor of Arts in Applied Policing and Criminal Justice is specifically designed for those who have completed the level 7 BA in Applied Policing, delivered at An Garda Síochána Training College in Templemore, or equivalent. This programme allows learners to capitalise on their current expertise and develop their understanding of law and criminal justice. Learners complete ten modules, delivered by the School of Law using an online e-learning platform, leading to the award of a level 8 honours degree. Learners combine taught modules with research modules to develop their cognitive and technical skills. Learners complete a final year project under the supervision of a faculty member with specific expertise in that area. This allows learners to work independently on a topic that is of personal interest to them and allows them to research their direction.

COURSE DIRECTOR

Dr Lydia Bracken
Office Hours: Friday 1.00 pm to 4.00 pm

PROGRAMME OUTLINE

<table>
<thead>
<tr>
<th>Year 1</th>
<th>Semester 1</th>
<th>Semester 2</th>
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<tbody>
<tr>
<td>LA4101</td>
<td>Law of Evidence (Online)</td>
<td>LA4132</td>
</tr>
<tr>
<td>LA4061</td>
<td>Crime and Criminal Justice</td>
<td>LA4112</td>
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<th>Semester 4</th>
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</thead>
<tbody>
<tr>
<td>LA4071</td>
<td>Project 1 (Online)</td>
<td>LA4152</td>
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</table>
The Bachelor of Arts in Applied Policing and Criminal Justice is delivered in a blended online learning basis and incorporates a combination of self-instructional materials. These include online lectures, student guide, interactive learning elements, core texts and recommended readings. There will be regular tutor-led interactions and online tutorials.

*Programme structure may be subject to change

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<tr>
<th>Choose two of the following:</th>
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<tr>
<td><strong>LA4081</strong> Family Law (Online)</td>
<td><strong>LA4142</strong> Constitutional Law Fundamental Rights (Online)</td>
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<tr>
<td><strong>LA4051</strong> Criminal Law 1 (Online)</td>
<td><strong>LA4072</strong> Criminal Law 2 (Online)</td>
</tr>
<tr>
<td><strong>LA4131</strong> Jurisprudence (Online)</td>
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</table>
PASS OVERVIEW
The Personal Academic Support System (PASS) has been developed to provide timely support and intervention for all students, especially those at risk. Development of a sense of belonging is key to student success, and the academic community has a key role in this development. PASS provides a point of contact for students and PASS advisors will assist students with any issues they encounter in their first year.

Each first-year student in Law Plus and Law and Accounting will be appointed an academic advisor on registration. Academic advisors participating in the PASS pilot programme will organise two individual and/or small group meetings with their advisees as well as two group activities.

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

The functions of the advisor include:

• Meeting students early in the first semester and assisting in their transition to the university environment.
• Assisting students in their choice of elective modules.
• Monitoring a student’s academic progress and, where appropriate, recommending remedial action.
• Advising students on changes in their educational arrangements, including requests for transfers within the University programmes, leave of absence, and withdrawal.
• Acting as a source of advice and information on general student problems, including personal problems and, where appropriate, referring students to other agencies such as the Counselling Service.
• Making representations on behalf of students.

Please note that the relationship between a student and an advisor is confidential. An advisor will not discuss a student’s business with others, including parents, without his/her permission. All students are encouraged to meet their advisor during the first
couple of weeks of first year. For more information on the Student Advisor System please visit the Student Engagement and Success Unit.
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 advisor 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 promptly.

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 the faculty, ask yourself the following questions.

**Questions regarding your course**

Q. I have an issue with registration.

A. Contact [Student Academic Administration](mailto:).

Q. I am having problems logging in to my computer.
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 on 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 on 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 on 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. SULIS 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.
INTRODUCTION

The study of law is a difficult and challenging task but ultimately a very rewarding and enriching experience. As you have qualified for the degree programme, you have shown that you are more than capable of completing the next four years provided that you put in the requisite effort. You must attend all of your lectures and tutorials. However, 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.

AIMS OF A LEGAL EDUCATION

To understand the assessment of law modules, one must first discover the aim and object of the teaching of Law and what the School of Law considers to be the successful completion of the Law degree programme.

