

## PROGRAMME SPECIFICATION



<b>1</b>	<b>Awarding Institution</b>	Newcastle University
<b>2</b>	<b>Teaching Institution</b>	Newcastle University
<b>3</b>	<b>Final Award</b>	LLM
<b>4</b>	<b>Programme Title</b>	LLM in International Trade Law
<b>5</b>	<b>UCAS/Programme Code</b>	5821
<b>6</b>	<b>Programme Accreditation</b>	n/a
<b>7</b>	<b>QAA Subject Benchmark(s)</b>	n/a
<b>8</b>	<b>FHEQ Level</b>	Masters
<b>9</b>	<b>Date written/revised</b>	May 02; programme revised 05; new modules approved 06; transcribed to new template 07

### 10 Programme Aims

To comply with prevailing University policies;  
To enable students to:

1. acquire specialised legal knowledge and legal skills in the subject-matter of International Trade Law
2. have the opportunity to acquire specialised knowledge in other related areas
3. develop a greater understanding of the nature of law and regulation, both generally and within the specific context of the subject-matter of International Trade Law
4. develop their research, organisational and presentation skills, and their capacity and opportunity for independent learning
5. develop other key skills that will equip students for future learning and employment

### 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:

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- A1. understand key principles and doctrines in a range of legal subjects related to International Trade Law
- A2. be familiar with the key institutions relevant to those legal subjects;
- A3. understand relevant theoretical perspectives (including those drawn from other disciplines) on the legal and policy issues raised by the subjects studied by the student; and
- A4. be acquainted with contemporary research and scholarship in these legal subjects.

#### Teaching and Learning Methods

Students have the opportunity to gain knowledge and understanding from a variety of teaching methods. First, in some subjects lecturers make presentations of selected areas of legal material. These presentations may take the form of traditional lectures, or of introductory presentations in seminar groups. Second, in all subjects, students are given handouts which both present basic information relevant to the legal subject and indicate further reading which students are required to undertake to advance their understanding and knowledge. Third, students participate in seminars in all of their chosen legal subjects. Students must prepare for such seminars through undertaking set reading, and by applying that reading to specific problems or issues set for discussion. Group discussions within

seminars are then based around these set problems/issues. Finally, the compulsory written work set in all modules (including the compulsory dissertation) provide students with a further opportunity both to develop, and to test, their knowledge and understanding.

#### **Assessment Strategy**

These are assessed by three means:

- (a) by assessed essay(s) (where compulsory in each module); and/or
- (b) by an unseen examination paper in each module; and
- (c) by the dissertation

#### **Intellectual Skills**

On completing the programme students should be able to show:  
the ability to

- B1. Analyse legal issues, including identifying and ordering issues by relevance and importance;
- B2. synthesise materials derived from diverse sources;
- B3. exercise critical judgement by discriminating between the merits or otherwise of particular arguments and
- B4. exercise skills of evaluation in making a reasoned choice between competing solutions or arguments.

#### **Teaching and Learning Methods**

B1 to B4 are primarily developed and demonstrated through seminar discussions, problem-solving and in researching and writing assessed coursework essays, research papers, the dissertation, examinations, and preparing for and delivering oral presentations.

#### **Assessment Strategy**

These are assessed by three means:

- (a) by assessed essay(s) (where compulsory in each module); and/or
- (b) by an unseen examination paper in each module; and
- (c) by the dissertation

#### **Practical/Subject-specific/professional Skills**

On completing the programme students should be able to:

- C1. Engage in legal problem-solving (insofar as appropriate for the legal subject studied) by identifying relevant issues, applying relevant concepts, principles and rules, making judgements and reaching conclusions supported by sound and informed reasoning;
- C2. Engage in theoretical reflection on the legal subjects being studied, including identifying the criteria by which the law's regulation might be evaluated and making judgements thereon supported by sound and informed reasoning;
- C3. Write, speak and think with care and precision in the analysis and synthesis of the law; and
- C4. Identify issues for research and to retrieve accurate and relevant legal and other sources in primary and secondary form, both in paper and digital formats.

#### **Teaching and Learning Methods**

These skills are developed generally through preparation for seminars and participation within seminars, and through students' written assignments (including the compulsory dissertation) and examinations. Skills C3 and C4. are also the focus of the compulsory module in 'dissertation preparation', and the supervisory arrangements which accompany the students' research for, and preparation of, their dissertation.

