

Module profile: BWR 224 (2011)

1. Module detail	
1.1 Module code	BWR224
1.2 Module title	Law of Evidence
1.3 Brief description of module content	Introduction to the law of evidence; definitions; the constitutional impact; history of the law of evidence; different types of evidence; the presentation of evidence; exclusions; the calling of witnesses.
1.4 Module Convenor	Inez Bezuidenhout
1.4.1 Years involved with SL or other forms of CBE	4
1.4.2 Completed HOS717	Yes
1.5 Other UFS staff members involved	Iago Davids Adrian Frewen
1.6 UFS peer support person	
1.7 Faculty	03
1.8 School	086
1.9 Academic host programme	LL.B.
1.10 Main department involved	Law of Procedure and Law of Evidence
1.11 Additional departments involved	
1.12 Study year of students	2nd Year
1.13 NQF level of the module	5
1.14 Number of credits for the module	16
1.15 Module offered during	2nd Semester
1.16 The module was offered for the first time in	0
1.17 The module was adapted to include a SL component in	2010
1.18 Module type	Fundamental
1.19 Key words	Persons With Disabilities Economic Empowerment Education & Training Indigenous Knowledge Information Technology Life Skills Language Research Social Development

2. Student Information	
2.1 Student enrolments and performance	
Enrolments	237
Drop out	0
Pass	0
Pass with distinction	0
Fail	0
Incomplete	0

2.2 Student profile: Gender and race

Male	0
Female	0

Race

Black	115
White	81
Asian	3
Coloured	27

2.3 Student profile: Language of instruction

Afrikaans	78
English	159

2.4 Student profile: Home language

Afrikaans	0
English	0
Ndebele	0
Xhosa	0
Zulu	0
Sesotho	0
Setswana	0
Swati	0
Venda	0
Other	0
Unknown	0

3. Partners and Sites

3.1 Partner(s) in the community

- Ons Kinderhuis
- Tshepong Victims Crisis Centre

3.2 Partner(s) in the service sector

3.3 SL site(s)

3.3.1 Key engagement sites	Number of students
3.3.2 Other sites	Number of students

3.4 Site visits

3.4.1 Venue(s)	UFS Law Clinic Tshepong Victims Crisis Centre		
3.4.2 Number of active SL hours spent in the community per student	3.4.3 Number of students	Total number of hours	Total number of student visits
5	N.a	N.a	40

4. Module Outcomes

4.1 Student learning outcomes

4.1.1 Specific module outcomes

- Students should have a thorough knowledge of the principles in Evidence and Criminal Procedure.
- Students should be able to display a thorough understanding of the presentation of evidence in a criminal court and what impact the constitution has on the presentation of evidence and exclusion of evidence.

4.1.2 Generic (critical cross-field) outcomes

- The student should take part as a responsible citizen in local communities.
- Should be sensitive as a lawyer to the cultural and ethnic diversity in the community.
- Should identify and solve legal problems through critical and creative thought, approach and study personal and professional activities in a responsive, ethical and effective manner.
- Should be able to do effective legal research by gathering, analysing and critically evaluating information.
- Should be able to communicate effectively in writing and verbally.
- Should cooperate effectively with others in society.
- Should be able to use technology effectively and responsibly to the advantage of the community as a whole and see the law as a component of a system of interdependent systems within the community where problem-solving cannot occur in isolation.

4.1.3 Service-learning activities of students (in the community)

40 students were selected from the BWR class to partake in three community service learning projects. These students identified their own projects and decided to undertake all preparatory steps during the course of the second semester of 2011. The actual implementation of the projects will however take place during the first semester of 2012 due to the magnitude of the projects. Students conducted a needs analysis at Tshepong Victim Crisis Centre and the need was identified to assist the centre with information dissemination.

Students had interviews with victims at the centre to assess from them what kind of information will assist them in the process of applying for protection orders. The students also arranged meetings with the presiding officers at the court in order to ascertain how they (the students) could assist.

Students approached several private companies for sponsorship for sign boards to be erected at the centre. These boards will direct the applicants to the relevant officers and courts. The students are also designing an information brochure which will explain the process of applying for a protection order in English, Afrikaans and South Sotho. The sign boards and brochures will be completed early 2012.

4.1.4 Description of student reflection

Students are surprised at the amount of people applying for protection orders and the lack of adequate information to guide them.

4.2 Community outcomes

4.2.1 Service outcomes for the community

The community's need of court preparation was addressed in a way that is understandable and in the way that the children could relate to the presentation.

4.2.2 Tangible community benefits of the SL module

Student DVDs will be used in future classes of BWR and could be utilised in other community engagement projects.