The aim of legal education can be summarised as follows:

- Knowledge
- Research
- Analysis
- Conflict Resolution
- Conflict Avoidance
- Critical Evaluation
- Personal Skills

Knowledge

All law graduates have a comprehensive knowledge of the law of Ireland. One of the key assessments is the level of the knowledge held by the student. The level of knowledge of the student must not be superficial but must be of a scholarly level with a degree of depth
and profundity appropriate to the discipline. The acquisition of knowledge is not the sole responsibility of the lecturer but also the responsibility of the student. However, the mere accumulation of knowledge without anything further is insufficient. It is the use of the knowledge that is also evaluated in assessing whether a student has reached the passing grade.

**Research**

It is not possible for lawyers to know all the laws. Thus, a principal skill imparted in common law training is the ability to find out what the law on a given topic is by suitable research strategies. With this in mind, the attached legal writing course is designed to give guidance in the area of tuition.

**Analysis**

Once the law has been located, the law student must be able to analyse the material and comprehend the consequences of that law and the arguments both for and against it. This analysis will require considerable reading of related materials from journals, but it is a skill within the grasp of any student.

**Conflict resolution**

Conflict resolution involves several skills, such as issue spotting, problem-solving, the anticipation of counter-arguments, and the reconciliation of various interests. Fact manipulation is important as well. This skill is incremental, and the student is expected to develop this skill over the undergraduate course.

The ILAC Method (issues, law, application, conclusion) is used by students in the analysis of legal problems. This method uses the following approach to problem-solving.

**Issues:** In analysing any particular legal problem, the law student must first identify the legal issue involved, e.g. trespass, adverse possession, wrongful dismissal, breach of contract, etc.
Law: Having identified the legal issue to be solved, the next step for the law student is the discussion of the relevant law, e.g. the relevant statutes and case law applicable to the issue involved.

Application of the law to the problem at hand: Having identified the issues and the relevant law, the student is then expected to apply the law to the issue in question, that is, the student must explain how the law would be applied to the problem at hand and the likely outcome. For example, this could involve explaining whether the legal requirements for establishing adverse possession have been satisfied or whether the party claiming breach of contract would be likely to succeed given the available case law relating to the type of problem involved.

Conflict avoidance
Law students must have the ability to give advice as to how conflicts with the law or individuals may be avoided. Thus, a law student must anticipate problems in a proactive manner and not merely be able to react to problems that present themselves.

Critical evaluation
Increasingly, engineering social change has fallen to those with legal training. Thus, a broad reading of different views and thoughts are encouraged to enable the law student to step outside the traditional solutions and offer well-structured and cogently argued new solutions.

Personal skills
The School of Law is dedicated to ensuring that Law graduates are self-motivated and highly professional people. Considerable emphasis is placed on the quality of written work in terms of neatness, grammar, spelling, and so forth. Punctuality, adherence to deadlines, and teamwork are all rigorously enforced.
These skills, while integral to legal training, are also highly prized skills in general. Most employers place a premium on securing the services of a good law graduate, even if the employment is, as is often the case, in a non-law-related field.
In assessing the student, therefore, all methods of assessment will be looking for the development of these skills throughout the four-year undergraduate programme. Students should be aware that the standards set are not too high and are easily attainable with the requisite effort on the part of the student.

The methods of assessment vary depending on the module, and each lecturer will give full details at the beginning of the course. However, assessment methods generally range from a closed-book end-of-term exam of 2 hours (which can vary from a mix of essay and problem style questions to multiple-choice examinations) to mid-term assessment and term papers. All assessments should be treated with the appropriate level of respect. Deadlines must be adhered to. Work must be typed unless otherwise specified.

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 on a regular basis 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 to 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 Student Handbook.

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 Advisor.

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<th>Grade</th>
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<td>B2</td>
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<tr>
<td>F</td>
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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
• 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
- 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
- A 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 really 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 lacks the ability to 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

**G 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

<table>
<thead>
<tr>
<th>Award</th>
<th>Abbreviation</th>
<th>Minimum QCA</th>
<th>Discretionary Band</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>1st</td>
<td>3.40</td>
<td>3.30</td>
</tr>
<tr>
<td>2nd Class Honours Grade 1</td>
<td>2.1</td>
<td>3.00</td>
<td>2.90</td>
</tr>
<tr>
<td>2nd Class Honours Grade 2</td>
<td>2.2</td>
<td>2.60</td>
<td>2.50</td>
</tr>
<tr>
<td>Third Class Honours</td>
<td>3rd</td>
<td>2.00</td>
<td>- - -</td>
</tr>
</tbody>
</table>

For further information on the application of the discretionary band for students on the Law Plus programme see the Questions and Answers section above.
STUDENT SUPPORT AT THE UNIVERSITY OF LIMERICK

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, on Twitter @ULF7W and on the University website.