#### **Assessment Strategy**

These are assessed by three means:

- (a) by assessed essay(s) (where compulsory in each module); and/or
- (b) by an unseen examination paper in each module; and
- (c) by the dissertation

<b>Transferable/Key Skills</b>
<p>On completing the programme students should be able to:</p> <p>D1(a) read, interpret and understand English language accurately in relation to complex technical texts and</p> <p>(b) present argument intelligibly and accurately;</p> <p>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;</p> <p>D3(a) act independently in organising time, tasks and meeting deadlines</p> <p>(b) undertake independent research both in areas already studied and those investigated without prior study and</p> <p>(c) reflect on the learning process using feedback.</p>
<b>Teaching and Learning Methods</b>
<p>Under D1, the ability to argue orally is developed primarily through seminars and further developed in the dissertation Preparation seminars in LAW8099. Again under D1, literacy is developed through course work assessments, seminar papers where required and the dissertation. D2 and D3 are introduced in induction and practised throughout the programme. Coursework provides the opportunity for students to develop and demonstrate IT &amp; C literacy (D2). D3 is developed by preparation for seminars and researching and writing coursework essays, research papers and dissertations.</p>
<b>Assessment Strategy</b>
<p>D1, 2 (part) and 3 (part) are assessed by assessed essays, exams and the dissertation. There is no formal assessment of the use of email skills, nor of student reflection on the learning process using feedback.</p>

<b>12 Programme Curriculum, Structure and Features</b>
<b>Basic structure of the programme</b>
<p>This degree is designed to allow students to choose from a wide range of options in International Trade Law, International, European and Comparative Law.</p> <p>It can be studied over one complete academic year by full time study, or two academic years for part time study. The academic year is divided into three semesters.</p> <p>Students must take modules to a total of 180 credits. There are two compulsory modules:</p> <p>LAW8040 Law of WTO and GATT</p> <p>LAW8099 Dissertation preparation and dissertation (60 credits).</p> <p>The remaining Credits must be taken from a list of approved modules or, with the Degree Programme Director's consent, from other modules available within the University up to a credit value of 30. (This may be subject to timetable constraints. Externally provided modules must be of equivalent standard to LLM modules.) Within this choice, modules to a minimum value of 30 credits marked * on the list of approved modules must be selected.</p> <p>The module weighting of each LLM option is 30 credits. Some modules (marked with #) are foundation modules. The Degree Programme Director must approve any student's selection of such modules. Such approval will not be given where the student has previously studied that subject.</p>

## **Semesters One AND Two**

Compulsory:

LAW8040 Law of WTO and GATT

LAW8099 Dissertation preparation

In addition, students must take 90 credit modules from the following options Within this choice, modules to a minimum value of 30 credits marked \* on the list of approved modules must be selected.

Optional modules (all 30 credits)

LAW8036 Law of International Commerce\*

LAW8037 European Environmental Law

LAW8038 International Environmental Law

LAW8039 International Financial Regulation\*

LAW8041 Foundations of Environmental Law and Policy#

LAW8042 Environmental Law and Environmental Rights

LAW8043 Corporate Governance and Corporate Finance\*

LAW8044 International Intellectual Property Law\*

LAW8045 Economic Integration and the European Union\*#

LAW8046 Foundations of Public International Law#

LAW8047 Planning Law and Environmental Impact

LAW8050 Human Rights and Development\*

LAW8051 Intellectual Property and Competition Law\*

## **Summer: Semester Three**

In the Summer, full time students must complete the following compulsory module; part time students may write their dissertation throughout their second year:

LAW8099 Dissertation (60 credits)

### **Key features of the programme (including what makes the programme distinctive)**

Opportunity to engage in specialised study of international trade law and related subjects of relevance to modern business environment as well as a degree of wider choice of modules if desired.

### **Programme regulations (link to on-line version)**

<http://www.ncl.ac.uk/regulations/>

## **13 Criteria for admission**

### *Entry qualifications*

Admission requirements reflect the fact that this is a postgraduate taught degree programme. We usually require a good first degree of honours standard, either in law, or in another academic discipline related to the programme.

