# Taught Programmes Board

A meeting of Taught Programmes Board will be held on **Wednesday 28th November 2012** at **2pm** in the Colette Bowe Room, Queens’ Building, Mile End Campus.

## Agenda

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<tr>
<th>Part 1 – Preliminary Items</th>
<th>Paper</th>
<th>Led by</th>
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<tbody>
<tr>
<td>1. Welcome and Apologies</td>
<td>N/A</td>
<td>Prof. S Dilly</td>
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<tr>
<td>2. Minutes of the Previous Meeting</td>
<td>TPB2012-012</td>
<td>Prof. S Dilly</td>
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<tr>
<td>3. Matters Arising From the Previous Meeting</td>
<td>TPB2012-013</td>
<td>Prof. S Dilly</td>
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<td>4. Programme &amp; Module Development Deadlines</td>
<td>Oral Report</td>
<td>ARCS</td>
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<td>5. Progression on Master’s Programmes</td>
<td>TPB2012-014</td>
<td>ARCS</td>
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<tr>
<th>Part 3 – Programme Proposals</th>
<th>Paper</th>
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<tr>
<td><strong>Faculty of Humanities and Social Sciences</strong></td>
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<tr>
<td>6. School of Business and Management</td>
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</tr>
<tr>
<td>i. Master of Public Administration and 8 associated module proposals</td>
<td>TPB2012-015</td>
<td>Prof M Laffin / Prof P 6</td>
</tr>
<tr>
<td>ii. MSc Accounting and Management and 3 associated module proposals</td>
<td>TPB2012-016</td>
<td>Prof M Laffin / Prof C Haslam</td>
</tr>
<tr>
<td>iii. MSc Management</td>
<td>TPB2012-017</td>
<td>Prof M Laffin</td>
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<td>7. School of Politics and International Relations</td>
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<tr>
<td>MSc International Public Policy and 1 associated module proposal</td>
<td>TPB2012-018</td>
<td>Dr D Williams</td>
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<tr>
<th>Part 4 – Programme Amendments</th>
<th>Paper</th>
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<tr>
<td><strong>Faculty of Humanities and Social Sciences</strong></td>
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<tr>
<td>8. School of Languages Linguistics and Film</td>
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<tr>
<td>i. BA French (R102) and 2 associated module</td>
<td>TPB2012-019</td>
<td>Prof. S Jordan</td>
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proposals

**ii. BA Russian Programmes**

**Faculty of Science and Engineering**

9. **School of Mathematical Sciences**

- MSc Mathematical Finance

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<tr>
<th>Part 5 – Module Proposals</th>
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<tr>
<td><strong>School of Medicine and Dentistry</strong></td>
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10. **Institute of Dentistry**

- BDS Year 2 Module
- BDS Year 3 Module
- BDS Year 4 Module
- BDS Year 5 Module

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<td><strong>Faculty of Humanities and Social Sciences</strong></td>
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11. **Centre for Commercial Law Studies**

- Advanced Mediation Skills (CCDM036)
- Multiparty Negotiation and Mediation (CCDM112)

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<th>Part 6 – Academic Regulations</th>
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<td><strong>12. School of Law</strong></td>
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- University of London International Programmes Postgraduate Laws Regulation Changes for 2013

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<th>Part 7 – Report of Proposals Approved by Schools/Institutes to Note</th>
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<tr>
<td><strong>Part 8 – Other business</strong></td>
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14. **Any other business**

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<tr>
<th>Part 8 – Other business</th>
<th>Paper</th>
<th>Led by</th>
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<tr>
<td>15. <strong>Date of next meeting</strong></td>
<td>N/A</td>
<td>Prof. S Dilly</td>
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</table>
The next meeting is Tuesday 29\textsuperscript{th} January 2013 (2-4pm). The deadline for papers is Tuesday 8\textsuperscript{th} January 2013.

Siân Marshall
ARCS
Ext. 5955, s.e.f.marshal@qmul.ac.uk
Taught Programmes Board

Minutes of the meeting of the Taught Programmes Board held on Wednesday 24 October 2012 at 2.00 p.m. in the School of Science & Engineering Seminar Room, Mile End Campus.

UNCONFIRMED

Present:
Professor Susan Dilly (Chair)  Sam Brenton  Professor Elizabeth Davenport
Professor Omar Garcia-Obregon  Dr Theo Kreouzis  Jade Lee
Dr Lawrence Pettit  Dr Martha Prevezer  Professor Julia Shelton

In attendance:
Dr Katherine Bevan  Daniel Chandler (Secretary)  Dr Leone Leonida
Sian Marshall  Dr Lutao Ning  Dr Roger Nix
Jane Pallant

Apologies:
Dr Martin Carrier  Simon Hayter  Professor Joy Hinson
Dr Henri Huijberts  Professor Richard Ibbetson  Dr Alastair Owens
Professor Olwyn Westwood

Part 1 – Preliminary Items

1. Welcome and Apologies  N/A

2. Terms of Reference and 2012-13 Membership  TPB2012-001

2012-001 The terms of reference and membership were noted.

3. Minutes of the Previous Meeting  TPB2012-002

2012-002 The Board considered and confirmed the minutes of the previous meeting held on Wednesday 25th July 2012.

4. Matters Arising From the Previous Meeting  TPB2012-003

2012-003 The Board received a paper on the matters arising from the minutes of the previous meeting of Taught Programmes Board. The following points were noted:
i. The non-standard duration for the proposed Master of Public Administration had been approved by the University of London Collegiate Council. A Part Two proposal and more detailed programme specification would now be submitted to TPB (min. TPB 2011.107).

ii. It was noted that the Task and Finish Group on the intercalated degree regulations would produce its final recommendations in time for submission to the February 2013 TPB. It was confirmed that Dr Alan Cruchley was now the Institute of Dentistry representative on the TFG (min. TPB 2011.122).

iii. TPB was concerned that the availability of necessary clinical resources to run the MClinDent Endodontology programme had not been confirmed. It was decided that the Secretary of TPB would write to Professors Joy Hinson, Anthony Warrens, Richard Ibbetson and Farida Fortune to request that the issue be addressed immediately (min. TPB 2011.06).

iv. SMD would be asked to provide feedback to the March 2013 meeting of TPB on the idea to introduce the dissertation case reports module (developed for the MSc Gastroenterology programme) to other clinical programmes (min. TPB 2011.120).

v. It was noted that the action to develop language modules for historians by History in liaison with SLLF (min. TPB 2011.076) had now been overtaken by the general project of developing a QM-wide language strategy (min. TPB 2011.086). These issues would now be linked in the TPB outstanding actions.

vi. It was agreed that Professor Davenport would chase for a response from the Institute of Dentistry on the clarification of the mark scheme for the Diploma in Dental Hygiene and Therapy (min. TPB 2011.112).

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<td><strong>5. Programme &amp; Module Development Guidelines and Forms</strong></td>
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2012-004 It was noted that ARCS had reviewed the forms and guidelines for the new academic session. The addition of extra fields on the forms to capture information for the Key Information Sets (KIS) and to flag Academic Technology Approval Scheme (ATAS) sensitivity, was noted.

TPB noted the decision to move the deadline in the ARCS calendar forward to the 27th March, for most undergraduate programme and module changes, to accommodate early module selection and other processes. It was decided however, that this had now been overshadowed by new arrangements being discussed for the SMART timetable project and deadlines would now need to be reconsidered.

There was a discussion on whether the process deadlines would need to be set earlier in the year to facilitate the SMART project. The SMART project lead would be releasing a more detailed report soon. It was noted, however, that the QM Senior Executive had received a report indicating a deadline of 14th February by which 90% of the information on modules running would be needed. Guidance would need to be developed for modules falling within the 10% not meeting the
early deadline.

Members discussed the need to balance the requirements of the technical process with the needs of Schools and Institutes to have flexibility and creativity in organising their teaching. A distinction should be drawn between the educational and academic rationale for setting process deadlines and the purely technical rationale. It was generally felt that there would be scope within the SMART project for holding measures for timetabling purposes when teaching arrangements could not be confirmed until later in the year. The nature and necessary coverage of those measures had yet to be discussed.

It was decided that a summary of deadlines, guidance and procedures necessitated by the SMART project would be presented by ARCS to the next TPB.

Action: ARCS

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<tr>
<th>Part 3 – Programme Amendments</th>
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_Faculty of Humanities and Social Sciences_

6. **School of Economics and Finance**  
MSc Programmes in Economics and Finance  
TPB2012-005

2012-005 Dr Leone Leonidas, School of Economics and Finance, presented the proposal to change the Master’s scheme of award to make the threshold for distinction an average greater than 65% across the taught elements in addition to a mark greater than 65% in the dissertation and an overall average of 70%. Dr Leonidas explained that this had arisen from comments made by their external examiner.

TPB was reluctant to introduce another variation on the Master's scheme of award. It was felt that the current QM definitions of distinction were rigorous enough. It was ascertained that under the current scheme, a student who achieved 65% or less across the taught elements would need to achieve a dissertation mark of well over 80% to pass the threshold to a distinction award. This was considered to be a highly unlikely scenario. Dr Leonidas accepted this argument and would take this back to the School.

On this basis, TPB did not approve the proposed amendment.

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<tr>
<th>Part 4 – Collaborative Provision</th>
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7. **Stage One Partnership & Programme Proposals**

i. Articulation Agreement with Sichuan  
TPB2012-006

2012-006 Dr Theo Kreouzis, School of Physics and Astronomy, explained that the current proposal was for articulation into Physics and Astronomy programmes but further articulation in other Schools was planned. Some progress had been made on module mapping with the Sichuan programme. It was pointed out that the mapping
was primarily to assure equivalence of the students’ study at the partner institution and detect areas not adequately covered by the partner’s programme, where articulating students would need extra teaching or support at QM.

There was a query in relation to the form of articulation whereby the Sichuan student would enter the third year of the four year MSci. Such students who failed to progress to the fourth (MSci) year would not be awarded a BSc or any other qualification by QM as they would only have completed one year of study. It was unclear from the draft agreement whether Sichuan would accredit the students’ one year of study at QM towards their overall Sichuan degrees. This point should be clarified and stated.

TPB approved the stage one proposal subject to any modifications that needed to be made in relation to the point discussed on non-progression on the MSci degree. A part two proposal with complete mapping would be submitted to TPB.

Action: School of Physics & Astronomy

ii. Joint Programme with Nanchang

Dr Roger Nix, School of Biological and Chemical Sciences, presented the programme proposal. He explained that it would be based on the BUPT model with QM Staff travelling to Nanchang to deliver teaching. It was noted that the QM programme in Biomedical Science would not have any part in qualifying the student to practice medicine in China or elsewhere. The structure should be regarded as similar to a medical degree (in this case from Nanchang) intercalated with a BSc in Biomedical Science.

It was noted that the Chinese Ministry of Education had still not given formal sanction for the programme but work would need to progress now if the programme was to be ready to admit students in 2013.

TPB supported the part one proposal. A part two proposal, including individual proposals for the new modules, would need to be submitted to TPB. Whilst the programme would follow the BUPT template, bespoke programme regulations, including the scheme of award, would have to be devised and approved by both partners. It was suggested that representatives from ARCS meet with the QM programme leads to discuss these next steps.

Action: SBCS / ARCS

iii. Articulation Agreement with Renmin

Dr Lutao Ning, School of Business and Management, presented the proposal which was partly a renewal of an existing agreement with Renmin involving the School of Economics and Finance and partly the introduction of new pathways in Mathematical Finance and programmes in Business and Management.

It was pointed out that the proposal contained pathways which were genuine
articulations (the 2+2 model) and others which were not. In particular, the pathway whereby the Renmin student entered at the start of the QM Bachelor’s programme, having passed the Chinese university entrance examination (Gao Kao) and the Renmin preparation for overseas study programme, was not a genuine articulation. Such a student would do the full, three year QM degree and QM would not be accrediting any previous university level study at Renmin. It was argued that this was a non-guaranteed admissions arrangement, combined with a form of agency agreement.

The Chair suggested that such admission agreements should be considered by the Marketing, Recruitment and Admissions Group (MRAG) as this body had the expertise in this area. TPB also noted that, given the student numbers on the existing programme and the administration fee paid by QM to Renmin, the business case for the proposal did not seem particularly strong. That observation would be fed back to the HSS Faculty and the International Partnerships Office.

It was decided that the genuine articulation agreements, as defined in the Board’s discussion, should be extracted from the current proposal and submitted again to TPB. It was agreed that these articulations could be considered by Chair’s action.

**Action: SEF / SBM / Secretary**

iv. Co-operation Agreements with Beijing Foreign Studies University (BFSU) and Bahia

TPB noted that these submissions were general agreements to co-operate without substantial collaborative programmes or articulations proposed. If institutional oversight was required, it would be mainly for strategic overview and more importantly, the monitoring of reputational risk.

It was suggested that the Vice-Principal for Research and International Affairs could take a lead on this at the institutional level. If a forum was required a new group could possibly be set up.

The Chair agreed to raise this issue at the QM Senior Executive.

**Action: Chair of TPB**

8. **Chair’s Actions on Collaborative Arrangements**

2012-009 The Board noted a report of Chair’s actions on collaborative arrangements taken during the summer recess.

Part 5 – Report of Proposals Approved by Schools/Institutes to Note

9. **Programme Amendments**

   Module Proposals

   Module Amendments
Module Withdrawals

2012-010 The Board noted a report of decisions made by Schools/Institutes of changes to their curricula for the period from 4th July to 3rd October 2012.

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<td>10. Any other business</td>
<td>N/A</td>
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2012-011 There was none reported.

11. Date of next meeting

2012-012 The next meeting date of the Taught Programmes Board would be Wednesday 28th November 2012, at 2.00 p.m. The deadline for papers would be Wednesday 7th November 2012.
#### Matters Arising Action Sheet

**TPB 24th October 2012**

**Key**

- **完成 (and approved)**
- **Outstanding**

**Action Points for Board Members**

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<thead>
<tr>
<th>Minute</th>
<th>Action Details</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
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<tbody>
<tr>
<td>2011:086</td>
<td>A language strategy would be developed to ensure a more consistent and effective way of regulating language provision across Queen Mary. The development of a language strategy would also benefit from input the Graduate Attributes Task and Finish Group. The production of a language strategy should take place within the next 9 months and be received by TPB for discussion.</td>
<td>Outstanding</td>
<td>SLLF / SoH / OG</td>
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<tr>
<td>2011:076</td>
<td>The languages for historians module proposals across levels 4-6 from the School of History has now been subsumed in the wider project on language provision.</td>
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<td>2011:090</td>
<td>The progression arrangements for PGT provision required wider discussion, particularly in terms of where overseas students had undertaken resits and had issues with extending their visa. This issue would be discussed further at the October meeting of TPB.</td>
<td>ARCS to investigate these issues further and submit a paper to the November 2012 meeting of TPB</td>
<td>ARCS</td>
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<tr>
<td>2011:096</td>
<td>There would be a dedicated member of ARCS who would liaise with the E-Learning Unit regarding programme and module developments for the 2012/13 academic session. An annual report of all programme and module developments would be created by ARCS and submitted to TPB for consideration and discussion.</td>
<td>Nominated member TBC – the report could be presented and discussed at the final meeting of TPB in July 2013</td>
<td>ARCS</td>
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### Programmes

#### Programme Proposals

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<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Programme Organiser</th>
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<tr>
<td>2011:068</td>
<td>MClInDent Endodontology (Part 2) and 9 associated module proposals</td>
<td>TPB would receive clarification and an update from the Institute of Dentistry at its November 2012 meeting as to whether the necessary clinical resources were in place to enable the programme to run.</td>
<td></td>
<td>Institute of Dentistry / ARCS</td>
<td>TBC</td>
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#### Programme Amendments

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<tr>
<th>Minute</th>
<th>Programme Details</th>
<th>Action</th>
<th>Progress / Comments</th>
<th>Responsibility</th>
<th>Programme Organiser</th>
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<tbody>
<tr>
<td>2011:109</td>
<td>BA French Studies</td>
<td>A Programme Amendment form with an updated Programme Specification to be submitted to ARCS.</td>
<td>Completed</td>
<td>SLLF</td>
<td>Professor Shirley Jordan</td>
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<tr>
<td>2011:120</td>
<td>MSc/PgDip</td>
<td>To consider the introduction of the Dissertation -</td>
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Professor Davenport will chase for the Revised mark scheme.

The TFG will report to the February 2013 meeting of TPB.

IoD / ARCS / ED

SMD / ARCS
### Collaborative Provision

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<tr>
<th>Minute</th>
<th>Programme Details</th>
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<tbody>
<tr>
<td>2012:006</td>
<td>Articulation Agreement with Sichuan</td>
<td>Any modifications to be made to the agreement in relation to non-progression on the MSci degree. A part two proposal with complete mapping to be submitted to TPB.</td>
<td>Outstanding</td>
<td>SPA</td>
<td>Dr T Kreouzis</td>
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<tr>
<td>2012:007</td>
<td>Joint Programme with Nanchang</td>
<td>A part two proposal including individual proposals for the new modules to be submitted to TPB. Programme regulations, including the scheme of award, would have to be devised and approved by both partners.</td>
<td>Outstanding</td>
<td>SBCS</td>
<td>Dr R Nix</td>
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<tr>
<td>2012:008</td>
<td>Articulation Agreement with Renmin</td>
<td>Genuine articulation pathways, as defined in the Board’s discussion, would be extracted from the current proposal and submitted again to TPB with academic mapping. If necessary these articulations could be considered by Chair’s action.</td>
<td>Outstanding</td>
<td>SBM/SEF</td>
<td>Dr Lutao Ning</td>
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<tr>
<td>Paper Title</td>
<td>Progression on Master’s Programmes</td>
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<tr>
<td>Outcome requested</td>
<td>This is a discussion paper on issues arising from TPB in June 2012 (min: TPB 2011-090). TPB is asked to consider what further action may be required.</td>
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<tr>
<td>Executive Summary</td>
<td>Some QM Master’s programmes set a progression hurdle between the taught elements and the project / dissertation within a calendar year. Full-time students who fail to progress must return the following year to resit failures and undertake the project / dissertation. This has caused some difficulties, especially with overseas students who would need to secure a new visa to return the following year. The paper summarised the issue and possible courses of action.</td>
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Progression on Master’s Programmes

Preamble

Student progression through developmental years was traditionally an undergraduate concept. Undergraduate progression hurdles are set up from year to year following the practice of year by year (re-)enrolment.

Progression points have now also been introduced into Master’s programmes, normally between the taught elements and the project and, in the full-time case, this is progression within a calendar year of registration. This is accommodated in the Academic Regulations:

5.62. Individual programme regulations may specify that the taught component must be taken and passed before a student progresses to the dissertation or project. Where this is the case, progression shall be considered and agreed by the relevant Subject Examination Board.

5.63. In all cases where a formal progression point is a part of the programme regulations:
   i. a student who fails to progress may resit or retake failed modules, up to the permitted number of attempts;
   ii. the requirement for progression shall normally be the requirement for the award of Postgraduate Diploma.

In this case, a Master’s student who does not progress must resit at the next available opportunity before starting the project. This normally means the student will have to return the following year to do the project.

The use of progression points in the Master’s programme varies across Schools. In summary, all Master’s in SEMS, EECS and SBM set a progression hurdle. The hurdle is also used in the Master’s in the Barts Cancer Institute and some in the Blizzard Institute (MSc Gastroenterology and MSc Primary Health Care). Most of these programmes allow some amount of condoned failure for progression purposes. Full-time Master’s programmes which are two or more years in duration (e.g. MClinDent and the Euromaster’s in Physics) employ year to year progression similar to undergraduate programmes.

Issues for Overseas Students

Since the changes to UKBA rules, issues have arisen in relation to overseas students, holding a one year visa, registered on these programmes, who do not progress and have difficulty returning the next year to resit examinations and do the project. Whilst such students can be issued a second Tier 4 visa covering the summer period the following year, depending on when re-assessment takes place, there may be problems in securing the visa in time. This can lead to stress and extra expense to the students concerned. The following options could be considered to address this:

i. Remove the progression hurdle so all full-time master’s students do the project the same year as the taught elements. A number of Schools at QM do not have the progression hurdle.
ii. Reduce the number of unseen examinations in assessment, thus increasing the possibility for students to resit out of attendance. The use of British Council offices overseas as examination venues could also be considered.

iii. Non-practical dissertations could be done remotely, with electronic communication between supervisors and students. Since the Master’s project is one third of the programme, however, this would need to be justified in terms of contact time and fees.

iii. Adopt late summer resits. If the aim is to allow students to do the project in the same year as the taught modules, however, this option may not favour Master’s students as they would be preparing for re-sits at the same time as working on the project over the summer.

iv. Relax the progression requirement: This is the approach recently being considered by SEMS by increasing the amount of failure that can be condoned to allow progression to the project in the same year. To be effective, this would involve a more generous amount of condonement for progression than for the award itself (contra 5.63ii, above).

v. Consider the reasons for non-progression. The experience of SEMS indicates that some overseas students, particularly from China, are academically able but fail due to insufficient English language skills. In this case, the use of pre-sessional and in-sessional language courses may reduce the numbers not progressing in the same year.
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<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
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<td>Owning School / Institute</td>
<td>School of Business Management</td>
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<td>Title of Proposal(s) being considered</td>
<td>Master of Public Administration and 8 associated module proposals</td>
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<td>· Public policy and governance</td>
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<td>· Economics of Public Policy</td>
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<td>· Public financial management and accounting</td>
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<td>· Organisation behaviour in the public services</td>
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<td>· Policy evaluation and research methods</td>
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<td>· Leadership and strategy in the public services</td>
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<td>· Human resource management in the public services</td>
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<td>· Economics of development</td>
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<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
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<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop the Master of Public Administration, which will be offered in full time and part time modes of study.</td>
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<td>The University of London Collegiate Council approved the 12 month MPA award and part time equivalent at its meeting on 28th September 2012.</td>
</tr>
<tr>
<td></td>
<td>The Part 1 Programme Proposal was developed in parallel with this Part 2 submission and has been approved by the Faculty Vice-Principal. However, confirmation has not been received that the non-standard fees have been approved.</td>
</tr>
<tr>
<td></td>
<td>The Part 2 Programme Proposal lists the programme qualification as Master of Science (MSc) because the 2011-12 form used did not include the Master of Public Administration option.</td>
</tr>
<tr>
<td></td>
<td>Comments from the external advisor are positive and have been duly considered.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

Proposed Programme Title: Master of Public Administration

Programme Qualification

<table>
<thead>
<tr>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2013

Programme Organiser: Perri 6, Professor in Public Management, School of Business and Management

Does this programme contain a foundation year or any pre-sessional activity? No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The Masters in Public Administration is run from the School of Business and Management. All compulsory and elective modules will be taught by academic staff in the school.

Staff working on the programme in the School will select applicants.

A full initial induction day dedicated exclusively for MPA students, led by academic and administrative staff in the School, will begin the programme for each incoming cohort in September.

The programme follows the same oversight procedure within the School as the MSc programmes do, through the Director of Taught Postgraduate Programmes.

An MPA student representative will be elected from each cohort of students to provide direct and regular feedback to the programme director and the Director of Taught Postgraduate Programmes.
b) Joint School/Institute Delivery (Joint Working Statement)

For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

n/a

2) Plagiarism Detection

Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The School has a policy of electronic submission of coursework and all coursework is put through Turnitin plagiarism detection software. The procedure is managed by the School's Programmes Manager who brings to the attention of module lecturers any submitted coursework that contains significant amounts of plagiarised content.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)

List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

Many modules will use guest lecturers. These will include some very senior serving and former public servants from international organisations, European authorities, central government, local government, health and policing and visiting senior figures from other countries. We shall work closely with the Mile End Group to identify senior figures from British government who will be especially useful in this regard. It is possible that some modules may use external staff for a small proportion of contact time. Some of the programme’s associated CPD activity will be delivered by external staff (for example, we plan to invite Professor Les Metcalfe to offer a session), but this activity will not be assessed.

4) Distance Learning Programmes (if applicable)

If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

n/a

5) Subject Examination Board Details

Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. Clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments

Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the *External Adviser Guidelines*.

I am satisfied that the programme set out in the documentation fulfills all the main criteria for a degree course of this standard and has the necessary combination of rigour and relevance to meet the needs of the target group of students envisaged. My comments below are, therefore, concerned with detail and emphasis in the content of the main modules of the programme. First, the policy and governance module sets a clear direction. It starts from the premise that public policy and institutions of governance are always intertwined. Public administration is not just the instrumental processes of carrying out policies. There is a realistic emphasis on the way that institutions shape the formulation of policies and and determine set limits to what is feasible. The scope of the programme, as reflected in the recommended literature, encompasses the range of contingencies and constraints that public managers face and the means at their disposal to achieve results. While reference is made to the fact that the context of public management is international and not just national, I think that more should be made of this. The target group of students is international and their future career opportunities and working environments are also international. This module should be framed and taught within a robust comparative framework so far as empirical materials and basic concepts are concerned.

The organisational behaviour module is well designed to give students a realistic picture of the variety of organisations involved in the management of public policies. Beginning from common sense categories such as not-for-profit and voluntary organisations it points the way to more systematic analysis of relevant typologies that are of real practical value. An additional comment is worth making. That is the importance in public management of the interorganisational dimension. Public policies are managed through organisational networks. The theme of joined up government is an important one, whether as well-designed coordination systems at the national and subnational levels or as integration at the European and international levels. I have a question whether this part of the course sufficiently covers the management of the budgetary process. I know there is a separate, optional, financial management module but in times of austerity the budgetary and financial system is putting public organisations and public managers under severe stress - up to and including fiscal crisis levels. This needs to be recognised in case study work (and perhaps that is already envisaged).

The leadership and strategy module is basically sound. Starting from an analysis of different leadership responsibilities, roles and styles it covers the main facets of operational and strategic leadership together with attention to the vital interface between political and managerial processes. This approach avoids the common pitfall of simplistic read-across from business management. There is now sufficient literature to support this and avoid getting bogged down in byways of the debates about the "new public management". One possible change of emphasis in this module might be greater consideration of the institutional design component of leadership and strategy. With so many areas of public management facing the prospect of reform if they are not already in process, skills in designing new organisations and bringing designs to fruition are at a premium. Developing expertise in this would enhance the career prospects of students. The institutional design theme would dovetail with the work on accountability frameworks covered elsewhere in the curriculum. Following the logic of the course I feel that concepts and cases focussing on management of change should be given more prominence than appears to be the case. (This may be just my reading of the programme.) My reason for making the point is that implementation is the Achilles Heel of reforms. Politicians seemed to have a trained incapacity to give it the priority it warrants. A programme like this should try to correct this mistake.

The public finance and accounting module is an option in this programme. As mentioned above I think that in the current "Age of Austerity" there could be an important link with the organisational behaviour module. In the first place resource constraints are changing the politics of the budgetary process and generating pressures for better performance. The budgetary context is forcing the pace of change in ways that require innovation not just cuts. In addition students need to understand the ways that accounting conventions and practices can legitimate, and even encourage, ineffective or counterproductive organisational performance.

Finally, a comment made particularly with the expected profile of the student intake in mind. I think that both in substance and from a marketing point of view the programme would benefit from giving prominence to public management issues at the international level; European and global; where the deficiencies of existing organisations have become obvious and the future trajectory of European integration and economic globalisation have become more problematical. At these levels reform is on
the agenda and there is confusion about what to do. It strikes me as too good an opportunity to miss in setting up this programme.

Name & Title of External Adviser
Dr. J L Metcalfe

Current Post & Institution / Organisation
Visiting Professor of Public Management, Durham Business School, 2006-2012

Address for Correspondence (and email)
20 White Cross Road, Haddenham, Bucks HP17 8BA
les.metcalfe1@btinternet.com

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

We are very grateful to Professor Metcalfe for his very helpful advice and guidance, and for his generous endorsement of the broad approach which have taken. We have sought to accommodate each of them with amendments across the entire body of programme and module proposal documentation. Most of his suggestions on points of – as he puts it – detail and emphasis ask us for additional material rather than for deletions.

1. Public policy and governance module. Agreeing with Professor Metcalfe about the importance of the international context, we have added the following sentence to the module proposal to clarify that it was always our intention that the module would set the whole programme firmly in both global and cross-nationally comparative perspectives, not least because many of the students will be from Asia, Africa and Latin America: “Comparative analysis of trends in public management reform and types of implementation capability will be examined, and management challenges in international and global public authorities will be introduced (thus preparing students for the elective module on global governance and international organisations in the following semester).” Other minor changes to the module proposal reinforce this emphasis.

2. Public policy and governance module. Professor Metcalfe emphasises that it is important to show MPA students that implementation is much more than a mechanical process of execution as mere replication of intent, and – later on in his comments – that implementation is a chronic weakness in the public services which we should address. In the proposal for this module, therefore, we have added the following sentence “Issues of policy implementation are explored, drawing on recent findings from the "third generation" of implementation studies”. We shall bring out the connections between the presentation in the public policy and governance module with the discussion of inter-organisational relations in implementation contexts in the organisation behaviour module. However, for reasons of space, we have decided not to identify explicitly this or any of the other connections among topics and approaches between modules in the present approval documentation.

3. Organisation behaviour in the public services module. We have now given greater emphasis to interorganisational relations in the module proposal. We have added the phase “understanding inter-organisational relations of competition, collaboration, coordination and integration” to the description, and for the previous shorter sentence which may have misleadingly suggested that the issue would have been given less importance, we have substituted the following one: “Particular attention is given to inter-organisational relations not only of competition but also to coordination, integration and collaboration and joint working.” Indeed, because Professor 6’s research has been devoted over many years to the study of interorganisational relations, this area is a particular strength in the teaching team, so that we have now provided several additional references to the reading list which bring out that fact.

3. Organisation behaviour in the public services module. Agreeing with Professor Metcalfe about the importance of examining the consequences of financial distress for organisation dynamics, we have now added the following points (additional text marked off by asterisks) to the module description "It also examines the internal organisational processes arising under intensive performance management and league table competition *and under conditions of fiscal stress and cutback management*…. Expectations of "public entrepreneurship" are examined *as are organisational dynamics and risks created by some common strategies adopted in response to fiscal stress**

4. Leadership and strategy module. Professor Metcalfe rightly urges us that this module should address leadership and strategy in inter-organisational settings and that it should examine change management processes and organisational design. Agreeing with this point, we have added the following topic to the module description: "Strategic issues in organisational and inter-
organisational design are addressed, and processes of change management in the politically sensitive conditions of the public services are explored”. A text (Brown and Osborne) has been added to the reading list which addresses change management processes specifically for the public services. Many of the texts already listed under strategy also include chapters on organisational design. We have added a text (Agranoff) which addresses design issues in inter-organisational settings.

5. Public financial management and accounting module. In two passages in his comments, Professor Metcalfe notes the importance of financial management for all public managers – not just for finance department specialists – and for understanding organisational and inter-organisational imperatives and risks and he notes, with a hint of reservation, that the module was an elective one. Reflecting carefully on this point, we have decided to restructure the programme, to make the module a compulsory one. In order to balance the programme, we have therefore decided to make the module on leadership and strategy an elective one, on the ground that – as Professor Metcalfe says – all public managers must demonstrate accountability for public funds, but not all will be involved in the explicit development of strategy. However, the involvement of all public managers in the implicit development of emergent strategy is an issue addressed by the organisation behaviour module.

6. Public financial management and accounting module. Agreeing with Professor Metcalfe that the finance module should also identify issues of unintended longer term organisational risk to which financial innovations made to address short-term financial crisis may give rise, we have strengthened the module description in three passages to make it clear that the module will indeed address these issues. For example, we have added the point that the module will explore “the ways in which financial pressures can have both beneficial and unintendedly risky consequences for organisations commissioning or providing public services” and the aims now clearly state that we shall examine the impacts of new accounting rules on “organisations involved both in commissioning and in providing public services”.

7. Emphasis on public management issues at the global, international and European levels. We agree strongly with Professor Metcalfe about the importance of stressing this dimension across the curriculum for the programme, and of giving it particular stress in marketing. Our completed marketing questionnaire for the programme already does weight these issues very heavily. Because the principal cross-curriculum documents submitted for approval are the Parts 1 and 2 and the programme specification forms, we have given this point additional emphasis in several appropriate places – for example, by adding the point that one of the distinctive features of the QM MPA will be that, as well as being international in content, it “makes intensive use of cross-nationally comparative frameworks across the curriculum”. We shall shortly write the marketing brochure and in it, as Professor Metcalfe urges, this aspect of our approach will be emphasised.

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? [Yes]
- Have module proposal forms for each new module been submitted with the Part 2? [Yes]
- Is there evidence of support from at least one external adviser? [Yes]
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? [N/A]

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2? [N/A]
Has supplementary information on the management of the partnership been submitted with the Part 2? | N/A
---|---
Have any special regulations been submitted with the Part 2 (where relevant)? | N/A

### Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Martin Laffin</th>
<th>Head(s) of supporting School</th>
<th></th>
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</thead>
<tbody>
<tr>
<td>Head(s) of supporting School</td>
<td></td>
<td>Head(s) of supporting School</td>
<td></td>
</tr>
</tbody>
</table>

Chair of Taught Programmes Board

Digitally signed by Martin Laffin

DN: cn=Martin Laffin, o=Business and Management, ou=head of School, email=m.laffin@qmul.ac.uk, c=US.