LANGUAGE LEARNING HUB
The Language Learning Hub is part of the School of Language, Literature, Culture, and Communication and 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 website for more details.

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 (10 am to 11 am or 2 to 3 pm) Monday to Friday during term time in CM-073.

You can also contact one of the counsellors by email:
Declan.Aherne@ul.ie  Ger.Dore@ul.ie
Carmel.mcmahon@ul.ie  Brid.oconnell@ul.ie
Michael.omahony@ul.ie  Marion.mcmahon@ul.ie

For more information on the Student Counselling Service, visit the website.
STUDENT HEALTH CENTRE
The Student Health Centre is located in C Block, Level M, of the Main Building. The staff of the Student Health Centre are:

**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, please visit the website.

WRITING CENTRE
The Regional Writing Centre is 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 advisor 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 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 and 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 (relevant 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 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 the way in which 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/](http://legalcitation.ie/), is 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) 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 is where you present someone else’s work as your own and is an offence under the Handbook of Academic Regulations and Procedures. 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).
EUROPEAN OPPORTUNITIES
The School of Law has several exchange possibilities with European universities under the ERASMUS/SCocrates programme. Students may be taught through English in several universities including the University of Bologna (Italy), the University of Malta (Malta), Wageningen University (Netherlands), or the University of Nicosia (Cyprus). The School of Law also has links with a range of prestigious universities in other countries including Germany, France, and Spain where subjects are taught through the native language. A full list of Erasmus partner universities is available online at http://www.ul.ie/international/erasmus/outgoing-students/erasmus-exchange-partner-universities, simply select the course area, Law, to filter the results. Please contact Dr Andrea Ryan at the School of Law to obtain more details and to ensure that you are eligible and qualified to pursue this opportunity.

NORTH AMERICAN OPPORTUNITIES
The School of Law has strong links with several North American universities including the University of Texas (Austin), the University of Massachusetts (Dartmouth), the University of Victoria (British Columbia), and the University of Western Ontario (London). Students may apply to study at any of these universities in either semester 1 or 2 of third year. Places are strictly limited. The final decision on recommending a student for international placement rests with the Head of the School of Law, but students intending to avail of the opportunity should have a QCA of 3.00 or over. For more information, please contact Dr Kathryn O’Sullivan at the School of Law.

INTERNATIONAL WORK PLACEMENTS AND COMPETITIONS
Each year the School of Law also offers students with a strong academic record (usually those in 3rd and 4th year) several opportunities to gain real-world work experience in an international setting. These opportunities may include participating in the Los Angeles Federal District Court Summer Externship Program, on CRCC Asia’s China
Internship Programme, or on other international programmes. These placements are extremely prestigious and highly competitive. Additional information, including eligibility requirements, will be circulated via email each year to all students in advance of the placements and competitions. For more, please visit the International Opportunities section of the Law School website or contact Dr Kathryn O’Sullivan.
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 on Twitter @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
On 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.
Strive to win one of these and you will be giving yourself a great addition to your university experience and your CV!

**HOLMES O'MALLEY SEXTON, SOLICITORS**
The Limerick and Dublin based firm of Holmes O'Malley Sexton has for many years now offered a very generous award to a UL Law student. This scholarship will be awarded to the Law student on the Access programme who is awarded the highest QCA at the end of the autumn exams for the academic year 2018/19 (and who is not in receipt of any other scholarship).
A prize of approximately €2,000 to €2,500 will be presented to that Access Law student.

**JUDGE CATHERINE MCGUINNESS PRIZE**
An alumnus of the School of Law has generously offered an annual prize of €300 to students enrolled in the Law Plus degree programme and honoured the former judge by naming the award after her.
The prize will be awarded to the student who achieves the highest marks based on the two modules – Introduction to Lawyering I and II.

**MASON HAYES & CURRAN SOLICITORS COMPANY LAW PRIZE**
The student who completes modules LA4530 and LA4540 with the highest grades will win €500 from this business law firm.