#### *Admissions policy/selection tools*

The University's E2R system for processing applications means that applicants with an upper second class honours degree in law, or equivalent, can generally benefit from a rapid response once all the required information has been lodged with the university.

#### *Non-standard Entry Requirements*

Given the diverse backgrounds of applicants to the programme, each applicant is generally considered on an individual basis.

#### *Level of English Language capability*

Those whose first language is not English must demonstrate a good command of English, to 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 principle 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/practicals/labs/ tutorials/etc. The International Office offers an additional induction programme for overseas students (see [http://www.ncl.ac.uk/international/coming\\_to\\_newcastle/orientation.phtml](http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml))

#### *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, e.g. time management is covered in the appropriate Induction Programme. Students are explicitly tutored on their approach to both group and individual projects.

#### *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. Details of the personal tutor system can be found at <http://www.ncl.ac.uk/undergraduate/support/tutor.phtml>

In addition the University offers a range of support services, including the Student Advice Centre, the Counselling and Wellbeing team, the Mature Student Support Officer, and a Childcare Support Officer, see <http://www.ncl.ac.uk/undergraduate/support/welfare.phtml>

#### *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 Robinson and Walton Libraries (for books, journals, online resources), and Information Systems and Services, which supports campus-wide computing facilities, see <http://www.ncl.ac.uk/undergraduate/support/acfacilities.phtml>

All new students whose first language is not English are required to take an English Language test in the Language Centre. Where appropriate, in-session language training can be provided. The Language Centre houses a range of resources for learning other languages which may be particularly appropriate for those interested in an Erasmus exchange. See <http://www.ncl.ac.uk/undergraduate/support/facilities/langcen.phtml>

## **15 Methods for evaluating and improving the quality and standards of teaching and learning**

### *Module reviews*

All modules are subject to review by questionnaires which are considered by the 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 institutional student representatives, through the Staff-Student Committee.

### *Student evaluations*

All modules, and the degree programme, are subject to review by student questionnaires. Informal student evaluation is also obtained at the Staff-Student Committee, and the Board of Studies. 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/](http://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*

Feedback is channelled via the Staff-Student Committee and the Board of Studies.

### *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](http://www.ncl.ac.uk/aqss/qsh/internal_subject_review/index.php)

### *Accreditation reports*

### *Additional mechanisms*

## **16 Regulation of assessment**

### *Pass mark*

The pass mark is 40 (Undergraduate programmes)

The pass mark is 50 (Postgraduate programmes)

### *Course requirements*

Progression is subject to the University's Undergraduate Progress Regulations (<http://www.ncl.ac.uk/calendar/university.regs/ugcont.pdf>) and Undergraduate Examination Conventions (<http://www.ncl.ac.uk/calendar/university.regs/ugexamconv.pdf>). 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.

Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research (<http://www.ncl.ac.uk/calendar/university.regs/tpmdepr.pdf>) and Examination Conventions for Taught Masters Degrees (<http://www.ncl.ac.uk/calendar/university.regs/tpmdeprexamconv.pdf>). Limited compensation up to 40 credits of the taught element and down to a mark of 40 is possible and there are reassessment opportunities, with certain restrictions.

*Weighting of stages*

The marks from Stages ??? will contribute to the final classification of the degree  
 The weighting of marks contributing to the degree for Stages ??? is ?:?

*Common Marking Scheme*

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

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

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

**Summary description applicable to postgraduate Masters programmes**

**Summary description applicable to postgraduate Certificate and Diploma programmes**

<50	Fail	<50	Fail
50-59	Pass	50 or above	Pass
60-69	Pass with Merit		
70 or above	Pass with Distinction		

*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](mailto:enquiries@ncl.ac.uk))

The University Regulations (see <http://www.ncl.ac.uk/calendar/university.regs/>)

The Degree Programme Handbook

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.



## Mapping of Intended Learning Outcomes onto Curriculum/Modules

Either

Intended Learning Outcome	Module codes (Comp/Core in Bold)
A1	<b>ABC1001</b> , XYZ2002
A2	
A3	
A4	
B1	
B2	
B3	
B4	
C1	
C2	
C3	
C4	
D1	
D2	
D3	
D4	

Or

Module	Type	Intended Learning Outcomes			
		A	B	C	D
XYZ1001	Comp	1	1, 2, 3	4	2, 3