Date: 2012.11.07 11:46:34 Z

TPB2012-015
Programme Title: Master of Public Administration

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Master of Public Administration
Name of Interim Award(s): 
Duration of Study / Period of Registration: 12 months, full time; 24 months, part time
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Masters’ degrees in business and management, 2007
FHEQ Level of Award: Level 7
Programme Accredited by: 
Date Programme Specification Approved: 
Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the programme: 

Institution(s) other than Queen Mary that will provide some teaching for the programme: 

Programme Outline

The Queen Mary University of London MPA programme is designed to meet the learning and leadership development needs of those involved in developing, commissioning and running public services around the world. The programme emphasises ways in which academic learning is linked and applied in practice. Modules are taught using real-world cases from many countries and simulations. A module on the “practice of public management” develops students’ management and social skills. Staff running this module bring a wide range of experience, including from their work as consultants to government agencies, work in think tanks and in public services. The programme draws on the experience of an advisory group of former and current senior public managers and elected representatives.

QM’s programme is distinctive from other MPAs in that it
- is international in content, and makes intensive use of cross-nationally comparative frameworks across the curriculum;
- is oriented as much to frontline public services as to work in central government policy settings;
- is interdisciplinary;
- emphasises the political context for public management;
- emphasises equality and diversity issues;
- recognises of the importance of ethical issues in public management;
- is based in a business school rather than a department of politics or public policy and therefore is more management-centred.
Programme Title: Master of Public Administration

and has close links to practice;
- draws on guest contributions from serving and former senior public managers and officials;
- stresses skills as well as knowledge, and therefore offers Continuous Professional Development.

The university's close connections with public authorities both in British central government and in the disadvantaged areas of east London provide students with opportunities for contact with practitioners in public management both in guest contributions and in student group project work done for public authorities as clients.

The MPA will be available in both full-time and part-time modes and will be taught within the School of Business and Management.

Associated with the programme will be a body of Continuing Professional Development activities developed specifically for the MPA students. These will not be assessed or made compulsory, but students will be strongly encouraged to participate. These activities will include a scheme in which students will work in teams to develop ideas for innovations or reforms in public management that could be adopted by public authorities, which they will present on a competitive basis to a "Dragon's Den" of senior serving and former public managers, policymakers reformers and advisers.

Summative assessment will use various methods, ranging from conventional academic coursework through to shorter specific exercises and analyses of data. Formative assessment will take place using class presentations and debates, short written exercises and groupwork.

Aims of the Programme

The programme will prepare students, who will already have three years' working experience, for positions of significant responsibility and leadership in public services whether provided by government, private or non-profit agencies. The programme aims to provide students with a deep understanding of the dynamics of change in the public services and the analytical tools to plan and manage those services. Learning outcomes therefore emphasise strong analytical and problem-solving skills but also "softer" skills in human resource management, partnership working, communication and negotiation.

The MPA programme will enhance QMUL's role as a major centre for postgraduate public management education, and advance QM's place as a source of ideas and debate about the future of public services internationally as well as in the UK. It will provide QM with significant strategic research and consultancy capacity for work on public services. The programme builds on existing successful initiatives at QM such as the Mile End Group, and the strengths of the School of Business and Management in the fields of development and international management. The School has recently recruited a professor and a senior lecturer in public management to strengthen its capacity to deliver the MPA as well as QM's research base in the field. Should the Cass Foundation support the proposed new Centre for Leadership and Governance, the MPA will provide one of the flagship programmes associated with that centre.

What Will You Be Expected to Achieve?

Academic Content:

| A1 | Knowledge and understanding of the context for and the distinctive features of public management, and of key analytical tools used to analyse, explain, interpret public management problems, opportunities, risks, policy implementation challenges and context. |
| A2 | Knowledge and understanding of the main intellectual frameworks in use in the field of public management and of key methodological issues involved in researching public management. |
| A3 | Knowledge and understanding of the principal drivers of change and reform in public management internationally |
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Disciplinary Skills - able to:

| B1 | develop analytical and inferential skills and skills in using, applying critically exploring theory using empirical evidence, and in working with multiple theoretical frameworks |
| B2 | to present analysis verbally and in writing which is persuasive and shows intellectual integrity |
| B3 | develop judgement about public management problems and implementation challenges in complex situations of political pressure and conflicting imperatives |

Attributes:

| C1 | effective public manager, able to implement legitimate political and administrative expectations |
| C2 | effective public manager, with enriched skills in both teamwork and leadership, in practical analysis and execution |
| C3 | effective public manager, with developed ethical and political and organisational appreciation of context, responsive both to imperatives from elected representations, service users, staff and wider standards |

How Will You Learn?

Lectures, seminars and independent study constitute the principal learning processes for most modules. Students also work together in learning sets throughout the course. Seminars take the form of group presentations, structured debates and joint study of current and recent case studies from a wide variety of countries. Senior serving and former figures from public management make guest contributions. A range of continuing professional development activities (CPD) are run with the new organisational and management learning group in the School.

How Will You Be Assessed?

Summative assessment will use various methods, ranging from conventional academic coursework through to shorter specific exercises and analyses of data: examinations are not appropriate for a programme of this nature. Formative assessment will take place using class presentations and debates, short written exercises and groupwork.

How is the Programme Structured?

The programme will consist in five core modules each of 15 credits at level 7, three elective modules each of 15 credits at level 7, and a dissertation (which may be a project report for an approved client public authority) of 60 credits, making 180 credits in total.
Programme Title: Master of Public Administration

The core modules will be
1. Public policy and governance (new)
2. Economics of Public Policy (new)
3. Public financial management and accounting (new)
4. Organisation behaviour in the public services (new)
5. Policy evaluation and research methods (new)

The elective modules will be
6. Leadership and strategy in the public services (new)
7. Human resource management in the public services (new)
8. Global governance and international organisations (already approved)
9. Economics of development (new)
10. Managing diversity (existing)

The dissertation is a core module.

Part time students will take 3 core modules and 2 elective modules in the first year, followed by 2 core modules, 1 elective module and the dissertation in the second year.

Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Public policy and governance</td>
<td></td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Leadership and strategy in the public services</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
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<td>15</td>
<td>7</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Economics of Public Policy</td>
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<td>15</td>
<td>7</td>
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<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Policy evaluation and research methods</td>
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<td>7</td>
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<td>Semester 2</td>
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<tr>
<td>Public financial management and accounting</td>
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<td>Compulsory</td>
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<td>Semester 1</td>
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<td>Human resource management in the public services</td>
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<td>15</td>
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<td>1</td>
<td>Semester 2</td>
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<tr>
<td>Global governance and international organisations</td>
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<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Economics of development</td>
<td></td>
<td>15</td>
<td>7</td>
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<td>1</td>
<td>Semester 2</td>
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</table>
Programme Title: Master of Public Administration

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<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Managing diversity</td>
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<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Dissertation</td>
<td></td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2 &amp; 3</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

A degree of at least a 2:1 level for UK applicants and equivalent for overseas students, in any discipline, or an equivalent professional qualification, PLUS normally a minimum of three year’s work experience, preferably but not necessarily in the public services or public management. The requirement for three years work experience may be waived for exceptionally well-qualified candidates.

For students whose first language is not English, we shall require a TOEFL score of 700 or 7 IELTS.

**How Do We Listen and Act on Your Feedback?**

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

**Academic Support**

All students will attend an initial programme induction day in September. Supervision arrangements for dissertations will be settled for each student in semester 1, and the dissertation supervisor will also provide general academic support for students on the programme. The programme director will be available on a weekly basis of “office hours” for MPA students.

**Programme-specific Rules and Facts**

n/a
Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme’s Advisory Group will consist in leading serving and former public managers and public officials, who will provide links with potential employers. We shall also use leading serving and former public managers and public officials in our “Dragons’ Den” exercise, to ensure that students are in contact with potential British employers.

Students may, if they wish, use their dissertation as a study for a public authority or a provider of public services as a client, and we shall work to facilitate this with local agencies such as local authorities, central government departments, regulatory agencies, local health bodies and local command units within the Metropolitan Police Force. In a one-year programme, however, there will not be time for placements.

Most students on the programme are expected to be international students from a very wide range of countries across Latin America, Asia and Africa, and we cannot feasibly develop contacts with employers in all of these countries. However, we are developing plans to include personal career planning sessions in our associated series of continuous professional development activities for the MPA students.

Programme Specification Approval

| Person completing Programme Specification | Perri 6, Professor in Public Management, School of Business and |
| Person responsible for management of programme | Perri 6, Professor in Public Management, School of Business and |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 06/11/12 |
| Date Programme Specification approved by Taught Programmes Board | |
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

| Module Title | Public policy and governance |
| Credit Value | 15 | Level | 7 |
| Module Type | MOD |
| Scheme | Taught Postgraduate |
| Start Date | September 2013 |
| Proposed JACS Code | L430 Public Policy |

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute | School of Business & Management |

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>20</td>
<td>10</td>
<td>60</td>
</tr>
<tr>
<td>2014/15</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2015/16</td>
<td>60</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a compulsory module for the Master of Public Administration (MPA) programme. Understanding policy-making processes, and systems of governance, the management of commissioning and providing of public services and the setting of public administration in its political, managerial, legal and international contexts is fundamental to all masters’ level education in public administration and public management.

As part of our strategy for preserving the distinctiveness of the students’ experience on the MPA, this module will be reserved for the MPA only and will not be available as an elective module for other programmes.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Martin Laffin

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email:m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 12:02:14 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Public policy and governance

Module Code: ____________

Credit Value: 15  Level: 7  Mode of Delivery: On Campus  Semester: Semester 1

Module Organiser: Perri 6, Professor in Public Management

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

The module examines political accountability, media scrutiny and the role of public managers in policy-making processes. Distinctive features of public sector management are studied, as are the financial, contractual, regulatory and collaborative relations between public, private and non-profit sectors in the provision of public services, and their trade-offs and implementation challenges. It explores the development of performance measurement and management, and examines dilemmas of regulation. Issues of policy implementation are explored, drawing on recent findings from the “third generation” of implementation studies. It examines deepening relationships between local, national and international tiers of governance. Comparative analysis of trends in public management reform and types of implementation capability will be examined, and management challenges in international and global public authorities will be introduced (thus preparing students for the elective module on global governance and international organisations in the following semester).

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to provide students with a strong foundation in understanding the distinctive features of public management in its political, policy-making and international context. Secondly, the module aims to provide a broad understanding of the challenges, imperatives, trade-offs, dilemmas facing public managers in any country and the principal strategies used to rise to those challenges. Thirdly, the module aims to provide students with an understanding of some principal conceptual frameworks, arguments and middle-range theories used to explain trends, problems and dynamics in public management internationally. Fourth, it aims to provide students with an appreciation of the significant continuing importance of some classic works in the field.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>A 1</td>
<td>Demonstrate a clear understanding of distinctive features of public management and their implications</td>
</tr>
<tr>
<td>A 2</td>
<td>Understand and apply key categories, concepts, typologies and theories of policymaking, governance of public services, financing, procurement, multi-tier governance</td>
</tr>
<tr>
<td>A 3</td>
<td>Identify key drivers shaping the reform of public management</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>B 1</td>
<td>develop analytical skills through independent study and group-based work within seminars and presentation teams</td>
</tr>
<tr>
<td>B 2</td>
<td>develop abilities to work with a range of theoretical frameworks</td>
</tr>
<tr>
<td>B 3</td>
<td>strengthen ability to apply theory, conceptualise phenomena, handle evidence and sustain inferences</td>
</tr>
</tbody>
</table>

### Attributes:

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C 1</td>
<td>apply different theoretical frameworks to analyse empirical cases</td>
</tr>
<tr>
<td>C 2</td>
<td>produce theoretically informed and evidence-based analyses of case studies of problems in public management</td>
</tr>
<tr>
<td>C 3</td>
<td>enhance critical reading, oral and other communications skills</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Press.

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>1. Student / lecturer interaction</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.</td>
</tr>
<tr>
<td>The module will be delivered using lectures, seminars and guest speakers. All lectures will be one hour in length. Each seminar will last for two hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. Student independent learning time</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</td>
</tr>
<tr>
<td>Nine and a half hours of independent study per week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. + 2. Total module notional study hours</th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.</td>
</tr>
<tr>
<td>150 hours</td>
</tr>
</tbody>
</table>

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short critical essay</td>
<td>Coursework</td>
<td>1500 words</td>
<td>30%</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Longer analytical essay</td>
<td>Coursework</td>
<td>2500 words</td>
<td>70%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Coursework</td>
<td></td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are **only** to be completed where the module will be available to associate students with
either alternative assessment arrangements (section 3)
or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

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### Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Economics of Public Policy</th>
<th>Module Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
<td>Level 7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
<td>Scheme</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2013</td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>L113 Economic Policy</td>
<td></td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

<table>
<thead>
<tr>
<th>Responsible School / Institute</th>
<th>School of Business and Management</th>
</tr>
</thead>
</table>

Schools which will also be involved in teaching part of the module

School of Business & Management

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tbody>
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<tr>
<td>2015/16</td>
<td>60</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This compulsory module introduces contemporary theories and empirical literature of the economics of public policy. Students will be introduced to theories and empirical work in the public economics literature, and will distinguish between public policy issues that are specific to developed and developing countries individually. It will highlight topics on theories of public goods, public good provision, optimal taxation and redistributive taxation, inequality in incomes and wealth to name a few. A large part of the modern literature is empirical, and the course will address the empirical methods which are popularly used in this literature. It will also identify the problems facing public policy delivery and what solutions and strategies are discussed in the literature to address these problems. The course will provide skills such as being able to read and interpret public economics literature and therefore enable them to write their dissertation.

Because its content is specific to the public sector, there are no plans for this module to be available to students on programmes other than the MPA.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Digitally signed by Martin Laffin

Martin Laffin

Date: 2012.11.07 11:39:17 Z
Section 2 - Module Specification

Module Title: Economics of Public Policy
Module Code: 
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr. Sanghamitra Bandyopadhyay, Lecturer in Economics

Pre-requisite modules: n/a
Co-requisite modules: n/a
Overlapping modules: n/a

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This course introduces contemporary theories and the empirical literature of the economics of public policy. The course will highlight topics on theories of public goods, public good provision, optimal taxation and redistributive taxation, inequality in incomes and wealth, the global growth and wealth distribution. A large part of the modern literature is empirical, and the course will address the empirical methods which are popularly used in this literature. It will also identify the problems facing public policy delivery and what solutions and strategies are discussed in the literature to address these problems.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to provide students with a strong foundation-level understanding of the recent debates in public economics, theory and policy which is relevant for both developed and developing country contexts. The students will learn how to read papers in public economics and think about public policies in the context of theories of public economics. In addressing the debates in the literature, the students will be introduced to important theoretical and empirical issues that are discussed in the literature. The students should be able to read and interpret the literature in this field and apply for policy purposes in their future careers.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
</tr>
<tr>
<td><strong>A3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B1</strong></td>
</tr>
<tr>
<td><strong>B2</strong></td>
</tr>
<tr>
<td><strong>B3</strong></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
</tr>
<tr>
<td><strong>C2</strong></td>
</tr>
<tr>
<td><strong>C3</strong></td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will be delivered using lectures and seminars. All lectures will be two hours in length. Each seminar will last for one hour.

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Between four and five hours of independent study per week

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short critical assignment</td>
<td>Coursework</td>
<td>1500 words</td>
<td>30%</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Longer analytical assignment</td>
<td>Coursework</td>
<td>3000 words</td>
<td>70%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

| Module Title | Public financial management and accounting |
| Credit Value | 15 |
| Level | 7 |
| Module Type | MOD |
| Scheme | Taught Postgraduate |
| Start Date | September 2013 |
| Proposed JACS Code | N340 Financial Management |

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute | School of Business & Management

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management PG</td>
</tr>
</tbody>
</table>

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
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<td>60</td>
</tr>
<tr>
<td>2014/15</td>
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<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2015/16</td>
<td>60</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will compulsory for students taking the Master’s in Public Administration, because all public managers have some accountability for the use of public funds and they must all understand financial management practices, the implications of financial and accounting principles, and the ways in which financial pressures can have both beneficial and unintendedly risky consequences for organisations commissioning or providing public services.

As part of our strategy for preserving the distinctiveness of the students’ experience on the MPA, this module will be reserved for the MPA only and will not be available as an elective module for other programmes.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Martin Laffin

[Signature]

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email=m.laffin@qmul.ac.uk,
c=US
Date: 2012.11.07 11:50:00 Z

Head(s) of supporting School

[Signature]
Section 2 - Module Specification

Module Title | Public financial management and accounting |
-------------|---------------------------------------------|
Credit Value | 15 | Level | 7 | Mode of Delivery | On Campus | Semester | Semester 2 |
Module Organiser | Professor Colin Haslam, Professor in Accounting and Finance |

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module provides understanding of the financial development and trajectory of central government finances in the advanced economies. The first half of this module will introduce students to the challenges facing governments in the advanced economies, and in particular, that of sustaining deficit financing. How have the components of central government revenues changed over time relative to expenditures in GDP and the nature of accumulated sovereign debt (roll-over timings and repayments schedule)? Students will examine the political context of public budgeting. We shall explore how the policy shift towards macro-prudential management of these economies has impacted not only on monetary policy, but also on public spending and cutback management, nationally and at regional and local levels of government. The module examines the link between changing budgetary politics and pressure to develop innovative financial vehicles, as well as exploring some of the medium-term financial risks to which these innovations can unintendedly give rise. The second half of this module will focus on the importance for public management of reforms in accounting systems which require a shift toward resource-based and accrual-based accounting. We examine the impact on managers' accountability for public expenditure of the convergence of public sector with corporate international financial reporting standards (IFRS) and role of resource-based auditing. What are some of the implications of adoption “corporate” financial accounting and performance key financial and non-financial KPIs? We examine public-private partnerships such as the UK's Private Finance Initiatives (PFIs) for financing public sector capital projects, and issues of risk transfer and cost-effectiveness. We will consider changes financial practices and reporting in sub-national public agencies (local authorities, health care, policing, etc), the possibilities in some countries for bond-financing for sub-national agencies, and their implications on their financial stability and organisational dynamics.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this module are:
1. To establish an understanding as to how central governance financing regimes have changed over the last few decades
2. Understand the factors leading to the European sovereign debt crisis
3. Assess how changes in and threats to sovereign debt ratings have initiated macro-prudential management of the economy
4. Critically appraise the implications of recent trends in public financial management and the shift from cash based to accruals based accounting in the public sector and their impact on organisations involved both in commissioning and in providing public services
5. Equip students with an understanding of key performance indicators (KPI's) across various levels and components of public sector services
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<tbody>
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<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

<table>
<thead>
<tr>
<th>1. <strong>Student / lecturer interaction</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.</td>
<td>The module will be delivered using lectures, seminars and guest speakers. All lectures will be one hour in length. Each seminar will last for two hours.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>2. <strong>Student independent learning time</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.</td>
<td>Nine and a half hours of independent study per week</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>1. + 2. <strong>Total module notional study hours</strong></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.</td>
<td>150 hours</td>
</tr>
</tbody>
</table>
Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short critical essay</td>
<td>Coursework</td>
<td>1500 words</td>
<td>30%</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Longer analytical essay</td>
<td>Coursework</td>
<td>2500 words</td>
<td>70%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

TPB2012-015
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title  Organisational behaviour in the public services
Credit Value  15
Level  7
Module Type  
Scheme  Taught Postgraduate
Start Date  September 2013
Proposed JACS Code  N215  Organisational Development

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute  School of Business & Management

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School  School of Business and Management
Subject Exam Board responsible for the module  Business and Management PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tr>
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<td>60</td>
</tr>
<tr>
<td>2014/15</td>
<td>40</td>
<td>20</td>
<td>60</td>
</tr>
<tr>
<td>2015/16</td>
<td>60</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a compulsory module for the Master of Public Administration (MPA) programme. Understanding organisational behaviour and process within public sector organisations, understanding organisational behaviour within those for-profit and non-profit organisations which provide public services, and understanding organisational behaviour in regulated organisations, and understanding inter-organisational relations of competition, collaboration, coordination and integration are all fundamental to all masters’ level education in public administration and public management.

As part of our strategy for preserving the distinctiveness of the students' experience on the MPA, this module will be reserved for the MPA only and will not be available as an elective module for other programmes.

Resource Requirements

| By school responsible for module | The module will be resourced from within the School of Business and Management |
| By any other Queen Mary school or collaborative institution | n/a |

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School

Digitally signed by Martin Laffin, cn=Martin Laffin, ou=Business and Management, ou=Head of School, email=m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 11:51:56 Z
Section 2 - Module Specification

Module Title: Organisational behaviour in the public services

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1

Module Organiser: Perri 6, Professor in Public Management

Pre-requisite modules: n/a
Co-requisite modules: n/a
Overlapping modules: n/a

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module provides students with a strong appreciation of organisational behaviour and process in public management across policy-making, regulatory, commissioning and service providing bodies. It examines relations between elected and appointed officials including changing configurations of “public service bargains”, managers and professionals, and the role of “street level bureaucrats”, organisational implications of operating under administrative law, different forms of organisational structure and culture. It also examines the internal organisational processes arising under intensive performance management and league table competition and under conditions of fiscal stress and cutback management. Expectations of “public entrepreneurship” are examined, as are organisational dynamics and risks created by some common strategies adopted in response to fiscal stress. Particular attention is given to inter-organisational relations not only of competition but also to coordination, integration and collaboration and joint working.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to provide students with a strong foundation in understanding the distinctive features of organisational behaviour and process in the public services. Secondly, it will furnish students with a broad understanding of the range of organisational cultures, structures which they will face when working in the public sector or in private or voluntary bodies which provide public services, and the ways in which managers address the challenges to which the interaction of these different structures and cultures give rise. Thirdly, the module aims to provide students with an understanding of some principal conceptual frameworks, arguments and middle-range theories used to explain trends, problems and dynamics in organisation behaviour and process specifically within public sector organisations and providers of public services. Fourth, it aims to provide students with an appreciation of the significant continuing importance of some classic works in the field.
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will be delivered using lectures, seminars and guest speakers. All lectures will be one hour in length. Each seminar will last for two hours.

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Nine and a half hours of independent study per week

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

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<th>Brief Description of Assessment</th>
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<td>Coursework</td>
<td>1500 words</td>
<td>30%</td>
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Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

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<tr>
<td>Coursework</td>
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</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

**Section 1 - Summary Information**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Policy evaluation and research methods</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td></td>
</tr>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2013</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>N210 Management Techniques</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

**Schools which will also be involved in teaching part of the module**

| School of Business & Management |

**Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner**

**Responsible School**

| School of Business and Management |

**Subject Exam Board responsible for the module**

| Business and Management PG |

**Anticipated Student Registrations**

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<td>60</td>
<td>20</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This compulsory module serves two very important purposes in the programme. The first part on policy evaluation provides essential skills in retrospective analysis of policies and outcomes which are key requirements in any MPA and which are important for the subsequent careers in public administration which MPA graduates follow. The second part on research methods provides essential skills for the research with students carry out for their dissertation, as well as providing skills in appraisal of published research which are required for any master’s level course.

Because this module is designed specifically to support the dissertation module of the MPA, this module will be reserved for the MPA only and will not be available as an elective module for other programmes.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signature]

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email=m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 11:48:55 Z

Head(s) of supporting School

[Signature]
**Section 2 - Module Specification**

**Module Title**  
Policy evaluation and research methods

**Module Code**  

**Credit Value**  
15

**Level**  
7

**Mode of Delivery**  
On Campus

**Semester**  
Semester 2

**Module Organiser**  
Dr Maria Koumenta, Lecturer in Human Resource Management

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>n/a</td>
<td>n/a</td>
<td>n/a</td>
</tr>
</tbody>
</table>

1) **Content Description**

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

What are good and bad policies and how can we distinguish between them? This first part of the course aims to familiarise students with the tools and techniques necessary to evaluate public policies. The second part equips them with the necessary skills to undertake their final project. Therefore, this part is geared towards preparation for, and successful completion of high quality, rigorous and systematic applied research required for a dissertation. It begins by offering an introduction to quantitative methodology and data analysis including multiple regression analysis, modelling of non-linear relationships and dummy variables. Using regression-based evaluation methods, the second part of the course discusses various approaches in policy evaluation such as the use of randomised, natural or quasi-experiments, panel data, differences-in-differences estimation, propensity score matching and fixed effects models. It introduces students to theory-driven (as opposed to inductive or "grounded") approaches to qualitative coding and analysis in multi-case comparative designs for causal explanatory research. The course draws on real public management and policy issues and further explores how policy evaluation can take place under logistical, budgetary and ethical constraints.

2) **Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to provide students with a strong foundation-level understanding of the value, purpose but also the limitations of policy evaluation as a method and as a practice in public management. Secondly, it aims to provide students with firm understandings of quantitative and qualitative methods in the context of researching public management and policy management issues.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
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<tbody>
<tr>
<td>A1. Demonstrate a clear understanding of policy evaluation methods and their use in practical public management settings</td>
</tr>
<tr>
<td>A2. Understand and apply key types of quantitative and qualitative methods to research problems in public management</td>
</tr>
<tr>
<td>A3. Identify relevant applications for policy evaluation methods and researchable problems in public management suited to analysis using key types of quantitative and qualitative methods</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1. develop evaluation and research skills through independent study and group-based work within seminars and presentation teams</td>
</tr>
<tr>
<td>B2. develop abilities to work with a range of methods and frameworks of methodology</td>
</tr>
<tr>
<td>B3. strengthen ability empirically to examine theories, code and analyse data, and sustain valid inferences from data to public management research and evaluation questions</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1. apply different research methods to analyse empirical problems</td>
</tr>
<tr>
<td>C2. produce analyses of public management and policy problems using recognised research and evaluation methods</td>
</tr>
<tr>
<td>C3. enhance critical analytic, method, oral and written communications skills</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Miles MB and Huberman AM, 1994, Qualitative data analysis: an expanded sourcebook, 2nd edn, London: Sage.
**Teaching and Learning Profile**

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. **Student / lecturer interaction**

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will be delivered using lectures and seminars. All lectures will be one hour in length. Each seminar will last for two hours.

2. **Student independent learning time**

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Nine and a half hours of independent study per week

1. + 2. **Total module notional study hours**

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

**Assessment Profile**

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
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<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
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<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
</table>
Student assessment will be in the form of a dissertation proposal on a topic of their choice building on the knowledge gained from taught subjects and applying the research methods and policy evaluation tools covered in this course. This may take the form of identifying a policy or a programme to be evaluated in depth in the subsequent dissertation. Students would be required to produce a document explaining the rationale, research questions and academic context for the research project (including links to the appropriate literature), outlining the proposed methodology (including issues of access and ethics) and analytical techniques that will be employed to address the research objectives.

<table>
<thead>
<tr>
<th>Assessment Type</th>
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<tbody>
<tr>
<td>Coursework</td>
<td>4,000 words</td>
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Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

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<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
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</thead>
<tbody>
<tr>
<td>Based on the feedback from assessors, students will be required to revise and resubmit the research proposal.</td>
<td>Coursework</td>
<td>4,000 words</td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click ‘Add Alternative Assessment’.
Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Leadership and strategy in public service delivery
Module Code: 
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2013
Proposed JACS Code: N211 Strategic Management

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School | Subject Exam Board responsible for the module
---|---
School of Business and Management | Business and Management UG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module. In any MPA programme, issues of leadership and strategy are considered very important in the expected overall curriculum content. In many countries, leadership roles are increasingly being emphasised for public managers. At sub-national level in public authorities, in functional agencies such as health care and policing, discrete organisational strategy (i.e., independently of national government policy) is increasingly articulated as a management tool. Modules addressing these issues are therefore especially useful for MPA students.

Because its content is specific to public sector management, there are no plans for this module to be available to students on programmes other than the MPA.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
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</tr>
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</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Martin Laffin

Head(s) of supporting School: Digitally signed by Martin Laffin

Date: 2012.11.07 11:51:00 Z
Section 2 - Module Specification

Module Title: Leadership and strategy in public service delivery
Module Code: 
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Perri 6, Professor in Public Management

Pre-requisite modules: n/a
Co-requisite modules: n/a
Overlapping modules: n/a

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

We explore principal theories, typologies (e.g., transactional and transformational) and styles of individual and collective leadership both in high office and at team level in public services, before reviewing research evidence on the effectiveness and otherwise of leadership on performance in public organisations. Particular attention is given to crisis leadership. The module questions the scope for deliberate, prior objective-driven rather than emergent strategy in the highly constrained and politicised setting of public authorities, reviewing recent more optimistic evidence for its prospects and its effects upon performance. Strategic capabilities required for both styles are considered. The role of stakeholder consultation in strategy development and legitimization is examined. The module contrasts growth and retrenchment strategies. Strategic issues in organisational and inter-organisational design are addressed, and processes of change management in the politically sensitive conditions of the public services are explored.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to provide students with a clear appreciation of the distinctive features of leadership and of strategy in the politically sensitive context of public management. Secondly, it aims to provide students with a broad understanding of the challenges, limitations and constraints faced by public managers in exercising leadership and in undertaking explicit strategy development and planning, while also exploring the means available to public managers for overcoming these challenges. Thirdly, the module aims to provide students with an understanding of some principal conceptual frameworks, arguments and middle-range theories used to explain the varying styles and discretion of leaders at every level, and of the scope for and form taken by strategy and planning, and of the actual impact of leadership and strategy on measurable organisational performance. Fourth, it aims to provide students with an appreciation of the significant continuing importance of some classic works in the field.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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<tbody>
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<td>A2</td>
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<td>A3</td>
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<table>
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<td>B3</td>
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<table>
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<tr>
<th>Attributes:</th>
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</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Bozeman B 2010, Hard lessons from hard times: reconsidering and reorienting the “managing decline” literature, Public administration review, 70, 4, 557-563.
Boyne GA and Walker RM eds, “The future of strategic management”, section of a special issue of Public administration review, 70, S1, s185-s291.

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

#### 1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will be delivered using lectures, seminars and guest speakers. All lectures will be one hour in length. Each seminar will last for two hours.

#### 2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Nine and a half hours of independent study per week

#### 1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

### Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.
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<thead>
<tr>
<th>Brief Description of Assessment</th>
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</thead>
<tbody>
<tr>
<td>Short critical essay</td>
<td>Coursework</td>
<td>1500 words</td>
<td>30%</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Longer analytical essay</td>
<td>Coursework</td>
<td>2500 words</td>
<td>70%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment
- ☐ Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

<table>
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**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

TPB2012-015
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Human resource management in the public services
Module Code:
Credit Value: 15
Level: 7
Module Type: MOD
Scheme: Taught Postgraduate
Start Date: September 2013
Proposed JACS Code: N600 Human Resource Management

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

Responsible School | Subject Exam Board responsible for the module
School of Business and Management | Business and Management PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
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<td>2015/16</td>
<td>60</td>
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<td>60</td>
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</tbody>
</table>
Module Rationale

Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is an elective module. Given the workforce-intensive nature of public sector organisations and the centrality of people management skills in most middle and upper management positions, it is important that a module should be offered which equips students of public administration with the necessary skills to understand and perform HR-related activities. This module enhances students’ analytical, communication, presentation and teamworking skills, all of which are key elements of a successful career in public administration.

Because its content is specific to public sector management, there are no plans for this module to be available to students on programmes other than the MPA.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>The module will be resourced from within the School of Business and Management</th>
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Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

[Signature]
Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email=m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 11:47:47 Z

Head(s) of supporting School

Head(s) of supporting School
### Section 2 - Module Specification

#### Module Title
Human resource management in the public services

#### Module Code

#### Credit Value
15

#### Level
7

#### Mode of Delivery
On Campus

#### Semester
Semester 2

#### Module Organiser
Dr Maria Koumenta, Lecturer in Human Resource Management

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
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</tr>
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<tbody>
<tr>
<td>n/a</td>
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</tr>
</tbody>
</table>

### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module provides a critical evaluation of the issues, challenges and processes involved in managing employees in the public services. It does so by considering the unique financial, political and legal context within which public personnel practitioners operate as well as the distinct characteristics of public sector jobs and those attracted to work within them, and examines the constraints and opportunities these place on personnel policy and its implementation. Themes covered in this module include resourcing and selection, pay and executive compensation, performance management, employee relations, values and organisational ethics, managing change and the relationship between human resource management and public sector performance. A further element of the course involves exploring the characteristics of public sector labour markets including trends, labour market policy initiatives and their impact. The module draws on case study evidence from multi-country institutional and organisational contexts and encourages students to assess how past legacies and recent reforms impact on HRM strategy.

### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

This module aims to provide students with a strong understanding of the distinct nature of the public sector labour workforce as well as the unique challenges involved in managing employees in the public services. It aims to develop an appreciation of the various activities in which human resource managers in public sector settings are involved. The module seeks to equip students with the relevant skills and knowledge to enable them to (a) undertake such activities in the future at an operational or strategic level and (b) be able to analyse and critically evaluate the suitability and effectiveness of various policy alternatives affecting human resource management in the public services.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

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4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
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The module will be delivered using lectures, seminars and guest speakers. All lectures will be one hour in length. Each seminar will last for two hours.

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Nine and a half hours of independent study per week

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

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Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
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Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)
Section 3 - Alternative Assessment Arrangements for Associate Students

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Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

<table>
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Module Proposal Form

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Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Economics of developing countries</th>
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<tbody>
<tr>
<td>Credit Value</td>
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<tr>
<td>Level</td>
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<tr>
<td>Module Type</td>
<td>MOD</td>
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<td>Scheme</td>
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<td>Proposed JACS Code</td>
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Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute: School of Business and Management

Schools which will also be involved in teaching part of the module

School of Business & Management

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

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Module Rationale
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This module serves two very important purposes in the programme. First it introduces contemporary theories and empirical literature of the economics of developing countries. This literature highlights what are the most pressing problems facing developing countries and what the current contributions in this field are. Topics to be addressed are growth and distribution, poverty, inequality, micro-credit policies, with specific reference to public service delivery. Second, it identifies the problems with public policy delivery in developing countries and what solutions and strategies are identified in the literature. Public service delivery is a challenge in developing countries, given the low quality infrastructure for service provision and the pressing needs of the poor. The course will focus on issues at the top of the public service delivery debates such as centralised and decentralised delivery methods, political economy issues of corruption and state capture to name a few. It will also address the role of incentives among politicians and bureaucrats in service delivery. The course will provide skills such as being able to read and interpret developing country public policy literature and therefore enable them to write their dissertation.

Resource Requirements

<table>
<thead>
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<th>Resource Requirements</th>
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<th>By any other Queen Mary school or collaborative institution</th>
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<tr>
<td></td>
<td>The module will be resourced from within the School of Business and Management</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal
The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Martin Laffin

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Economics of developing countries

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: Dr Sanghamitra Bandyopadhyay, Lecturer in Economics

Pre-requisite modules: n/a
Co-requisite modules: n/a
Overlapping modules: n/a

1) Content Description
This course introduces contemporary theories and the empirical literature of the economics of developing countries with specific reference to public policy delivery. The course will address the problems with public policy delivery in developing countries and what solutions and strategies have been identified in the literature. The course will deal with debates such as centralised and decentralised delivery methods, political economy issues of corruption and state capture, and the role of incentives among politicians and bureaucrats in service delivery.

2) Module Aims
This module aims to provide students with a strong foundation-level understanding of the recent debates in Development Economics, theory and policy which is relevant for current developing country problems. The students will learn how to read papers in Development Economics and think about developing country public policies in the context of theories of economic development. In addressing the debates in the literature, the students will be introduced to important theoretical and empirical issues that are discussed in the literature. The students should be able to read and interpret the literature in this field and apply for policy purposes in their future careers.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

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<table>
<thead>
<tr>
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<tbody>
<tr>
<td>A1</td>
<td>Demonstrate a clear understanding of a number of issues discussed in the economics of developing countries</td>
</tr>
<tr>
<td>A2</td>
<td>Have an overview of the main quantitative methods used in development economics, with reference to the public policy literature</td>
</tr>
<tr>
<td>A3</td>
<td>Able to apply these skills for their own research via a dissertation and policy work in their future career.</td>
</tr>
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</table>

Disciplinary Skills - able to:

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<tbody>
<tr>
<td>B1</td>
<td>Develop research skills through independent study and group-based work within seminars</td>
</tr>
<tr>
<td>B2</td>
<td>Strengthen ability empirically to examine theories and empirical evidence in public policy delivery in developing countries</td>
</tr>
<tr>
<td>B3</td>
<td></td>
</tr>
</tbody>
</table>

Attributes:

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<tbody>
<tr>
<td>C1</td>
<td>Apply different empirical methods to analyse empirical problems</td>
</tr>
<tr>
<td>C2</td>
<td>Enhance critical analysis, method, oral and written communications skills</td>
</tr>
<tr>
<td>C3</td>
<td></td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

The module will be delivered using lectures and seminars. All lectures will be two hours in length. Each seminar will last for one hour.

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

Between 4 and 5 hours of independent study per week

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150 hours

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Short critical assignment</td>
<td>Coursework</td>
<td>1500</td>
<td>30%</td>
<td>No</td>
<td>n/a</td>
</tr>
<tr>
<td>Longer analytical assignment</td>
<td>Coursework</td>
<td>2500</td>
<td>70%</td>
<td>Yes</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Coursework
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Business Management</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Accounting and Management and 3 associated module proposals· Accounting and Value Management· Accounting for Business Models· Financial Markets and Institutions</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
</tbody>
</table>
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The documentation presents a proposal to develop the MSc Accounting and Management, which will be offered in full time mode of study.  

The Part 1 Programme Proposal was developed in parallel with this Part 2 submission and has been approved by the Faculty Vice-Principal. However, confirmation has not been received that the non-standard fees have been approved.  

The programme specification does not list a QAA benchmark group; however the External Advisor makes reference to the relevant benchmark group.  

The programme specification also does not provide any information about academic support or supervisory arrangements, which TPB may wish to clarify. |
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>MSc Accounting and Management</td>
<td></td>
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<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
</tbody>
</table>

Proposed Start Date

September 2013

Programme Organiser

Professor Colin Haslam

Does this programme contain a foundation year or any pre-sessional activity?

No

Will this programme be made available to SEFP students?

No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This covers Core and Option Modules in each Programme; Choice of Options; the Documentation Students Must Complete; Exams; Coursework and Assessment; the Student Handbook; the Dissertation (Structure; Organisation; Research and Plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.

Formally, the SSLC meets once a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes. Curriculum development and delivery are overseen by the Programme Organiser through the School’s Teaching and Learning Committee.

This MSc programme is delivered by a combination of lectures and workshops. With students taking 4 (15 credit) modules in semester A, and 4 (15 credit modules in semester B) where students can take two electives. In semester C students complete a dissertation (60 credits weighting). Assessments vary between the module but are designed to evaluate the students acquisition
of skills and critical knowledge as identified in the QAA subject benchmark statement for master's degrees in business and management.

b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

N/A

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The School has a policy of electronic submission of coursework and all coursework is put through Turnitin plagiarism detection software. The procedure is managed by the Schools Programmes Manager who brings to the attention of module lecturers any submitted coursework that contains significant amounts of plagiarised content.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

We would expect to employ some teaching support from those with a professional background specifically where this helps to support the development of learning materials and the delivery of teaching to enhance the student learning experience.

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules clarify whether this is a new or existing SEB. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

Aims, objectives and learning outcomes
The aims and learning outcomes are clearly written. They are also appropriate for a postgraduate degree like Accounting and Management: there is a good balance of the theoretical and technical, with modules which should equip students with both critical/analytical skills as well as practical/applied skills. I am satisfied that the learning outcomes will be met by the modules on the programme. I would also add that there are some very innovative modules in the programme structure: tying accounting and management issues to the study of ‘business models’ for example is genuinely ground-breaking and positions this degree favourably relative to other offerings in the postgraduate market. Business models are flagged by the QAA as one of the key knowledge areas for postgraduate business and management Masters courses, so this is a timely development. This should allow students to “deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences”, which is a core aspect of a level 7 degree in the FHEQ. Queen Mary UoL also have the personnel to teach this degree programme to a standard that matches the national standing of the award.

Curriculum, design, content and organisation
The structure of the programme is clearly defined and neatly fits in with the QAA definition of a type 2/3 Generalist Masters course. Overall, the content of the programme is consistent with its aims and learning outcomes and its content is contemporary and up to date. The content deals with the relatively recent literature on financialization and business models, and looks at financial markets and institutions which are currently a big draw with students. It also covers themes around globalisation and corporate governance which are essentials on a course like this. These ingredients certainly compare favourably with other national University offerings. The 10,000 word dissertation is also standard on most other postgraduate courses within Accounting and Management.

In terms of careers, a degree like this is relevant for students with aspirations to join public or private sector. I believe that students will graduate from this degree with excellent career prospects, given the technical skills of accounting attained and the practical cases where their skills are applied. I presume ‘careers education’ will be met by QMUoL’s career’s service, and I am sure over time the course will develop industry links which may, in turn, create opportunities for placements, internships etc – though this is not specified in the paperwork I received. I am also satisfied that the work of the DDS office means that students with disabilities will not be disadvantaged on this degree programme.

I was asked to comment on professional practice requirements, but could not find any pointers in the programme spec. Are there exemptions from accounting exams? Similarly, the reference to the DDS aside, I could not find any additional information on equal opportunities.

Levelness
I am satisfied that this programme is pitched at the appropriate academic level.

Learning, teaching and assessment strategies
The teaching and learning strategy is clear and workable. Three hours per module per week is more than enough for this degree. Similarly the combination of research-led teaching staff and the use of visiting lecturers, and lecturers with professional experience should also provide a nice balance of academic and practitioner insights. Active learning initiatives using case studies and presentations should also engage students and help them to ‘learn through doing’. The balance of course work (30-40%) and examinations also seems appropriate for this level – though perhaps in some of the more complex, applied courses a greater weighting of coursework might be more desirable (perhaps assessment via 100% coursework and a longer essay?). This might also help ‘stagger’ student revision efforts. One complaint I have received from students in the past is that all the assessment comes at one time. Might it be possible to move one of the core courses to a short, fat course that has a 100% assessed essay or report as its mode of assessment? That aside, I am satisfied that the teaching, learning and assessment methods allow students to achieve and demonstrate the programme aims and learning outcomes.
Admission, progression and achievement

The requirements of a good 2:1 and an IELTS of 7.0 or equivalent are appropriate for this degree. Because the skills of accounting and management are required across the economy, graduates could as easily work in the public as the private sector, in either a technical, specialist position as an accountant or a more general management position. The more academic content which deals with theoretical concerns around accounting, and in particular the work on financialization and business models could even open up avenues for doctorates and a career in academia.

Learning resources and facilities

The reading lists on the three new modules are appropriate for the subjects they cover, though I did notice the Bezemer article appeared twice.

Learning Centre resources & Student Guidance/Support

Although not indicated, I presume learning resources are provided centrally and that virtual learning environment like blackboard are used by most course modules. In terms of student support and guidance, the DDS would appear to support students with disabilities. I presume other pastoral modes of support are also offered (an academic advisor/personal tutor service) – as these would be standard for any PG course.

Quality management and enhancement

The arrangements for programme management seem OK, though the absence of a course Programme Committee may prove problematic going forward. Students have a voice via the Staff/Student Liaison Committee, whilst the Learning & Teaching Committee also takes on board these student comments. There is also a School Annual Programme Review which looks at the individual programmes. But I can’t see any information on a degree-focused programme committee. Given this is a new degree with three new modules it might be sensible to have one of these in place to gauge student sentiment more directly and have a focal point for strategy and curriculum development.

Name & Title of External Adviser

Dr Adam Leaver

Current Post & Institution / Organisation

Manchester Business School - Business Analysis

Address for Correspondence (and email)

adam.leaver@mbs.ac.uk

7) Response to External Adviser Comments

This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

I was very please to receive such a comprehensive and carefully thought through series of responses from the external. There are a number of issues that need to be addressed in response:

a] It is important to ensure that this MSc programme develops linkages into professional practice as the course unfolds. Actively involving practitioners as: teaching fellows (delivering and developing learning materials), provision of guest seminars and "off the record" expert presentations.

b] At this stage their is no immediate intention to provide students with the possibility of exemptions from professional accounting / or other exams --This needs to be made clear. We do recognise the value of the externals comments on professional exemption possibilities and this will explored with relevant professional bodies with a view to the construction of future pathways.

c] The scheduling of assessments by module needs to ensure that bunching does not take place as and when this programme is put on stream

d] There is a need to be more explicit about the virtual learning resources available and use of QMplus as a learning resource
e) Consideration needs to be given towards delivering a short “fat” module which is wholly coursework based.

f) Ensure that the web pages are clear that a PGT programme committee is operational

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

> Has a Programme Specification been completed and submitted with the Part 2? [Yes]

> Have module proposal forms for each new module been submitted with the Part 2? [Yes]

> Is there evidence of support from at least one external adviser? [Yes]

> Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? [Yes]

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

> Has a draft Memorandum of Agreement been completed and submitted with the Part 2?  

> Has supplementary information on the management of the partnership been submitted with the Part 2?  

> Have any special regulations been submitted with the Part 2 (where relevant)?  

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

[Signatures]

Head(s) of supporting School

[Signatures]
Programme Title: MSc Accounting and Management

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: MSc Accounting and Management
Name of Interim Award(s): 
Duration of Study / Period of Registration: 12 month academic year
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: 
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved: 
Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the programme: 
Institution(s) other than Queen Mary that will provide some teaching for the programme: 

Programme Outline

The MSc Accounting and Management is a new taught postgraduate programme offered by the School of Business and Management. This programme offers specialised, practical and theoretical education in the area of accounting and management of resources. This is a course relevant for students who aim to hold a career in corporate and non-corporate spheres of the economy. It is a course that will equip students wishing to improve their theoretical and practical knowledge of accounting and its role in recording and influencing the management of organization resources. The programme of consists four compulsory taught modules in the first semester, two compulsory taught modules and two optional taught modules in the second semester followed by a 10,000 word dissertation.

Aims of the Programme

1. Provide a programme of study grounded in the field of Accounting and Management
2. Deliver a critical and reflective programme of modules that are relevant to those seeking employment in the functional areas of accounting and general management
3. Support the development of a range of cognitive and transferable skills both generic and specific to the field of study of accounting and management.
What Will You Be Expected to Achieve?

During and at completion of this programme students will:
1. Understand the nature and evolution of accounting as a professional practice
2. Appreciate the theoretical underpinnings of accounting
3. Be able to assemble financial data and use this to construct critical narrative and numbers interpretations
4. Demonstrate key transferable cognitive skills in relation to the deployment of accounting information in variable contextual settings for: analysis, decision making and resource allocations.
5. Appreciate appropriateness of the qualitative and quantitative research methods in support of particular resource management contexts.
6. Enhance personal skills for employability: managing time, working with others, appraising and planning workload and communicating outcomes

<table>
<thead>
<tr>
<th>Academic Content:</th>
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<tbody>
<tr>
<td>A 1</td>
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<td>A 2</td>
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<tr>
<td>A 3</td>
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</tbody>
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<tr>
<th>Disciplinary Skills - able to:</th>
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<tbody>
<tr>
<td>B 1</td>
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<td>B 2</td>
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<tr>
<td>B 3</td>
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<th>Attributes:</th>
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<td>C 2</td>
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<tr>
<td>C 3</td>
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<tr>
<td>C 4</td>
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</tbody>
</table>
**How Will You Learn?**

The teaching for this programme is led by research-oriented staff and also supported by appropriate visiting lecturers with professional expertise who will also combine their professional knowledge to develop learning materials taking also a critical attitude to its development and delivery. Students will experience a challenging but supportive learning environment. Each module will have an outline description and set of learning outcomes in addition to an outline syllabus and assessment methods and available on the Management School’s Postgraduate web-page. Students will typically have 3 contact hours per week for each module. Within these three hours, each module has its own pattern of lectures, seminars/classes and other activities. Lectures emphasise dissemination of information, explaining the key ideas and concepts whilst seminars/classes make will facilitate active-learning with student interaction encouraged through discussion, exercises, case studies and collaborative presentations.

**How Will You Be Assessed?**

Modules are typically assessed by a combination of coursework (usually 30%-40% of the total mark) and final (two hour) examinations. But there is considerable variation across modules, and some are wholly examined by coursework. Clear guidance on coursework requirements is given emphasizing approaches to coursework of various types and the avoidance of plagiarism. Standard College procedures are followed in the setting and marking of examinations and in the determination of overall results.

**How is the Programme Structured?**

This programme is structured with 4 compulsory modules delivered in semester A (15 credits each) and 4 modules in semester B (15 credits each) of which two modules are compulsory and two electives. In semester C students complete their core dissertation (60 credits).

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### Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dissertation</td>
<td>BUSM003</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 3</td>
</tr>
</tbody>
</table>
### Programme Title: MSc Accounting and Management

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Methods for Business and Management</td>
<td>BUSM027</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Accounting for Business Models</td>
<td>BUS XXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Financial Markets and Institutions</td>
<td>BUS XXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Financial Reporting</td>
<td>BUSM054</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Corporate Finance for Managers</td>
<td>BUSM030</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Accounting and Value Management</td>
<td>BUS XXX</td>
<td>15</td>
<td>7</td>
<td>Compulsory</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Corporate Governance</td>
<td>BUSM060</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Contemporary Issues in Accounting</td>
<td>BUS M061</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Accounting</td>
<td>BUSM059</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Finance for Development</td>
<td>BUSM020</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Multinationals and Global Business</td>
<td>BUSM028</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

A good upper second class honours degree or equivalent plus IELTS 7.0

**How Do We Listen and Act on Your Feedback?**

In the week before Semester A teaching begins, the Director of Postgraduate Taught Programmes leads a two day induction session for the cohort entering that year. This covers Core and Option Modules in each Programme; Choice of Options; the Documentation Students Must Complete; Exams; Coursework and Assessment; the Student Handbook; the Dissertation (Structure; Organisation; Research and Plagiarism); Security and Safety; Library Resources; IT Resources; SSLC; Careers Advice; Help with English; and Campus Tours.
Programme Title: MSc Accounting and Management

Formally, the SSLC meets twice a semester, with a student representative from each programme. Informally, each student in the programme has access to the Programme Director, who reports to the Director of Postgraduate Taught Programmes. Curriculum development and delivery are overseen by the Programme Organiser through the School’s Teaching and Learning Committee. The School’s Teaching and Learning Committee takes into account student evaluations and comments, means and distributions of examination marks, and external examiner reports. Development of individual teaching is guided through peer review, participation in staff development courses, the appraisal system and teaching evaluation. Account is also taken of views put forward by Department Meetings and external sources (external examiners, and views filtered through the College’s International Office). The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school together with appropriate representation from staff within the school. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committee (SSLC) meets regularly once in each semester throughout the year.

The School operates a Learning and Teaching Committee, which advises the Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM and QAA benchmark policies and reviewing all proposals for module and programme approval and amendments before submission to Taught Programmes Board. Student views are incorporated in a number of ways. Students’ views are considered through the SSLC analysis of the NSS and module evaluations.

The Management Schools produces an Annual Programme Review of their taught postgraduate provision. The process is normally organised at a School-level basis with the Head of School responsible for the completion of the School’s Annual Programme Reviews.

Academic Support

The School of Business and Management aims to provide a high quality teaching and learning environment. Teaching will be by research-oriented staff complemented, where appropriate, with teaching support from those with a professional background specifically where this helps to support the development and delivery of appropriate learning materials. Students will, accordingly, be working in a challenging, supportive environment. The mechanism for reviewing and developing the curriculum and its means of delivery will be principally the Teaching and Learning Committee which will also take account of views put forward by members of the School and the SSLC, and external examiners so as to ensure quality, coherence and a critical/reflective development of the programme.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students’ Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations

Queen Mary University of London
Programme Title: MSc Accounting and Management

- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Graduates from this programme will have developed a range of cognitive and intellectual skills together with investigative techniques and research based skills that will enhance employability in the field of Accounting and Management. Specifically these include:

Ability to think critically and creatively and synthesise responses in a clear and thoughtful manner.

Conduct research into business and management issues either individually or as a part of a team through research design, data collection, analysis, synthesis and presentation of findings.

Understand the complex inter-relationships between accounting information and its use for the management of corporate and non-corporate resources

Appreciate the nature of corporate social responsibility and ethical dilemmas when accounting for and managing resources where there are often conflicting organization values and motivations.

Programme Specification Approval

Person completing Programme Specification: Professor Colin Haslam

Person responsible for management of programme: Professor Colin Haslam

Date Programme Specification produced/amended by School Learning and Teaching Committee: 06/11/12

Date Programme Specification approved by Taught Programmes Board:
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title
Accounting and Value Management

Module Code

Credit Value
15

Level
7

Module Type
MOD

Scheme
Taught Postgraduate

Start Date
September 2013

Proposed JACS Code
N340 Financial Management

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute
School of Business & Management

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School
Subject Exam Board responsible for the module
School of Business and Management
Business and Management PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>30-40</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2014/15</td>
<td>40-50</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2015/16</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module is a new compulsory module within the MSc Accounting and Management programme. The rationale for this module (for semester B) is to provide students with an understanding as to the nature and evolution of managerial agency and the extent to which managerial and investor interests align. Drawing upon this evidence this module considers the main drivers of value creation, and how this is managed from an accounting perspective.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>School of Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School  
Martin Laffin  
Digitally signed by Martin Laffin, cn=Martin Laffin, ou=Business and Management, ou=Head of School, email:m.laffin@qmul.ac.uk, c=US  
Date: 2012.11.07 10:56:49 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Accounting and Value Management
Module Code: 
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 2
Module Organiser: TBC

Pre-requisite modules: 
Co-requisite modules: 
Overlapping modules: 

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module is framed with the context of managing for value and how managerial and investor interests are aligned and reflected in accounting information for value creation and market value added and value for money. This module is concerned with how accounting numbers are employed at operational, divisional and organizational levels to control and drive value creation for market value added or value for money. It is a module which is concerned with how accounting information is deployed to control and direct corporate and non-corporate organizations towards generating value on invested funds whether these are public, private or state sponsored agencies.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this module are to

a] Review how accounting systems and incentives align managerial and investor interests
b] Establish how accounting systems are employed to guide decision making and resource allocation
c] Consider the similarities and differences in value management in corporate and non-corporate spheres
d] Establish the extent to which accounting data can be employed to construct narratives about value creation and value management
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

A1 Review the theories of value creation and management
A2 Appreciate the nature of the variability of methods and data used in value management
A3 Critically assess the extent to which accounting tools can underwrite value management

Disciplinary Skills - able to:

B1 Critical comprehension of the theories of value management
B2 Appreciate the interrelationships between accounting information at various levels of analysis
B3 Appreciate how broader internal and external relations impact upon an organization's capacity to deliver value management

Attributes:

C1 Be able to critically reflect upon existing theories
C2 Use accounting information to inform understanding and interpretations
C3 Develop curiosity and investigative analytical skills

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Christophers, B. (2011) 'Making finance productive', Economy and Society, 40: (1): 112-140
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

30 (Normally 1 hour of lectures and a 2 hour seminar)

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

120 (for one module)

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

150

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay on the nature of value management</td>
<td>Coursework</td>
<td>2500 words</td>
<td>40</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Exam</td>
<td>Examination</td>
<td>2 hours</td>
<td>60</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment

| Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details) |
|---------------------------------|-----------------|-----------------------------|
| Brief Description of Assessment | Assessment Type | Duration / Length of Examination / Coursework |

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

TPB2012-016
Module Proposal Form

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Accounting for Business Models</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>15</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2013</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>N400 Accounting</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module:

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
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<tbody>
<tr>
<td>2013/14</td>
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<td>40</td>
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<tr>
<td>2014/15</td>
<td>40-50</td>
<td>10</td>
<td>50</td>
</tr>
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<td>2015/16</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module is a new compulsory module within the MSc Accounting and Management programme. The rationale for this module (for semester A) is to facilitate an understanding of how to conceptualise business models within the discourse of accounting. It is an innovative module which meets the demands of professional accounting bodies which have, in recent years, argued for disclosure and risk assessment to be located within a business model framework. For example reports by the Institute of Chartered Accountants in England and Wales (ICAEW), Chartered Financial Analysts (CFA-USA) and European Finance Research Group (EFRAG)

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Business and Management</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email:m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 10:55:01 Z

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Accounting for Business Models
Module Code: 
Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1
Module Organiser:

Pre-requisite modules | Co-requisite modules | Overlapping modules | None |

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module conceptualizes business models within an accounting framework. There are three significant parts to this module. We can structure business models, designate business models with a sense of financial purpose (liquidity, solvency and capitalization) and finally evaluate performance and outcomes. These financial objectives are explored and evaluated using accounting data for a range of business model types for example, banking, private equity and bio-pharma and 3rd/public sector organizations.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this module are to:

a] Conceptualize and structure business models
b] Articulate a performance evaluation framework, for business models, that is grounded in accounting
c] Review the extent to which business models deliver liquidity, solvency and market value returns
d] Critically evaluate the extent to which business models can be financially transformed.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

<table>
<thead>
<tr>
<th>A1</th>
<th>Conceptualizing business models</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Using accounting data to construct evaluative frameworks</td>
</tr>
<tr>
<td>A3</td>
<td>Critically assess the viability of business models</td>
</tr>
</tbody>
</table>

Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Understand the variability of business models</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Be able to apply analytical frameworks to structure research that informs evaluation and reflection</td>
</tr>
<tr>
<td>B3</td>
<td>Think critically and organise thoughts about the use of accounting data to communicate performance and communicate options</td>
</tr>
</tbody>
</table>

Attributes:

<table>
<thead>
<tr>
<th>C1</th>
<th>Use narratives and numbers to generate critical reflections</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>Develop new analytical skills</td>
</tr>
<tr>
<td>C3</td>
<td>Show initiative, individually or with others to complete tasks set</td>
</tr>
<tr>
<td>C4</td>
<td>Critically evaluate the reliability of different sources of information</td>
</tr>
<tr>
<td>C5</td>
<td>Apply analytical skills to investigate unfamiliar problems</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction

Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>30 (3 hours of lectures and workshops)</td>
</tr>
</tbody>
</table>

2. Student independent learning time

Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>120</td>
</tr>
</tbody>
</table>

1. + 2. Total module notional study hours

Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>150</td>
</tr>
</tbody>
</table>

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay on conceptualizing business models and variability of business models</td>
<td>Coursework</td>
<td>2500</td>
<td>40</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Formal Exam</td>
<td>Examination</td>
<td>2 hours</td>
<td>60</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
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<tr>
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<td></td>
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</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: Financial Markets and Institutions  
Module Code:  
Credit Value: 15  
Level: 7  
Module Type: MOD  
Scheme: Taught Postgraduate  
Start Date: September 2013

Proposed JACS Code: N340 Financial Management  
Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the module:  
Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:  

Responsible School | Subject Exam Board responsible for the module
---|---
School of Business and Management | Business and Management PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
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<td>10</td>
<td>40</td>
</tr>
<tr>
<td>2014/15</td>
<td>40-50</td>
<td>10</td>
<td>50</td>
</tr>
<tr>
<td>2015/16</td>
<td>50</td>
<td>10</td>
<td>60</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module is a new compulsory module within the MSc Accounting and Management programme. The rationale for this module (for semester A) is to facilitate an understanding of the evolution and regulation of financial institutions and the process of financial intermediation and risk transfer between and within institutional spheres.

Specifically this module will focus on how changes in regulatory frameworks have driven financial innovation across institutional sectors. Students will need to understand some of the key functions of financial markets and their products: equity, debt, currencies and nature of more complex financial products: derivatives, options, hedge products etc and how these are accounted for and valued and accounted for in balance sheet and comprehensive income statement. Considering also the porosity of these types of financial innovation across corporate sectors and into non-corporate sectors.

Resource Requirements

By school responsible for module
Business and Management School

By any other Queen Mary school or collaborative institution

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Martin Laffin

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: Financial Markets and Institutions

Credit Value: 15
Level: 7
Mode of Delivery: On Campus
Semester: Semester 1
Module Organiser: TBC

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module is about how the increasingly complex relation between financial institutions, markets and firms has evolved over a period of time. A process of financial innovation and deregulation is impacting upon recorded accounting numbers and financial performance of firms much more volatile. In the corporate and non-corporate sectors the relation between financial markets and accounting is complex and inter-related. A large proportion of balance sheet values are now adjusted to reflect financial market values and these adjustments can be significant and volatile. Fair value reporting also requires significant external advisory support to inform accountants: actuaries, credit rating agencies and specialists is specific asset valuations. The development of more sophisticated financial products impacts upon a range of corporate and non-corporate institutions.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of this module are to:
a) Review how key aspects of financial markets and their regulation have evolved in recent decades
b) Consider how these developments have changes the nature of financial products
c) Consider how changes in financial regulation have impacted upon accounting – IFRS, IAS, SORP’s
d) Assess the significance of fair value ‘mark to market’ accounting
e) Critically evaluate the impact of ‘mark to market’ accounting
f) Appreciate how accounting numbers are constructed
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

| A1 | Review of institutional theory and evolution of financial institutions |
| A2 | Understand the conceptual arguments for fair value accounting |
| A3 | Critically assess the impact on accounting of financial market regulation and product innovation. |

### Disciplinary Skills - able to:

| B1 | Understand the changing nature of financial and regulatory change |
| B2 | Think critically about the impact of fair value accounting |
| B3 | Be able to assess complex relations between transactions and how they are accounted for |

### Attributes:

| C1 | Acquire a critical understanding as to the evolution of financial institutions |
| C2 | Appreciate the challenges facing the accounting profession with mark to market accounting |
| C3 | Understand the complex nature of accounting processes and interconnectedness |
| C4 | Be able to effectively communicate |
| C5 | Critically evaluate the reliability of different sources of information |

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


Financial Accounting Standards Board (FASB, 2001) SFAS 144.
Finance Accounting Standards Board (FASB) Statement no 157. Fair Value Measurements
Gwilliam, D and Jackson, R Fair value in financial reporting: problems and pitfalls in
practice – a case study analysis of the use of fair valuation at Enron, Accounting Forum 32(3): 240-259
International Accounting Standard 39 (Financial instruments: Recognition and measurement
No.74
Ryan, S (2008) Fair Value Accounting: Understanding the Issues Raised by the Credit Crunch
http://www.ifrs.org/Current-Projects/IASB-Projects/Amendments-to-IFRS-7-Financial-Instruments-Disclosures/Exposure-Draft-

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the
achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture
of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the
achievement of the learning outcomes and an indicative number of hours for each activity.

2. Student independent learning time
Specify an indicative number of independent hours of study a
student undertaking this module would be expected to
undertake.

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be
a total of the hours given in 1. and 2. The notional study hours
for each academic credit point is 10. A 15 credit point module
therefore represents 150 notional study hours.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
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<tbody>
<tr>
<td>In class test</td>
<td>Coursework</td>
<td>1 hour</td>
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<tr>
<td>Essay</td>
<td>Coursework</td>
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<tr>
<td>Exam</td>
<td>Examination</td>
<td>2 hours</td>
<td>50</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Business Management</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc Management</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop the MSc Management, which will be offered in full time and part time modes of study. The Part 1 Programme Proposal was developed in parallel with this Part 2 submission and has been approved by the Faculty Vice-Principal. However, confirmation has not been received that the non-standard fees have been approved. TPB may also wish to consider whether the learning outcomes related to academic content listed on the programme specification are appropriate.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

Proposed Programme Title: MSc Management
Programme Code:

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

Proposed Start Date: September 2013
Programme Organiser: Dr Yasmin Ibrahim

1) Programme Management
Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery
The proposed programme will be delivered by the School of Business and Management as a full-time Msc programme. The school in its present capacity has established full-time Msc programmes and the proposed programme will benefit from the existing and dedicated structures, regulations and protocols in place to deliver a comprehensive full-time Msc programme. These include a dedicated programme director who will oversee the needs of the students and will also be involved in the induction as well as pastoral care of this Msc cohort. The quality assessment and continued review of the curriculum will be the remit of various formal committees and subject groups within the school including the Teaching and Learning Committee, PG Sub Committee, the Student Staff Liaison committee as well as committees relating to exam boards and formal degree certification in accordance with the . The proposed programme will be subsumed under the existing structures for marketing, admissions, student care and advising, timetabling and programme administration within the school.
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

N/A

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

The school addresses plagiarism as something that is entwined with educating students about sound scholarship practices and through raising awareness of what plagiarism can be for an international cohort of students along with the use of a plagiarism detection software. In this regard students are given guidance on plagiarism during induction and in the handbook. Beyond plagiarism awareness and education, all submitted coursework, including dissertations and regardless of the weight towards the final mark, will be checked for plagiarism and poor scholarship using Turnitin. The Turnitin reports are made available to modules.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

We would expect to employ professionals from relevant backgrounds to deliver the Continued Professional Development (CPD) component in the programme to enhance the student learning experience.

4) Distance Learning Programmes (If applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Business and Management</td>
<td>Business and Management PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments
Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme(s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

The proposed MSc in Management integrates different strands of the management field. It has an interdisciplinary and global emphasis and responds to current challenges in management practice, for example, concerns about governance. The MSc aims to combine an academic curriculum with some CPD activities. In highlighting the link between theory and practice the MSc provides a clear indication of its relevance to those interested in management practice. A distinctive element of the proposed MSc in this context is the continued professional development strand, which is non-assessed but provides students with valuable networking opportunities and links to industry and the market place more generally. Understanding the real world and the applicability of theoretical concepts in the real world and the global context should have a positive impact on students' employability. The curriculum of the MSc and the geographical location of the School of Business and Management should make this programme attractive to national as well as international students.