4.2.3 Community development priority to be addressed through the service

Social awareness and sensitisation to court process.

4.2.4 The service needs of the community were identified in the following way

Consultation between the community and the students.

4.2.5 Community resources to be utilised

The facilities of Huis Soetehoop.

4.3 Service sector outcomes

4.3.1 The service sector will benefit from the module in the following way

Students' knowledge of court process was developed through interactive learning activities. Student DVDs will be used in future classes of BWR224 to explain curriculum content to future students in the course.

4.3.2 These outcomes for the service sector were identified in the following way

Student–lecturer discussions. Previous test results indicated that students don't always understand the court process and how evidence is presented.

4.3.3 Service sector resources to be utilised

The Law Clinic office for group meetings, the law faculty classroom for filming of the DVDs.

5. Curriculum Development

5.1 Student contribution and input

Students identified the need to address a specific community need as well as the need to practically understand the court process.

5.2 Community contribution and input

The house mother/guardian of the children indicated a need for the projects.

5.3 Service sector contribution and input

Staff of the Law Clinic initiated the idea that victims from domestic violence cases need to be sensitised to what is expected from a witness in the court process.

5.4 Lecturer(s) learned from the community

That children are very susceptible to an idea and that children relate better with students in a relaxed learning environment.

5.5 Students learned from the community

That children need to be prepared for given evidence in court and that their fears oftentimes hinders a just and fair outcome in a case.

5.6 Lecturer(s) learned from the service sector partners

Students relate better to post-graduate students and that post-graduate students should facilitate CSL.

5.7 Students learned from the service sector partners

Ethical values and how a student can contribute to the outcome of a case, even if the student only assist the witness to be confident and knowledgeable about what is expected from the witness in court.

5.8 Students learned from their peers

Effective group assignments are only possible if students appreciate each other's strong and weak points. Ultimately, that one is dependent on others for the execution of a well-presented project.

5.9 Local, traditional and/or indigenous knowledge that was recorded during the implementation of the module

None

5.10 The way the knowledge was recorded

N/a

5.11 The knowledge will be utilised to enrich and contextualise the curriculum content in the following way

N/a

5.12 Recognition that will be given to the partners for their knowledge sharing/contribution

Follow-up sessions, newsletters, regular contact with community.

6. Financial Implications

6.1 Cost implications

Accommodation (1561) R 0.00

7. Modes of Delivery and Notional Hours

	Notional hours (Contact)	Percentage of notional hours (Contact)
Lectures	16	45.71
Practicals and tutorials	0	0
Co-operative learning	10	28.57
Service sector site placements	N.a	0
Community site placements	N.a	0
Structured reflection	N.a	0
Formative assessment	4	11.43
Summative assessment	4	11.43
Continuous assessment	1	2.86
Contact hours sub total	35	
	Notional hours (Self-directed study)	Percentage of notional hours (Self-directed study)
Summative assessment	10	28.57
Preparation for contact sessions	10	28.57
Preparation for assessment	10	28.57
Dialogue with peers, partners	5	14.29
Online learning	N.a	0
Other	N.a	0
Self study hours sub total	35	
Total hours	70	

8. Strategies for Reflection and Assessment

8.1 Reflection plan N.a

8.2 Assessment plan N.a

8.3 Methods of assessment of the student learning

Assignment(s) Group projects
Portfolio Presentations
Tests Summative assessment

Other In addition to the projects, students had to present a summary of the projects to the faculty during a "koffiekan" discussion. The students used Powerpoint presentations to describe the learning experience.

8.4 Assessment forms utilised N/a

9. Module Evaluation

9.1 Module evaluation by students

Students enjoy the interactive learning experience and the majority thought that similar projects should be presented in other law modules.

9.2 Module evaluation by community

It was well received and the projects were exceptionally well presented.

9.3 Module evaluation by service sector partners

Excellent!

9.4 Module self-evaluation by lecturer

N/a

9.5 Peer or other forms of evaluation

N/a

9.6 Assessment of impact of the module on participants

These projects prepare students for the practice of law. Students and learners are exposed to aspects of the law that will ultimately contribute to an effective justice system.

9.7 Review and improvement of the module

N/a

9.8 Notes on the partnership

Huis Soetheoop is the ideal partner for legally related projects.

9.9 Evaluation forms utilised

Please refer to the document(s) attached.

10. Celebration and Dissemination of Outcomes

10.1 Date

2010-11-16

10.2 Venue

Faculty of Law

10.3 Short description

During the "koffiekan" discussion students presented an overview of the learning experience to faculty members.

10.4 Participation of the various roleplayers

Students presented the overview and faculty members partook in the discussion.

10.5 Communications pertaining to the celebration

Please refer to the document(s) attached.