


PROGRAMME SPECIFICATION	
--------------------------------	--

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	B.A. Honours
4	Programme Title	Bachelor of Laws with Honours
5	UCAS/Programme Code	M1R1
6	Programme Accreditation	Programme validated by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree giving exemption from the first (academic) part of professional training
7	QAA Subject Benchmark(s)	Law
8	FHEQ Level	6
9	Date written/revised	01.05.02, 09.05.02, 09.10.02, 14.04.03, 23.06.04, 25.04.07, 30.04.08 and 29.04.09

10	Programme Aims
1	<p>To provide a programme which</p> <ul style="list-style-type: none"> • delivers a rigorous liberal education in the disciplines of law and French informed by scholarship and research; • enables students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development; • enables students to develop an understanding of the nature of law and the theoretical and multi-disciplinary influences on its development; • confers proficiency in reading and listening skills, writing and speaking skills and mediating skills in the French language • develops students' cognitive skills in both law and French studies; • provides students with an understanding of aspects of French law and a selection of the following as options taken within the programme: area studies, cultural studies, film, history, linguistics, literary studies and politics; • allows students to study French law taught in French at a French University; • develops intellectual and key skills to equip students for future learning and employment and which • produces graduates who are equipped for training and employment in the legal professions and in other fields of employment or to undertake postgraduate study.
2	<p>To fully</p> <ul style="list-style-type: none"> • satisfy the requirements of the Joint Announcement for qualifying law degrees including the need to teach 'The Foundations of Legal Knowledge'. • meet and, in Stage 3, exceed the requirements of the QAA Benchmark Statement for Law degrees; • conform to the criteria for an honours degree laid down in the FHEQ and comply with University policies.

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Law.

Knowledge and Understanding

On completing the programme students should have knowledge and understanding of:

- A1 The major concepts, values, policies, principles and rules of the Foundations of Legal Knowledge, these being Public Law, Contract, Land Law, Criminal Law, Tort, European Union Law and Equity and aspects of French Law;
- A2 The principal institutions and processes of the English and French law;
- A3 The lexis, grammatical structures, registers and usage of French language to Degree level;
- A4 Intercultural awareness and understanding; selected areas of specialist French study from area studies, cultural studies, history, film, linguistics, literary studies and politics
- A5 Multi-disciplinary and / or theoretical perspectives used to analyse the law and legal processes.

Teaching and Learning Methods

The Law School teaching and learning methods to enable knowledge and understanding are as follows:

First, as to A1 and A2, to enable students to acquire a basic level of knowledge and understanding through lecturing. A3 is imparted through a mix of communicative, student-centred language teaching methods and formal linguistic instruction. A4 is conveyed primarily by lectures, seminars and the year in France. A5 is achieved through lectures and seminars.

Secondly, to take the basic exposition and instruction further by the universal requirement for students to engage in independent learning, using reading lists directing them to primary and secondary sources.

Thirdly, to deliver seminars so as to provide opportunities for students to engage in legal problem-solving exercises, the discussion of legal principles and theoretical issues, and the discussion of selected areas of specialist French study to check learning and understanding.

Finally, written coursework gives a further opportunity to develop and demonstrate knowledge and understanding.

Assessment Strategy

At Stage 1 knowledge and understanding for Law is assessed formatively by means of seminar essays submitted across the year and by a mid-session unseen examination whilst summative assessment is largely by unseen written examinations. Formative assessment for French is via class tests. Summative assessment of knowledge and understanding in French is by continuous written assessment together with unseen examinations (including oral and aural examinations in French). At Stage 2, Law modules are assessed either 100% by unseen examination or 33% by coursework and 67% by unseen examination. At Stage 3 the 33% coursework and 67% unseen examination regime predominates for law modules. Assessment for French in Stages 2 and 3 follows the same pattern as for Stage 1.

Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1 analyse: to identify and order issues by relevance and importance;</p> <p>B2 synthesise materials derived from diverse sources, including French sources;</p> <p>B3 exercise critical judgement by discriminating between the merits or otherwise of particular arguments; and</p> <p>B4 exercise skills of evaluation in making a reasoned choice between competing solutions or arguments.</p>
Teaching and Learning Methods
<p>B1 to B4 are primarily developed and demonstrated through seminar discussions, problem-solving and in researching and writing seminar essays and assessed coursework essays, research papers, dissertations, examinations, preparing for and delivering oral presentations and preparing for and participating in mooting and client-interviewing.</p>
Assessment Strategy
<p>These are formatively assessed at Stage 1 by seminar essays and an unseen mid-session examination and summatively by means of assessed coursework, unseen written examinations (and oral and aural examinations in French). At Stages 2 and 3 these skills are assessed summatively in like manner as Stage 1.</p>
Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1 engage in legal problem-solving by identifying relevant issues, applying relevant concepts, principles and rules, identifying evidence needed, making judgements and reaching supported conclusions on the basis of sound and informed reasoning;</p> <p>C2 write speak, write, read, listen to and understand with accuracy complex forms of written and spoken French in various registers, contexts and speeds;</p> <p>C3 translate and summarise non-technical texts from and into French;</p> <p>C4 write, speak and think with care and precision in the analysis and synthesis of the law</p> <p>C5 structure argument and analysis; and</p> <p>C6 identify issues for research and to retrieve accurately relevant legal and other sources, as appropriate, in primary and secondary form, both in paper and digital formats.</p>
Teaching and Learning Methods
<p>C1 is developed initially through the Legal Skills module and then further developed and demonstrated <i>via</i> seminar assignments, examinations and compulsory written work. C2 is achieved through the practicing of reading skills, enhancing listening skills through language laboratory work and writing skills through the analysis and practice of writing. C3 is addressed by translation practice, analysis of translation techniques and written summary of argumentative passages. C4-C6 are inculcated by the Socratic style of lecturing and, more generally, by means of regular seminar work, examinations and compulsory written work. Induction activity, Law School intranet guides and the Legal Skills module specifically addresses C4 and the latter skill is further developed <i>via</i> seminars and compulsory written work. C1 and C4-C6 are further developed and demonstrated through oral presentations and client-interviewing. Students can enhance their development of these skills throughout the programme by voluntary participation in mooting and client-interviewing competitions within and outside of the Law School.</p>

Assessment Strategy

At Stage 1, formative assessment is by means of class tests for French Language and a mid-session examination and seminar essays for Law. Summative assessment is by a combination of written continuous assessment in French, an assessed client interview, and largely unseen examinations (with oral and aural examinations for French). At Stage 2, the skills are assessed either 100% by unseen examination with prior formative assessment or 33% by coursework and 67% by unseen examinations. At Stage 3 Law modules are assessed 33% by coursework and 67% by unseen examination. Assessment of French at Stages 2 and 3 follows the same pattern as for Stage 1.

Transferable/Key Skills

On completing the programme students should be able to:

- D1 (a) read, interpret and understand English language accurately in relation to complex technical texts and (b) present argument intelligibly and accurately;
- D2 word process essays and other academic work in an appropriate form, use the internet and email and demonstrate some competence in digital information retrieval;
- D3 (a) act independently in organising time, tasks and meeting deadlines (b) undertake independent research both in areas already studied and those investigated without prior study and (c) reflect on the learning process using feedback;
- D4 work in teams; and
- D5 adapt and operate in a different cultural environment.

Teaching and Learning Methods

D1, D2 and D3 are introduced in induction programming at Stage 1. Under D1, the ability to argue orally is developed primarily through seminars or interactive lectures and further developed in modules in which oral presentations are formally assessed. Students may, finally, develop oral skills by participation in voluntary mooting. Again under D1, literacy is developed through seminar essays and course work assessments. D1 and D2 are developed further in induction at Stage 2. Coursework provides the opportunity for students to develop and demonstrate IT & C literacy (D2). D3 is developed by preparation for seminars and researching and writing coursework essays, research papers and dissertations. D4 is developed through group exercises in seminars and workshops in particular modules. Students may develop team work skills further by participation in mooting and client-interviewing. Finally, D5 is cultivated through language training and the year in France.

Assessment Strategy

D1 is assessed through seminar essays, assessed coursework, unseen examinations (including oral and aural examinations in French) and oral seminar presentations. There is no formal assessment for D2 but it is indirectly assessed through course work essays, research papers and dissertations. There is no formal assessment for D3 but it is indirectly assessed through course work essays, team work exercises, oral presentations, research papers and dissertations. D4 is assessed via a team work exercise in the form of a group oral presentation. D5 is not directly assessed but is a pre-condition to success in the year in France.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The programme is studied full time over three years based on 30 weeks attendance per year.

Each year of study is known as a Stage. Each Stage must have modules to a total credit value of 120. Every 10 credits of a module's value is designed to take 100 hours of student time inclusive of contact time in lectures and seminars, independent learning, completion of compulsory written work and preparation for examination assessment. Modules in the programme vary from 10 credits to 30 credits. There are three stages in total, giving an overall requirement of 360 credits.