**A&L GOODBODY SOLICITORS PRIZE**
The law student who completes first year with the highest academic grades will win an iPad (or similar tablet) – very useful and great fun!
The student from Law Plus or Law & Accounting who finishes second-year law with the top marks in Law subjects will win an amount of €500 from this firm.
Prizes are given in the autumn semester.
BLOOMSBURY LABOUR LAW PRIZE
Bloomsbury Publishing offers a prize of a credit with the publishing company to the student who achieves the highest grade in Labour Law. The prize is awarded in the Spring semester.

MATHESON PRIZE
This top 5 firm provides a great opportunity for first-year law students who can win a monetary amount and a fantastic opportunity.
There is student prize for highest marks over two Contract Law modules. First, second, and third prizes are awarded. A monetary amount is awarded plus an offer of a summer internship at the firm.

ARTHUR COX PARTICIPATION PRIZE
The Law & Accounting student with a QCA of 3.5 or over and who has provided evidence of a significant contribution to life at UL – through, for example, sporting or volunteering – will be awarded a prize of €500 at the end of the Autumn semester of third year.
A Law Plus student with a QCA of 3.5 or over and has evidence of having made a significant contribution to life at UL – through, for example, sporting or volunteering – at the end of second year will be awarded a prize of €500.

JUDICIAL ASSISTANTS SCHEME
The Chief Justice, the Honourable Mrs Justice Susan Denham, piloted a scheme for student internships in the Superior Courts beginning in June 2013.
The purpose of the placements is to provide law students with the experience of working as judicial assistants to judges of the Supreme and High Courts. The scheme is restricted to students who are registered for law degrees, including interdisciplinary law degrees, at each of the seven universities funded by the Higher Education Authority.
Each of these universities is invited to nominate two students for an internship that will take place during the Trinity sittings. Participation will be restricted to students who have completed their final year examinations.
The Head of the School of Law has the discretion to offer these to two final year undergraduate students or one undergraduate and one postgraduate student.

EUROPE IRISH SCHOLARSHIP PROGRAMME
The European Movement Ireland (usually) calls annually for applications for the College of Europe Irish Scholarship Programme. Each year, the College of Europe Scholarship Programme facilitates several Irish students to study at master's level at the College of Europe in Bruges, Belgium.

The programme is open to Irish students with an interest in pursuing a master’s in politics, law, economics, and European studies and offers an excellent opportunity for Irish graduates who are interested in working in Europe to develop their knowledge and skills and to experience education in a truly international environment.

Full details of the application process are available on the website, www.europeanmovement.ie. The website also gives information – in the Green Book – on the various opportunities for ‘Stages’ in Brussels and other cities where EU institutions are based.
QUALIFYING AS A SOLICITOR

The Law Society of Ireland, located in Blackhall Place in Dublin, is the professional body for solicitors and exercises functions relating to the education, admission, enrolment, discipline, and regulation of the solicitors’ profession. Graduates must take the following steps to qualify as a solicitor in Ireland:

- FE-1/Final Examination-First Part (entrance exam)
- Secure a training contract (an apprenticeship) and complete in-house training
- Complete the Professional Practice Courses (PPC I & PPC II)
- Seek admission to the Roll of Solicitors

**FE-1/Final Examination – First Part (Entrance Exam)**

To qualify as a solicitor in Ireland, graduates must first pass an entrance examination, also known as the Final Examination - First Part (FE-1). This examination is held twice a year, normally in Spring and Autumn and consists of eight papers:

- Company Law
- Constitutional Law
- Law of Contract
- Criminal Law
- European Union Law
- Equity
- Real Property
- Law of Tort

All of the examinable subjects are offered by the School of Law at the University of Limerick.* Students wishing to have the advantage of having studied the core FE-1 subjects at university should ensure that they take the relevant subjects during their degree through their core law modules, chosen elective or as additional subjects.

*Please note that the choice of electives is subject to continual change and not all electives may be available due to a variety of factors including, but not limited to, scheduling and resource limitations.