<table>
<thead>
<tr>
<th>Name &amp; Title of External Adviser</th>
<th>Professor Sonja Gallhofer</th>
</tr>
</thead>
<tbody>
<tr>
<td>Current Post &amp; Institution / Organisation</td>
<td>Chair in Accounting, Governance and Accountability; Newcastle University</td>
</tr>
<tr>
<td>Address for Correspondence (and email)</td>
<td>Newcastle University Business School, 5 Barrack Street, Newcastle. NE1 4SE <a href="mailto:Sonja.Gallhofer@newcastle.ac.uk">Sonja.Gallhofer@newcastle.ac.uk</a></td>
</tr>
</tbody>
</table>

7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

The strength of the programme is the spine of non-assessed CPD activities. This component will provide students with links to the industry and will be a source for networking and direct interaction with the market place. As it a non-assessed module, the school have to ensure that the students equally value the CPD component and not be focused only on assessment-based modules. This will entail creating ample publicity for the CPD activities but also finding strands to connect CPD activities with the taught modules such that students remain aware of the convergences and divergence in academic theory and business practices. CPD activities as such will draw from different fields within Business and Management and will be relevant to the different compulsory modules on the programme namely international marketing, organizational behaviour, Principles of Accounting and Finance as well as Strategic Management. The CPD lectures and activities where possible will be recorded and made available online for students to access virtually as well.
The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2?
  - Yes

- Have module proposal forms for each new module been submitted with the Part 2?
  - No

- Is there evidence of support from at least one external adviser?
  - Yes

- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended?
  - Yes

Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2?
- Has supplementary information on the management of the partnership been submitted with the Part 2?
- Have any special regulations been submitted with the Part 2 (where relevant)?

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board

[Signature]

Digitally signed by Martin Laffin
DN: cn=Martin Laffin, o=Business and Management, ou=Head of School, email=m.laffin@qmul.ac.uk, c=US
Date: 2012.11.07 12:11:21 Z
Programme Title: MSc Management

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: MSc Management
Name of Interim Award(s):
Duration of Study / Period of Registration: 12 months/ 24 months (Full time/Part time)
QM Programme Code / UCAS Code(s):
QAA Benchmark Group:
FHEQ Level of Award: Level 7
Programme Accredited by: N/A
Date Programme Specification Approved:
Responsible School / Institute: School of Business & Management

Schools which will also be involved in teaching part of the programme:

Institution(s) other than Queen Mary that will provide some teaching for the programme:

Programme Outline

The programme consists of four compulsory taught modules in the first semester, one compulsory taught module and three optional taught modules in the second semester followed by a 10,000 word dissertation. In addition to the taught components, there is also a non-assessed component which is the continued professional development module. The compulsory modules include Principles of Accounting and Finance, International Marketing, Research Methods, Strategic Management and Organisational Behaviour. The students can select from a range of electives (subject to availability) in semester two.

Aims of the Programme

The programme aims:
To broaden access to students who may not have a background in business and management
To address the demand for a more generalist programme within the Masters portfolio of titles in the school
To deliver a range of modules which provide an understanding of the different strands in business and management
To encourage a range of learning skills including independent learning
Programme Title: MSc Management

To prepare students for employment by combining an academic curriculum with some CPD activities – these activities will assist students to prepare skills for employability.

What Will You Be Expected to Achieve?

Students who successfully complete the programmes will be able to
1. Identify business and management as an area of theoretical and academic study as well as practice
2. To discern the inter-disciplinary constructions of business and management as a field of study
3. Construct the theoretical underpinnings of management
4. Compare and Construct relevant qualitative and quantitative research methods to examine and research management contexts.
5. Gain personal skills for employability through the taught components as well as the non-assessed CPD offerings.

Academic Content:

A1 Deliver a programme of studies that is grounded in management

A2 Be able to utilise management information to critically inform decision making and resource management

Disciplinary Skills - able to:

B1 Develop an understanding of the theories and practices that underpin management in a global context

B2 Recognise the interdisciplinary strands within the field of business and management and different approaches to decision making and value orientations

B3 Compare and construct relevant research methods to examine and research management contexts.

B4 Evaluate and synthesis literature and empirical data and its application to different business and management contexts.

Attributes:

C1 Acquire knowledge, values and skills that are relevant to both academic and non-academic contexts including effective communication, originality in thinking, time management and negotiation skills.

C2 Acquire a global perspective to the field of business and management.

C3 To learn continuously within academia and beyond and to employ relevant information and knowledge in understanding different contexts.

C4 To acquire research skills and values which can provide different approaches to problem solving and decision making in a global context.

C5 Develop knowledge and analytical skills that are transferable to employment.
How Will You Learn?

Students will learn through a mix of lectures, seminars and workshops delivered by academic staff within the school as well as professionals with an expertise and experience in business and management. The lectures will enable students to interact with peers from other Msc programmes while the seminars with smaller class sizes allow students to have more in-depth discussion and interaction with the academics delivering the programme. With the QM+ environment which is a virtual learning environment and other initiatives such as lecture capture, students will have both real time delivery and information on curriculum which can be accessed online. Training sessions will be provided in the induction week for students to familiarize themselves with the virtual environment and to also access e-resources. The delivery and assessment modes will be varied. These will include collaborative learning as well as a mix of assessments including coursework, presentations, independent research, group projects and examinations. All students will be assigned academic advisor who will be able to advice students on academic-related problems.

How Will You Be Assessed?

The mode of assessment for the programme will differ across the modules but typically most modules will have two modes of assessment such as coursework and a final exam which the student will take in May. Dissertation supervision continue throughout semester three and students continue to work on their dissertations in this semester. All coursework will be put through a plagiarism detection software, Turnitin. Students take examinations in May but coursework and other modes of assessment such as group projects are often set different deadlines. The instructions for the assessment are available to the students in the module outlines and through the virtual learning environment. The school has a plagiarism officer to advise and assist module organizers on plagiarism offences. Marking criteria for assessment is also provided by module organizers in the module outline.

How is the Programme Structured?

Before the teaching week in Semester A, the school has a comprehensive induction week for the Postgraduate students where students will be able to familiarise themselves with the programme as well as the different services available in the school and the college including Security and Safety; Library Resources; IT Resources and Careers Advice.

The programme has five compulsory modules, one core dissertation module worth 60 credits and three electives. Most of the compulsory modules are taken in Semester A while electives are delivered in Semester B. The compulsory and elective modules are worth 15 credits each. The programme also offers a Continued Professional Development (CPD) Module which will be non-assessed. These will be delivered in both Semester A and B. All the modules are delivered in Semester A and B except for the dissertation module. Students will continue to work on their dissertation over summer and will hand their dissertations in towards the end of August or the first week of September.

Academic Year of Study  1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
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<tr>
<td>Dissertation</td>
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<td>Level</td>
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<td>Semester</td>
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<tr>
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<td>Strategic Management</td>
<td>BUSM XXX</td>
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<td>7</td>
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<td>Semester 1</td>
</tr>
<tr>
<td>Principles of Accounting and Finance</td>
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<td>15</td>
<td>7</td>
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<td>Semester 1</td>
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<tr>
<td>International Marketing</td>
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<td>Global Governance and International Organisations</td>
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<td>Semester 2</td>
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<tr>
<td>Corporate Governance</td>
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<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Multinationals and Global Business</td>
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<td>7</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Innovation and Global Competition</td>
<td>BUSM023</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
</tr>
<tr>
<td>Finance for Development</td>
<td>BUSM020</td>
<td>15</td>
<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
<td>Multinationals and Global Business</td>
<td>BUSM028</td>
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<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<tr>
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<td>Elective</td>
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<td>Semester 2</td>
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<tr>
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<td>7</td>
<td>Elective</td>
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<td>Semester 2</td>
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<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

**What Are the Entry Requirements?**

A good upper second class honours degree or equivalent plus IELTS 7
How Do We Listen and Act on Your Feedback?

There are both formal and informal channels of feedback within the school. All MSc programmes have a dedicated Programme director who also acts in most instances as the academic advisor for students in that programme. The students from the time they start at the school will get to know their director from the induction week and can turn to them for general advice. The students also speak or write to the Director of Postgraduate Taught Programmes about issues and concerns. The SSLC which is convened once in Semester A and B provides a formal forum for students to feedback on the programmes. The minutes of the meeting are published to the school and the action points for these are noted and responded to accordingly. Students concerns and issues also raised at the PG sub-committee where MSc directors can address feedback raised by students. PG student issues are also brought to the attention of the Teaching and Learning Committee as well as the Director of Teaching and Learning both formally and informally. The school also operates a structure to solve complaints raised by students and students can directly approach the Head of School if they deem every other channel as not having served their purpose. The teaching and learning committee is also responsible for quality assurance issues and periodic programme reviews. Feedback and response to feedback is also collated in the Teaching forum held by the school once a semester. This information is available to students in the handbook and on the School's website.

Academic Support

The induction week before the start of Semester A provides introductory talks on all the services and support mechanisms available within the school and college. The Plasma Screens within the school also update on timetabling, events and support services within the school. Students are assigned an academic advisor for them to consult on academic related support. Beyond this, the school also provides support services through a student advisor for non-academic matters. The virtual learning environment has information on the different modules and supervisory advice for dissertations. Students are also advised on the support services available in the Language and Learning Unit. Students are assigned a dedicated supervisor for their core dissertation module.

Programme-specific Rules and Facts

N/A

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Once a student is reported as needing extra support, this is noted and the relevant module organizers are also notified about the concerned students. Relevant advise and information is dispensed to the academic to support the student accordingly. Special provisions and arrangement for coursework, assessments and examinations is also provided by the school with the guidance and support from the college.

Links With Employers, Placement Opportunities and Transferable Skills

Graduates from this programme will have developed a range of cognitive and practical skills together which will be applicable to be different context beyond academia.

The school will host a series of activities under the CPD module which will provide students networks and contacts in the
Programme Title: MSc Management

Business world. The 'Incubator project' supported by the department will also allow students to work with enterprises and to take an innovative idea to the market.

The distinct inclusion of a CPD component means that the students will be exposed to professionals and techniques from professional and vocational backgrounds to enhance communication, negotiation and deliberation skills while being open to value orientations from a global perspective. Effective knowledge management and the importance of the application of relevant information to access different contexts and demands of management will be a key emphasis of the programme. Analysis and in-depth engagement with academic texts, reports and case studies will stress the need to extrapolate information and synthesize these using relevant methodologies.

The school also works with Career Service to locate possible placements, internships and in creating an effective CVs to reach potential employers.

**Programme Specification Approval**

| Person completing Programme Specification | Dr Yasmin Ibrahim |
| Person responsible for management of programme | Dr Yasmin Ibrahim |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 06/11/12 |
| Date Programme Specification approved by Taught Programmes Board | |

Queen Mary
University of London
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Proposal(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Politics and International Relations</td>
</tr>
<tr>
<td>Title of Proposal(s) being considered</td>
<td>MSc International Public Policy and 1 associated module proposal</td>
</tr>
<tr>
<td></td>
<td>• International Public Policy: Concepts and Practice</td>
</tr>
<tr>
<td>Outcome requested</td>
<td>Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer.</td>
</tr>
<tr>
<td>Potential issues identified and comments on the proposal(s) from Academic Secretariat</td>
<td>The documentation presents a proposal to develop the MSc International Public Policy, which will be offered in full time and part time modes of study.</td>
</tr>
<tr>
<td></td>
<td>No significant issues identified.</td>
</tr>
</tbody>
</table>
Part 2 Programme Proposal Form

All sections must be completed in full and supplementary information attached where requested. Part 2 proposals should be appended to the Programme Specification and submitted to the Academic Secretariat who will arrange for the consideration of the proposal at Taught Programmes Board.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information

<table>
<thead>
<tr>
<th>Proposed Programme Title</th>
<th>Programme Code</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Public Policy</td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
</tr>
</tbody>
</table>

Proposed Start Date  
September 2013

Programme Organiser  
Dr David Williams

Does this programme contain a foundation year or any pre-sessional activity?  
No

1) Programme Management

Describe the arrangements for the operational management of the programme and the quality assurance mechanisms that will be put in place. Consideration should be given to student representatives and hearing student views.

Complete either section a) for programmes delivered by one School/Institute or section b) for programmes delivered by more than one School/Institute.

a) Single School/Institute Delivery

The programme will be managed by the School of Politics and International Relations. Overall academic management of the programme will be the responsibility of the designated member of staff. It will be their responsibility to oversee admissions, course and programme development, assessment and quality assurance, in association with the School Learning and Teaching Committee and the School Masters Committee. In delivering these functions, the programme convenor will work closely with the School and Postgraduate administrators. The administrative side of the programme will be located in the School of Politics and International Relations, who will deal with exam board issues, admissions and marketing.

Progression will be dealt with by the post-graduate exam board in the School of Politics and International Relations. All assessments will follow standard school procedures for making and moderation and a sample will be sent to the external examiner for the programme.
b) Joint School/Institute Delivery (Joint Working Statement)
For programmes that are delivered jointly between more than one School/Institute or for programmes that utilise modules from other Schools/Institutes in an interdisciplinary capacity, a joint working statement should be provided. This should identify the respective responsibilities of each School/Institute with regards to programme management, quality assurance, and student support.

None

2) Plagiarism Detection
Consideration should be given to the use of plagiarism detection software e.g. turnitin, for programmes with a significant proportion of written assessed work. Provide information about how this will be managed for the programme.

All coursework will be submitted electronically to enable the use of Turnitin.

3) Academic Staffing for the Programme (Non-Queen Mary Staff)
List any academic staff that are not employed or managed by Queen Mary that will be involved in the teaching or assessment of the programme.

None

4) Distance Learning Programmes (if applicable)
If the programme is distance learning, please specify how student-related data will be provided to the Student Administration Office. The mechanisms for the enrolment and assessment of distance learning students should also be described in detail.

N/A

5) Subject Examination Board Details
Specify the name of the Subject Examination Board (SEB), which will oversee the assessment processes that operate for the programme(s) and modules. For further information please contact Simon Hayter.

<table>
<thead>
<tr>
<th>School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>School of Politics and International Relations</td>
<td>Politics and International Relations PG</td>
</tr>
</tbody>
</table>
6) External Adviser Comments

Detailed comments from at least one external adviser - submissions must be supported by external specialist opinion, e.g. from a representative of a professional organisation, or a senior academic in another institution. The external adviser should be able to comment in sufficient detail on the appropriateness and viability of the proposed programme (s). For further guidance regarding the selection criteria, role and expectations of External Advisers please refer to the External Adviser Guidelines.

I support the proposed programme which, if accepted, will provide a well designed MSc that is unique in the sector and will prove very attractive to prospective home and overseas students.

Aims, objectives and learning outcomes:

The programme has clearly identified aims and objectives and expected learning outcomes which will equip students with subject specific knowledge as well as transferable generic academic and professional skills. 60 credits of core modules and the 60 credit dissertation module will ensure that all students on the programme will develop appropriate core conceptual, analytical and research skills. The curriculum will deliver high standards of learning that are equivalent to national standards.

Curriculum design, content and organisation:

The curriculum is well designed and core module content is appropriate. The optional modules offer students opportunities to broaden their knowledge and skills development. I am unaware of the university’s regulations on appropriate levels of study which may allow students to acquire 30 credits at level 6 and still graduate with an MSc. If so then this is not problematic. That said, I am a little unsure why students would have the option to study British Public Policy for 30 credits since this does not appear to enhance learning on international public policy processes.

I note that the programme is offered at both full time and part time mode and this is highly commendable. It is not clear how the part time mode is structured. Will special arrangements be put in place for part time students or will they be accommodated within the full time mode and if so, how will this be organised? How will part time students be supervised in the dissertation module? How will access to academic advisors be arranged for part time students who will have fewer opportunities to meet with academic staff during regular working hours?

Levelness: The programme provides content at the appropriate level.

Learning, teaching and assessment strategies: These are clear, workable, appropriate and mirror standard practice in the sector.

Admission, progression and achievement: admission requirements are standard, including english language requirements. Progression is clearly indicated although more detail on student careers would be helpful for marketing and recruitment purposes

Learning resources and facilities: readings lists are up to date and the content of modules indicate that learning and teaching will be very up to date encompassing major contemporary conceptual and theoretical developments as well as recent and current global policy issues. Since new modules are being developed, what new resources will be provided to stock the library with the new reading materials? I would expect some indication of the use of e-learning resources, especially for the global public policy content (ie. global health, human rights etc).

Student Guidance & Support: since these will be offered in accordance with existing university practice I have no concerns beyond those raised above with regard to the part time mode of delivery.

Quality management and enhancement: again these follow existing university practice and so no concerns.

| Name & Title of External Adviser | Professor Donna Lee |
| Current Post & Institution / Organisation | Professor of International Organisation and Diplomacy and University Senior |
7) Response to External Adviser Comments
This should include a full response to the comments provided by the External Adviser. Each point / issue raised by the External Adviser that requires further consideration should be addressed in detail in this response.

We welcome the positive comments from Professor Lee.
- All master's modules in the School are provided at level 7.
- The rationale for having Case Studies in Public Policy as an optional module was for students to have the option to consider public policy in a specific cases, not necessarily British.
- The part-time programme will follow what is at the moment the standard model in the School: in year one the students would do one core course (International Public Policy: Concepts and Practice - Semester 1) and one optional course (in semester 2), and in year two the other core (Theories of the Policy-making Process - Semester 1) and one other option (in semester 2), plus the dissertation. They will be allocated supervisors in the normal way and will receive the same amount of supervision as full-time students. The School recognises that part-time student will have more constrains on their time, but we have successfully accommodated part-time taught PG students for many years. We will also ensure as far as possible that their personal advisors remain the same for both years of their study to ensure continuity of support.
- The Programme will require some additional resources for the library
- The use of e-learning resources is standard in the School

The following documents must accompany the Part 2 Programme Proposal. Proposals that are not accompanied by the necessary documentation will not be considered by Taught Programmes Board.

- Has a Programme Specification been completed and submitted with the Part 2? Yes
- Have module proposal forms for each new module been submitted with the Part 2? Yes
- Is there evidence of support from at least one external adviser? Yes
- Have the Academic Regulations (including progression, if not within the modular regulation structure) been clearly documented and/or appended? Yes
Collaborative provision: programmes that are offered in partnership with an external organisation should usually have the following documents appended to the Part 2 Programme Proposal.

- Has a draft Memorandum of Agreement been completed and submitted with the Part 2?
- Has supplementary information on the management of the partnership been submitted with the Part 2?
- Have any special regulations been submitted with the Part 2 (where relevant)?

Approval of Part 2 Programme Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Prof Jeremy Jennings

Head(s) of supporting School

Head(s) of supporting School

Chair of Taught Programmes Board
Programme Title: MSc International Public Policy

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: 
Name of Final Award and Programme Title: MSc International Public Policy
Name of Interim Award(s): PG Cert, PG Dip
Duration of Study / Period of Registration: 1 Year (full time) 2 Years (part time)
QM Programme Code / UCAS Code(s): 
QAA Benchmark Group: Politics and International Relations
FHEQ Level of Award: Level 7
Programme Accredited by: NA
Date Programme Specification Approved: 
Responsible School / Institute: School of Politics

Schools which will also be involved in teaching part of the programme:
School of Politics

Institution(s) other than Queen Mary that will provide some teaching for the programme:

Programme Outline
The MSc International Public Policy will provide students with an intellectually stimulating and wide-ranging analysis of the concepts, actors and processes involved in international public policy. Students will discuss the development, possibilities and limitations of international policy-making in the contemporary period, including such issues as the relationship between international and domestic law, the problems of cooperation, and the role of international organisations and non-state actors in policy-making. As well as two core courses and the dissertation, students will be able to choose from a range of other optional modules.

Aims of the Programme
1) To enable students to critically engage with the problems and possibilities of policy-making at the international level
2) To enable students to apply concepts and theoretical arguments to concrete cases of international public policy
3) To provide students with the opportunity to contribute to the formulation and development of ideas leading to a substantial piece of individual research
4) To equip students with a range of specific and transferable skills
Programme Title: MSc International Public Policy

What Will You Be Expected to Achieve?

Academic Content:

A1 Students will demonstrate the ability to critically analyze and explain processes of international public policy-making

A2 Students will demonstrate the ability to apply conceptual and theoretical arguments to a range of empirical case studies

A3 Students will be able to assess and explain the successes and failures of international public policy

Disciplinary Skills - able to:

B1 Deal with the complex processes of international public policy-making in a creative and systematic manner, and make informed and substantiated judgements

B2 Combine conceptual, theoretical and empirical materials in the analysis of international public policy

B3 Construct and carry out a research proposal in international public policy broadly defined

Attributes:

C1 Think critically and systematically about competing arguments, ideas and interpretations

C2 Communicate arguments and research findings clearly and systematically in written form and in participatory discussions

C3 Develop participation, presentation and group working skills

How Will You Learn?

The Programme will be delivered through a combination of lectures, seminars, and individual research supervision
**Programme Title:** MSc International Public Policy

### How Will You Be Assessed?

Assessment will be by essays, presentations and exams.

### How is the Programme Structured?

Full-time students enrolling on this programme will take two core modules:
- International Public Policy: Concepts and Practice (new module designed for this programme) (30 credits)
- POLM001 Theories of the Policy-making Process (30 credits)

They will also take a dissertation POLM017 (60 credits)

They will choose 2 optional modules (worth 60 credits)

The part-time programme will follow what is at the moment the standard model in the School: in year one the students would do one core module (International Public Policy: Concepts and Practice - Semester 1) and one optional module (in semester 2), and in year two the other core module (Theories of the Policy-making Process - Semester 1) and one other option (in semester 2), plus the dissertation.

### Academic Year of Study 1

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>International Public Policy: Concepts and Practice</td>
<td>POLM001</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Theories of the Policy-making Process</td>
<td>POLM001</td>
<td>30</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Dissertation</td>
<td>POLM017</td>
<td>60</td>
<td>7</td>
<td>Core</td>
<td>1</td>
<td>Semester 2 &amp; 3</td>
</tr>
<tr>
<td>Case Studies in Policy Making</td>
<td>POLM004</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Globalisation and International Relations</td>
<td>POLM028</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>
Programme Title: MSc International Public Policy

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
<tbody>
<tr>
<td>Globalisation and the International Political Economy of Development</td>
<td>POLM026</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Global Politics of Health</td>
<td>POLM049</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Policy Analysis for the Developing World</td>
<td>POLM019</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>International Security</td>
<td>POLM027</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Democracy in Plural Societies</td>
<td>POLM014</td>
<td>30</td>
<td>7</td>
<td>Elective</td>
<td>1</td>
<td>Semester 2</td>
</tr>
<tr>
<td>Themes and Cases in US Foreign Relations</td>
<td>POLM040</td>
<td>30</td>
<td>6</td>
<td>Elective</td>
<td>1</td>
<td>Semester 1</td>
</tr>
</tbody>
</table>

What Are the Entry Requirements?

Upper second class honours or equivalent from a reputable university. Professional experience and expertise will also be taken into consideration and welcomed. IELTS 7.0

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee provides a formal means of communication and discussion between Schools and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

Each school operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for the completion of the school’s Annual Programme Reviews. Schools/institutes are required to produce a separate Annual Programme Review for undergraduate programmes and for postgraduate taught programmes using the relevant Undergraduate or Postgraduate Annual Programme Review pro-forma. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

All students enrolled on this programme will be allocated a personal advise, who will be available throughout the year to provide academic as well as pastoral support. Advisors will be allocated by the programme organiser in consultation with the Masters committee. Advisors will advise on module choice and hold supervision meeting to develop dissertation proposals. Module
Programme Title: MSc International Public Policy

Convenors and other members of staff will be available at designated times each week to see students to discuss academic issues relating to their particular modules. A programme induction will be provided for all incoming students during Welcome Week. This will acquaint students with the format of the programme, with library and other resources, including the online learning environment. All students will meet with their advisors during this week to discuss module selection and other related matters. Students with special educational needs will have the opportunity to talk to their adviser about how the college can best support their needs. All students will be able to access support services provided by the School and University.

Part-time students will undertake the same induction programme as full-time students at the beginning of their studies, and wherever possible we will ensure that their personal advisor is the same for both years of their study, to ensure continuity of support.

Programme-specific Rules and Facts

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
• Finding out if you have a specific learning difficulty like dyslexia
• Applying for funding through the Disabled Students’ Allowance (DSA)
• Arranging DSA assessments of need
• Special arrangements in examinations
• Accessing loaned equipment (e.g. digital recorders)
• Specialist one-to-one “study skills” tuition
• Ensuring access to course materials in alternative formats (e.g. Braille)
• Providing educational support workers (e.g. note-takers, readers, library assistants)
• Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

The programme will develop a range of skills and expertise including:
• Presentation and groups working skills
• Clear communication, both written and oral
• Research and analysis skills
• Empirical knowledge of areas of contemporary international public policy
• An appreciation of the complexity of policy-making at the international level
### Programme Specification Approval

<table>
<thead>
<tr>
<th>Person completing Programme Specification</th>
<th>Dr David Williams</th>
</tr>
</thead>
<tbody>
<tr>
<td>Person responsible for management of programme</td>
<td>Dr David Williams</td>
</tr>
<tr>
<td>Date Programme Specification produced/amended by School Learning and Teaching Committee</td>
<td></td>
</tr>
<tr>
<td>Date Programme Specification approved by Taught Programmes Board</td>
<td></td>
</tr>
</tbody>
</table>
Module Proposal Form

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: International Public Policy: Concepts and Practice

Module Code: 

Credit Value: 30

Level: 7

Module Type: MOD

Scheme: Taught Postgraduate

Start Date: September 2013

Proposed JACS Code: L240 International Politics

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Politics and International Relations

Schools which will also be involved in teaching part of the module

School of Politics and International Relations

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

Responsible School

School of Politics and International Relations

Subject Exam Board responsible for the module

Politics and International Relations PG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>20</td>
<td>6</td>
<td>999</td>
</tr>
<tr>
<td>2014/15</td>
<td>28</td>
<td>6</td>
<td>999</td>
</tr>
<tr>
<td>2014/15</td>
<td>34</td>
<td>6</td>
<td>999</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module will be one of the core modules for the proposed new MSc. International Public Policy. The module will provide the students on this programme with the necessary conceptual and empirical material for engaging with debates about the role, possibilities and limitations of international public policy. In so doing it will provide coherence to the proposed programme and enhance its attractiveness to prospective students. It will also be an optional course for students on MA International Relations and MSc Public Policy.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Academic and support staff requirements as well as physical requirements will be standard for Master's courses offered by the School. Some additional books and journals may be required.</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td></td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
Prof Jeremy Jennings

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
### Section 2 - Module Specification

<table>
<thead>
<tr>
<th>Module Title</th>
<th>International Public Policy: Concepts and Practice</th>
</tr>
</thead>
<tbody>
<tr>
<td>Credit Value</td>
<td>30</td>
</tr>
<tr>
<td>Level</td>
<td>7</td>
</tr>
<tr>
<td>Mode of Delivery</td>
<td>On Campus</td>
</tr>
<tr>
<td>Semester</td>
<td>Semester 1</td>
</tr>
<tr>
<td>Module Organiser</td>
<td>Dr David Williams</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>None</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

#### 1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module will examine the key concepts, debates, actors and processes within international public policy in the contemporary period. Concepts explored include cooperation, international law, globalisation and governance, and regionalism. The module will explore the role of various agents, including states, international organisations, regional organisations, private authorities and NGOs in the processes of international public policy-making. The course also examines these issues through a series of case studies, including climate change negotiations, the global financial crisis, human rights regimes, European policy-making and the International Criminal Court.

#### 2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

Through this module students will become acquainted with key concepts, agents and processes involved in international public policy. Through a series of case studies they will become familiar with the possibilities and problems of international public policy in the contemporary period. The module will provide students with the conceptual and empirical knowledge to allow them to critically assess processes of international public policy-making, and the conditions under which these processes can provide solutions to a range of global problems.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1 Demonstrate knowledge of the key concepts, agents and processes involved in international public policy</td>
</tr>
<tr>
<td>A2 Critically assess the successes and failures of international public policy</td>
</tr>
<tr>
<td>A3 Demonstrate detailed understanding of specific cases of international public policy</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1 Deal with complex issues in a creative and systematic manner, and make informed and substantiated judgements.</td>
</tr>
<tr>
<td>B2 Apply concepts and and debates to a range of case studies</td>
</tr>
<tr>
<td>B3 Locate and understand the significance and role of international public policy within contemporary international politics</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1 Enhance participation and group working skills.</td>
</tr>
<tr>
<td>C2 Think critically and systematically about competing arguments, ideas and interpretations</td>
</tr>
<tr>
<td>C3 Enable students to undertake informed, rigorous and creative research</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

M. Barnett and M. Finnemore, Rules for the World: International Organization in Global Politics
M. Barnett and R. Duvall (eds) Power in Global Governance
P. Diehl (ed) The Politics of Global Governance
S. Harman and D. Williams (eds) Governing the World? Cases in Global Governance
M. Hewson and T. Sinclair (eds) Approaches to Global Governance Theory
R. Wilkinson (ed) The Global Governance Reader

Journals:
Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, lab work, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake.

1. Student / lecturer interaction
Specify details of the method of delivery e.g. lectures, seminars, fieldwork, lab work etc. used to enable the achievement of the learning outcomes and an indicative number of hours for each activity.

| 1 x lecture per week (11hrs) | =22hrs |
| 1 x seminar per week (11 hrs) |

2. Student independent learning time
Specify an indicative number of independent hours of study a student undertaking this module would be expected to undertake.

| Seminar preparation 8hrs per week (88hrs) |
| Assessment (including reading, not-taking, research, critical reflection and writing) 190hrs |
| = 278hrs |

1. + 2. Total module notional study hours
Specify the total module notional study hours. This should be a total of the hours given in 1. and 2. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

| 22hrs students lecturer interaction +279hrs independent study = 300 hrs |

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
<th>Percentage Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark for Individual Assessment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Essay</td>
<td>Coursework</td>
<td>2500</td>
<td>40%</td>
<td>No</td>
<td></td>
</tr>
<tr>
<td>Essay</td>
<td>Coursework</td>
<td>3500</td>
<td>60%</td>
<td>Yes</td>
<td></td>
</tr>
</tbody>
</table>

Note: The Qualifying Mark is not the same as the Pass Mark, which is 40 at UG level and 50 at PG level. The Qualifying Mark only applies to individual elements of assessment that students must achieve a particular mark in to pass. State NA if not applicable.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- [ ] Standard Reassessment
- [ ] Synoptic Reassessment
Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>School of Languages, Linguistics and Film</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | BA French (R102) and 2 associated module proposals  
• French II  
• Research Project |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The following programme amendment presents a proposal to introduce a research project which students will undertake in Paris in the summer between the second and third year of the programme. The project will be study-only but will enable students to develop research skills and independent study and will provide useful formative feedback.  

The amendment is accompanied by one new module proposal for a bespoke core language module, French II, designed by staff at QMUL, to be delivered and assessed by staff at ULIP.  

Part 1 of the BA French Studies was approved at the Arts Faculty Board on 16th November 2005. Part 2 was approved on 15th February 2006.  

The collaboration will be managed by the ULIP Board with representatives from QMUL and Royal Holloway, University of London. The Consortium Agreement between the University of London, QMUL and RHUL will be considered at a meeting of the ULIP Board on November 15th.  

No significant issues identified. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information (as previously approved)

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three Year BA (Hons) in French</td>
<td>R102</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>Full Time</td>
<td>3 Academic Years</td>
</tr>
</tbody>
</table>

Responsible School / Institute

School of Languages, Linguistics & Film

Schools who are also involved in teaching part of the programme

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

University of London Institute in Paris

Programme Organiser

Prof David Adger, Head of School

1) Proposed Amendment(s)

Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

1) The programme requires validation of the second year, second semester bespoke core language module which students will take while they are in Paris. This is devised to provide seamless progression between core language work in London and Paris. It will be delivered and assessed by staff at ULIP.

2) A second amendment is the compulsory bolt-on project work that students undertake in the summer before returning to QMUL for their third and final year. This is designed to maximise opportunities for formative assessment and to help ensure increased velocity in the final year. It will not be credit bearing.
<table>
<thead>
<tr>
<th>Module Title</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>French II (R102)</td>
<td>15</td>
<td>5</td>
<td>Core</td>
<td>2</td>
<td>Add Module</td>
</tr>
<tr>
<td>Research Project</td>
<td>0</td>
<td>5</td>
<td>Study only</td>
<td>2</td>
<td>Add Module</td>
</tr>
</tbody>
</table>

2) New Programme Title (if applicable)

Please note that changing the programme title will necessitate the recoding of the programme.

Three Year BA in French (R102)

3) Proposed Date of Amendment Introduction

1 September 2013

4) Rationale

Detail the rationale for the proposed amendment(s).

