PROGRAMME SPECIFICATION		Newcastle University

1	**Awarding Institution**	Newcastle University
2	**Teaching Institution**	Newcastle University
3	**Final Award**	LLM
4	**Programme Title**	LLM in Environmental Regulation and Sustainable Development
5	**Programme Code**	5822
6	**Programme Accreditation**	N/A
7	**QAA Subject Benchmark(s)**	N/A
8	**FHEQ Level**	7
9	**Last updated**	January 2011

10	**Programme Aims**
	To comply with prevailing University policies;
To meet the requirements for a programme at level 7 of the FHEQ
To enable students to:
1. acquire specialised legal knowledge and legal skills in the subject-matter of various legal topics of relevance to Environmental regulation and Sustainable development
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 Environmental Regulation and Sustainable Development
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.

Knowledge and Understanding To review
On completing the programme students should:
A1.have a critical understanding of key principles and doctrines in a range of legal subjects related environmental regulation and sustainable development.
A2. have a critical appreciation of the key institutions relevant to those legal subjects;
A3. Have a critical understanding of 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:

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 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.

Transferable/Key Skills

On completing the programme students should be able to:
D1(a) read, interpret and understand legal 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 Research Skills and Methods seminars in LAW8099. Again under D1, literacy is developedthrough 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 programme involves the study of compulsory modules on legal research skills, environmental law, biodiversity and natural resources, European and International Environmental law, as well as a master's level dissertation. Students choose 40 optional credits from a list of options, but can with the Degree Programme Director's permission choose other modules available in the Law School or elsewhere.

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

Opportunity to engage in specialised study of key topics relevant to the legal environment for international business and also to choose among related subjects of relevance to modern business environment as well as some degree of wider choice of modules in environmental and international law if desired.

Programme regulations (link to on-line version)

http://www.ncl.ac.uk/regulations/programme/

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 environment or, if the degree is in an unrelated area then

the student must show some clear understanding and motivation of why they wish to study environmental law and explain any relevant experience they may have gained in the workplace in their personal statement.

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 a degree related to environmental studies 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
IELTS 6.5 (or equivalent) with a minimum of 6.5 in writing component

14	Support for Student Learning

The Student Services portal provides links to key services and other information and is available at: *http://www.ncl.ac.uk/students/*

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.

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.

Numeracy support is available through Maths Aid and help with academic writing is available from the Writing Centre (further information is available from the Robinson Library).

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 one-to-one counselling and guidance or group sessions / workshops on a range of topics, such as emotional issues e.g. Stress and anxiety, student finance and budgeting, disability matters etc. There is specialist support available for students with dyslexia and mental health issues. Furthermore, the Union Society operates a Student Advice Centre, which can provide advocacy and support to students on a range of topics including housing, debt, legal issues etc.

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.

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.

All new students whose first language is not English are required to take an English Language Proficiency Test. This is administered by INTO Newcastle University Centre on behalf of Newcastle University. Where appropriate, in-sessional language training can be provided. The INTO Newcastle University Centre houses a range of resources which may be particularly appropriate for those interested in an Erasmus exchange.

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 Board of Studies and/or the School Teaching and Learning Committee. 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. The FTLC takes an overview of all programmes within the Faculty and reports any Faculty or institutional issues to the University 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 results from student surveys are considered as part of the Annual Monitoring and Review of the programme and any arising actions are captured at programme and School / institutional level and reported to the appropriate body.

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. Every five years degree programmes in each subject area are subject to periodic review. This involves both the detailed consideration of a range of documentation, and a two-day review visit by a review team which includes an external subject specialist in addition to University and Faculty representatives. Following the review a report is produced, which forms the basis for a decision by University Teaching and Learning Committee on whether the programmes reviewed should be re-approved for a further five year period.

Accreditation reports

Additional mechanisms

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16   Regulation of assessment

Pass mark
The pass mark is 50%

Course requirements
Progression is subject to the University's Masters Degree Progress Regulations, Taught and Research and Examination Conventions for Taught Masters Degrees. 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.

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, following recommendation from the Board of Studies. The External Examiner is expected to:
  i.   See and approve assessment papers
  ii. Moderate examination and coursework marking
  iii. Attend the Board of Examiners
  iv. Report to the University on the standards of the programme

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

The University Prospectus: http://www.ncl.ac.uk/postgraduate/

The School Brochure http://www.ncl.ac.uk/marketing/services/print/publications/ordering/

Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/docs/

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

Module	Type	Intended Learning Outcomes			
		A	**B**	**C**	**D**
LAW8099	Compulsory	1, 2, 3 and 4	1, 2, 3 and 4	1,2, 3 and 4	1,2, and 3
LAW8089	Compulsory	1, 2, 3 and 4	1, 2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8037	Compulsory	1, 2, 3 and 4	1, 2, 3 and 4	1, 2, 3 and 4	1, 2 and 3
LAW8040	Optional	1, 2, 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8553	Compulsory	1,2, 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8555	Optional	1,2, 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8035	Compulsory	1.2 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8046	Optional	1, 2, 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8047	Optional	1, 2, 3 and 4	1, 2, 3 and 4	1, 2, 3 and 4	1, 2 and 3
LAW8053	Compulsory	1.2 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3
LAW8038	Optional	1.2 3 and 4	1,2, 3 and 4	1,2,3 and 4	1,2 and 3