**Timing of Training Contract**

Following the completion of the FE1s, graduates must find a suitable (practising) solicitor to act as a training solicitor (secure a training contract) and complete the Professional Practice Course I (PPC I), which takes circa seven months. The training contracts begin 14 days after the completion of the PPC I.
In-office training post-PPC I | 11 months
---|---
Attendance on PPC II | 3 months
In-office training post-PPC II | 10 months
Total | 24 months

Further information on becoming a solicitor is available on [www.lawsociety.ie](http://www.lawsociety.ie). The above is for information purposes only as regular alterations to the entry requirements for the professional bodies occur, and students are advised to keep abreast of any developments in this regard.

**A CAREER AS A SOLICITOR: AN INTERVIEW WITH A SOLICITOR**

We asked one of the School of Law graduates who went on to pursue a career as a solicitor to describe her experience. Her answers are well worth reading if you have any interest in becoming a solicitor. She wrote these replies during her second year post qualification.

**What are the important skills and attributes for a solicitor?**

I don’t think there is a ‘one size fits all’ answer to this question! However, I find that the best solicitors that I deal with have a certain number of traits in common. First, they are practical. While there is always a legal response to a question or dilemma, a good solicitor should be able to provide a practical, workable, and client-focused solution having due regard to the law. I think too many of us over-legalise our responses to queries raised by clients when sometimes all that is required is a little common sense!

Second, they are analytical. What I mean by this is that the best solicitors review a document not to approve the drafting, but rather to pinpoint and address any issues or any potential exposure to their client which may arise as a consequence of the drafting.

Third, they are personable. You will always remember the solicitors who have liaised with you in a professional and friendly manner, and who have at least tried to assist you in a matter. The partner that I work with answers the phone generally with an ‘I am great! And how are you?’ Which seems to work well with clients and sets the tone for their future relationship!
Last, I find that the best solicitors are very particular, both in terms of their review of a document and their drafting of a document. But not so particular to act as a paralysis! By this, I mean that a few solicitors will be very careful to quote the legislation but are incapable of forming an opinion in respect of the impact of the legislation. Your client does not want to hear what section 4 of the Residential Tenancies Act 2004 states, rather they want to know in practical terms what it means for them.

**Describe a typical working day.**

Varied! For example, today I worked on a wind farm project (our client is taking a number of leases of the turbine sites together with wayleaves over the land to interconnect all the turbines to the ESB sub-station), reviewed and advised on a number of leases entered into by a target company of one of our clients, responded to a number of title queries raised by the National Asset Management Agency in respect of a number of reports that I prepared on secured properties, prepared contracts for two residential properties, responded to queries raised on a number of other residential properties and prepared an article on the Landlord and Tenant Reform Bill 2011 for submitting to Lexology. Generally speaking, from day to day I do a lot of corporate and banking support work, which may involve a review or perfecting of title to a secured property or reporting on the title to properties in the context of corporate due diligence (where the target company owns/leases property assets). Increasingly, I am working on several business lettings as it is a tenant's market and more advantageous clauses are being worked into leases of late (such as landlord’s contribution to fit-out, break clauses, rent-free periods, and so forth).

Given the current climate, I also do a lot of business development work, which may consist of writing articles and/or giving presentations (both internal and external). I also have several residential property files ongoing.

**Is there a big difference between working in a large, medium, or small firm?** I trained in a top tier firm and moved to a mid-tier firm post qualification. In the top tier firm, I did half my apprenticeship in the tax department and half in the property/projects and construction departments. I qualified into tax and started the AITI exams (Part 1s only) as at the time there were no jobs in property (which is where I really wanted to qualify). I eventually got a job in the property department of a mid-tier firm where I
currently work. For me, there was a big difference between the two firms, first because I was working in a different area of law to that which I had spent the latter half of my apprenticeship and second, because I was no longer treated as a trainee and was expected to assume responsibility in respect of all of my files in my new firm (as a trainee in a large firm, you generally work under the constant supervision of a partner). In terms of hours, in both firms, I stay late if the work dictates that I should, but I generally try to leave at a reasonable hour (before 6.30). That said, I am often in work at 7.30am as personally, I prefer to come into work early rather than stay late!

**Looking for an apprenticeship**

Do not have typos in your CV! Proofread again and again, and ask your friends and family to do the same. A typo will cost you an interview.