The bespoke language module is required in order that staff at ULIP may deliver core language teaching in the second semester of the second year that follows on from core language work taken at QMUL in the first semester of that year. It is also designed to help ensure that students are able on their return from Paris to join Final Year students taking the 4-year BA (Hons) French degree and take the compulsory level 6 French core module.

The compulsory bolt-on Research Project is intended to provide students with extra experience in researching and writing in French, and with extra formative feedback.

5) Resource Implications of Proposed Amendment(s)

Are there any resource implications linked to the proposed amendment(s)?

Time will be needed for QMUL staff in French to mark and provide feedback on project work at the start of the students' final year.

There are no further resource implications

6) Anticipated Practical Implications of Proposed Amendment(s)

Please specify how students' study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

N/A There is currently no cohort taking this programme
7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

N/A as the programme is not currently running and has no external examiner(s) or students.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

- If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted? Yes

- Has the Programme Specification been revised to take into account the programme amendment? Yes

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>David Adger</th>
<th>Head(s) of School / Institute</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
<td>Head(s) of supporting School / Institute</td>
</tr>
<tr>
<td>Head(s) of supporting School / Institute</td>
<td></td>
<td>Head(s) of supporting School / Institute</td>
</tr>
</tbody>
</table>

TPB2012-019
Programme Title: Three-Year BA (Hons) Degree in French

Programme Specification

Awarding Body/Institution: Queen Mary, University of London
Teaching Institution: Queen Mary, University of London
Name of Final Award and Programme Title: Three-Year BA (Hons) in French
Name of Interim Award(s): 
Duration of Study / Period of Registration: 3 Years
QM Programme Code / UCAS Code(s): R102
QAA Benchmark Group: Languages and Related Studies
FHEQ Level of Award: Level 6
Programme Accredited by: N/A
Date Programme Specification Approved: 
Responsible School / Institute: School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary that will provide some teaching for the programme
ULIP (University of London Institute in Paris)

Programme Outline

This is a highly competitive University of London degree, incorporating an intensive, compulsory semester in Paris. The degree offers advanced language proficiency, including translation skills. It also offers in-depth study of literature and culture, and introduces you to a range of theoretical and critical approaches to the study of French and France. It enables you to develop critical and analytical skills valuable in the global marketplace and also provides a module on French for professional purposes. The Programme combines the campus experience of QMUL with time spent living, studying and working in Paris. It makes use of term 3 and vacation time to provide experience of studying in a French environment instead of including a full year abroad.

Aims of the Programme

1. To provide a coherent, innovative and intellectually challenging programme that promotes the study of language, literature and culture
2. To equip students with advanced linguistic knowledge and skills, both productive and receptive, in the French language, including skills in translation, knowledge of linguistics and knowledge of French for professional purposes.
Programme Title: Three-Year BA (Hons) Degree in French

3. To introduce students to, and enable them to employ, a range of methodological approaches appropriate to the discipline and depending on the modules selected (for example, advanced skills of cultural analysis applied to literature or visual culture; theories of linguistics)

4. To enable students to develop independent critical thinking and judgement and to undertake both group tasks and independent research tasks

5. To develop a range of transferable skills necessary to the effective communication of ideas and arguments in both French and English

6. To provide a basis for further study in French or in a range of other MA courses, as well as a wide range of transferable skills which are attractive to employers in a global marketplace

What Will You Be Expected to Achieve?

The Programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills and other attributes, in the areas below. The programme outcomes are referenced to the Framework for higher Education Qualifications in England, Wales and Northern Ireland (2008), and relate to the typical student. Additionally, the SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes have been used as a guiding framework for curriculum design.

### Academic Content:

<table>
<thead>
<tr>
<th>A1</th>
<th>Ability to demonstrate a knowledge of the core linguistic, literary and cultural concepts in the study of French. In addition, to evaluate different theoretical perspectives on these concepts.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Ability to illustrate the core analytical ideas relevant to these concepts, specify and apply these core analytical ideas.</td>
</tr>
<tr>
<td>A3</td>
<td>Ability to demonstrate an understanding of evaluations of different analyses and develop informed evaluations of different analyses.</td>
</tr>
<tr>
<td>A4</td>
<td>Ability to identify the character of texts in French and to critically evaluate them.</td>
</tr>
</tbody>
</table>

### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>develop advanced oral, written and comprehension skills in the French language, becoming fluent and accurate users of the language in a wide range of domains and registers.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>understand the socio-historic context of literary and linguistic aspects of French and of French cultural products. In addition, to engage with theoretical models of such contexts</td>
</tr>
<tr>
<td>B3</td>
<td>construct cogent and sophisticated critical essays with evidence of independent study and initiative</td>
</tr>
<tr>
<td>B4</td>
<td>formulate theoretically informed arguments and express these clearly and effectively in the form of oral presentations</td>
</tr>
<tr>
<td>B5</td>
<td>demonstrate an understanding of the issues involved in data analysis, and an ability to use analytical techniques under supervision. In addition, to evaluate and choose appropriate analytical techniques, and use them with minimal guidance</td>
</tr>
<tr>
<td>B6</td>
<td>bring critical skills to bear on the analysis of texts (both written and visual). In addition, to compare the effectiveness of different critical techniques</td>
</tr>
<tr>
<td>B7</td>
<td>demonstrate and deploy a range of key transferable skills appropriate to analytical investigation and independent critical thinking</td>
</tr>
</tbody>
</table>
Programme Title: Three-Year BA (Hons) Degree in French

Attributes:

<table>
<thead>
<tr>
<th>Attribute</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
<td>Demonstrate effective spoken and written communication skills in French and English, using IT competently and adapting communication appropriately according to the social, professional or cultural setting.</td>
</tr>
<tr>
<td>C2</td>
<td>Critically evaluate information from a variety of sources to extend understanding of a subject or situation, and apply this knowledge confidently and constructively</td>
</tr>
<tr>
<td>C3</td>
<td>Demonstrate the independent learning ability required for continuing professional development</td>
</tr>
</tbody>
</table>

How Will You Learn?

The Programme is taught in accordance with the Teaching, Learning and Assessment Strategy of the School of Language, Linguistics and Film. Teaching will be led by research-oriented staff. These strategies aim to:

- Foster a sense of community amongst students and staff in the pursuit of teaching and learning;
- Promote the relationship between staff research, teaching and student learning;
- Provide a flexible curriculum which provides excellent student choice;
- Expose students to a diverse set of approaches to the study of their subject area;
- Encourage students to take responsibility for their own learning and progress and to develop qualities of self-discipline and self-direction;
- Inspire intellectual independence in students;
- Employ a variety of assessment methods;
- Prepare graduates for training and/or employment, or further academic study through the acquisition of transferable skills.

Teaching takes a number of forms:

- Lectures: used to convey information, to introduce students to the basic concepts of a discipline or area studied, and to develop sustained interpretation and argument.
- Seminars: students work on a specific assignment, putting into practice the concepts and approaches presented in the lectures and encountered in their reading for the module concerned.
- Oral classes: small groups dedicated to practicing a range of oral production and comprehension skills.
- Laboratory classes: sessions spent in guided study of the structures of French using high-spec language laboratory equipment.
- Independent work: preparing material for seminars (sometimes in pairs or groups), assimilating course material and undertaking independent research into ideas and concepts relevant to the subject area.

In addition to the above, the Queen Mary and University of London Institute in Paris Virtual Learning Environments will provide a range of learning resources for each module taken.

How Will You Be Assessed?

Assessment is typically by a combination of examination and coursework, or of different kinds of coursework. The kind of examination or coursework will vary with the content of each module. Examinations may take the form of essay questions, analysis, exercises and orals. Coursework may consist of essays, longer research projects, textual commentaries, critical reviews and practical exercises.
## How is the Programme Structured?

**Requirements**

Students must take a minimum of 240 credits in French modules (excluding the ULiP research project, but including accredited modules taken at ULiP in year 2) over the period of their studies.

### Year 1 - Level 4

Students spend the whole year at QMUL. They take 120 credits, comprising:

- 30 Credits compulsory module French Foundations
- 30 Credits of level 4 core language module French I
- 15 Credits compulsory module Translation into French
- 45 Credits optional modules to be chosen from French options and from all other modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences, with the guidance of the student advisor and subject to space available on modules.

**Progression requirements to Year 2**

In order to progress to Year 2 students must pass at least 90 credits, including the core language module. Students who have passed 90 credits without the core language module are not eligible for progression.

### Year 2

Students spend semester 1 at QMUL. They take 60 credits, comprising:

- 15 Credits of level 5 core language module FRE239A French II [Z occurrence, assessed by coursework only]
- minimum 15 credits / maximum 45 Credits optional level 5 French content modules. French options at level 5 currently include: 'Out of Place: Literature and Dislocation'; 'Memories of WWII in Literature, Film and Art'; 'La Nouvelle Vague'; 'French Phonetics and Phonology'; 'Art in France: Manet to Early Picasso'; 'Twentieth-Century French Thought; Violence and Values'; 'Women's Voices in Early French Culture'.
- minimum 0 credits / maximum 30 credits from all other modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences with the guidance of the student advisor. These will normally be at level 5 or may be at level 4 with the agreement of the advisor.

Students spend semester 2 in Paris at ULIP. They take 60 credits, comprising:

- 15 Credits Level 5 Core Language module French II (R102)
- 15 Credits compulsory module French in a Professional Context
- 30 Credits ULIP Optional content modules. Options currently include: 'Roots of French Identity'; 'Sociological Roots of Contemporary France'; 'Intellectual and Cultural Roots of Contemporary France'; 'History and Memory'
- 0 credit compulsory module Summer Research Project (study only)

All teaching and assessment in this semester are delivered in French by ULIP staff in Paris.

The core language module taken in the second semester is a dedicated module created by QMUL language specialists to build on the second-year language module studied in London and to enable students to feed into the final-year core language module along with students on the 4-year BA in French upon their return to London.

- Summer Research Project (2,000-2,500 words):

After the assessment period in Term 3, students will remain in Paris throughout the rest of the term and the vacation to complete a compulsory (but non-credited) piece of work. This is designed to develop research skills and independent study; to enhance critical and cultural engagement; to optimize transferable skills; to further boost language skills, and to give added value in terms of exit velocity. The project takes the form of EITHER an essay relating to a content module (a module taken in Year Two, for which additional research has been undertaken, or a module the student intends to take in Year Three), OR a cultural fieldwork report relating to an aspect of the experience of living or working in France. Students taking this option will be encouraged to take up a work experience placement. The Project will be written in French. ULIP library and computing facilities will be available to students until the end of July. Guidance will be provided by ULIP staff and by QMUL staff via VLE / email. The Project will be submitted at the start of Year 3. Students will benefit from formative feedback which will help them to focus on the requirements of their final year.
Programme Title: Three-Year BA (Hons) Degree in French

Progression to Year 3
To successfully progress to Year 3 students must pass a minimum of 180 credits from their first and second years including the core language modules. A student who has passed 180 credits but not the core language modules is not eligible for progression. In addition, students must submit the Summer Research Project in an acceptable form.

Year 3
Students spend the whole year at QMUL. They take 120 credits, comprising:
* 30 Credits of Level 6 Core Language module French III
* 15 Credits compulsory module Advanced Oral Competence in French
* minimum 30 credits / maximum 75 credits optional level 6 French content modules. Level 6 French options currently include: 'Modern Languages Research Project'; 'New Women's Writing in French'; 'The Sociolinguistics of French'; 'Imagining Modernity: Creative Writing'; 'Proust'; 'Lovers and Libertines: Eighteenth Century French Fiction'; 'Surrealism'; 'Narrative in Theory and Practice'.
* minimum 0 credits / maximum 45 Credits Optional level 6 content modules from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences.
* minimum 0 credits / maximum 30 Credits Optional level 5 content modules from all modules offered in the School of Languages, Linguistics and Film and the Faculty of Humanities and Social Sciences.
Students are not allowed to take level 4 modules in their final year.

Requirements for award
Students must pass a minimum of 270 credits including the final year core language module.

Academic Year of Study

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Semester</th>
</tr>
</thead>
</table>

What Are the Entry Requirements?
For French degree programmes, applicants must possess an A-Level or equivalent in French. Applicants whose first language is not English must obtain a grade B in GCSE English language or equivalent, or will be required to have IELTS 7 (with grade 7 in writing)
Applications from native speakers of French are welcomed

AS/A-level:
Typical tariff/grades requirement: 340 points, equivalent to AAB at A-level with no lower than a B in French
Excluded subjects: General Studies and Critical Thinking

International Baccalaureate: Overall 34 with 5 in Higher Level Language

How Do We Listen and Act on Your Feedback?
The Staff-Student Liaison Committee provides a formal means of communication and discussion between schools/institutes and its students. The committee consists of student representatives from each year in the school/institute together with appropriate representation from staff within the school/institute. It is designed to respond to the needs of students, as well as act as a forum.
Programme Title: Three-Year BA (Hons) Degree in French

Staff-Student Liaison Committees meet regularly throughout the year.

Each school/institute operates a Learning and Teaching Committee, or equivalent, which advises the School/Institute Director of Taught Programmes on all matters relating to the delivery of taught programmes at school level including monitoring the application of relevant QM policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in the committee’s work in a number of ways, such as through student membership, or consideration of student surveys.

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute’s work throughout the year to monitor academic standards and to improve the student experience. Students’ views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Personal tutor arrangements:
The policy of the School of Languages, Linguistics and Film is to provide maximum support and guidance to all students of the School throughout their course of study at Queen Mary. Each student’s academic progress and personal welfare is monitored by an advisor in the French department with whom regular meeting slots are available. This policy will be retained during semester 4 at the University of London Institute in Paris.

Advisors see advisees at regular intervals and are responsible for the overall profile of the student's programme of study. This is chiefly an academic role, covering module choice and registration, advice on study skills and assessment. The other main function of the Advisor is a pastoral one. Advisors are interested in their advisee’s general welfare and if difficult problems of a pastoral or academic nature emerge, may recommend that they consult the School Senior Tutor or College Professional service departments, including Disability and Dyslexia, Welfare and Counselling.

Support for learning and personal development:
All teaching staff hold regular office hours in which students are actively encouraged to discuss their work and their progress.

The School of Language, Linguistics and Film collaborates with the College’s Thinking Writing team and Language Learning Unit to support students in the development of their writing skills; we recognise how closely writing is linked to thinking; and how important writing skills are both in the academic and professional worlds. The School of Languages, Linguistics and Film runs a Writing Support Centre which offers weekly workshops to any students who would like to develop their academic writing further. The College also offers a range of services to support you in your learning and help you develop academically and professionally. These include: Academic Study Workshops, Academic English and Study Skills Support and One-to-One Tutorials working with you on your written assignments.

Programme induction
All students beginning study on the programme participate in a series of Welcome Week activities, which involve introductions to the programme and specific inductions in the use of the online learning environment. These events also include opportunities for social interaction, and scheduled small group and individual meetings with personal advisers. These are followed by a programme of weekly group meetings for all new students with their Adviser in French during the first semester to compare experiences and discuss issues arising from their studies. These sessions cover a different topic each week (ranging from academic issues such as plagiarism to pastoral matters such as dealing with financial problems) as well as allowing time for free discussion.

Programme-specific Rules and Facts
Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:
- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one "study skills" tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

As a graduate with high-level skills in French and in English, you have been trained to value both linguistic precision and cultural contexts. In addition to your excellent communication skills (written and spoken) you have the cultural flexibility that comes from having lived, and perhaps worked, abroad. Your training in the analysis and interpretation of complex material as well as in report-writing, group-working and presentation skills is highly valued by future employers. Our graduates are attracted to sectors as diverse as banking, multinational corporations, marketing, PR, sales, management consultancies, the diplomatic service, publishing, the media, teaching, law, computing, library management. Each year a number of our students go on to study at postgraduate level.

Programme Specification Approval

| Person completing Programme Specification | Shirley Jordan |
| Person responsible for management of programme | David Adger |
| Date Programme Specification produced/amended by School Learning and Teaching Committee | 9 Nov 2012 |
| Date Programme Specification approved by Taught Programmes Board |  |
Module Proposal Form (UG)

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: French II (R102)
Module Code: FRE5xx
Credit Value: 15
Level: 5
Module Type: CPA
Scheme: Undergraduate
Start Date: January 2015
Proposed JACS Code: R110 French language

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

ULIP - This module will be taught and assessed in Paris by ULIP staff

Responsible School
School of Languages, Linguistics and Film

Subject Exam Board responsible for the module
Languages, Linguistics and Film UG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2014/15</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2015/16</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module is part of the new 3-year BA (Hons) French degree (R102) of which one semester is delivered at ULIP.

The module will be taught and assessed in Paris by ULIP staff in semester 4.

It is designed to mesh with language learning as provided at QMUL.

It enables accelerated learning so that students will be able to join Final Year students on the 4-year BA (Hons) French degree and take the compulsory level 6 French core module on their return from their semester spent in ULIP in the second half of their second year.

It is a core module.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>None</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>ULIP colleagues will provide teaching (4 contact hours per week) and will assess students before their return to QMUL</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School
David Adger

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title  French II (R102)  Module Code  FRE5xx
Credit Value  15  Level  5  Mode of Delivery  Distance Learning  Semester  4
Module Organiser  Dr Elsa Petit

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>FRE239A</td>
<td>ULIP module: 'French in a Professional Context'</td>
<td>None</td>
</tr>
</tbody>
</table>

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This module follows FOUR major strands which are designed to improve students' understanding and production of French. These are: 1) TRANSLATION INTO AND FROM FRENCH. Building on skills developed in FRE403 (first year translation into French), the module provides intensive experience in working on a wide range of text types and of translating both from and into French. 2) ORAL AND AURAL WORK. This will involve a range of organized discussions and the refinement of presentation and debating skills. 3) WRITTEN FRENCH. This element includes practice in producing resumes, essays and dossiers de presse. 4) GRAMMAR. Students will benefit from intensive work on key grammatical structures in order to ensure confidence in producing and recognizing authentic structures. The module is taught in French.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims are to develop students' command of the 4 essential language skills (writing, reading, listening and speaking) through intensive study and work in the medium of French. It is intended that this module will equip students with the knowledge and skills to allow them to integrate comfortably into level 6 language work on their return to QMUL.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

**Academic Content:**

<table>
<thead>
<tr>
<th>A1</th>
<th>Methods of composition, synthesis and analysis of a variety of text types in French.</th>
</tr>
</thead>
<tbody>
<tr>
<td>A2</td>
<td>Practice and theory of translation</td>
</tr>
<tr>
<td>A3</td>
<td>Topical issues in French culture / current affairs</td>
</tr>
<tr>
<td>A4</td>
<td>Grammar</td>
</tr>
</tbody>
</table>

**Disciplinary Skills - able to:**

<table>
<thead>
<tr>
<th>B1</th>
<th>Summarize and analyze texts in French from a variety of types.</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Write essays in French on topical issues.</td>
</tr>
<tr>
<td>B3</td>
<td>Translate between French and English and explain translation strategies</td>
</tr>
<tr>
<td>B4</td>
<td>Write concisely, accurately and effectively in French, paying particular attention to style and register as well as structure.</td>
</tr>
<tr>
<td>B5</td>
<td>Discuss orally a variety of topics (culture and current affairs)</td>
</tr>
<tr>
<td>B6</td>
<td>Understand complex written texts and recordings</td>
</tr>
</tbody>
</table>

**Attributes:**

<table>
<thead>
<tr>
<th>C1</th>
<th>To develop effective spoken and written French</th>
</tr>
</thead>
<tbody>
<tr>
<td>C2</td>
<td>To explain and argue clearly and concisely</td>
</tr>
<tr>
<td>C3</td>
<td>To acquire and apply knowledge in a rigorous way</td>
</tr>
<tr>
<td>C4</td>
<td>To grasp the principles and practices of language study</td>
</tr>
<tr>
<td>C5</td>
<td>To grasp the principles and practices of translation study</td>
</tr>
<tr>
<td>C6</td>
<td>To recognize the value of operating in more than one language</td>
</tr>
</tbody>
</table>
4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.


Also useful:

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>12</td>
</tr>
<tr>
<td>Seminar</td>
<td>Scheduled</td>
<td>24</td>
</tr>
<tr>
<td>Supervised time in studio/workshop</td>
<td>Scheduled</td>
<td>12</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>102</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>48</td>
<td>32</td>
</tr>
<tr>
<td>Placement</td>
<td>0</td>
<td>0</td>
</tr>
<tr>
<td>Independent Study</td>
<td>102</td>
<td>68</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.
<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Translation</td>
<td>Written Exam</td>
<td>Written</td>
<td>3hrs</td>
<td>30%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Oral exam</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>0.5 hr</td>
<td>20%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>3 translations, 3 grammar tests, 2 oral/aural tasks, 3 written tasks</td>
<td>Written assignment, inc Essay</td>
<td>Coursework</td>
<td></td>
<td>20%</td>
<td>No</td>
<td>N/A</td>
</tr>
<tr>
<td>Reading Comprehension and composition</td>
<td>Written Exam</td>
<td>Written</td>
<td>3hrs</td>
<td>30%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
<tbody>
<tr>
<td>Oral exam (25%), exam (translation and composition) (75%)</td>
<td>Written Exam</td>
<td>3 hours written exam + 0.5 hours practical skills assessment</td>
</tr>
</tbody>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.
Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'. 
Module Proposal Form (UG)

Sections 1 and 2 must be completed in full.
Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3)
or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Research Project (R102)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>FRE289</td>
</tr>
<tr>
<td>Credit Value</td>
<td>0</td>
</tr>
<tr>
<td>Level</td>
<td>5</td>
</tr>
<tr>
<td>Module Type</td>
<td>DPM</td>
</tr>
<tr>
<td>Scheme</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>January 2015</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>R130 French society &amp; culture</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute | School of Languages, Linguistics & Film

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

ULIP - This module will be undertaken in Paris. Support will be provided by ULIP staff and by QMUL staff by VLE / email

Responsible School | Subject Exam Board responsible for the module

School of Languages, Linguistics and Film | Languages, Linguistics and Film UG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
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</tr>
</thead>
<tbody>
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<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2014/15</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
<tr>
<td>2015/16</td>
<td>10</td>
<td>6</td>
<td>20</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This module is part of the new 3-year BA (Hons) French degree (R102) of which one semester is delivered at ULIP. It consists of a STUDY ONLY Research Project (2,000-2,500 words).

In term 3, after the assessment period at the end of their second year, students will remain in Paris throughout the rest of the term and the vacation to complete a study only (non credit-bearing) piece of work. This is designed to develop research skills and independent study; to enhance critical and cultural engagement; to optimize transferable skills; to further boost language skills, and to give added value in terms of exit velocity as students return to London for their final year. The project takes the form of EITHER an essay relating to a content module (a module taken in Year Two, for which additional research has been undertaken, or a module the student intends to take in Year Three), OR a cultural fieldwork report relating to an aspect of the experience of living or working in France. Students taking this latter option will be encouraged to take up a work experience placement.

The Project will be written in French. ULIP library and computing facilities will be available to students until the end of July. Guidance will be provided by ULIP staff and by QMUL staff via VLE / email. The Project will be submitted at the start of Year 3. Students will benefit from formative feedback which will help them to focus on the requirements of their final year.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Staff time for supervision and marking</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>Staff time for support</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

[Signatures of Heads of School and Heads of supporting School]

[Digital signatures with details]
Section 2 - Module Specification

Module Title | Research Project (R102)  
Module Code | FRE289  
Credit Value | 0  
Level | 5  
Mode of Delivery | Distance Learning  
Semester | 4  
Module Organiser | Professor Shirley Jordan  

Pre-requisite modules | Co-requisite modules | Overlapping modules
--- | --- | ---
Yr II French core language | None | None

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

In term 3, after the assessment period at the end of their second year, students will remain in Paris throughout the rest of the term and the vacation to complete a study only (non-credited) piece of work. This is designed to develop research skills and independent study; to enhance critical and cultural engagement; to optimize transferable skills; to further boost language skills, and to give added value in terms of exit velocity as students return to London for their final year. The project takes the form of EITHER an essay relating to a content module (a module taken in Year Two, for which additional research has been undertaken, or a module the student intends to take in Year Three), OR a cultural fieldwork report relating to an aspect of the experience of living or working in France. Students taking this latter option will be encouraged to take up a work experience placement.

The Project will be written in French. ULIP library and computing facilities will be available to students until the end of July. Guidance will be provided by ULIP staff and by QMUL staff via VLE / email. The Project will be submitted at the start of Year 3. Students will benefit from formative feedback which will help them to focus on the requirements of their final year.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims are to develop independent research and study skills; to enhance critical and cultural engagement; to optimize transferable skills; to further boost language skills, and to give added value in terms of exit velocity as students return to London for their final year.
3) Learning Outcomes
Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td>A1</td>
</tr>
<tr>
<td>A2</td>
</tr>
<tr>
<td>A3</td>
</tr>
<tr>
<td>A4</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Disciplinary Skills - able to:</th>
</tr>
</thead>
<tbody>
<tr>
<td>B1</td>
</tr>
<tr>
<td>B2</td>
</tr>
<tr>
<td>B3</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Attributes:</th>
</tr>
</thead>
<tbody>
<tr>
<td>C1</td>
</tr>
<tr>
<td>C2</td>
</tr>
<tr>
<td>C3</td>
</tr>
<tr>
<td>C4</td>
</tr>
<tr>
<td>C5</td>
</tr>
</tbody>
</table>

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Reading appropriate to each individual project will be determined with the help of the student’s advisor.
Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>150</td>
</tr>
<tr>
<td></td>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
</tr>
</tbody>
</table>

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>2</td>
<td></td>
</tr>
<tr>
<td>Placement</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>148</td>
<td>100</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>150</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Research Project</td>
<td>Dissertation</td>
<td>Coursework</td>
<td>2,000-2,500 words</td>
<td>100%</td>
<td>Yes</td>
<td>N/A</td>
</tr>
</tbody>
</table>

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.
Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

<table>
<thead>
<tr>
<th>Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brief Description of Assessment</td>
</tr>
<tr>
<td>Research Project</td>
</tr>
</tbody>
</table>

Section 3 - Alternative Assessment Arrangements for Associate Students
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

TPB2012-019
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Owning School / Institute</strong></td>
<td>School of Languages, Linguistics and Film</td>
</tr>
</tbody>
</table>
| **Title of Proposal(s) being considered** | BA Comparative Literature and Russian (QR27)  
BA English and Russian (QR37)  
BA French and Russian (RR17)  
BA Film Studies and Russian (RW76)  
BA German and Russian (RR72)  
BA Hispanic Studies and Russian (RR47)  
BA Russian (R710)  
BA Russian with Business Management (R7N1)  
BA Russian and Drama (WR47)  
BA Russian and Linguistics (QR17)  
BA Russian and Politics (LR27) |
| **Outcome requested** | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| **Potential issues identified and comments on the proposal(s) from Academic Secretariat** | The following programme amendment presents a proposal to introduce a five year variant, allowing for preliminary year entry students to also undertake a year abroad.  
No significant issues identified. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

**Summary Information (as previously approved)**

<table>
<thead>
<tr>
<th>Programme Title(s)</th>
<th>Programme Code(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Russian and Politics</td>
<td>LR27</td>
</tr>
<tr>
<td>Russian and Linguistics</td>
<td>QR17</td>
</tr>
<tr>
<td>Comparative Literature and Russian</td>
<td>QR27</td>
</tr>
<tr>
<td>English and Russian</td>
<td>QR37</td>
</tr>
<tr>
<td>Russian</td>
<td>R710</td>
</tr>
<tr>
<td>Russian with Business Management</td>
<td>R7N1</td>
</tr>
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<td>French and Russian</td>
<td>RR17</td>
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<td>Hispanic Studies and Russian</td>
<td>RR47</td>
</tr>
<tr>
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<td>RR72</td>
</tr>
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<td>Film Studies and Russian</td>
<td>RW76</td>
</tr>
<tr>
<td>Russian and Drama</td>
<td>WR47</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Bachelor of Arts (BA)</td>
<td>FT with Study Abroad/Placement</td>
<td>5 Academic Years</td>
</tr>
</tbody>
</table>

**Responsible School / Institute**

School of Languages, Linguistics & Film

**Schools who are also involved in teaching part of the programme**

- School of Business & Management
- School of English & Drama
- School of Politics

**Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme**

---
1) Proposed Amendment(s)
Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

To introduce a five year variant, allowing for preliminary year entry students to also undertake a year abroad.

Programme specifications already include the variations of undertaking a preliminary year and of undertaking a year abroad in addition to the core first, second and final years. However, the programmes do not have a five year route set up on SITS, so at present students can only take a maximum of four years (either Preliminary, 1, 2, Final or 1, 2, 3, Final).

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
</tr>
</thead>
<tbody>
<tr>
<td>Year Abroad - Russian Non-Erasmus</td>
<td>RUS298</td>
<td>120</td>
<td>5</td>
<td>Compulsory</td>
<td>3</td>
<td>Add Module</td>
</tr>
</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

Titles are unchanged

3) Proposed Date of Amendment Introduction

January 2013

4) Rationale
Detail the rationale for the proposed amendment(s).

This proposed amendment follows an amendment approved in 2011-12 to add an optional year abroad to RRGT German and Russian (European Studies) in response to a student request to undertake a five year degree. The School would now like to make this option available across the complete range of BA programmes involving Russian.

At the core of University Russian programmes nationally is the need to teach students the Russian language from scratch, because so few have the opportunity to take a Russian ‘A’ level at UK schools or FE colleges. At Queen Mary, this ab initio teaching is delivered through an intensive year spent solely learning Russian, and no other subject, after which students are at the level of a strong candidate with a good pass at ‘A’ level, and begin their first year in Russian. If they are joint-honours students, this is also when they begin their other subject.

However, this system means that the students will take four years to complete their degree, even if they don’t go abroad. In recent years, in part because there is no 5-year Russian programme, those wishing to spend a year abroad have interrupted study, which means the college and the department have no formal responsibility or commitment to them. By introducing 5-year Russian programmes with immediate effect, open to those on existing programmes, it would become possible to offer students a year abroad with recommended work placements or a range of courses recognised and verified by us, and thus increasing the attractiveness of our year abroad.

5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

Support for students on the year abroad is part of the role of the language studies co-ordinator in each language.
6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students’ study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

The amendment has arisen from the desire by ab initio students also to undertake the year abroad. The additional year of study will have cost implications for the students involved, but as the year will not be compulsory (the four year pathway without a year abroad remains the default option), only students willing to bear this cost will be affected.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

Yes. The external examiner indicated support, and the initial request to introduce a five year variation came from the students’ desire to undertake a year abroad.

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?
> Has the Programme Specification been revised to take into account the programme amendment?

Approval of Programme Amendment

<table>
<thead>
<tr>
<th>Programme Organiser*</th>
<th>David Adger</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head(s) of School / Institute**</td>
<td>David Adger</td>
</tr>
</tbody>
</table>

TPB2012-020
<table>
<thead>
<tr>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
<th>Head(s) of supporting School / Institute</th>
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</tbody>
</table>
### Taught Programmes Board 28/11/2012

<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Programme Amendment(s)</th>
</tr>
</thead>
</table>
| **Owning School / Institute** | School of Mathematical Sciences  
School of Economics and Finance |
| **Title of Proposal(s) being considered** | MSc Mathematical Finance |
| **Outcome requested** | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |
| **Potential issues identified and comments on the proposal(s) from Academic Secretariat** | TPB is asked to consider the proposal to introduce condoned failure on the programme, in line with the College regulations.  
When the programme was approved, it was decided that students must pass all modules and no condonement would be allowed.  
TPB may wish to investigate the original rationale for not allowing condonement. The proposal is for implementation this year, so current students will benefit from the change. |
Programme Amendment Form

This form should be used to submit a proposal to change a programme of study, i.e. a proposal that modifies the arrangements originally approved by the College. For example:

- change in the title of the programme - please note that changing the programme title will necessitate the recoding of the programme
- change in the length of the programme of study
- changes in compulsory or recommended modules
- changes in the programme regulations

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Summary Information (as previously approved)

Programme Title(s)  MSc Mathematical Finance  Programme Code(s)  G152/G153

<table>
<thead>
<tr>
<th>Programme Qualification</th>
<th>Mode of study</th>
<th>Programme Duration</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master of Science (MSc)</td>
<td>Full Time</td>
<td>1 Calendar Year</td>
</tr>
<tr>
<td>Master of Science (MSc)</td>
<td>Part Time</td>
<td>2 Calendar Years</td>
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</table>

Responsible School / Institute  School of Mathematical Sciences

Schools who are also involved in teaching part of the programme

School of Economics and Finance

Details of any collaborative Higher Education Institution(s) involved in teaching any part of the programme

Programme Organiser  Professor Christian Beck, Mathematical Sciences

1) Proposed Amendment(s)

Detail the proposed amendments to the programme and attach the updated Programme Specification. If new modules are to be added to the programme(s) or if existing modules are to be removed this should be clearly specified in the space below. Further information regarding the module(s) to be added / removed from the programme(s) can be provided in the table below. Alternatively, this information can be presented in text form in the space below, as long as all of the key information in the table is detailed.