Each Stage consists of a largely compulsory diet, there being freedom to select one twenty credit optional module in French at Stages 1 and 2 and 3. This lack of choice reflects the need to include the Foundations of Legal Knowledge within the programme to confer qualifying Law degree status.

In Stage 1, students take Legal Skills and Introduction to Legal Institutions and Method. These modules provide the fundamental points of reference and develop basic skills for legal study through all stages. Two Foundations of Legal Knowledge are also studied: Public Law and Contract. The two Foundations first enable students to learn about the legal aspects of Constitutions, thus preparing students for French Law at Stage 2 and for the year of study in France. Contract Law is studied to provide an essential grounding in the basis of most business and consumer relationships. In addition, students take two 20 credit French modules: French Language and an option. Students are guided to take an option in which exposure to the French language is assured and which introduces French History, Society and Institutions, although those with strong interests in linguistics, film, cultural or literary studies are able to pursue such interests. For academic reasons, due to the progressive nature of the programme and the need to prepare students for later subject study, the two Foundation modules, the legal skills modules and the French language module are designated as core modules.

Stage 2 comprises a compulsory diet of core modules to a credit value of 100, leaving a 20 credit optional French module for selection. The compulsory modules include two further Foundation core modules. EU Law continues the theme of Constitutional provision but goes on to extend to substantive law e.g. on the single market. Land Law is also taken to confer an understanding of a key Foundation of legal Knowledge and to prepare students for Trusts at Stage 3. A tailored module in French Law completes the law element for the Stage and this module is taught and partly assessed in French. The module provides particular help in the preparation for the year in France. The French component includes a module in French Language and a 20 credit option. As at Stage 1, students are guided to an optional module on Contemporary French Society, again taught in French but, again, students may pursue other particular interests to develop on a specialist option taken at Stage 1.

The year abroad is spent at one of three Socrates partner Universities. Students enrol for a full year programme of French Law in the relevant University Law School. The host University assessment procedures apply and these are formal assessment by means of oral examination. The assessment is taken into account in awarding the degree class at Stage 3. During the year in France, particular opportunities arise for students to increase understanding of intercultural awareness and understanding (A4) and to demonstrate organisational ability, teamwork and the ability to adapt and operate in a different culture (D3-D5). The Law School provides advice and guidance sessions as well as a written handbook (<http://www.ncl.ac.uk/nuls/internal/dph.htm>) to ensure that BA Law with French students choose the right host University for them and (notwithstanding the constraints of sharing out our students equally between the host Universities) every effort is made to ensure that students are able to attend either their first or second choice institution.

Stage 3 comprises a compulsory diet of modules with a credit value of 100 credits: the remaining Foundation subjects are taken- Criminal Law, Tort and Trusts. These modules are placed in Stage 3 to enable a strong focus on using case law: a core skill in the legal curriculum and to build upon the essential preparation of Stages 1 and 2. The French component is a 20 credit module in advanced French language to consolidate the language achievements in France and a 20 credit optional module to reflect the interests of the student.

The pattern of study over the degree is as follows.

Stage 1	Module	Credits	Comp	Core
LAW1050	Introduction to Legal Institutions and Method	10	Y	Y
LAW1006	Legal Skills	10	Y	Y
LAW1020	Public Law	30	Y	Y
LAW1021	Contract Law	30	Y	Y
FRE1071	Level B French Language	20	Y	Y
FRE1006	Introduction to French History, Politics and Society	20	N	N
SML1018	Texts and Contexts: An Introduction	20	N	N
SML1019	Introduction to Linguistics	20	N	N
SML1021	Introduction to International Film	20	N	N
SML1022	Introduction to Cultural Studies	20	N	N

Stage 2	Module	Credits	Comp	Core
LAW2066	Land Law	30	Y	Y
LAW2051	French Law	20	Y	N
LAW2062	EU Law	30	Y	Y
FRE2061	Level C French Language	20	Y	N
FRE2004	La France de la Commune à Vichy 1870-1945	20	N	N
FRE2005	Classic French Cinema	20	N	N
FRE2006	Les Valeurs Républicaines et la Société Française Contemporaine	20	N	N
FRE2044	Language Variation in Contemporary France	20	N	N
FRE2045	French Caribbean Literature	20	N	N
SML2010	International Film: Theories and Applications	20	N	N

Year in France

The year in France requires attendance at a Law School in one of three partner Universities. Students take a programme of study agreed individually between the student, the host University and Newcastle Law School. The programme must be satisfactorily completed to enable progression to Stage 3