Make your CV neat, clear, and concise. In my opinion, two pages are more than enough for a graduate CV. Make sure it flows. Use bullet points and tables as necessary (the latter of which I found useful for college grades). Try to have something in your CV that stands out. It may be a place you have worked, a hobby, or a place that you have travelled to, but it makes the reader more interested if something grabs their attention. And, as much as I hate this phrase, sell yourself! Your CV is your only shot at an interview so make that it shows you in the best light.

The above applies equally to application forms. Try to alter your cover letter for each firm. Once you have an interview, the usual rules apply. Dress smartly and give yourself plenty of time. It may sound obvious but the number of people who I have seen at interviews who arrive dishevelled and breathless! A firm handshake and a confident smile go a long way!

Most important of all, be yourself at interview and persevere. I did several interviews before I secured an apprenticeship and it can be disappointing, but it is worth it in the end if it is what you want to do.

**Not having any contacts in law.**

It doesn’t matter. Or at least, I had none, and I have survived! It may be naïveté on my part, but I was not aware of many people in Blackhall throughout my apprenticeship or in my current job that had secured their jobs by contacts alone. Put time into your CV,
application forms, and preparation for interviews and that will serve you better than any contact you will ever have.

**Highs and lows (so far!)**
The highs derive from genuinely enjoying what I do. I am still learning, I’d like to think I always will be, but each day I feel more and more confident to handle matters which I would have never have thought I could manage at the start of my apprenticeship.

As to lows, I can pinpoint the exact low of my apprenticeship as being midnight one night after six weeks of working 9–midnight every day (including weekends!) Asking my boss if there was nothing for us to do could I please go home and go to bed and being told I had to stay for ‘logistics’ – I am still trying to figure out what he meant!

**A CAREER AS A SOLICITOR: AN INTERVIEW WITH A TAX LAWYER**

**Why did you choose UL/this course?**
In secondary school, I had no clear idea as to what I wanted to be and wanted a course that provided options and flexibility without being too general. I knew that ultimately I wanted to have a professional qualification and it was clear to me that this course was a perfect choice. Also, having work placement (i.e. co-op) as part of the degree was something which I (rightly, as it turned out) believed was hugely significant.

**Describe your typical day.**
As a tax lawyer, no two days are ever the same. The requirements of each client can differ, and the law changes at least annually. MOP (Matheson Ormsby Prentice, now Matheson) has a strong international focus and advises international companies and financial institutions doing business in and through Ireland, so the work is always interesting and varied. My work typically involves advising:

- International and domestic companies on group reorganisations.
- Various international and domestic companies on their Irish operations and indigenous companies on expansion and acquisition strategies overseas on all aspects of the acquisition and sale of Irish companies.
- Financial institutions, receivers, and liquidators on a wide range of insolvency-related tax queries.
- High net worth individuals on wealth management, including acquisitions and disposal of personal assets.
• Employers and employees on a wide range of employment-related matters, including share schemes, severance payments, and tax-efficient remuneration and reward mechanisms.
• Clients on tax controversy matters, including tax audits and investigations by the Irish tax authorities.

How did your time at UL help you to get where you are today?

Very simply, I was fortunate enough to work in MOP on co-op. That led to a training contract with the firm, and I have been here ever since. Before co-op I had become aware of MOP from another Law & Accounting student, who was two years ahead, and who had worked in MOP for a summer.

It was only during co-op that I made a decision as to whether I wanted to pursue the law route as opposed to the accounting route.

In addition, for me, a career as a tax lawyer gives a wonderful opportunity to utilise and bring together all aspects of the degree: law, accounting, and tax.

PS. My wife, who was in my UL class, went the accounting route, so both bases are covered from that perspective!
QUALIFYING AS A BARRISTER

The Honorable Society of King’s Inns is responsible for the training of barristers and provides full and part-time courses for law graduates who wish to become barristers (that is, to be admitted to the degree of Barrister-at-Law and to be called to the Bar of Ireland).