1. In the original Part II Programme Proposal form, section 6 (Programme Management) stated that "Students must also pass the elective modules they have opted to take. It is likely that both SMS and SF will offer a late summer resit opportunity for students on this programme who fail a module. The College regulations on condoned failure do not apply, since students are required to pass all modules."
We propose to remove the requirement to pass the two elective modules, so that the College regulations on conditioned failure now do apply. That is, students must pass the six core modules, obtain a mark of at least 30.0 in each of the two elective modules, and achieve an average across all modules of 50.0 or greater (2012-13 Academic Regulations, section 5.26).

2. Some of the codes for the elective MTH modules have been updated for this programme so that students will now take a version with module assessment pattern P50M01 (resit is pegged at 50.0) rather than LLMM01 (unpegged resit), and that the module Measure Theory and Probability has been replaced (as an elective) by Topics in Probability and Stochastic Processes, which was felt to be a closer fit to the rest of the programme. The new codes are as follows:
   - Bayesian Statistics - MTH776P (old code was MTHM042)
   - Mathematical Statistics - MTH736P (old code was MTHM736)
   - Topics in Probability and Stochastic Processes - MTH712P

3. The pre-sessional course MTH768P Probability and Statistics has been removed and its content absorbed into core modules.

4. The module ECOM003 Econometrics A is now an elective in Semester 1 rather than Semester 2 as previously written.

5. The title of ECOM044 is now Advanced Asset Pricing and Modelling.

6. Amending the entry requirements to specify "a good second class degree" to bring us in line with other SEF programmes.

All of the changes 2-5 are already in SIS.

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Module Code</th>
<th>Credits</th>
<th>Level</th>
<th>Module Selection Status</th>
<th>Academic Year of Study</th>
<th>Add / Remove Module from Programme</th>
</tr>
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<tbody>
<tr>
<td>X</td>
<td></td>
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<tr>
<td>X</td>
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</tr>
</tbody>
</table>

2) New Programme Title (if applicable)
Please note that changing the programme title will necessitate the recoding of the programme.

3) Proposed Date of Amendment Introduction
With immediate effect, i.e. for all students on the programme.

4) Rationale
Detail the rationale for the proposed amendment(s).

This amendment brings the MSc Mathematical Finance closer into line with other postgraduate taught programmes in both the School of Mathematical Sciences and the School of Economics and Finance. Since there are ten possible elective modules, different students on the same programme might encounter rather different teaching styles and expectations in their elective modules compared to the core modules of the programme, and it is felt to be fairer to students if conditioned failure in these modules is permitted.
5) Resource Implications of Proposed Amendment(s)
Are there any resource implications linked to the proposed amendment(s)?

No.

6) Anticipated Practical Implications of Proposed Amendment(s)
Please specify how students' study patterns might be affected. Have the students been consulted about the proposed amendment(s)?

1. Students have not been consulted but this is an amendment which can only be in their interests.
2-5. These amendments are just tidying up the programme specification so it reflects reality and what has been advertised.

7) External Examiner(s) and Student Consultation
Have you consulted your External Examiner(s) and Students about the proposed amendments? If so, please detail their comments.

N/A

A revised Programme Specification must accompany the Programme Amendment. Programme Amendments that are not accompanied by the necessary documentation will not be accepted by the Academic Secretariat.

> If the programme amendment relates to the addition of previously unapproved modules, have module proposal forms for any new module(s) been submitted?  

N/A

> Has the Programme Specification been revised to take into account the programme amendment?

Yes

Approval of Programme Amendment
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Module Proposal</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Institute of Dentistry</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | • BDS Year 2 Module  
• BDS Year 3 Module  
• BDS Year 4 Module  
• BDS Year 5 Module |
| Outcome requested | Taught Programmes Board (TPB) is asked to consider and approve the proposal(s) identified above and detailed in the accompanying documentation. If any conditions of approval or recommendations arise through discussion at the Board these should be clearly stipulated in the TPB minutes and articulated to the proposer. |

**Potential issues identified and comments on the proposal(s) from Academic Secretariat**

The following proposal relates to the revision of the content of the BDS and all associated modules in response to the General Dental Council's (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration.

No significant issues identified
Module Proposal Form (UG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b)

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: BDS Year 2
Module Code: BDS002
Credit Value: 120
Level: 5
Module Type: MOD
Scheme: Undergraduate
Start Date: September 2013
Proposed JACS Code: A400 Clinical dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner
n/a

Responsible School
Schools which will also be involved in teaching part of the module

Subject Exam Board responsible for the module
SMD: Institute of Dentistry (UG) BDS Part 2 UG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2013/14</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2014/15</td>
<td>79</td>
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</tr>
<tr>
<td>2015/16</td>
<td>79</td>
<td>79</td>
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</tr>
</tbody>
</table>
**Module Rationale**

Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the **status of the module on each** should also be made clear.

This is a core module of the Bachelor of Dental Surgery (BDS) programme. The content of the BDS and all associated modules have been revised in response to the General Dental Council’s (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration.

The BDS curriculum is complex and the publication of the GDC’s new learning outcomes has also presented an opportunity to evaluate and re-organise the structure of the BDS. The proposed programme design will embrace the College’s desire to best prepare students for employment in the 21st Century and also the GDC’s expectation that the learning outcomes will form the foundation upon which a registrant will develop and maintain their knowledge and skills throughout their professional career.

The curriculum has now been organised around five themes:
- Scientific Basis of Clinical Practice (BS);
- Clinical Practice (CP);
- Global Epidemiology and Evidence Based Dentistry (GEEBD);
- Professionalism, Teamwork and Social Responsibility (PTSR); and
- Academic Advising and Graduate Attributes (AAGA) which will be an integral part of all the main themes.

This Year 2 Module begins to develop the Clinical Practice theme and consolidates the Scientific Basis of Clinical Practice together with the Global Epidemiology and Evidence Based Dentistry (GEEBD) and Professionalism, Teamwork and Social Responsibility (PTSR).

**Resource Requirements**

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Lecture Theatres, IT Laboratory, Dental Clinics, Abernethy Classroom, Multi-Disciplinary Laboratory, Small Group Teaching Rooms, Clinical Skills laboratory; Dental Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

**Approval of New Module Proposal**

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).
**Section 2 - Module Specification**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>BDS Year 2</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>BDS002</td>
</tr>
</tbody>
</table>

| Credit Value | 120         |
| Level        | 5           |

<table>
<thead>
<tr>
<th>Mode of Delivery</th>
<th>On Campus</th>
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</thead>
<tbody>
<tr>
<td>Semester</td>
<td>Semesters 1-3</td>
</tr>
</tbody>
</table>

| Module Organiser | Dr. R. A. Whiley |

<table>
<thead>
<tr>
<th>Pre-requisite modules</th>
<th>Co-requisite modules</th>
<th>Overlapping modules</th>
</tr>
</thead>
<tbody>
<tr>
<td>BDS001</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**1) Content Description**

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This 120 credit module will:

- Reinforce the basic science and develop the operative skills for clinical practice as a dentist. The attributes learnt here will be transferable across most specialties of dentistry and provide a framework for managing all patients and for the subsequent modules in the course.
- Develop an understanding of the relevance of Continuing Professional Development (CPD) in dentistry in relation to clinical care.
- Develop an understanding of the pathogenesis of disease processes of particular relevance to dental practitioners to the clinical manifestations in patients in general medicine and surgery.
- Develop further the themes of professionalism, team working & social responsibility; Global Health & Evidence Based Dentistry.

An additional component will feature as outlined below:

The Academic Advising and Graduate Attribute theme will build the students' understanding of the discipline of dentistry and join the culture and begin thinking about behaving like a healthcare professional. This will be supported by a series of facilitated transition points as the student moves from the clinical skills laboratory to the clinic.

**2) Module Aims**

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The aims of the module are to:

- To provide the students with the knowledge and basic skills to perform generic clinical tasks expected of a primary care dental practitioner.
- To provide students with the knowledge and skills to maintain a safe clinical working environment for associated staff and for patient treatment.
- To ensure that students understand the pathogenesis of disease processes relevant to dentistry.
- To ensure that the students have an appreciation of that knowledge of general surgery and medicine supports their understanding of its relevance to presentation of patient signs and symptoms in clinical dental practice.
- To build upon previous knowledge and continue to develop appropriate attitudes towards professionalism in relation to the care of patients, to colleagues and to peers.
To apply guidelines on principles of law and ethics, particularly consent, confidentiality and handling complaints to the management of patients and working as a dental professional

To know how research evidence fits with experience and patient values and aspirations in making evidence-based decisions and can demonstrate the application of this knowledge in formulating evidence-based patient management plans.

3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

Academic Content:

A1 Describe oral diseases and their relevance to prevention, diagnosis and treatment

A2 Explain general and systemic disease and their relevance to oral health

A3 Explain the aetiology and pathogenesis of oral disease

A4 Describe the science that underpins the use of dental biomaterials, sufficient to allow the selection and use of appropriate materials in clinical practice, and describe their limitations. Identify those aspects of biomaterial safety that relate to dentistry

A5 Describe the aetiology and pathogenesis of diseases of the oral and maxillofacial complex

A6 Discuss the application and principles of dental anxiety management (behavioural and pharmacological) to the treatment of the anxious dental patient, both child and adult.

A7 Recognise the importance of nonverbal communication, including listening skills, and barriers to effective communication

A8 Recognise the use of a range of communication methods and technologies and their application in support of clinical practice (Learning to Manage Health Information – NHS 2009).

A9 Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients

A10 Describe the principles of an evidence-based approach to learning, clinical and professional practice and decision making

A11 Describe the basic principles of a population health approach including demographic and social trends, UK and international oral health trends, determinants of health and inequalities in health, the ways in which these are measured and current patterns

A12 Formulate an appropriate treatment plan based on the patient assessment and diagnosis

A13 Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients
Recognise and take responsibility for the quality of services and devices provided to the patient.

Explain the scientific principles of sterilisation, decontamination and disinfection

Describe the principles of epidemiology, psychology and sociological concepts and theoretical frameworks of health, illness, behavioural change and diseases

Describe the features of safe working environment and the principles of risk management

### Disciplinary Skills - able to:

- **B1**: Implement, perform and manage effective decontamination and infection control procedures according to current guidelines
- **B2**: Manage appropriate clinical and laboratory investigations
- **B3**: Undertake an appropriate systematic intra and extra-oral clinical examination
- **B4**: Obtain informed consent
- **B5**: Recognise and manage medical emergencies
- **B6**: Protect the confidentiality of all personal information
- **B7**: Act without discrimination and show respect for patients, colleagues and peers and the general public.
- **B8**: Communicate appropriately with colleagues from dental and other healthcare professions in relation to: the direct care of individual patients; the day to day working of the clinical dept/practice in which the individual works; the wider contribution which the dept/practice makes to dental and healthcare in the surrounding community raising concerns when problems arise.
- **B9**: Use appropriate analgesics for control of pain, pre- and post-operatively
- **B10**: Formulate an appropriate treatment plan based on the patient assessment and diagnosis

### Attributes:

- **C1**: Communicate appropriately and effectively in professional discussions and transactions within the health and other sectors.
- **C2**: Act with integrity and be trustworthy.
- **C3**: Develop and maintain professional knowledge and competence and demonstrate commitment to lifelong learning.
- **C4**: Participate in the appraisal, assessment, training and review of colleagues giving and receiving effective feedback.
<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>C5</td>
<td>Take responsibility for and act to raise concerns about your own or others health, behaviour or professional performance as described in The Principles of Raising Concerns</td>
</tr>
<tr>
<td>C6</td>
<td>Respect patients’ dignity and choices</td>
</tr>
<tr>
<td>C7</td>
<td>Co-operate effectively with other members of the dental and wider healthcare team in the interests of the patient</td>
</tr>
<tr>
<td>C8</td>
<td>Recognise the impact of personal behaviour on the health care environment and on wider society and manage this professionally</td>
</tr>
<tr>
<td>C9</td>
<td>Recognise the need to ensure that those who raise concerns are protected from discrimination or other detrimental effect.</td>
</tr>
<tr>
<td>C10</td>
<td>Take responsibility for ensuring compliance with current best practice guidelines</td>
</tr>
<tr>
<td>C11</td>
<td>Recognise the importance of and demonstrate personal accountability to patients, the regulator, the team and wider community</td>
</tr>
</tbody>
</table>

### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>400</td>
</tr>
<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>250</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>50</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>500</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,200</strong></td>
</tr>
</tbody>
</table>

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>700</td>
<td>60</td>
</tr>
<tr>
<td>Placement</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Independent Study</td>
<td>500</td>
<td>40</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Clinical Science 5: Pathology &amp; Microbiology</td>
<td>Written Exam</td>
<td>Written</td>
<td>2 hours</td>
<td>10%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Section</td>
<td>Code</td>
<td>Course Name</td>
<td>Duration</td>
<td>Mode</td>
<td>Weight</td>
<td>S/A</td>
</tr>
<tr>
<td>---------</td>
<td>------</td>
<td>-------------</td>
<td>----------</td>
<td>------</td>
<td>--------</td>
<td>-----</td>
</tr>
<tr>
<td>Human Health Disease : Medicine &amp; Surgery</td>
<td></td>
<td>Written Exam</td>
<td>Written</td>
<td>3 hours</td>
<td>25%</td>
<td>Yes</td>
</tr>
<tr>
<td>Professionalism, Teamwork &amp; Evidence Based Dentistry (PTEBD)1</td>
<td></td>
<td>Written Exam</td>
<td>Written</td>
<td>2/3 hours</td>
<td>10%</td>
<td>Yes</td>
</tr>
<tr>
<td>Clinical Practice 1</td>
<td></td>
<td>Written Exam</td>
<td>Written</td>
<td>2/3 hours</td>
<td>10%</td>
<td>Yes</td>
</tr>
<tr>
<td>Course work 1: PTEBD</td>
<td></td>
<td>Report</td>
<td>Coursework</td>
<td>5%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Clinical Practice 2: OSCE</td>
<td></td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>2-2.5 hours</td>
<td>30%</td>
<td>Yes</td>
</tr>
<tr>
<td>Coursework 3: Clinical Practice</td>
<td></td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>10%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Course work 4: Portfolio &amp; LiftUp</td>
<td></td>
<td>Portfolio</td>
<td>Coursework</td>
<td>0%</td>
<td>n/a</td>
<td></td>
</tr>
</tbody>
</table>

**Qualifying mark**: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

**Synoptic reassessment details** (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**
This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**
This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

Module Proposal Form (UG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

**Section 1 - Summary Information**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>BDS Year 3</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>BDS003</td>
</tr>
<tr>
<td>Credit Value</td>
<td>120</td>
</tr>
<tr>
<td>Level</td>
<td>6</td>
</tr>
<tr>
<td>Module Type</td>
<td>MOD</td>
</tr>
<tr>
<td>Scheme</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2014</td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical dentistry</td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at [http://tiny.cc/g5a6c](http://tiny.cc/g5a6c)

Responsible School / Institute

Institute of Dentistry

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

<table>
<thead>
<tr>
<th>Responsible School</th>
<th>Subject Exam Board responsible for the module</th>
</tr>
</thead>
<tbody>
<tr>
<td>SMD: Institute of Dentistry (UG)</td>
<td>BDS Part 3 UG</td>
</tr>
</tbody>
</table>

**Anticipated Student Registrations**

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2014/15</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2015/16</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2016/17</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
</tbody>
</table>
Module Rationale

Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module of the Bachelor of Dental Surgery (BDS) programme. The content of the BDS and all associated modules have been revised in response to the General Dental Council’s (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration.

The BDS curriculum is complex and the publication of the GDC’s new learning outcomes has also presented an opportunity to evaluate and re-organise the structure of the BDS. The proposed programme design will embrace the College’s desire to best prepare students for employment in the 21st Century and also the GDC’s expectation that the learning outcomes will form the foundation upon which a registrant will develop and maintain their knowledge and skills throughout their professional career.

The curriculum has now been organised around five themes:
- Scientific Basis of Clinical Practice (BS);
- Clinical Practice (CP);
- Global Epidemiology and Evidence Based Dentistry (GEEBD);
- Professionalism, Teamwork and Social Responsibility (PTSR); and Academic Advising and Graduate Attributes (AAGA) which will be an integral part of all the main themes.

This Year 3 Module continues to develops the skills required as a dental practitioner with increasing knowledge and clinical skills both in base provision and outreach facilities whereby the ethos of team working will also be embedded through student families.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Lecture Theatres, IT Laboratory, Dental Clinics, Abernethy Classroom, Multi-Disciplinary Laboratory, Small Group Teaching Rooms, Phantom Head Laboratory, Dental Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School: Farida Fortune

Head(s) of supporting School:

Digitally signed by Farida Fortune

DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.11.14 16:11:35 Z
Section 2 - Module Specification

Module Title: BDS Year 3  
Module Code: BDS003

Credit Value: 120  
Level: 6  
Mode of Delivery: On Campus  
Semesters: Semesters 1-3

Module Organiser: Dr. R. McGeogh

Pre-requisite modules: BDS001; BDS002

Co-requisite modules

Overlapping modules

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This 120 credit module builds on the skills learnt in BDS Year 3 to:

- Provide students with the knowledge and operative clinical skills to prevent disease and manage the restoration of the dentition.
- Form a foundation in operative restorative dentistry and provide a framework for students to treatment plan and manage patients.
- Provide the student with the opportunity to expand their communication and team working skills as they work with different patients in varied dental environments.
- The Special Study Component (SSC) will utilise taught elements of the GEEBD theme and enable utilisation of critical appraisal and research design principles. The SSC will culminate in a project outline which has the capacity for further development in BDS Year 4 and 5 as part of the Elective SSC.
- Develop the students’ ability to take responsibility for their own learning and achieving their potential as a healthcare professional through appraisal and feedback on clinical and academic performance and monitored through LiftUp and building a Portfolio of evidence.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

The module aims to:

- Enable students to successfully diagnose, and appropriately manage teeth with vital and non-vital pulp tissue involved in disease related to caries, tooth tissue loss or trauma based on first principles be it in a deciduous or permanent tooth.
- Develop knowledge of restorative dentistry techniques that are available to restore vital and non-vital teeth and replace missing tooth tissue and teeth in all age groups.
- Enable students to have the skills to practice safe, evidence-based and appropriate operative restorative dentistry on a patient.
- Enable students to allow to assess, plan and undertake forceps exodontias and introduce students to minor oral surgical procedures in the oral cavity.
- Effectively work in a dental (and wider healthcare) team and embed appropriate communication skills for patients, colleagues.
and peers in a variety of different team situations

Understand the principles of evaluation of population oral health and be able to participate in a screening programme as examiners and to summarise the results in a scientific and meaningful way

### 3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
</tr>
<tr>
<td><strong>A3</strong></td>
</tr>
<tr>
<td><strong>A4</strong></td>
</tr>
<tr>
<td><strong>A5</strong></td>
</tr>
<tr>
<td><strong>A6</strong></td>
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<tr>
<td><strong>A7</strong></td>
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<tr>
<td><strong>A8</strong></td>
</tr>
<tr>
<td><strong>A9</strong></td>
</tr>
<tr>
<td><strong>A10</strong></td>
</tr>
<tr>
<td><strong>A11</strong></td>
</tr>
<tr>
<td><strong>A12</strong></td>
</tr>
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<td><strong>A13</strong></td>
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<td>B 17</td>
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<td>B 18</td>
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</tbody>
</table>

Attributes:
Recognise and act within the GDC’s standards and within other professionally relevant laws, ethical guidance and systems

Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients

Recognise the importance of nonverbal communication, including listening skills, and barriers to effective communication

Participate in the appraisal, assessment, training and review of colleagues, giving and receiving effective feedback

Recognise and respect own and others’ contribution to the dental and wider healthcare team and demonstrate effective team working, including leading and being led.

Accurately assess own capabilities and limitations in the interest of high quality patient care and act within these boundaries

4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but **should not** be an exhaustive list of materials.

Teaching and Learning Profile
Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>120</td>
</tr>
<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>340</td>
</tr>
<tr>
<td>Placement</td>
<td>Placement</td>
<td>200</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>90</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>450</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,200</strong></td>
</tr>
</tbody>
</table>

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>550</td>
<td>45</td>
</tr>
<tr>
<td>Placement</td>
<td>200</td>
<td>25</td>
</tr>
<tr>
<td>Independent Study</td>
<td>450</td>
<td>30</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Basic Clinical Science 6: Clinical Practice</td>
<td>Written Exam</td>
<td>Written</td>
<td>2 hours</td>
<td>15%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Clinical Practice 3</td>
<td>Written Exam</td>
<td>Written</td>
<td>3 hours</td>
<td>25%</td>
<td>Yes</td>
<td>50%</td>
</tr>
</tbody>
</table>
### Professionalism

<table>
<thead>
<tr>
<th>Teamwork, Evidence Based Dentistry 2</th>
<th>Written Exam</th>
<th>Written</th>
<th>2/3 hours</th>
<th>15%</th>
<th>Yes</th>
<th>50%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coursework 5: Project</th>
<th>Project Output (not dissertation)</th>
<th>Coursework</th>
<th>5%</th>
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</table>

<table>
<thead>
<tr>
<th>Practical Skills assessment</th>
<th>Practical</th>
<th>40%</th>
<th>Yes</th>
<th>50%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coursework 6: Clinical Practice (CUA)</th>
<th>Practical Skills assessment</th>
<th>Practical</th>
<th>40%</th>
<th>Yes</th>
<th>50%</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Coursework 7: Portfolio &amp; LiftUp</th>
<th>Portfolio</th>
<th>Coursework</th>
<th>0%</th>
<th>n/a</th>
</tr>
</thead>
</table>

- **Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

### Reassessment

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- ☐ Standard Reassessment  
- ☐ Synoptic Reassessment

#### Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

### Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

### Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

### Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form (UG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>BDS Year4</th>
<th>Module Code</th>
<th>BDS004</th>
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<tbody>
<tr>
<td>Credit Value</td>
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<td>Level</td>
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<tr>
<td>Module Type</td>
<td>MOD</td>
<td>Scheme</td>
<td>Undergraduate</td>
</tr>
<tr>
<td>Start Date</td>
<td>September 2015</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Proposed JACS Code</td>
<td>A400 Clinical dentistry</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner:

n/a

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2015/16</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2016/17</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2017/18</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module of the Bachelor of Dental Surgery (BDS) programme. The content of the BDS and all associated modules have been revised in response to the General Dental Council’s (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration.

The BDS curriculum is complex and the publication of the GDC’s new learning outcomes has also presented an opportunity to evaluate and re-organise the structure of the BDS. The proposed programme design will embrace the College’s desire to best prepare students for employment in the 21st Century and also the GDC’s expectation that the learning outcomes will form the foundation upon which a registrant will develop and maintain their knowledge and skills throughout their professional career.

The curriculum has now been organised around five themes:
Scientific Basis of Clinical Practice (BS);
Clinical Practice (CP);
Global Epidemiology and Evidence Based Dentistry (GEEBD);
Professionalism, Teamwork and Social Responsibility (PTSR); and
Academic Advising and Graduate Attributes (AAGA) which will be an integral part of all the main themes.

This Year 4 Module continues to develop the skills required as a dental practitioner and introduces the students to more advanced clinical conditions rotating through base and outreach facilities. There is an expectation that by the end of BDS Year 4 the students will have reached a level of competence that enable them in BDS Year 5 to consolidate their knowledge and clinical experience and realise their potential as a dental professional who understand the need to Continuing professional Development (CPD) maintaining clinical competence and growing intellectual capacity.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Lecture Theatres, IT Laboratory, Dental Clinics and Outreach clinics, Abernethy Classroom, Multi-Disciplinary Laboratory, Small Group Teaching Rooms, Clinical Skills laboratory, Dental Laboratory</th>
</tr>
</thead>
<tbody>
<tr>
<td>By any other Queen Mary school or collaborative institution</td>
<td>n/a</td>
</tr>
</tbody>
</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Farida Fortune

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, or=QMUL, ou=Institute of Dentistry, email=dental.dean@qmul.ac.uk, c=GB
Date: 2012.11.14 16:12:28 Z

Head(s) of supporting School

Head(s) of supporting School

Head(s) of supporting School
Section 2 - Module Specification

Module Title: BDS Year 4
Module Code: BDS004
Credit Value: 120
Level: 6
Mode of Delivery: On Campus
Semester: Semesters 1-3
Module Organiser: Dr J Jones & Dr G Lambourn

Pre-requisite modules: BDS001; BDS002; BDS003

1) Content Description
Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This BDS Year 4 120 credit module builds on the previous modules to:

Ensure the students can undertake the range of clinical tasks expected of a primary care dental practitioner in patients of any age.
Develop competency in the range of clinical tasks expected of a primary care dental practitioner in patients of any age.
Introduce students to more complex cases and problems in dentistry and the advanced diagnostic and management techniques to handle these conditions and diseases.
Continue to expand their communication and team working skills as they work with different patients in varied dental environments.
Prepare the student for DFY1 application through Academic Advising and Graduate Attribute.
Facilitate the Selected Study Component (SSC) Elective whereby research projects devised in BDS Year 3 may be carried out or widening their global experience by spending time away from the Institute.

2) Module Aims
Specify the aims of the module, i.e. the broad educational purposes for offering this module.

BDS Year 4 Mole aims to:
Enable students to have the knowledge of a range of contemporary methods of diagnostic and operative dentistry techniques, to enable them to manage the more complex dental problems.
Enable students to have skills on advanced contemporary restorative techniques as would be expected of a primary care practitioner including knowledge of implants, rotary endodontic techniques and periodontal surgery.
Enable students to have knowledge of normal dento-facial growth and development. To allow them to undertake a basic orthodontic assessment, identify treatment need and refer appropriately.
Continue to apply the principles of an evidence-based approach to learning, clinical and professional practice and decision making.
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

<table>
<thead>
<tr>
<th>Academic Content:</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>A1</strong></td>
</tr>
<tr>
<td><strong>A2</strong></td>
</tr>
<tr>
<td><strong>A3</strong></td>
</tr>
<tr>
<td><strong>A4</strong></td>
</tr>
<tr>
<td><strong>A5</strong></td>
</tr>
<tr>
<td><strong>A6</strong></td>
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<tr>
<td><strong>A7</strong></td>
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<td><strong>A8</strong></td>
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<td><strong>A9</strong></td>
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<tr>
<td><strong>A10</strong></td>
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<tr>
<td><strong>A11</strong></td>
</tr>
<tr>
<td><strong>A12</strong></td>
</tr>
<tr>
<td><strong>A13</strong></td>
</tr>
<tr>
<td><strong>A14</strong></td>
</tr>
</tbody>
</table>
### Disciplinary Skills - able to:

<table>
<thead>
<tr>
<th>B1</th>
<th>Identify oral mucosal disease including malignant and potentially malignant conditions and and manage/refer when and where appropriate</th>
</tr>
</thead>
<tbody>
<tr>
<td>B2</td>
<td>Protect the confidentiality of all personal information</td>
</tr>
<tr>
<td>B3</td>
<td>Carry out a comprehensive and appropriate patient assessment to develop a rational differential diagnosis, definitive diagnosis and prioritised treatment plan, including referring patients where appropriate</td>
</tr>
<tr>
<td>B4</td>
<td>Obtain valid informed consent for the proposed treatment from the patient / parent / guardian as appropriate (FC)</td>
</tr>
<tr>
<td>B5</td>
<td>Recognise and manage medical and dental emergencies</td>
</tr>
<tr>
<td>B6</td>
<td>Recognise the signs of abuse or neglect and describe local and national systems and, where necessary implement, procedures for raising concerns</td>
</tr>
<tr>
<td>B7</td>
<td>Describe the aetiology and pathogenesis of diseases of the oral and maxillofacial complex and appropriately manage localized odontogenic infections and trauma in all age groups, including follow up and referral where necessary</td>
</tr>
<tr>
<td>B8</td>
<td>Understand the principles of and practice comprehensive preventative dentistry so as to contribute to the patients long term oral and general health</td>
</tr>
<tr>
<td>B9</td>
<td>Underpin all patient care with a preventive approach that contributes to the patient’s long term oral and general health</td>
</tr>
<tr>
<td>B10</td>
<td>Have knowledge of simple oral surgical procedures and demonstrate extraction of erupted teeth and roots in all age groups and and appropriately manage unerupted teeth and roots.</td>
</tr>
<tr>
<td>B11</td>
<td>Assess and manage caries, occlusion, and toothwear, and, where appropriate, restore and replace the dentition using a range of appropriate treatments and materials whilst utilising the principle of minimal intervention (LDS)</td>
</tr>
<tr>
<td>B12</td>
<td>Assess and appropriately manage the health of the dental pulp and periradicular tissues, including surgical &amp; non surgical treatments in all ages</td>
</tr>
<tr>
<td>B13</td>
<td>Manage patient’s with anxiety and pain appropriately, effectively and safely, including utilisation of sedation or general anaesthesia when indicated, giving patients full information relating to these treatment options</td>
</tr>
</tbody>
</table>

### Attributes:

| C1   | Comply with local and national guidelines in terms of professional development                                                       |
| C2   | Respect patients’ dignity and choices                                                                                              |
| C3 | Communicate appropriately, effectively and sensitively by written and electronic methods and maintain and develop these skills |
| C4 | Act in a manner that would be expected of a professional healthcare provider when dealing with all patients and healthcare professionals to provide the best possible care for each and every patient |
| C5 | Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients |
| C6 | Take responsibility for and act to raise concerns about your own or others health, behaviour or professional performance as described in The Principles of Raising Concerns |
| C7 | Recognise and act within the GDC’s standards and within other professionally relevant laws, ethical guidance and systems |
| C8 | Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients |
| C9 | Accurately assess own capabilities and limitations in the interest of high quality patient care and act within these boundaries |

4) Reading List
Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
<td>Scheduled</td>
<td>100</td>
</tr>
<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>410</td>
</tr>
<tr>
<td>Placement</td>
<td>Placement</td>
<td>200</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
<td>90</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>400</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td></td>
<td><strong>1,200</strong></td>
</tr>
</tbody>
</table>

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>Total Time Spent (in hours)</th>
<th>Percentage of Time Spent</th>
</tr>
</thead>
<tbody>
<tr>
<td>Scheduled learning and teaching</td>
<td>600</td>
<td>50</td>
</tr>
<tr>
<td>Placement</td>
<td>200</td>
<td>15</td>
</tr>
<tr>
<td>Independent Study</td>
<td>400</td>
<td>35</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td><strong>1,200</strong></td>
<td><strong>100</strong></td>
</tr>
</tbody>
</table>

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile

Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice 5</td>
<td>Written Exam</td>
<td>Written</td>
<td>2/3 hours</td>
<td>10%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Clinical Practice 6:</td>
<td>Written Exam</td>
<td>Written</td>
<td>2/3 hours</td>
<td>25%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Integrated Clinical Practice</td>
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<tr>
<td>Coursework 8: Project/Essay</td>
<td>Project Output (not dissertation)</td>
<td>Coursework</td>
<td>5%</td>
<td>Yes</td>
<td>50%</td>
<td></td>
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<tr>
<td>Clinical Practice 7: OSCE</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>2.5 hours</td>
<td>40%</td>
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<tr>
<td>Coursework 9: Clinical Practice</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>20%</td>
<td>Yes</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Coursework 10: Portfolio 7 &amp; LiftUp</td>
<td>Portfolio</td>
<td>Coursework</td>
<td>0%</td>
<td>n/a</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

**Qualifying mark:** A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

**Reassessment**

Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

- Standard Reassessment
- Synoptic Reassessment

**Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)**

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>

**Section 3 - Alternative Assessment Arrangements for Associate Students**

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

**Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

**Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)**

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.
Module Proposal Form (UG)

Sections 1 and 2 must be completed in full. Sections 3 and 4a/4b are only to be completed where the module will be available to associate students with either alternative assessment arrangements (section 3) or as a half module (sections 4a & 4b).

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

Section 1 - Summary Information

Module Title: BDS Year5  
Module Code: BDS005

Credit Value: 120  
Level: 6  
Module Type: MOD  
Scheme: Undergraduate

Start Date: September 2016

Proposed JACS Code: A400  
Clinical dentistry

Further details on JACS codes can be found at http://tiny.cc/g5a6c

Responsible School / Institute: Institute of Dentistry

Schools which will also be involved in teaching part of the module

Collaborating institutions involved in teaching part of the module (if applicable), including the estimated percentage contribution to the module from the collaborative partner

n/a

Responsible School

5MD: Institute of Dentistry (UG)

Subject Exam Board responsible for the module

BDS Part 5 UG

Anticipated Student Registrations

<table>
<thead>
<tr>
<th>Year of Registration</th>
<th>Anticipated Student Intake</th>
<th>Minimum Student Intake</th>
<th>Maximum Student Intake</th>
</tr>
</thead>
<tbody>
<tr>
<td>2016/17</td>
<td>79</td>
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<tr>
<td>2017/18</td>
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<td>79</td>
<td>79</td>
</tr>
<tr>
<td>2017/18</td>
<td>79</td>
<td>79</td>
<td>79</td>
</tr>
</tbody>
</table>
Module Rationale
Provide a rationale for the introduction of the module and specify for which programme(s) of study the module is designed and whether it will be offered as a core, compulsory or option module. If the programme(s) concerned comprise of a number of dedicated pathways / routes the status of the module on each should also be made clear.