Stage 3	Module	Credits	Comp	Core
LAW2060	Criminal Law	30	Y	Y
LAW2061	General Principles of Tort	30	Y	Y
LAW2064	Trusts	20	Y	Y
FRE4061	Level D French General Language	20	Y	N
FRE4002	Paris: aspects of history and culture	20	N	N
FRE4003	Occupation and Resistance: Literary and Cinematic Responses to the Second World	20	N	N

	War in France			
FRE4005	Modern French Literature	20	N	N
FRE4006	Contemporary French Cinema	20	N	N
FRE4009	The Second Language Acquisition of French	20	N	N
FRE4010	Gender, Religion and Politics in France since 1789	20	N	N
FRE4011	France in the Fourth Republic	20	N	N
FRE4012	Language Change in French	20	N	N
Key features of the programme (including what makes the programme distinctive)				
<p>The programme validated by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree giving exemption from the first (academic) part of professional training.</p> <p>The programme includes a year in France at one of three partner Universities.</p>				
Programme regulations (link to on-line version)				
http://www.ncl.ac.uk/regulations/docs/				

13 Criteria for admission*Entry qualifications***GCSEs required**

No Specific requirement beyond the University's General Entrance Requirements.

A Levels

AAA including French and excluding General Studies.

Scottish Qualifications

AAAAB at Higher Grade including French (at one sitting). Combinations of Highers and Advanced Highers accepted.

International Baccalaureate

A minimum of 34 points in the IB Diploma, with three subjects at Higher Level grade 6 or above including French.

Irish Leaving Certificate

AAAAB at Higher Level, including French.

Access Qualifications

Applicants offering Access to HE courses are welcomed and considered on an individual basis. Evidence of study in French to a suitable level is also required.

BTEC Higher National Diploma

Applicants offering a BTEC Higher National Diploma will be considered on an individual basis but evidence of study in French to a suitable level is also required.

BTEC National Diploma

Applicants offering a BTEC National Diploma will be considered on an individual basis but evidence of study in French to a suitable level is also required

Alternative entry qualifications

Six points may be offered from AVCE or two AS levels as long as two A levels also offered, including Grade A in French. Scottish Highers at AAAAB accepted. Other A level equivalent qualifications are acceptable on an individual basis. Overseas students with appropriate qualifications are considered on an individual basis and, particularly in view of the nature of legal studies, the application must demonstrate a good command of English as well as showing evidence of sufficient proficiency in French.

Admissions policy/selection tools

We seek to recruit students of above average academic ability who can develop French language skills to degree level, respond to the academic rigour of the programme and may reasonably be able successfully to complete the programme. Whilst academic achievement is the principal measure for entry, we also look for evidence of participation in extra - curricular activities of an intellectual, sporting, artistic or voluntary nature, whilst being mindful of possibly limited opportunities in this area. Students offered a place are invited to an Open Day where an opportunity is given to meet staff and undergraduates and to learn more about the programme and the Law School, together with other practical issues. It is Law School policy to interview non-standard applicants considered for a place.

Non-standard Entry Requirements

Non-standard applicants are considered individually and must demonstrate ability to cope with academic study of law at degree level. Those taking accredited access courses are normally expected to pass at Merit level in all units taken.

Additional Requirements

There are no additional requirements.

Level of English Language capability

IELTS 7.0 or equivalent

14 Support for Student Learning

Induction

During the first week of the first semester students attend an induction programme. New students will be given a general introduction to University life and the University's principal support services and general information about the School and their programme, as described in the Degree Programme Handbook. New and continuing students will be given detailed programme information and the timetable of lectures and seminars. The International Office offers an welcome programme for overseas students (see <http://www.ncl.ac.uk/international/prearrival/>)

Study skills support

Students will learn a range of Personal Transferable Skills, including Study Skills, as outlined in the Programme Specification. Some of this material is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects. The School of Modern Languages provides induction to the French study component.

Academic support

The initial point of contact for a student is with a lecturer or module leader, or their tutor (see below) for more generic issues. Thereafter the Degree Programme Director or Head of School may be consulted. Issues relating to the programme may be raised at the Staff-Student Committee, and/or at the Board of Studies.

Pastoral support

All students are assigned a personal tutor whose responsibility is to monitor the academic performance and overall well-being of their tutees.

In addition the University offers a range of support services, including the Student Wellbeing Service, which offers a comprehensive range of services and expertise.