TO PRACTISE AS A BARRISTER
To be eligible to practise as a barrister, a person must have:

- Completed the six required subjects during their law degree
- Completed entrance exams
- Been admitted to the degree of Barrister-at-Law
- Submitted a satisfactory declaration to the Benchers
- Completed a compulsory, but non-examined course in Irish terminology and the understanding of legal texts
- Following admission to the Bar, barristers must complete a pupillage (akin to an apprenticeship) with a qualified barrister (a Master) for a year before they may practise

Required subjects
Students must pass the following six subjects during their degree to satisfy the requirements for King’s Inns:

- Land Law (including the Law of Succession)
- Equity & Trusts
- Jurisprudence
- Company Law
- Law of the European Union
- Administrative Law

ENTRANCE EXAM
The five subjects for the entrance examination:

- Contract Law
- Criminal Law
- Irish Constitutional Law
- Law of Torts
- Law of Evidence
Students interested in pursuing a career at the Bar, should ensure that they take the required subjects during their degree through their core law modules, chosen elective, or as additional subjects.

Further information on becoming a barrister is available at [www.kingsinns.ie](http://www.kingsinns.ie). The above information is provided for information only and as regular alterations to the entry requirements for the professional bodies occur, and students are advised to keep abreast of any developments in this regard.

A CAREER AT THE BAR: INTERVIEW WITH A BARRISTER

We asked one of the School of Law graduates who went on to pursue a career at the Bar to describe her experiences to us. Her answers are well worth reading if you have any interest in practising as a barrister. She wrote these replies during her fifth year of membership of the law library.

What are the important skills and attributes for a barrister?

This is a tough one, but there are a number of traits that are similar amongst my friends at the Bar and ones which I think represent the profession in general; they are self-confidence and self-belief – you will be told many times that the argument you’re making is wrong and that your client’s case isn’t statable (usually by opposing counsel) so having the confidence not to question yourself and hold your head high even after you’ve taken a beating in court is an important skill.

Another attribute is the ability to think on your feet. More often than not the judge will ask you to develop a point you're making or question you mid-application. If you are too reliant on prepared notes or a set argument it will go against you; being able to think on your feet and react to questions calmly is fundamentally important.

The last thing – which is probably the most important one – is to be affable and social. This job is about selling yourself to potential solicitors and so being friendly, professional, and personable will go a long way in practice, both in terms of enamouring your colleagues to you (because often work comes from a handover from a friend rather than a solicitor briefing you directly) and endearing yourself to solicitors.
Specialising in a particular area of law
From general experience, I think there’s only really one big decision you need to make in respect of your practice area, and it’s whether you want a criminal or a civil practice. Particularly now, since the Criminal Courts of Justice has opened up as a whole separate courthouse, there is very little interaction between the criminal and civil barristers. When I started, we all operated out of the Four Courts, but since the CCJ opened it has become clear that either you’re up there or in the Four Courts; there’s no real way to operate a civil and criminal practice.
Also, the reason it’s important to choose early on which career you want because there are very clear differences both in terms of the training and the job requirements in each.
I did Criminal Law in 2nd and 3rd year but decided to bow out when it became apparent that I was building a decent criminal practice and to do so would take me away from the civil side of things. Simply put, in criminal law you tread the boards in the District Court, meaning hours spent sitting in out of the way courthouses, clients not turning up, and solicitors not paying you but you do that for a few years because once the solicitor knows you and trusts you they brief up and the money in criminal law is in the Circuit Court. There is serious money for criminal trials and to be honest, there’s work in criminal law plus its nearly all legal aid, which means you should (in theory) get paid 30 days after you do the work.
Criminal law is a distinct breed of practice, and you have to be willing to put up with the small petty stuff for a few years before you move up to bigger things. I wasn’t willing to wait, nor was I particularly interested in the cases, so that made my decision for me. I don’t want to put you off or anything, but it’s worth sitting in the District Court for a morning and seeing the reality of criminal law in your early years.

Looking for a Master
If you plan to start devilling (acting as a junior assistant for a barrister) in a years’ time then start looking for a Master now. (You should probably start looking before you begin your studies at the King’s Inns.) This requires you to decide first if you want a criminal or civil practice. If you don’t know, it may be no harm to get a civil master first (more time on your feet doing civil motions in first year) then a criminal master in second year who
can give you contacts with the relevant solicitors, and that should ultimately allow you to get your work in the District Court.

Within civil law there are several sub-categories you can specialise in: probate/commercial/employment, so sometimes people take a master with a general practice in first year then take a second-year master with a specialised practice, in probate for example.

It’s up to you really to sit down and see what appeals to you and it may be no harm to get a master with a general practice first and see what appeals to you when you’re down there.