This is a core module of the Bachelor of Dental Surgery (BDS) programme. The content of the BDS and all associated modules have been revised in response to the General Dental Council’s (GDC) review of learning outcomes that the newly qualified dentist and other members of the dental team must achieve in order to be eligible for registration.

The BDS curriculum is complex and the publication of the GDC’s new learning outcomes has also presented an opportunity to evaluate and re-organise the structure of the BDS. The proposed programme design will embrace the College’s desire to best prepare students for employment in the 21st Century and also the GDC’s expectation that the learning outcomes will form the foundation upon which a registrant will develop and maintain their knowledge and skills throughout their professional career.

The curriculum has now been organised around five themes:
Scientific Basis of Clinical Practice (BS);
Clinical Practice (CP);
Global Epidemiology and Evidence Based Dentistry (GEEBD);
Professionalism, Teamwork and Social Responsibility (PTSR); and
Academic Advising and Graduate Attributes (AAGA) which will be an integral part of all the main themes.

This Year 5 Module consolidates all the skills learnt in the previous module and to ensure the students are eligible for registration as ‘safe beginners’ with the General Dental Council and for Dental Foundation training.

Resource Requirements

<table>
<thead>
<tr>
<th>By school responsible for module</th>
<th>Lecture Theatres, IT Laboratory, Dental Clinics, Abernethy Classroom, Multi-Disciplinary Laboratory, Small Group Teaching Rooms, Clinical Skills Laboratory Dental Laboratory</th>
</tr>
</thead>
<tbody>
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</tr>
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</table>

Approval of New Module Proposal

The signature of the Heads of School/Institute will be taken as confirmation that the School or Institute can fund the required resources, both internal and elsewhere (for example: staffing, library and computing resources).

Head(s) of School

Farida Fortune

Digitally signed by Farida Fortune
DN: cn=Farida Fortune, o=QMUL, ou=Institute of Dentistry, email=牙科诊所提供的电子签名
Date: 2012-11-14 16:12:59 Z

Head(s) of supporting School
Section 2 - Module Specification

Module Title  BDS Year5  Module Code BDS005

Credit Value  120  Level  6  Mode of Delivery  On Campus  Semester  Semesters 1-3

Module Organiser  Dr J Rogers and Dr T Friel

Pre-requisite modules  Co-requisite modules  Overlapping modules

BDS001; BDS002; BDS003; BDS004

1) Content Description

Provide a description of the module, as it will appear in the Module Directory and on the Student Information System (approx. 70-80 words).

This final BDS Year 5 120 credit module will bring together all the knowledge and skills taught previously to:

Enable students to assess, diagnose and treatment plan patients with dental and orofacial conditions, as would be expected of a primary care practitioner.

Ensure that the students have met their true potential through understanding of their responsibilities as a dental professional as well as maintain their clinical and intellectual skills and adapt to the ever changing world of healthcare.

Ensure that the students meet the GDC standards to join the register as a ‘safe beginner’ and practice as an dental practitioner.

Prepare the students for the Dental Foundation training programme.

2) Module Aims

Specify the aims of the module, i.e. the broad educational purposes for offering this module.

BDS Year 5 aims to:

Consolidate the knowledge of a range contemporary methods of diagnostic and operative dentistry techniques, to enable them to manage the more complex dental problems.

Consolidate the skills for advanced contemporary restorative techniques as would be expected of a primary care practitioner including knowledge of implants, rotary endodontic techniques and periodontal surgery.

Continue to apply the principles of an evidence-based approach to learning, clinical and professional practice and decision making.

Consolidate team work and communication skills for patients, colleagues and peers in a variety of different team situations.
3) Learning Outcomes

Identify the learning outcomes for this module, i.e. knowledge, skills and attributes to be developed through completion of this module. Outcomes should be referenced to the relevant QAA benchmark statements and the Framework for Higher Education Qualifications in England, Wales and Northern Ireland (2008). The SEEC Credit Level Descriptors for Further and Higher Education 2003 and Queen Mary Statement of Graduate Attributes should also be used as a guiding framework for curriculum design.

### Academic Content:

| A1 | Evaluate, for individual patients, the need for more complex treatment and refer appropriately |
| A2 | Describe the principles of epidemiology, psychological and sociological concepts and theoretical frameworks of health, illness, behavioural change and disease |
| A3 | Recognise and explain to patients the range of implant treatment options, their impact, outcomes, limitations and risks |
| A4 | Recognise and evaluate the impact of new techniques and technologies in clinical practice |
| A5 | Discuss the ways in which choice of therapy is informed by: aims of care, modes of action, indications & contraindications, adverse effects, drug interactions (including with complementary medicines), safe monitoring, duration of therapy |
| A6 | Discuss the impact of an individual’s medical or social circumstances on their ability to tolerate proposed treatment |
| A7 | Identify all stages of malignancy, the aetiology and development of tumours and the importance of early referral for investigation and biopsy |
| A8 | Explain when and how to refer patients for specialist treatment and apply to practice |
| A9 | Recognise and evaluate the impact of new techniques and technologies in clinical practice |
| A10 | Explain the role of personal networks with local dental and medical colleagues, specialists and other relevant individuals and organizations |
| A11 | Discuss how to work effectively as part of a team and manage/delegate appropriately |
| A12 | Discuss the principles of information governance and demonstrate how to use information constructively and critically |
| A13 | Explain the effective handling of complaints as described in the Principles of Complaints Handling |

### Disciplinary Skills - able to:

<p>| B1 | Undertake an appropriate systematic intra and extra-oral clinical examination |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>B2</strong></td>
<td>Undertake appropriate special tests and diagnostic procedures</td>
<td></td>
</tr>
<tr>
<td><strong>B3</strong></td>
<td>Formulate an appropriate treatment plan based on the patient assessment and diagnosis</td>
<td></td>
</tr>
<tr>
<td><strong>B4</strong></td>
<td>Develop accurate, complete and appropriate differential diagnosis with appropriate prioritisation after consideration of common and rare conditions</td>
<td></td>
</tr>
<tr>
<td><strong>B5</strong></td>
<td>Take responsibility for ensuring compliance with current best practice guidelines</td>
<td></td>
</tr>
<tr>
<td><strong>B6</strong></td>
<td>Recognise and manage dental and medical emergencies</td>
<td></td>
</tr>
<tr>
<td><strong>B7</strong></td>
<td>Recognise the signs of abuse or neglect and describe local and national systems and, where necessary implement, procedures for raising concerns</td>
<td></td>
</tr>
<tr>
<td><strong>B8</strong></td>
<td>Diagnose and treat localised odontogenic infections and post-operative surgical complications with the appropriate therapeutic agents, and diagnose and refer major odontogenic infections with the appropriate degree of urgency</td>
<td></td>
</tr>
<tr>
<td><strong>B9</strong></td>
<td>Practise accurate pre and post operative assessment of the patient</td>
<td></td>
</tr>
<tr>
<td><strong>B10</strong></td>
<td>Undertake an orthodontic assessment, including an indication of treatment need and refer when and where appropriate</td>
<td></td>
</tr>
<tr>
<td><strong>B11</strong></td>
<td>Identify normal and abnormal facial growth and dental development and explain their significance</td>
<td></td>
</tr>
<tr>
<td><strong>B12</strong></td>
<td>Assess and manage caries, occlusion, and toothwear, and, where appropriate, restore the dentition using the principle of minimal intervention</td>
<td></td>
</tr>
<tr>
<td><strong>B13</strong></td>
<td>Evaluate, for individual patients, the need for more complex treatment and refer appropriately</td>
<td></td>
</tr>
<tr>
<td><strong>B14</strong></td>
<td>Identify and explain appropriately to patients the risks, benefits, complications and contra indications to surgical interventions</td>
<td></td>
</tr>
<tr>
<td><strong>B15</strong></td>
<td>Manage and take responsibility for understanding the management and organisation of local referral networks, local clinical guidelines and policies</td>
<td></td>
</tr>
<tr>
<td><strong>B16</strong></td>
<td>Manage oral mucosal disease and refer when and where appropriate</td>
<td></td>
</tr>
<tr>
<td><strong>B17</strong></td>
<td>Recognise and explain to patiets the range of contemporary orthodontic treatment options, their impact, outcomes, limitations and risks.</td>
<td></td>
</tr>
</tbody>
</table>

**Attributes:**

<p>| | |</p>
<table>
<thead>
<tr>
<th></th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>C1</strong></td>
<td>Recognise and act within the GDC’s standards and within other professionally relevant laws, ethical guidance and systems</td>
</tr>
<tr>
<td><strong>C2</strong></td>
<td>Recognise and act upon the legal and ethical responsibilities involved in protecting and promoting the health of individual patients</td>
</tr>
<tr>
<td><strong>C3</strong></td>
<td>Recognise and take responsibility for the quality of services and devices provided to the patient</td>
</tr>
</tbody>
</table>
Participate in the appraisal, assessment, training and review of colleagues, giving and receiving effective feedback

Accurately assess own capabilities and limitations in the interest of high quality patient care and act within those boundaries

Recognise the significance of own management and leadership role and the range of skills and knowledge required to do this effectively

Recognise the importance of and demonstrate personal accountability to patients, the regulator, the team and wider community

### 4) Reading List

Provide an indicative reading list for the module. This should include key texts and/or journals but should not be an exhaustive list of materials.

8. Rattan R, Chambers R, Wakley G. Clinical Governance in General Dental Practice

### Teaching and Learning Profile

Provide details of the method of delivery (lectures, seminars, fieldwork, practical classes, etc.) used to enable the achievement of learning outcomes and an indicative number of hours for each activity to give an overall picture of the workload a student taking the module would be expected to undertake. This information will form the Key Information Set for each undergraduate programme and will be used to populate the KIS widget found on the QMUL programme information pages. More information can be found online about KIS. You may also wish to refer to the QAA guidance on contact hours when completing this section.

<table>
<thead>
<tr>
<th>Activity Type</th>
<th>KIS Category</th>
<th>Time Spent (in hours)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Lecture</td>
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<td>120</td>
</tr>
<tr>
<td>Tutorial</td>
<td>Scheduled</td>
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</tr>
<tr>
<td>Practical Classes and workshops</td>
<td>Scheduled</td>
<td>650</td>
</tr>
<tr>
<td>Guided independent study</td>
<td>Independent</td>
<td>310</td>
</tr>
</tbody>
</table>

**Total** 1,200

Specify the total module notional study hours. This should be a total of the hours given for each activity. The notional study hours for each academic credit point is 10. A 15 credit point module therefore represents 150 notional study hours.
Activity Type | Total Time Spent (in hours) | Percentage of Time Spent
--- | --- | ---
Scheduled learning and teaching | 890 | 75
Placement | | |
Independent Study | 310 | 25
Total | 1,200 | 100

Use the information provided in the box above to specify the total time spent and the percentage time spent in each category of teaching and learning activity.

Assessment Profile
Provide details of the assessment methods used to assess the achievement of learning outcomes.

<table>
<thead>
<tr>
<th>Description of Assessment</th>
<th>Assessment Type</th>
<th>KIS Category</th>
<th>Duration / Length</th>
<th>% Weighting</th>
<th>Final element of assessment?</th>
<th>Qualifying Mark</th>
</tr>
</thead>
<tbody>
<tr>
<td>Clinical Practice 8</td>
<td>Written Exam</td>
<td>Written</td>
<td>2 hours</td>
<td>20%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Clinical Practice 9:</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>100-150 minutes</td>
<td>30%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Diagnosis, Treatment Plan</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Clinical Practice 10:</td>
<td>Portfolio</td>
<td>Coursework</td>
<td>~150 minutes</td>
<td>30%</td>
<td>Yes</td>
<td>50%</td>
</tr>
<tr>
<td>Case presentations</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
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<tr>
<td>Coursework 11:</td>
<td>Practical Skills assessment</td>
<td>Practical</td>
<td>20%</td>
<td>Yes</td>
<td>50%</td>
<td></td>
</tr>
<tr>
<td>Clinical Practice</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Coursework 12:</td>
<td>Portfolio</td>
<td>Coursework</td>
<td>0%</td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Portfolio &amp; LiftUp</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Qualifying mark: A specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module.

Reassessment
Provide details of the reassessment methods used, specifying whether reassessment is either standard reassessment or synoptic reassessment.

☐ Standard Reassessment
☐ Synoptic Reassessment

Synoptic reassessment details (if you have indicated synoptic reassessment above, please give details)

<table>
<thead>
<tr>
<th>Brief Description of Assessment</th>
<th>Assessment Type</th>
<th>Duration / Length of Examination / Coursework</th>
</tr>
</thead>
</table>
Section 3 - Alternative Assessment Arrangements for Associate Students

This section must only be completed if the module will be made available to associate students in Semester A and where the credit value of the "associate" version is the same as for the main version, and the main version is assessed by exam in May which is not available to the associate students. All other aspects of the module specification remain the same as indicated in Section 2 above. To add alternative assessment arrangements please click 'Add Alternative Assessment'.

Section 4a - Half Module for Associate Students (for a half module to be taught in Semester A)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester A. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester A)'.

Section 4b - Half Module for Associate Students (for a half module to be taught in Semester B)

This section must be completed if the proposed module will take place over 2 semesters but will be made available to single-semester associate students in a half-credit format in Semester B. Modules worth less than 30 credits taken over 2 semesters may not be made available in a half-credit format. To add details for the half module please click 'Add Half Module (Semester B)'.

TPB2012-022
<table>
<thead>
<tr>
<th>Nature of proposal(s)</th>
<th>Module Amendments</th>
</tr>
</thead>
<tbody>
<tr>
<td>Owning School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>
| Title of Proposal(s) being considered | Advanced Mediation Skills (CCDM036)  
                                | Multiparty Negotiation and Mediation (CCDM112)        |
| Outcome requested           | Taught Programmes Board (TPB) is asked to consider and  
                                | approve the proposal(s) identified above and detailed in 
                                | the accompanying documentation. If any conditions of approval 
                                | or recommendations arise through discussion at the Board these 
                                | should be clearly stipulated in the TPB minutes and 
                                | articulated to the proposer.                                   |
| Potential issues identified and comments on the proposal(s) from Academic Secretariat | The documentation presents a proposal to amend the content, delivery and assessment of the two modules.  
                                | The modules amendments are being put forward to the Board 
                                | as the modules are taught by distance learning as part of the 
                                | PGDip in International Mediation.                             |
|                            | No significant issues identified.                      |
This form should be used to propose any of the following **minor** changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- method of assessment / changes in relative assessment weightings

This form must **not** be used to change either the level or the value of the module. If the level or value of a module is to be changed a module proposal form must be submitted as alterations will be needed to the substance of the module. Some changes may also require cross-school approval.

Under the new arrangements for module amendments, School Teaching and Learning Committees will initially consider and approve module amendment. The School should then send the completed, signed module amendment form to the Academic Secretariat to be recorded and scrutinised.

*By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.*

### Summary Information

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Advanced Mediation Skills</th>
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<tbody>
<tr>
<td>Module Code</td>
<td>CCDM036</td>
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<tr>
<td>Credit Value</td>
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<td>Level</td>
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<td>Module Type</td>
<td>MOD</td>
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<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Centre for Commercial Law Studies</td>
</tr>
</tbody>
</table>

Schools also involved in teaching part of the module

---

**Programme(s) of study in which the module is offered:**

- Postgraduate Diploma in International Mediation (Distance Learning)

---

**Module update to start from (insert month/year)**

- January 2013

**Module Organiser**

- Dr Debbie De Girolamo and Mr. Lukasz Rozdeiczer

### Please specify the component(s) to be amended:

<table>
<thead>
<tr>
<th>Component</th>
<th>To Be Amended</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td>✔️</td>
</tr>
<tr>
<td>Content description</td>
<td></td>
</tr>
<tr>
<td>Method of teaching</td>
<td></td>
</tr>
<tr>
<td>Method of assessment</td>
<td>✔️</td>
</tr>
<tr>
<td>Change in syllabus</td>
<td>✔️</td>
</tr>
<tr>
<td>Change in relative assessment weightings</td>
<td></td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
</tr>
</tbody>
</table>
1) Proposed Amendment

Please give precise details of the proposed amendment(s) including the wording of any new title. In the case of changes to the method of assessment / relative assessment weightings for the module, the final element of assessment should be stated and the full details of the existing assessment (description, assessment type, duration, and percentage weighting) should also accompany any proposed revisions.

1. Title: Currently, the title of the course is "Advanced Mediation Skills". It is proposed to change the title to better reflect the core elements of the module: "Negotiation and Mediation Workshop" and the module code to QLLM503.

2. Under the section "Aims" of the Syllabus: Currently, the description speaks of the aim of the module to be aimed at candidates who wish to become mediators and those who want to represent clients in mediation. The change proposes to add reference to negotiation to the aims so that the statement will read as follows: "This course is aimed at candidates who wish to become better negotiators and who seek to develop mediation skills on a pathway to become mediators, and it is aimed at those who want to represent clients in negotiations and mediations."

In addition, a further change is proposed to the current statement that the training aims to build confidence and competence to mediate real cases. The change proposed is to add negotiate to the phrase so that it will read: "Build confidence and competence to negotiate and mediate real cases."

3. Assessment: Currently, the module is assessed as participation (25%) and a written paper/journal (75%). The proposed change is to be as follows: Participation - 25% (assessment of the student's performance during the residential portion of the workshop, including discussions, role plays and exercises) and 5,000 word research essay - 75% (incorporating theoretical and critical analysis and the student’s learning experiences during the residential portion of the workshop). This change is to clarify the research essay requirement to ensure it includes both theoretical and critical analysis with the learning experiences of the residential portion of the workshop.

2) Rationale for the proposed amendment(s)

The rationales for each of the proposed amendments is set out above in section (1) in the discussion about the specific changes to be made. More generally, the proposed amendments are sought primarily in order to improve the delivery of the module and also to better reflect the substantive content of the module as it is currently delivered. The external examiner on the module has been consulted about the proposed amendments.

3) Implications of Amendment

Specify how students’ programme of study might be affected and indicate whether students have been consulted on the proposed change. If the External Examiners have been consulted please insert comments here.

This module is a core element of the Diploma Programme in International Mediation, Distance Learning. This module compliments the core module - Alternative Dispute Resolution (CCDD002) and Multi-party Negotiation and Mediation (CCDM112) optional module. This module has been delivered in prior years and will continue in the same vein. The changes sought reflect a reorganization of the module within the Diploma programme to add clarity to the content of the program and also to the form of assessment (that it is a research essay that is to incorporate a theoretical and critical analysis in the context of the experiences of the workshop exercises and roleplays).

Approval of Module Amendment

TPB2012-023
Module Amendment accepted and logged by the Academic Secretariat?

Head(s) of School

Spyros Maniatis

Digitally signed by Spyros Maniatis
DN: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies, email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2012.11.09 11:11:34 Z

Head(s) of supporting School

Head(s) of supporting School
Module Amendment Form (PG)

This form should be used to propose any of the following **minor** changes to an approved module:

- module title (requires a change in module code)
- content description
- method of teaching
- method of assessment / changes in relative assessment weightings

This form **must not** be used to change either the level or the value of the module. If the level or value of a module is to be changed a module proposal form must be submitted as alterations will be needed to the substance of the module. Some changes may also require cross-school approval.

Under the new arrangements for module amendments, School Teaching and Learning Committees will initially consider and approve module amendment. The School should then send the completed, signed module amendment form to the Academic Secretariat to be recorded and scrutinised.

By hovering over the blank boxes with your cursor further guidance will be displayed to aid completion.

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**Summary Information**

<table>
<thead>
<tr>
<th>Module Title</th>
<th>Multiparty Negotiation and Mediation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module Code</td>
<td>CCDM112</td>
</tr>
<tr>
<td>Credit Value</td>
<td>22.5</td>
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<tr>
<td>Level</td>
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<tr>
<td>Module Type</td>
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<tr>
<td>Scheme</td>
<td>Taught Postgraduate</td>
</tr>
<tr>
<td>Responsible School / Institute</td>
<td>Centre for Commerical Law Studies</td>
</tr>
</tbody>
</table>

Schools also involved in teaching part of the module:

Programme(s) of study in which the module is offered:

- Postgraduate Diploma in International Mediation (Distance Learning)

Module update to start from (insert month/year) January 2013

Module Organiser Dr Debbie De Girolamo

---

**Please specify the component(s) to be amended:**

<table>
<thead>
<tr>
<th>Component</th>
<th>Amended?</th>
</tr>
</thead>
<tbody>
<tr>
<td>Module title</td>
<td></td>
</tr>
<tr>
<td>Content description</td>
<td>✔</td>
</tr>
<tr>
<td>Method of teaching</td>
<td>✔</td>
</tr>
<tr>
<td>Method of assessment</td>
<td>✔</td>
</tr>
<tr>
<td>Change in syllabus</td>
<td>✔</td>
</tr>
<tr>
<td>Change in relative assessment weightings</td>
<td>✔</td>
</tr>
<tr>
<td>Other (please specify below)</td>
<td></td>
</tr>
</tbody>
</table>
Module Amendment accepted and logged by the Academic Secretariat?  □

1) Proposed Amendment
Please give precise details of the proposed amendment(s) including the wording of any new title. In the case of changes to the method of assessment / relative assessment weightings for the module, the final element of assessment should be stated and the full details of the existing assessment (description, assessment type, duration, and percentage weighting) should also accompany any proposed revisions.

Currently, this module has a residential component. A separate module with a residential component is developing into a stand-alone module. Therefore, the changes that are being sought deal with the amendments that need to be made as a result.

1. Learning Outcomes: Currently, it is stated “The goal of the course, in addition to building up the students' knowledge of the field, is to provide them with negotiation and mediation experience, and to sharpen their analytical and interpersonal skills.” The proposed change would result in the statement to be as follows: “The goal of the course is to build students' knowledge of the field, to equip them with a theoretical understanding of and analytical skills in relation to disputing processes as well as an understanding of their practical applications.”

2. With respect to the indicative reading list: Classes 5 and 6 are currently referenced as a residential component to the module. As this will no longer be a component of this module, it is necessary to amend the content of classes 5 and 6. The proposed amendment will be as follows: Classes 5 - 6: Mediation: Process and Issues with an indicative reading list for the classes to include, Julie MacFarlane, Dispute Resolution: Readings and Case Studies (Toronto: Emond Montgomery, 2010) pp. 261-414; Carrie Menkel-Meadow et al., Dispute Resolution: Beyond the Adversarial Model (New York: Aspen, 2011) pp 223-266; Carrie Menkel-Meadow et al, Mediation: Practice, Policy, and Ethics (New York: Aspen, 2006) pp. 443-539.

3. Teaching and Learning Profile: Currently, the description is as follows: “The module will consist of lectures/distance learning sessions and a residential weekend where students over the period of at least two days will engage in multiparty negotiations and mediation.” The proposed amendment would read: “The module will consist of on-line distance learning sessions that may include chat room discussions/tutorials.” Again this change is to reflect the removal of the residential component from the module.

4. Assessment: Currently the assessment is a practical exercise worth 50% and course work worth 50% which included either a negotiation journal, a reaction paper or a think piece with no course work to exceed 5,000 words. The proposed amendment to assessment is as follows: 5,000 word research essay (75% of the mark) and a practical on-line exercise (25% of the mark). Again, this change is to clarify the assessment in light of the removal of the residential component and thus make the assessment more suitable for the content of the course.

2) Rationale for the proposed amendment(s)
The rationales for each of the proposed amendments is set out above in section (1) in the discussion about the specific changes to be made. Generally, the changes deal with the removal of the residential component from the module.

3) Implications of Amendment
Specify how students' programme of study might be affected and indicate whether students have been consulted on the proposed change. If the External Examiners have been consulted please insert comments here.

This module is an optional module for the Distance Learning Diploma in International Mediation. This module complements the core modules of Alternative Dispute Resolution (CCDD002) and the Negotiation and Mediation Workshop (CCDM036). The changes sought reflect a reorganization of the module within the Diploma programme.
### Approval of Module Amendment

<table>
<thead>
<tr>
<th>Head(s) of School</th>
<th>Head(s) of supporting School</th>
<th>Head(s) of supporting School</th>
<th>Head(s) of supporting School</th>
</tr>
</thead>
<tbody>
<tr>
<td>Spyros Maniatis</td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Digitally signed by Spyros Maniatis
DIK: cn=Spyros Maniatis, o=Queen Mary, ou=Centre for Commercial Law Studies, email=s.m.maniatis@qmul.ac.uk, c=GB
Date: 2012.11.09 11:11:54 Z

The draft versions of the 2013 Postgraduate Laws Regulations have been worked on by the Programme Director and the ULIA Programme Manager and incorporates new University of London International Programmes policy and any programme specific regulation changes as required.

These Regulations have been considered and approved by the LLM Management Committee, which is chaired by the Head of the Department of Law of QMUL and the Dean of the Faculty of Law of UCL and whose members include senior academics from the two Colleges.

Since Quality Assurance of the Postgraduate Laws Programme is conducted by Queen Mary, University of London, these Regulations will also be approved by the Taught Programmes Board (TPB) for the Humanities and Social Sciences Faculty and Schools of Queen Mary, University of London.

The TPB is asked to approve the 2013 Postgraduate Laws Regulations and the 2013 Regulations for the Provision of Individual Modules Related to Postgraduate Laws, which are attached.

All changes, other than formatting, from the 2012 Regulations are shown as tracked changes.

The following substantive changes have been incorporated into the 2013 Postgraduate Laws Regulations:

1) A statement for students with specific access requirements (pages 9-10).

2) A new section of the Programme Specification about life after the Programme (“After Graduation” on page 13).

3) Two new regulations about attempting examinations withdrawn from or not entered for (Regulations 5.5 and 5.6).

4) Syllabus changes to two courses not yet offered for study:
   a) Following completion of the Study Guide for “Law on financial transaction”, the author has proposed certain amendments to the Syllabus. There are no students registered for this course yet.
   b) Following completion of the Study Guide for “Private law aspects of the law of finance”, the author has proposed an amendment to the Syllabus of Module B: the
sub-item “The law of tracing in financial transactions” should be deleted. There are no students registered for this course yet.

Some minor Programme-specific changes have been made:

5) Courses that have become available since the 2012 Regulations have been included.

6) New course launch dates have been incorporated and references updated.

In addition, there have been a great many changes made to the draft 2013 Regulations to reflect changes in the General Regulations of all University of London International Programmes. There is little or no choice about the form or content of these changes, which are applied to all Regulations of the University of London International Programmes. The vast majority of tracked changes shown are in this category.

It should be noted that the 2013 Regulations for the Provision of Individual Modules Related to Postgraduate Laws are derived from the 2013 Postgraduate Laws Regulations, with adaptations to the study of individual modules rather than full awards.
# University of London International Programmes

Programme Specification and Regulations for the Master of Laws degree (LLM), Postgraduate Diploma in Laws and Postgraduate Certificate in Laws

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TPB2012-024
Important information regarding the Programme Specification and Regulations

About this document

Last revised [enter date, i.e. 05/11/2012]

This Programme Specification is presented in support of our commitment to the nationally agreed reference points for assuring the quality and standards of higher education, known as the UK Quality Code for Higher Education. Further information can be found at: www.qaa.ac.uk/assuringstandardsandquality/Pages/default.aspx

This document contains all the regulations for a specific programme(s). It is divided into two parts: the Programme Specification and the Detailed Regulations (which includes relevant Appendices). The Programme Specification sets out the core regulatory information about the programme and is supplemented by the Detailed Regulations. The document also contains a Glossary which defines certain terms used within this document and a section containing details about related documents and sources of information which a student is likely to need at different times in their studies.

Some regulations are general regulations, which means that they apply to all University of London International Programmes at a given level of study. These regulations are marked with (GR) next to the paragraph number.

Students registered for any of the programmes covered by this programme specification and detailed regulations are required to comply with procedures, deadlines and instructions issued by the University, including the University of London Regulations. The University is not responsible for any consequences arising from a student’s failure to comply with the regulations, procedures, deadlines or instructions.

On all matters where the regulations need to be interpreted, or are silent, the University’s decision is final.

For the duration of a student’s registration for a specific programme, core elements (set out in the Programme Specification) of that programme will remain unchanged unless appropriate consultation with students has taken place. However, the Programme Specification and Regulations are reviewed and published annually, and certain programme details are subject to change. Each year’s programme specification and detailed regulations replace those of the previous year, and students must ensure that they always refer to the current year’s version. Changes for registered students will be introduced as follows:

- Two years’ notice will be given when a module is withdrawn, when a syllabus is substantially amended, when a prerequisite for a module is introduced, and when the assessment method for a module is changed.
- Five years’ notice will be given if the University decides to withdraw the programme.
- All other regulations may be amended without notice. If a change to the regulations is considered to have an adverse effect on students, appropriate student consultation will take place prior to introducing the change to a current student cohort. Normally, major changes to a programme will only be introduced for a new cohort of students.

Examples of changes to the regulations which can be considered to have an adverse effect for registered students are significant changes to the structure of the programme, changes to the progression rules in the programme, changes to the weighting of modules and changes to pass marks or the classification of the award.

Students registered for the programmes covered by this programme specification and regulations are registered with the University of London International Academy. The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes.
All University of London International Programmes adhere to the University's agreed policies for academic programmes and awards.

Every effort is taken to ensure the accuracy of the material produced by the University of London International Programmes and likewise, the content contained within the pages of this document. This document contains links to third-party sites; the University of London International Programmes is not responsible for the content of these sites. Likewise, references and links to any such websites should not be taken as an endorsement by the University of opinions expressed or services provided at those sites.
Title and name of awards
See Glossary for an explanation of terms.

- Master of Laws (LLM)
- Postgraduate Diploma in Laws
- Postgraduate Certificate in Laws

Students may specialise in certain areas of the law and can have their specialisation named in the final diploma for the award provided they satisfy the Examiners in their selection of courses and modules (as appropriate). Only one specialisation may be named on the final diploma.

Students can progress from the Postgraduate Certificate to the Postgraduate Diploma and then onto the LLM; students can accumulate these awards as they progress.

Students registered for the LLM may also receive the awards of the Postgraduate Diploma in Laws and Postgraduate Certificate in Laws as long as they have satisfied the relevant requirements for those awards. Similarly, students registered for the Postgraduate Diploma in Laws, who satisfy the relevant requirements, may also receive the award of the Postgraduate Certificate.

There is also the provision for students to register for individual modules of the programme on a stand-alone basis.

Students graduating with a University of London award will be sent two documents: a final diploma ‘parchment’, and a diploma supplement. The final diploma will indicate registration with the University of London and the award of a University of London Degree or Diploma, incorporating the University of London logo and signature of the Vice-Chancellor, and indicating that Queen Mary and UCL were the Lead Colleges involved. The diploma supplement will describe the nature, level and content of the programme that has been successfully completed, including a transcript of modules taken and marks achieved as well as the overall classification. It also provides further information about the role of the Lead College and method of study.

Level of the programmes
The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA).

The awards are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):
- Master of Laws (LLM) - Masters degree - Level 7
- Postgraduate Diploma - Level 7
- Postgraduate Certificate - Level 7

Relevant QAA subject benchmarks group(s)
See the QAA website for information.

Law
www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

Awarding body
University of London

Registering body
University of London International Academy
Accreditation by professional or statutory body

Students wishing to become lawyers are advised to contact the legal professional body in the jurisdiction where they hope to practice to find out if these programmes will satisfy, or contribute to, their requirements for the academic stage of legal training.

Language of study and assessment

See also section 4 of the Detailed Regulations.

Mode of study

Find further details about student support in the student handbook.

Distance and flexible study

Programme structures

See full details in section 1 of the Detailed Regulations.

The LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws consist of a number of courses. Each course is divided into four modules, with the exception of one course which is divided into two double modules (double modules count as two modules).

For each programme of study, a student may be examined in a set number of modules from no more than four courses, as follows:

- LLM – 16 modules from four complete courses;
- Postgraduate Diploma in Laws – 10 modules from a maximum of four courses;
- Postgraduate Certificate in Laws – five modules from a maximum of four courses.

Students who progress between the programmes of study (for example students progressing from the Postgraduate Certificate to the Postgraduate Diploma and then to the LLM) will not be permitted to be examined in modules from more than the maximum of four courses over the duration of their registration as an International Programmes Student.

A student who wishes to specialise in an area of the law and who wishes the specialisation to be named on the final diploma for the award is required to select and satisfy the examiners in a defined number of courses or modules from the chosen specialisation.

Refer to Appendix C of the Detailed Programme Regulations for more information on specialisation.

There are some courses where restrictions are placed on the order in which modules must be studied. There is also advisory guidance on the order in which some courses should be attempted (refer to the Appendix A – Syllabuses for full details). Apart from these specific restrictions, modules may be attempted in any order.