The services are free

and confidential and available to all students. The Student Wellbeing Service offers a specialist skill mix within the following areas: Life Matters (Counselling, Mental Health & Life Skills); Disability Support; and Financial Support.

See www.ncl.ac.uk/wellbeing-service.

The University Careers Service provides extensive and very well received support in close co-operation with the Law School in guiding and informing students on career issues principally by means of a series of talks facilitated by the Law School.

Individual advice is also available on careers issues from the Careers Service.

Finally, email and telephone contact, enables students to consult and seek advice concerning issues arising during the year in France.

Support for students with disabilities

The University's Disability Support Service provides help and advice for disabled students at the University - and those thinking of coming to Newcastle. It provides individuals with: advice about the University's facilities, services and the accessibility of campus; details about the technical support available; guidance in study skills and advice on financial support arrangements; a resources room with equipment and software to assist students in their studies. For further details

see <http://www.ncl.ac.uk/disability-support/>

Learning resources

The University's main learning resources are provided by the University Library, for books, journals and online resources, and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/library>.

The University Library services include a dedicated Law Library housed in the Law School and partly funded by the Law School. Extensive University Computer network across campus and in halls of residence, including a cluster of PCs housed in the Law School.

Law module teaching materials, including module outlines and reading lists, are on the Law School intranet and available via Blackboard and hard copies are supplied to students. Newcastle Law School Online resources include the Degree Programme Handbook, guides on Legal Writing, Problem Solving and Legal Information Retrieval, access to electronic legal information services and past examination papers.

All new students whose first language is not English are required to take an English Language test organised by INTO Newcastle University. Where appropriate, in-session language training can be provided. Guidance on the English language support offered by INTO Newcastle University can be found

at: <http://www.into.uk.com/newcastle/home>

teaching and learning

Module reviews

Law module leaders are required to conduct an annual module review taking into account the experience during the year, evaluation questionnaires and assessment results. Issues arising are included in an action plan. The reviews are considered in detail by the Law School's Teaching and Learning Committee. The Board of Studies receives a report on any problems and general issues. Where necessary, such issues are referred to Staff-Student Committee for further consideration.

All Law modules are subject to student review by questionnaires which are considered by the Law School's Teaching and Learning Committee and Board of Studies. Changes to, or the introduction of new, modules are considered at the School Teaching and Learning Committee and at the Board of Studies. Student opinion is sought at the Staff-Student Committee and/or the Board of Studies. New modules and major changes to existing modules are subject to approval by the Faculty Teaching and Learning Committee.

Programme reviews

The Board of Studies conducts an Annual Monitoring and Review of the degree programme and reports to Faculty Teaching and Learning Committee.

External Examiner reports

External Examiner reports are considered by the Board of Studies. The Board responds to these reports through Faculty Teaching and Learning Committee. External Examiner reports are shared with student representatives, through the Board of Studies and staff student committee.

Student evaluations

Law and French taught modules are the subject of regular evaluation by students in a standard format. Such evaluation extends to lectures and seminars and each teacher is the subject of a separate evaluation. Additionally, Stage Questionnaires and Programme Questionnaires are annually issued to students to evaluate Stages and the Programme as a whole. The results for Law modules are considered in detail by the Law School Teaching and Learning Committee in conjunction with the Module Review exercise. The Board of Studies receives a report on any problems and general issues. Where necessary, such issues are referred to Staff-Student Committee for further consideration. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. FRE and SML module feedback is fed into the Board of Studies less formally through student feedback to Law School academics. The National Student Survey is sent out every year to final-year undergraduate students, and consists of a set of questions seeking the students' views on the quality of the learning and teaching in their HEIs. Further information is at www.thestudentsurvey.com/ With reference to the outcomes of the NSS and institutional student satisfaction surveys actions are taken at all appropriate levels by the institution.

Mechanisms for gaining student feedback

The Law School formally feeds back quality evaluation and other related issues via Staff-Student Committee and the Board of Studies. Both bodies have student representation from the degree programme

Faculty and University Review Mechanisms

The programme is subject to the University's Internal Subject Review process, see http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php

Accreditation reports

The programme is subject to validation by the Law Society for England and Wales and the Bar Council as a Qualifying Law Degree.

Additional mechanisms

Peer Review of Teaching

Each member of Law School staff is regularly subject to a structured review of teaching. Large group teaching is reviewed in one cycle and small group teaching in another cycle. The review is in the form of teaching observation, coupled with a briefing in advance and a de-brief after the observation. The review is conducted by a member of the Law School's Teaching and Learning Committee. Results are relayed to the Head of School and fed back to staff on an individual basis. A report on any general issues is made to the Board of Studies. Where necessary, such general issues are referred to Staff-Student Committee for further consideration.