The Bar Council have a list of Masters, and if you call them they’ll send it out to you. Look up the people on it on the law library website and see what their areas of expertise are, then just send them an email. I emailed, then followed it up with a phone call a week later and they usually ask to meet you for coffee, and then you just have a chat. Remember you’ll be working with this person for a year, usually in very intense circumstances, working late, coming in early, if there's a case starting you often share their office so you will be in close proximity for the year and it is an intense situation – you have to make sure you get on with them aside from everything else!

**Not having any contacts in law**

I had no contacts, or rather I had one, my mother’s godson who is a solicitor in a small firm and my first three years at the Bar he only gave me one motion, and I never got paid for it, so even when you have contacts it may not always make or break a career. Obviously, it's harder without things being handed to you, but I found that it made me work harder for it. You need to get your name out there if nobody knows it, so articles, books, table quizzes in Blackhall, staying in contact with your friends who go down the FE1 road, whatever you can do to stay on someone's radar is your best bet. Also, remember that every time you’re in Court that is your best-selling point so be the best you can be, even if it’s a tiny thing and you’re finished in two minutes, own that because in a packed courtroom all eyes are on you.

At this stage, if you’re thinking about going down the King’s Inns route I think you should have a think about whether you want criminal or civil law practice – if you go on circuit then the distinction is less important – and within civil is there a specific area of practice
you like: banking law/family law, etc. Once you think you know what direction you want to go in, take some time to sit in court for a few mornings to get a feel for it. Watch the barristers on their feet, for me, that was the thing that confirmed it for me. I saw a guy make a rubbish application and then the guy defending it was even worse – mumbling along, flicking back and forth through their papers and repeating themselves – and I thought, hold on I know I’m better than this.

So, if you feel comfortable being on show and if you like seeing barristers on their feet and it gives you butterflies and you want to jump in and make a point, then that’s the one thing you can’t learn and if you have it, you can work on the rest – the contacts, the money (I work three part-time jobs).

There are ways to make it happen, and it’s not easy, and there are very low moments here at the Bar when you think ‘why am I putting myself through this, I earned €3,000 last year’ (hence the three other jobs), but at the end of the day if it’s what you want, you make it happen.
ETHICAL CONSIDERATIONS IN RESEARCH

The fundamental principle underlying the guidelines is that all research activities involving the use of human beings participating in research must be reviewed and approved by the FAHSS Research Ethics Committee. Researchers may not solicit participation or begin data collection until they have received ethical approval from the REC.

It is the duty of all students to ensure that their project is ethically sound. Where the research does not involve human participants, this will be done as part of the Author's Declaration, which should include a statement to the effect that ‘I understand the ethical implications of my research, and this work meets the requirements of the Faculty of Arts, Humanities and Social Sciences Research Ethics Committee.’

Where the research involves human participants, Masters and FYP students must fill in the FAHSS REC application form (available at http://www.ul.ie/artsoc/ethics), preferably with their supervisor, and make the relevant application depending on their answers to the checklist. Guidelines for the completion of the application form are available with the form. These applications should be forwarded to the FAHSSREC representative in their department for tentative approval, who will subsequently commend the application to the Committee for their final approval. Where the representative is not willing to approve the proposal for any reason, they will send it back to the applicant who should, upon review, forward it to the FAHSS REC Administrator (fahssethics@ul.ie) and it will be considered at the next FAHSS REC meeting. Students intending to carry out research involving human participants should be aware of the following deadline: FYP – Friday week 3 and Masters – Friday week 6 Second semester.

Where students have sought and received ethical approval, they should include evidence of this (such as an email from the Committee) in their thesis.

If any student conducts research on human participants without ethical approval, this could be a disciplinary matter and may have an impact on the grade received. The actual decision will be made on a case-by-case basis and decided by the relevant course board.
FAHSS RESEARCH ETHICS COMMITTEE PROCEDURE

Download application form and guidelines from www.ul.ie/artsoc/ethics

Submit Ethics Application and appendices by deadline indicated on web. Send electronic copies to fahssethics@ul.ie. Submit one signed paper copy to designated box outside C1078, Main Building.

Administrator assigns AHSS REC number and sends documents to AHSS Committee Members for review.

AHSS Research Ethics Committee reviews all applications and agree outcome.

Approved

Minor revisions needed

Major revision requiring full resubmission

Return revised application with cover letter indicating changes made.