

1	Institution	University of Newcastle upon Tyne
2	Award(s)	B.A. Honours
3	Programme title	Bachelor of Arts with Honours in Law with French
4	Programme type	Degree
5	Programme recognised 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.
6	UCAS Code	M1R1
7	QAA Subject Benchmarking Group(s)	Law
8	Date of production/revision	01.05.02, 09.05.02, 09.10.02, 14.04.03 and 23.06.04

9	Educational Aims of Programme:	<p>A. 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; • 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. <p>B. 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 the requirements of the QAA Benchmark Statement for Law degrees and • conform to the criteria for an honours degree laid down in the FHEQ • comply with University policies.
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10 Programme Intended Learning Outcomes

The programme facilitates the development of the following knowledge, understanding, discipline-related and key skills.

A Knowledge and understanding of:

- 1 The major concepts, values, policies, principles and rules of the Foundations of Legal Knowledge and aspects of French Law;
- 2 The principal institutions and processes of the English and French law;
- 3 The lexis, grammatical structures, registers and usage of French language to Degree level;
- 4 Intercultural awareness and understanding; selected areas of specialist French study from area studies, cultural studies, film, linguistics, literary studies and politics.
- 5 multi-disciplinary and theoretical perspectives used to analyse the law and legal processes.

B Subject-specific/professional skills

The ability to

- 1 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;
- 2 speak, write, read, listen to and understand with accuracy complex forms of written and spoken French in various registers, contexts and speeds;
- 3 translate and summarise non-technical texts from and into French;
- 4 write, speak and think with care and precision in the analysis and synthesis of the law;
- 5 structure argument and analysis and
- 6 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.

C Cognitive skills

The ability to

- 1 analyse: to identify and order issues by relevance and importance;
- 2 synthesise materials derived from diverse sources, including French sources;
- 3 exercise critical judgement by discriminating between the merits or otherwise of particular arguments and
- 4 exercise skills of evaluation in making a reasoned choice between competing solutions or arguments.

D	Key skills
	The ability to
1	(a) read, interpret and understand English language accurately in relation to complex technical texts and (b) present argument intelligibly and accurately;
2	word-process essays and other academic work in an appropriate form, use the internet and email and demonstrate some competence in digital information retrieval;
3	(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;
4	work in teams
5	adapt and operate in a different cultural environment.

Intended learning outcomes	Teaching/learning methods and strategies
A. Knowledge and understanding	<p>The strategy for the programme is as follows.</p> <p>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.</p> <p>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.</p> <p>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.</p> <p>Finally, written coursework gives a further opportunity to develop and demonstrate knowledge and understanding.</p>

<p>B. Subject-specific/professional skills</p>	<p>B1 is developed initially through the Legal Skills module and then further developed and demonstrated <i>via</i> seminar assignments, examinations and compulsory written work. B2 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. B3 is addressed by <u>translation practice, analysis of translation techniques and written summary of argumentative passages.</u> B4-B6 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 B4 and the latter skill is further developed <i>via</i> seminars and compulsory written work. B1 and B4-B6 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>
<p>C. Cognitive skills</p>	<p>C1 to C4 are primarily developed and demonstrated through seminar discussions, problem-solving and in researching and writing seminar essays and assessed coursework essays, examinations, preparing for and delivering oral presentations and preparing for and participating in mooting and client-interviewing.</p>
<p>D. Key skills</p>	<p>D1, D2 and D3 are introduced in induction programming at Stage 1. Under D1, the ability to argue orally is developed primarily through seminars, supplemented by Socratic or other 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. D2 is developed further in induction at Stage 2 and assessed coursework research and preparation 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 and research papers. D4 is developed through group projects, and exercises in seminars. 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.</p>

Intended learning outcomes	Methods of Assessment
A. Knowledge and understanding	At Stage 1 knowledge and understanding for Law is assessed formatively by means of seminar essays submitted across the year and by a mid-sessional unseen examination whilst <u>summative</u> 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.
B. Subject-specific/professional skills	At Stage 1, formative assessment is by means of class tests for French Language and a mid-sessional 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 (with one including provision for an assessed oral presentation) and 67% by unseen examination. Assessment of French at Stages 2 and 3 follows the same pattern as for Stage 1.
C. Cognitive skills	These are formatively assessed at Stage 1 by seminar essays and a mid-sessional 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.
D. Key (transferable) skills	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.

11 Programme Curriculum and structure

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.

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 or textual analysis 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 and the two compulsory French modules 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. EC Law continues the theme of Constitutional provision but goes on to extend to substantive law eg 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 comprises 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).

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
LAW150	Introduction to Legal Institutions and Method	10	Y	N
LAW106	Legal Skills	10	Y	N
LAW120	Public Law	30	Y	N
LAW121	Contract Law	30	Y	N
FRE171	Level B French Language	20	Y	Y
FRE 117	French History, Society and Institutions	20	N	N
SML118	Texts Study	20	N	N
SML119	Introduction to Linguistics	20	N	N
SML120	Introduction to European and Latin American Cinema	20	N	N

Stage 2	Module	Credits	Comp	Core
LAW122	Land Law	30	Y	Y
LAW251	French Law	20	Y	N
LAW262	EC Law	30	Y	Y
FRE261	Level C French Language	20	Y	N
FMS 205	Film Theory	20	N	N
FRE239	Contemporary French Society: Republican Values	20	N	N
FRE240	French Linguistics and Language Acquisition	20	N	N
FRE241	Detective Fiction in French Literature	20	N	N
FRE242	French Literature and Film Adaptation	20	N	N
FRE243	Arts Visuels: Impressionnisme et Post-impressionnisme	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
LAW260	Criminal Law	30	Y	Y
LAW261	General Principles of Tort	30	Y	Y
LAW264	Trusts	20	Y	Y
FRE461	Level D Language	20	Y	N
FRE401	French History/Society	20	N	N
FRE402	Paris: aspects of history and culture	20	N	N
FRE403	Occupation and resistance	20	N	N
FRE404	French New Wave Cinema	20	N	N
FRE405	Modern French Literature	20	N	N
SML401	Translation Theory	20	N	N

12 Criteria for Admission:

GCSEs required

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

A-Level Subjects and Grades

AAA at first attempt and in one sitting including Grade A at French but excluding General Studies.

