

PROGRAMME SPECIFICATION

1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	LLM
4	Programme Title	LLM Research Methods in Law
5	UCAS/Programme Code	5835
6	Programme Accreditation	n/a
7	QAA Subject Benchmark(s)	n/a
8	FHEQ Level	Masters
9	Date written/revised	May 05, new template 07

10 Programme Aims

To comply with prevailing University policies

To enable students to

- 1 To provide learning opportunities to enable graduates to acquire the knowledge and understanding, skills and aptitudes necessary to undertake advanced research in the social sciences in general and in their chosen area of legal studies in particular.
- 2 To contribute to the University's objectives by providing high quality research training to an increasing number of postgraduates and enhancing their key skills and employability.
- 3 To produce graduates who are capable of successfully undertaking and completing advanced research projects.
- 4 To produce graduates who can proceed to careers in research in Universities, the public sector, the voluntary and community sector or the private sector.
- 5 To provide a qualification which fully meets the learning outcomes at Level 4 in the national qualifications framework?
- 6 To provide an LLM that develops the student's skills to understand and analyse law, governance and policy in its different contexts.

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 (subject) (X).

Knowledge and Understanding

On successful completion of the course, students will have:

1. developed advanced information skills,
2. developed a critical appreciation of the underlying philosophical, epistemological and theoretical debates of social science research and, in particular, those pertaining to current research in law, theory and policy,
3. developed an awareness of the steps involved in completing a research dissertation,
4. developed and increased their knowledge and practice of doctrinal and other relevant research techniques (as relevant) and, in particular, those pertaining to current research in law and policy, developed an awareness of the position of their research dissertation within the wider research debates and literature of law, governance and policy

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:

- 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 unseen examination paper; and
- (c) By the dissertation.

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.

Teaching and Learning Methods

Under D1, the ability to argue orally is developed primarily through seminars and further developed in The doctoral Research Training provided in LAW8048. 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 & C literacy (D2). D3 is developed by preparation for seminars and researching and writing coursework essays, research papers and Dissertations.

Assessment Strategy

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.

12 Programme Curriculum, Structure and Features

Basic structure of the programme

The LLM programme comprises generic modules (to a maximum of 60 credits), delivered through the ESRC Recognised HASS Faculty Social Science Training Programme complemented by subject-specific modules (a minimum of 60 credits), delivered by Newcastle Law School and the research dissertation (60 credits), and supervised by appropriate staff from Newcastle Law School. Some flexibility has been incorporated in to the scheme design to enable students who are intending to pursue research projects in areas of legal enquiry outside the research councils subject domains to undertake additional (though relevant) modules in the Newcastle Law School or another school in HASS in substitution for Faculty Research Training modules of no direct relevance to their proposed research. In particular the Qualitative and Quantitative Methods modules will be optional for students registering on this scheme.

HASS 8001 Thinking About Research	10 credits
HASS 8003 Dissertation Preparation	10
HASS8004 Intro to Qualitative methods*	20
HASS8005 Introduction to Quantitative methods*	20
Law 8048 Applied Research Methods in Law	30
Law 8040 [Example] Law of WTO and GATT#	30 (or any other 30 credit Law module)
Total	120 credits
Plus:	
Law 8099 Dissertation	60 credits
Total	180 credits

Example only – any substantive 30 credit Law Module can be taken depending upon field of intended research enquiry

*An alternative module can be taken with DPDs approval

Key features of the programme (including what makes the programme distinctive)
Advanced training in legal research skills supported by research council approved training programme supporting ESRC recognition across the HASS faculty
Programme regulations (link to on-line version)
http://www.ncl.ac.uk/regulations/programme/2007-2008/programme/5835.php

13 Criteria for admission
<p><i>Entry qualifications</i></p> <p>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.</p> <p><i>Admissions policy/selection tools</i></p> <p>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.</p> <p><i>Non-standard Entry Requirements</i></p> <p>Given the diverse backgrounds of applicants to the programme, each applicant is generally considered on an individual basis.</p> <p><i>Level of English Language capability</i></p> <p>Those whose first language is not English must demonstrate a good command of English, to IELTS 7.0 or equivalent.</p>

14 Support for Student Learning
<p><i>Induction</i></p> <p>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.</p> <p>New and continuing students will be given detailed programme information and the timetable of lectures/seminars etc. The International Office offers an additional induction programme for overseas students (see http://www.ncl.ac.uk/international/coming_to_newcastle/orientation.phtml)</p> <p><i>Study skills support</i></p> <p>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. This then continues into the compulsory module on 'Dissertation Preparation', which runs over two semesters.</p> <p><i>Academic support</i></p> <p>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.</p> <p>For general academic problems, progress issues and options choices, the Personal Tutor/ Degree Programme Director provide advice and guidance.</p> <p><i>Pastoral support</i></p> <p>All students are assigned a personal tutor whose responsibility is to monitor the academic</p>

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>

The Robinson Library services include a dedicated Law Library housed in the Law School and partly funded by the Law School.

Newcastle Law School Online resources include Degree Programme Handbook, guides on Legal Writing, etc, 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 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/ 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

Accreditation reports

Additional mechanisms

16 Regulation of assessment

Pass mark

The pass mark is 50 (Postgraduate programmes)

Course requirements

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

For part time students, the marks from Stages 1 and 2 will contribute to the final classification of the degree. The weighting of marks contributing to the degree for Stages 1 and 2 is equal, in accordance with the credit weighting of the modules chosen.

Common Marking Scheme

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

<50	Fail
50 or above	Pass

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)

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 offered by
Newcastle Law School**

Module	Type	Intended Learning Outcomes			
		A	B	C	D
LAW8099	Compulsory	3,4	1-4	3,4	1, 2, 3
LAW8040	Option	1-4	1-4	1-4	1-3
LAW8037	Option				
LAW8038	Option				
LAW8039	Option				
LAW8040	Option				
LAW8041	Option				
LAW8042	Option				
LAW8043	Option				
LAW8044	Option				
LAW8045	Option				
LAW8046	Option				
LAW8047	Option				
LAW8050	Option				
LAW8051	Option				