Progress Reviews

As well as the Degree Programme Director conducting progress checks on individual students in each semester, the Personal Tutorial provides a routine mechanism for checking progress. The Board of Studies annually reviews progression rates, distribution of degree classes and graduate employment statistics.

16 Regulation of assessment

Pass mark

The pass mark is 40.

Course requirements

Progression is subject to the University's Undergraduate Progress Regulations and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/regulations/docs/>). In summary, students must pass, or be deemed to have passed, 120 credits at each Stage. Limited compensation up to 40 credits and down to a mark of 35 is possible at each Stage and there are resit opportunities, with certain restrictions.

Weighting of stages

Stage 1 is a preliminary examination and carries no weight for the eventual honours class. The marks from Stages 2 & 3 will contribute to the final classification of the degree. Stage 2 counts for 40% of the final degree class whilst Stage 3 counts for 60%.

Common Marking Scheme

The University employs a common marking scheme, which is specified in the Undergraduate Examination Conventions, namely

	Honours	Non-honours
70+	First Class	Excellent
60-69	Second Class, First Division	Very Good
50-59	Second Class, Second Division	Good
40-49	Third Class	Basic
<40	Fail	Failing

Less than 40% is a failing mark except that for "non-core" modules in the first year, a mark of 35% will allow a pass provided that the student has achieved an average of 40% across all modules.

Role of the External Examiner

An External Examiner, a distinguished member of the subject community, is appointed by Faculty Teaching and Learning Committee, after recommendation from the Board of Studies. The External Examiner is expected to:

- See and approve examination papers
- Moderate examination and coursework marking
- Attend the Board of Examiners
- Report to the University on the standards of the programme

In addition, information relating to the programme is provided in:

The University Prospectus (see <http://www.ncl.ac.uk/undergraduate/>)

The School Brochure (contact enquiries@ncl.ac.uk)

The University Regulations (see <http://www.ncl.ac.uk/regulations/docs/>)

The Degree Programme Handbook (see <http://www.ncl.ac.uk/nuls/internal/dph.htm>)

Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided. The accuracy of the information contained is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

Annex

Mapping of Intended Learning Outcomes onto Curriculum/Modules

The table below maps the intended learning outcomes onto the compulsory and optional modules available in the BALF curriculum. Inclusion of an intended learning outcome for any individual module may represent the whole or part of that module and does not necessarily indicate that it is an assessed outcome.

Module	Type	Intended Learning Outcomes			
		A	B	C	D
LAW1050	Comp	2	1,2,3,4	1,2,3,4	1,2,3,4
LAW1006	Comp	2	1,2,3,4	1,2,3,4	1,2,3,4
LAW1020	Comp	1,2	1,2,3,4	1,2,3,4	1,2,3
LAW1021	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3
FRE1071	Comp	3	1,2,3,4	2,3	2,3,4,5
FRE1006	Optional	4	1,2,3,4	2,5	2,3,4
SML1018	Optional	4	1,2,3,4	2,5	2,3,4
SML1019	Optional	3,4	1,2,3,4	2,5	2,3,4
SML1021	Optional	4	1,2,3,4	2,5	2,3,4
SML1022	Optional	4	1,2,3,4	5	2,3,4
LAW2066	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3
LAW2051	Comp	1,2,3,4	1,2,3,4	1,2,3,4	1,2,3,4
LAW2062	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
FRE2061	Comp	3	1,2,3,4	2,3,5	2,3,4,5
FRE2004	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE2005	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE2006	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE2044	Optional	3,4	1,2,3,4	2,5,6	1,2,3,4
FRE2045	Optional	4	1,2,3,4	2,5,6	1,2,3,4
SML2010	Optional	4	1,2,3,4	5,6	1,2,3,4
LAW2060	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
LAW2061	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
LAW2064	Comp	1,2,4	1,2,3,4	1,2,3,4	1,2,3,4
FRE4061	Comp	3	1,2,3,4	2,3,5	2,3,4,5
FRE4002	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4003	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4005	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4006	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4009	Optional	3,4	1,2,3,4	2,5,6	1,2,3,4
FRE4010	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4011	Optional	4	1,2,3,4	2,5,6	1,2,3,4
FRE4012	Optional	3,4	1,2,3,4	2,5,6	1,2,3,4