Alternative entry qualifications

Six points may be offered from AVCE or two AS levels as long as two A levels are 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.

Arrangements for non-standard Applicants

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 achieve at least Merit level passes in all units taken.

Admissions Policy

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 who 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.

Any Additional Requirements

There are no additional requirements.

13 Support for Students and their Learning

Study Skills

Law School induction programme for new and returning students, providing orientation, detailed information on the programme of studies, assistance with the development of study key skills, and careers guidance. Legal Skills addresses study skills in greater depth over the first semester. The School of Modern Languages provides induction to the French study component.

Learning Resources

Module teaching materials, including module outlines and reading lists, are on the Law School intranet and a hard copy is supplied to students. The Open Access Centre offers a series of Language Learning Skills Workshops.

The Robinson Library services, including a dedicated Law Library housed in the Law School and partly funded by the Law School. In addition, The Language Centre's Open Access Centre has a collection of French books, and audio and video tapes accessible to students to support the study programme as well as facilities to access satellite French television programmes.

Extensive University Computer network across campus and in halls of residence, including a cluster of PC's housed in the Law School.

Newcastle Law School Online resources include Degree Programme Handbook, guides on Legal Writing, Problem Solving and Legal Information Retrieval, access to electronic legal information services and past examination papers.

Academic Support

Academic support is provided for specific academic problems *via* the module leader and the seminar programme. For general academic problems, progress issues and options choices, the Personal Tutors and Degree Programme Director provide advice and guidance. Students are given an introduction to and preparatory guidance for the year in France.

Pastoral Support

Pastoral support is available from Personal Tutors, Year Tutors and the Degree Programme Director. Other University agencies may be accessed either directly by the student or on referral from the Personal Tutor etc where appropriate. These include the Saville Medical Practice, the University's Student Progress Office (the link on financial assistance issues), the University Counselling Service, the University Chaplaincy and the University Disability Unit (extending to issues of dyslexia and incapacity for assessment as well as the more obvious cases). 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.

14 Methods for evaluating and improving the quality and standards of teaching and learning:

Evaluation Questionnaires

LAW and French taught modules are the subject of regular evaluation by students in a standard format. The evaluation extends to lectures and seminars and each teacher is the subject of a separate evaluation. Additionally, Stage Questionnaires and Programme Questionnaires are issued annually 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 Reviews. The DTLC reports to Board of Studies. FRE module feedback is fed into the Board of Studies less formally through student feedback to Law School academics.

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.

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 debrief after the observation. The review is conducted by a member of the Law School's Teaching and Learning Committee. Results are fed back to staff on an individual basis and a report on any general issues is made to the Board of Studies.

Progress Reviews

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

Programme Reviews

In accordance with the University's quality assurance mechanisms, the Board of Studies conducts an annual Degree Programme Review. The review is formally evaluated at Faculty and University level.

External Examiner Reports

External examiners are required to make annual reports to the University and are formally considered by the Board of Studies. Responses go to the External Examiners after scrutiny at Faculty level.

Subject Review

The University has in place a Subject Review Programme in which University academics independently assess the quality of provision for particular degree programmes every five years.

Feedback to students

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.

15 Regulation of Assessment

Assessment modes

At Stage 1, all LAW modules except Legal Skills are assessed by unseen examination. FRE modules are by a combination of written continuous assessment and by unseen examination including aural and oral examinations. For Legal Skills, the assessment is partly by an assessed client interview (10%) and partly by an examination on a case note.

At Stage 2, LAW modules are assessed either 100% by unseen examination or 33% by assessed coursework and 67% by unseen examination. FRE modules are assessed as for Stage 1.

At Stage 3, the pattern is as for Stage 2 except that all LAW modules are assessed 33% by coursework and 67% by unseen examination.

Weighting of results for honours

Stage 1 is a preliminary examination and carries no weight for the eventual honours class. Stage 2 counts for 40% of the final degree class whilst Stage 3 counts for 60%.

The University Common Marking Scheme

All assessed coursework and examination scripts are marked using the University Common Marking Scheme :

70% or more is a First Class mark

60-69% is an Upper Second mark

50-59% is a Lower Second mark

40-49% is a Third Class mark

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.

External Examiners

The Board of Studies nominates External Examiners for Faculty approval. The University has standards for both the appointment of Externals and the conduct of business by the appointee. The Law School presently has six Law External Examiners, all of whom are distinguished in their fields and experienced in assessment. Similarly the SML has two external examiners for French, who moderate Stage 2-3 French Modules taken by BALF students. The Externals approve assessed coursework titles and examination papers, check marking for consistency and standards, assist in resolving marginal results, attend the Examination Board and contribute especially on the award of Honours to ensure the maintenance of standards with comparable institutions.

16 Indicators of Quality and Standards:

External Examiners Reports

Range of support from and involvement with professionals and other employers through for example Law School Advisory Board, specific skills based student activity such as mooting and client interviewing and Careers activities.

Employment statistics

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 full advantage is taken 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.

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

The University Prospectus

The School Prospectus

The University and Degree Programme Regulations

The Degree Programme Handbook

QAA Subject Review Report

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