Subject to appropriate fee payment, a student may change their choice of module provided they have not attempted the assessment for the module concerned. A maximum of four modules may normally be changed in this way.

Students registered for the LLM of the University of London who are following a programme of study with either a College or an Institute of the University may transfer to the Postgraduate Laws programme. Students permitted to enrol will be given credit for all LLM modules/courses previously passed at the respective College/Institute of the University. The name of all previously passed modules/courses will appear on the student’s transcript. The mark obtained at the examination at which the course/subject was passed will count towards the student's award on the Postgraduate Laws programme.
Students who have obtained a Postgraduate Certificate in Law or a Postgraduate Diploma in Law from a College or Institute of the University of London may be considered for accreditation of prior learning for up to one third of the programme. All applications will be considered on an individual basis and at the discretion of the University.

Details of credits and accreditation of prior learning are to be found in section 2 of the Detailed Regulations.

Previously, International Programmes students registered for the LLM (Old Regulations) were permitted to transfer their registration to, or to enrol for, the LLM degree, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws. Registration for the LLM (Old Regulations) has now been discontinued.

Further details are in Appendix D and section 11 of the Detailed Regulations

Students may take up to a maximum of four modules as individual modules on a stand-alone basis instead of registering for the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws.

Full regulations governing individual modules can be found in the Regulations for the provision of individual modules related to Postgraduate Laws Programme document

The maximum and minimum periods of registration, from a student’s effective date of registration, are:

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<th>Programme</th>
<th>Minimum</th>
<th>Maximum</th>
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<tr>
<td>Postgraduate Certificate in Laws</td>
<td>Six months</td>
<td>Five years</td>
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<tr>
<td>Postgraduate Diploma in Laws</td>
<td>One year</td>
<td>Five years</td>
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<tr>
<td>LLM</td>
<td>One year</td>
<td>Five years</td>
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Full details are in section 3 of the Detailed Regulations.

To be considered for the award of the LLM a student must have:
- attempted the assessment for four complete courses, composing of a total of 16 modules and
- obtained an overall average mark of at least 50% in each of those four courses and
- achieved, in each course, a minimum mark of 50% in three modules and no less than 40% in any one module. In all cases, where a student attempts a double module a minimum of 50% must be achieved in that double module.

To be considered for the award of the Postgraduate Diploma in Laws, a student must have:
- attempted the examinations for a total of 10 modules selected from no more than four courses and
- obtained an overall average mark of at least 50% over those ten modules and
- obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
- achieved in no more than two modules, not being modules of the same course, a minimum mark of 40% and at least 50% in all other modules attempted. In all cases where a student attempts a double module, a minimum of 50% must be achieved in that double module.

To be considered for the award of the Postgraduate Certificate in Laws, a student must have:
- attempted the examinations for a total of five modules selected from no more than four courses and
- obtained an overall average mark of at least 50% over those five modules and
- obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
- achieved in no more than one module, a minimum mark of 40% and at least 50% in all other modules attempted. In all cases where a student attempts a double module, a minimum of 50% must be achieved in that double module.

At the discretion of the Board of Examiners, the LLM, the Postgraduate Diploma and the Postgraduate Certificate may be awarded with Merit (normally awarded to a student who obtains an average mark of 60-69% in the modules which contribute to the award, with at least half of those modules having a mark of 60% or more) or with Distinction (normally awarded to a student who obtains an average mark of 70% or more in the modules which contribute to the award, with at least half of those modules having a mark of 70% or more).

See section 8 of the Detailed Regulations
To progress from the Postgraduate Diploma in Laws to the LLM or the Postgraduate Certificate in Laws to the Postgraduate Diploma in Laws, a student must:

- have already satisfied the entrance requirements for the LLM or Postgraduate Diploma in Laws (as appropriate)

or

- have successfully completed the requirements for the programme of study for which they are registered.

Students who progress to the LLM or Postgraduate Diploma in Laws will be required to achieve an average of 50% in any course completed in full following progression.

Find full details in section 7 of the Detailed Regulations

Credit value of modules

Where credits are assigned to modules of a programme, credit indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved.

The credit value indicates the amount of learning in terms of notional study hours, and the level of learning in terms of depth, complexity and intellectual demand.

For the Postgraduate Laws programme, credits are assigned to the modules as follows:

**European Credit Transfer System (ECTS)**

In terms of the European Credit Transfer System (ECTS):

- A module is the equivalent of 6 ECTS credits.
- A double module is the equivalent of 12 ECTS credits.
- A course is the equivalent of 24 ECTS credits.

Upon successful completion, the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws are equivalent to the following ECTS credits:

- LLM degree – 96 ECTS credits
- Postgraduate Diploma in Laws – 60 ECTS credits
- Postgraduate Certificate in Laws – 30 ECTS credits

Further information about the credit systems used by universities in the UK and Europe is available in:


**Entrance requirements**

See [www.londoninternational.ac.uk](http://www.londoninternational.ac.uk) for details on the application process.

Students with specific access arrangements should refer to section 12 of the Detailed Regulations.

An applicant must satisfy the relevant entrance requirements given in this section. In order to be considered for admission as an International Programmes student, applicants must also submit an application that is in accordance with the procedures and deadlines set out in the appropriate prospectus.

For the LLM applicants are required to have at least one of the following:

- Obtained the LLB of the University of London with at least Second Class Honours (excepting that a candidate who obtained the LLB Pass degree before 1969 may make a special application)

Or
• Obtained a first degree, in a subject appropriate to the LLM, of a university in a Member State of the European Union, with a result considered by the University of London to be equivalent to at least Second Class Honours

Or

• Obtained a first degree, in a subject appropriate to the LLM, of an acceptable university outside the European Union, with a result considered by the University of London to be equivalent to at least Second Class Honours

Or

• Obtained a Masters degree, in a subject appropriate to the LLM, of a university in a Member State of the European Union or of an acceptable university outside the European Union

Or

• Passed either the Bar Vocational Course (BVC) of England and Wales or the Qualifying Examination of the Solicitors Regulation Authority of England and Wales or the corresponding examinations in Scotland or Northern Ireland, where in either case the student has also obtained a Second Class Honours degree of a UK university (or an educational institute of university rank) or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institute of university rank)

Or

• Obtained either the Common Professional Examination or an equivalent Diploma in Law where in either case the applicant has also obtained a Second Class Honours degree of a UK university (or an educational institute of university rank) or an overseas qualification of an equivalent standard obtained after a course of study extending over not less than three years in a university (or educational institute of university rank)

Or

• Qualified as a solicitor or barrister in England or Wales, or the equivalent outside England or Wales

Or

• Obtained a Postgraduate Diploma in law from a College or Institute of the University of London.

In these admission criteria, a degree 'in a subject appropriate to the LLM' means a first degree with substantial law content.

For the Postgraduate Diploma in Laws applicants are required to have at least one of the following:
• Obtained a degree of the University of London with at least Second Class Honours

Or

• Obtained a degree of a university in a Member State of the European Union, with a result considered by the University of London to be equivalent to at least Second Class Honours

Or

• Obtained a degree of an acceptable university outside the European Union, with a result considered by the University of London to be equivalent to at least Second Class Honours

Or

• Obtained a Masters degree of a university in a Member State of the European Union, or of an acceptable university outside the European Union

Or

• Obtained a Postgraduate Certificate in law from a College or Institute of the University of London.

For the Postgraduate Certificate in Laws applicants are required to have at least one of the following:
• Obtained a degree of the University of London

Or

• Obtained a degree of a university in a Member State of the European Union

Or

• Obtained a degree of an acceptable university outside the European Union

Or

• At least five years relevant work experience, such as accounting, banking, finance, insurance, law or policing.
English language proficiency

For awards at FHEQ level 7, applicants must have an advanced level of ability to work in English. Applicants whose first language is not English must provide satisfactory evidence showing that they have passed within the previous three years a test of proficiency in English at the following minimum level:

- IELTS with an overall grade of at least 6.5 with a minimum of 6.0 in each sub-test; or
- TOEFL with a score of 600, or 250 on the computerised test plus a Test of Written English (TWE) of at least 4.5, or 100 on the iBT (internet-based Test); or
- a test of proficiency in English language from the prescribed list published by the University. An applicant may be considered for admission to the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws who alternatively submits evidence of:
- Substantial education (minimum of eighteen months) conducted and assessed in English;
- Or
- Substantial work experience (minimum of eighteen months) conducted in English.

The entrance procedures are detailed at:
www.londoninternational.ac.uk/applications-and-admissions
and specific programme entrance requirements can be found at:
www.londoninternational.ac.uk/courses/postgraduate/llm

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission, the University may, at its discretion, consider the application. In exceptional circumstances, an applicant who does not satisfy the foregoing requirements may be permitted to enrol for the LLM, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws if the University is satisfied that by reason or his or her background, experience and professional qualifications (if any) the applicant is fit to follow the course of study.

Internet access

All students registered for the first time in 2012 or thereafter are required to have regular internet access, allowing them to access the following resources:

- The student portal
- The University of London email address
- Details of their student records
- Programme resources on the VLE (as applicable)
- Programme resources on the University of London International Programmes website
- The Programme Specification and Regulations for their programme of study
- The University Regulations and the University of London International Programmes Student Charter

If a student can justifyably demonstrate that they do not have regular access to the internet to access the required resources, then in these circumstances, a student may formally contact the Programme Director to request for alternative special arrangements to be made. Please note however that not all non-essential materials can be made available as hard copies.

Although access to the Internet is not an entrance requirement for the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, applicants are advised to have internet access in order that they may benefit from the information and support given in the eCampus. Further information is given in the Student Handbook.

Where an applicant does not meet the prescribed Entrance Requirements, the University may permit enrolment to the LLM, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws if satisfied that by reason or background, experience and professional qualifications (if any) the applicant is fit to follow the course of study.

Students with Specific Access Requirements

Students with specific access requirements should refer to section 12 of the Detailed Regulations.

The University of London International Programmes welcomes applications from students with disabilities and/or specific access requirements. It aims to provide the appropriate support to enable students with
specific access requirements to have the same chance as all other students to successfully complete their studies.

Every reasonable effort will be made to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully. Students with a disability or others who may need special arrangements to assist in taking examinations (such as separate room or special aids) should complete the relevant section of the application form, or contact the Inclusive Practice Manager. Requests will be considered by a University panel, which aims to ensure that students with specific access requirements are neither advantaged nor disadvantaged when compared with other students.

Sources of funding and scholarships
Information about potential sources of funding and scholarships is updated annually and available on the prospectus web pages.

For information, please see www.londoninternational.ac.uk

Educational aims and learning outcomes of the programmes
These programmes offer a wide range of courses to choose from and students may specialise in a number of areas. The programme aims are therefore quite broad in nature. The main educational aims are to offer a challenging and flexible scheme of study which advances students engagement with a whole range of legal themes. It is intended that students will be encouraged to develop a range of transferable and subject specific expertise using their initiative and thinking out problems themselves.

The programmes aim to:
- further develop forensic legal skills such as analysis, critical evaluation, logical thinking and argument;
- assist students to develop the tools needed to undertake individual legal research;
- provide students with knowledge and understanding of the contexts in which laws operate. For example the political, social, cultural and business contexts;
- provide students with the skills needed to understand complex and advanced issues in law;
- allow students to develop an advanced intellectual engagement with some of the most difficult legal problems;
- facilitate self-development into professionally organized and interactive individuals by practicing skills of selection, assimilation and communication;
- promote intellectual curiosity.

The learning outcomes of the programmes are as follows:

Knowledge and understanding
A student will be able to:
- deal with complex legal issues both systematically and creatively;
- make sound judgments and appropriate decisions in complex legal situations and in the absence of complete data;
- communicate conclusions clearly to legal and non-legal audiences;
- demonstrate self-direction and originality in tackling and solving advanced legal problems;
- identify and retrieve up-to-date legal information, using paper and electronic sources;
- have the appropriate capacity and motivation to continue to advance their legal knowledge and understanding, and to develop new skills to a high level

Intellectual and cognitive
A student will be able to:
- research issues and conduct detailed analysis of available information;
- critically analyze arguments and understand when and how these might be flawed or invalid;
- assimilate and lucidly evaluate alternative views;
- formulate coherent and persuasive interpretations and arguments;
- respond with insight and sensitivity to complex, unfamiliar and controversial arguments and debates;
- act autonomously in planning and implementing tasks at a professional level.
Transferable skills
A student will be able to:

- use problem solving skills in a range of situations;
- use fluent and effective communication and discussion skills in a written context;
- have a capacity to handle ideas and scrutinize information in critical, evaluative and analytical ways;
- be open minded and exercise initiative and personal responsibility;
- manage their own learning, including working effectively to deadlines;
- organise information, and to assimilate and evaluate competing arguments.

There is no set intellectual progression route through the studies. Students can choose the courses (and modules within courses) to study that are most interesting or relevant to them. The sequence of study through each course has been developed by the course academic team, in consultation with the Programme Director, to ensure that, where necessary, study builds upon fundamentals.

Students studying for the LLM have more practice and experience of studying at the higher level and will develop a greater sophistication of thinking as they work through the courses and modules.

Teaching, learning and assessment strategies
The programme is primarily taught using study guides which are published and made available on the eCampus or in print throughout the year as they become available. Study guides introduce each topic in the form of lessons, activities and assignments. The study guides include tools to assist student in the development of the skills of information search, comprehension and analysis and the generation of original and thoughtful assignments. Study guides are supported by readers which contain copies of recent articles, cases and legislation to help direct student reading. Textbooks are provided for each course studied and a ‘Recent developments in Law’ booklet is sent to students in Spring of each year to ensure that students have up-to-date information. Assessment may be set on recent developments. Other than these resources students have access to an Online Library which provides a range of full-text, multidisciplinary databases. Students are expected to research and analyse information for themselves.

Although students are not required to participate in the eCampus, they are advised to do so. Students will be able to communicate with each other, engage in dialogue, and develop and negotiate conclusions with others, which are key components in the acquisition of knowledge, understanding and transferable skills.

Advice and practical information such as study techniques, planning, preparation for assessment is available in the Student handbook. Students manage their own learning.

Each course is assessed by unseen written examination which will consist of questions structured to allow students to demonstrate that they have acquired appropriate knowledge and understanding. The way that students research and manage data, solve problems, evaluate ideas and the organisational skills they use to structure answer allows the standard of intellectual and transferable skills to be assessed.

Assessment criteria for the programme will indicate the level at which these skills have been achieved.

Assessment methods
The LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws are all assessed by 100% unseen written examinations. There is no dissertation. Every module carries equal weight except that double modules are the equivalent to two modules.

Each module of each course will be assessed by one 45 minute unseen written paper (double modules will be assessed by one 90 minute unseen written paper), which shall be completed without aids unless otherwise prescribed.

In all papers, questions may be set on developments within the scope of the syllabus up to 1 January in the year of the examination. Examinations are offered twice a year, in May and October, and are held at examination centres throughout the world.

Find full details of the assessment and the scheme of award in sections 4 and 8 of the Detailed Regulations.

Student support and guidance
There is further information on support and guidance in the student handbook.

The following summarises the support and guidance available to students:
Extensive study guides tailored to distance-learning requirements are available in print, and through the eCampus;

Textbooks provided for each course;

Readers of selected articles, cases and legislation provided for most modules to help direct student reading;

Recent developments in Law booklet published in Spring each year;

Skills Guide to develop study skills, introduce legal English and refine examination skills;

Student handbook containing:
- Programme section includes information about the resources available and how to access them and procedures for assessment and examinations. The Student handbook also gives study skills advice;
- General Section gives information which is common to all University of London International Programmes. It reflects the student life cycle and gives information about matters of importance from the start of a students’ relationship with the University of London International Programmes through to their graduation. This section also puts the Regulations in context for the student;

Access to a Student Portal, from which students can access the Virtual Learning Environment, eCampus;

A University of London email account and web area for personal information management;

Access to an Online Library which provides a range of full-text, legal-specific databases as well as other relevant multidisciplinary databases (including Academic Search Complete and ABI/Inform). University of London library - registered students may use the resources located within the Senate House Library;

Regulations, containing full details of syllabuses, programme structure, assessment regulations, degree classification criteria, etc.;

Past examination papers and Examiners’ commentaries which provide generic feedback from assessment;

The Postgraduate Laws programme web pages;

The Student Charter is intended to state key mutual obligations between the University of London International Programmes and its International Programmes students.

At an extra cost, students may:
- attend locally based teaching institutions – students must make their own arrangements to work with institutions which provide full-time classes, regular part-time classes or occasional revision sessions. These institutions are not affiliated with the University in any way and the University does not guarantee or comment on the standards of their teaching or service to students.

See www.londoninternational.ac.uk/distance-flexible-learning/student-charter for further information.

Quality evaluation and enhancement

Refer to the University of London International Programmes website for its policies and procedures in quality assurance.

The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes. The policies, partnerships and systems are defined within our key documents: The Quality Framework, the Quality Assurance Schedules, Guidelines for Examinations and Detailed Regulations for each programme.

Parity of award standards

- Every programme of study is developed and approved by a Lead College, or Consortia, to the same standards and requirements as would be applied in the Lead College(s);
- Learning materials are written and examinations are set and marked by academic staff employed or chosen by the Lead Colleges, who are required to apply the University’s academic standards.

Review and evaluation mechanisms

Procedures are in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all University of London International Programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.
Annual programme reports are prepared in order to enhance individual programmes and to plan ahead;

Periodic programme reviews are conducted on a 4-6 year cycle to review how a programme has developed over time and ensure that it remains current and up-to-date;

Annual External Examiner reports are prepared by independent External Examiners to confirm that a programme has been assessed properly and meets the appropriate academic standards;

Comprehensive student information statistics are reviewed annually and feed into all systematic reporting within the University of London International Academy.

Student feedback mechanisms

- Annual Student Experience Surveys collect programme level feedback according to the student lifecycle and the stages reached by students in their learning. In addition some Lead Colleges schedule their own modular or unit level surveys;
- Virtual Learning Environments (VLEs) provide the opportunity for informal feedback and discussion;
- University of London International Academy committees and sub-committees include student membership where appropriate. Some programmes recruit their own student representatives at the programme level.

The Committee Zone on the University of London International Programmes website provides further information on the governance structure, including Terms of Reference, Agendas and Papers and can be accessed via: www.londoninternational.ac.uk/our-global-reputation/governance

This Programme Specification is presented in support of our commitment to the nationally agreed reference points for assuring the quality and standards of higher education, known as the UK Quality Code for Higher Education. Further information can be found at: http://www.qaa.ac.uk/AssuringStandardsAndQuality/code-of-practice/Pages/default.aspx

After Graduation

Possible routes to further study

Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area – whether to be undertaken at Queen Mary, UCL, or elsewhere.

Possible graduate employment routes

Law students and professionals frequently pursue a Postgraduate Laws award to gain expertise in a specialised field of law, e.g. tax law or international trade law. A Postgraduate Laws award indicates that a lawyer has acquired advanced, specialist legal training and is qualified to work in a multinational legal environment. It could also help someone broaden the scope of their current role; for example, if they are in a generalist management role, it could allow them to take on legally-related aspects.

Careers advice and resources

The University of London’s Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students, at any stage of their career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups or online, through the e-Advice service. Students may also make use of the dedicated careers library.

For further information, please see www.thecareersgroup.co.uk or www.c2careers.com/

The Alumni Association

Membership of the International Programmes Alumni Association is free and open to all former students of the University of London International Programmes. This is a diverse community of over 150,000 alumni in more than 190 countries, including local chapters and social networking groups, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.londoninternational.ac.uk/alumni, www.facebook.com/londonalumni and http://linkd.in/alumniassociation.
1 **Structure of the programme**

Appendix A and Appendix B give the full structure and content of the programme. Appendix C provides information on Specialisations.

1.1 As indicated in the Programme Specification, the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws consist of a number of courses. Each course is divided into four modules, with the exception of Jurisprudence and legal theory which is divided into two double modules.

1.2 The following terms are used to describe the structure of the programmes:

- A module is one quarter of a course.
- A double module is half of a course.
- A course is the equivalent of one quarter of the LLM degree.
- A specialisation is a grouping of related courses and their modules.

1.3 For each programme, a student may be examined in a set number of modules from no more than four courses, as follows:

- LLM - 16 modules from four courses.
- Postgraduate Diploma in Laws - 10 modules from a maximum of four courses.
- Postgraduate Certificate in Laws - five modules from a maximum of four courses.

1.4 Appendix A lists the courses (including the modules into which they are divided and the syllabuses) that constitute the Postgraduate Laws programme. Not all courses listed in Appendix A are available for study/examination in the current year. Appendix B lists the modules of courses available for examination in the current year. Information regarding course availability is currently reviewed on a six-monthly basis. Information about any additional courses which will become available for a first examination in the October examination session will be given in a Regulations supplement published in July each year, if applicable.

1.5 Applications for accreditation of prior learning or credit transfer may be accepted for the Postgraduate Laws programme subject to certain specifications listed in section 2 of the Detailed Regulations.

1.6 (GR)

Find details on credits and accreditation of prior learning in section 2.

1.7 (GR)

It is a student’s responsibility to ensure that their choice of modules complies with the current regulations.

1.8 Availability of modules may vary from year to year.

1.8 A student who has paid the fee for a particular module will be permitted to change their choice of module provided they have not attempted the examination for the module concerned. A change-of-module fee is payable. A maximum of four modules may be changed in this way. A student may be permitted to change more than four modules at the discretion of the University.

Progression between the programmes of study

For information about how to progress through the degree, see section 7 of the Detailed Regulations.

1.9 Students can progress from the Postgraduate Certificate to the Postgraduate Diploma and then onto the LLM; students can accumulate these awards as they progress.
1.10 A student who progresses between the programmes of study (for example students progressing from the Postgraduate Certificate in Laws to the Postgraduate Diploma in Laws and then to the LLM) will not be permitted to select modules from more than the maximum of four courses over the duration of their registration as an International Programmes student.

For information on transfers see section 11 of the Detailed Regulations.

Individual modules

1.11 The University offers individual modules of courses of the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws as individual modules on a stand-alone basis. A student may apply to register for up to a maximum of four modules as individual modules instead of registering for the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws.

Full regulations governing individual modules (previously referred to as short courses) can be found in the Regulations for the provision of individual modules related to the Postgraduate Laws Programme document.

Credit values of modules and courses

1.12 Modules and courses have the following credit values in terms of the European Credit Transfer System (ECTS):

- A module is the equivalent of 6 ECTS credits.
- A double module is the equivalent of 12 ECTS credits.
- A course is the equivalent of 24 ECTS credits.

1.13 Upon successful completion, the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws are equivalent to the following ECTS credits:

- LLM degree – 96 ECTS credits
- Postgraduate Diploma in Laws – 60 ECTS credits
- Postgraduate Certificate in Laws – 30 ECTS credits

Specialisations

1.14 A student may choose to specialise in a particular area of the law as listed in Appendix C. A student who wishes the specialisation to be named on the final certificate for the award is required to select and satisfy the Examiners in a certain number of courses or modules (as appropriate) from the chosen specialisation within their total number of courses or modules as follows:

<table>
<thead>
<tr>
<th>Required number of courses or modules from the chosen specialisation</th>
<th>LLM</th>
<th>Postgraduate Diploma in Laws</th>
<th>Postgraduate Certificate in Laws</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three complete courses</td>
<td>Eight modules</td>
<td>Four modules</td>
<td></td>
</tr>
</tbody>
</table>

1.15 Where a student satisfies the Examiners in more than the required number of modules from a particular specialisation, the highest marks will count for classification purposes.

1.16 In order for the specialisation to appear on the certificate for the LLM, a student must indicate the title of their chosen specialisation on the examination entry form for their final examinations.

1.17 In order for the specialisation to appear on the certificate for the Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, a student must indicate the title of their chosen specialisation when they apply for the award.
A student who receives credit for law-related FHEQ Level 7 or equivalent level courses previously passed at a College or Institute of the University of London will be informed whether the credits awarded can contribute towards a particular specialisation.

A FHEQ Level 7 course would usually be the equivalent of a Masters level programme.

A student who receives credit for law-related courses previously passed at a College or Institute of the University of London will be informed whether the credits awarded can contribute towards a particular specialisation.

A FHEQ Level 7 course would usually be the equivalent of a Masters level programme.

A student will not be permitted to change their choice of specialisation once the specialisation has been requested and the award given.

A student who fails to indicate the title of their chosen specialisation(s), or who is awarded the Postgraduate Certificate in Laws or Postgraduate Diploma in Laws automatically, will receive the award(s) without specialisation.

A student who is awarded an award without specialisation, will not be permitted to request a specialisation at a later date.

Not more than one specialisation may be named on the final certificate for any award. Different specialisations, however, may appear on each of the three possible awards.

Learning materials and the eCampus

Learning materials for new courses are published and made available to students throughout the year as they become available. Students are advised, however, not to sit examinations for any sections if they have had access to the materials for less than six months.

An indication of the materials that are new or updated each year is given in the eCampus. It is a student’s responsibility to ensure that they have up-to-date materials for the modules they are studying each year.

A student registered for the Postgraduate Laws programme will have access to the eCampus. During participation in the eCampus and during all other online activities, students must observe the eCampus rules of conduct for online behaviour given in the Student handbook.

Transfer to the LLM, Postgraduate Diploma or Postgraduate Certificate

Previously, International Programmes Students registered for the LLM (Old Regulations) were permitted to transfer their registration to, or enrol for, the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, under certain provisions. All registrations for the LLM (Old Regulations) have now expired.

See previous Regulations for full details on the provisions

A student registered for the LLM of the University of London, who is following a programme of study with either a College or an Institute of the University, may apply to transfer their registration to the University of London International Programmes’ LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws.

Full details are in section 7 and section 11 of the Detailed Regulations.
2 Credit transfer and accreditation of prior learning

See the Glossary for definition of credit and accreditation of prior learning.

2.1 (GR)
The University reserves the right to review the credit transfer and accreditation of prior learning policy in respect of all awards each year. The credit transfer and accreditation of prior learning regulations in this document relate therefore to applications for the awards given in the programme specification, received between 1 January 2013 and 31 December 2013.

2.2 (GR)
No credit transfer or accreditation of prior learning will be granted unless an application has been made in accordance with the instructions given on the University of London International Programmes website. Applicants are required to pay the credit transfer or accreditation of prior learning application fee. See www.londoninternational.ac.uk for procedures and deadlines for applying for accreditation of prior learning.

2.3 (GR)
All applications are considered on an individual basis and credits and accreditation of prior learning awarded are at the discretion of the University.

Credit transfer

2.4 (GR)
A student who satisfies the entrance requirements for an award and who is appropriately qualified may be considered for credit transfer in specified modules. An application cannot, however, be considered after a student has entered for the examination in the module(s) concerned.

Students should refer to Regulation 2.5 for details on study considered appropriate for credit transfer.

2.5
Students who have previously passed a law-related FHEQ Level 7 or equivalent level course at a College or Institute of the University of London may be considered for credit transfer.

A FHEQ Level 7 course would usually be the equivalent of a Masters level programme.

2.6 (GR)
Where credit is given, the mark obtained for the module previously studied may be carried forward to the student's record and will contribute towards their award, in accordance with the scheme for award.

2.7 (GR)
The University will produce a final transcript detailing the modules for which credit transfer was awarded and the year of study.

Accreditation of prior learning (APL)

2.8 (GR)
A student who satisfies the entrance requirements for an award and who is appropriately qualified may apply for accreditation of prior learning (APL) mapped against specified modules. An application will be considered on the basis of successfully completed studies at an appropriate level.

A student who is awarded accreditation of prior learning for a specific module is considered to be exempt for this module. This means that the student is considered to have completed the module for the purposes of progression within the programme. Students should refer to Regulation 2.9 for details on study considered appropriate for accreditation of prior learning.

2.9
Students who have obtained a Postgraduate Certificate in law or a Postgraduate Diploma in law from a College or Institute of the University of London may be considered for accreditation of prior learning.

2.10 (GR)
APL is at the discretion of the University and may not be permitted for all programmes. Where APL is permitted, a student can only be considered for up to one third of the programme award concerned.
2.11 Students registered for the Postgraduate Certificate in Laws may apply for APL for no more than one module. Students registered for the Postgraduate Diploma in Laws may apply for APL for no more than three modules (cumulatively). Students registered for the Master of Laws (LLM) may apply for APL for no more than five modules (cumulatively).

Regulations set by Professional and Accrediting Bodies may impose further restrictions to the amount of accreditation of prior learning that is recognised. Students should seek further advice with regards to their specific programme.

2.12 (GR) APL can only be awarded for whole named modules, not for a part of a module. Accreditation of prior learning cannot be granted for a dissertation element, project of final examination of a programme award at FHEQ Level 7.

2.13 (GR) APL is normally only awarded for whole modules mapped at FHEQ Level 7 or higher.

2.14 (GR) A decision to give APL is valid for a limited time only and as indicated in the University’s confirmation of APL. If a student does not enter an examination within this period, the offer of APL will lapse and it will be necessary to make a fresh application.

2.15 (GR) An offer of APL is valid only for the particular module and programme of study for which the offer has been awarded. APL will no longer be valid if the programme is withdrawn before the student registers. A student who transfers their registration to another programme may be required to submit another application for accreditation of prior learning.

2.16 (GR) A student may not study again, and is not permitted or required to be examined in, the modules against which APL has been mapped and granted.

2.17 (GR) The mark obtained for a module for which APL has been awarded, will not be carried forward to the student's record and will not contribute towards the award.

2.18 (GR) APL cannot be considered after a student has entered the examination for the relevant module.

2.19 (GR) If a student has failed the examination for a module, they may not at a later stage apply for APL from that failed module.

3 Registration

Effective date of registration

See Glossary for the definition of ‘effective date of registration’.

3.1 For the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws, a student’s effective date for registration will depend on the date of enrolment as follows:

- 1 May – for students who enrol by 15 April
- 1 December – for students who enrol by 10 November

3.2 A student’s effective date of registration determines when they can enter their first examination after registration for the programme:

- A student whose date of registration is 1 December may enter their first examinations in the following May.
A student whose date of registration is 1 May may enter their first examinations in October of the same year.

A student who does not satisfy the requirement given above will not be permitted to enter examinations until a subsequent examination session.

Period of registration

3.3 (GR)

Each programme will specify the minimum and maximum periods of registration permitted at any award within the following limits:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Minimum</th>
<th>Maximum</th>
</tr>
</thead>
<tbody>
<tr>
<td>Postgraduate Certificate in Laws</td>
<td>Six months</td>
<td>Five years</td>
</tr>
<tr>
<td>Postgraduate Diploma in Laws</td>
<td>One year</td>
<td>Five years</td>
</tr>
<tr>
<td>LLM</td>
<td>One year</td>
<td>Five years</td>
</tr>
</tbody>
</table>

A Postgraduate Certificate may not be completed in less than six months. A Master’s degree and Postgraduate Diploma may not be completed in less than one year.

No reduction in the minimum period of registration will be permitted.

See the Programme Specification for programme minimum and maximum periods of registration.

3.4

A student who transfers from the Postgraduate Certificate in Laws to the Postgraduate Diploma in Laws will have the maximum period of registration of five years for the Diploma counted from the date of registration for the Postgraduate Certificate.

3.5

A student who transfers from the Postgraduate Diploma in Laws to the LLM will have the maximum period of registration of five years for the degree counted from the date of registration for the Postgraduate Diploma, unless the student had transferred to the Postgraduate Diploma from the Postgraduate Certificate in Laws in which case the student will have the maximum period of registration of five years for the degree counted from the date of registration for the Postgraduate Certificate.

3.6

A student who is registered for individual modules and has been permitted to proceed from an individual module to the Postgraduate Certificate, Postgraduate Diploma or LLM will be given a new period of registration as an International Programmes Student, effective from the date of registration for the Postgraduate Certificate, Postgraduate Diploma or the LLM. The maximum period of registration permitted will be the same as for all other students registered for the same programme.

3.7 (GR)

A student who has not completed all the requirements of an award within the maximum period of registration as given in the programme specification, may apply to extend their registration for one further year or may apply to renew their registration for a further maximum period for the programme for which they are registered.

Extension and renewal of registration is at the discretion of the University which will take into account the progress made by the student during any previous registration. If the student’s application for renewal or extension is approved, the subsequent registration will be subject to the regulations that apply at the time of renewal. A fee will be payable.

Procedures for renewal and extension of registration can be found in the student handbook.

Confirmation of continuing study

The continuing registration procedure is sent out annually to students.

3.8 (GR)

To maintain their registration with the University, a student must confirm their continuing study annually and pay the appropriate fees by the given deadlines.
Notwithstanding Regulation 3.8, the failure to confirm continuing study will not affect a student’s registration, nor their academic progress or standing, on the Postgraduate Laws programme. There is no annual continuing registration fee for students registered on the Postgraduate Laws programme.

Cancellation of registration

A student may cancel their registration at any time. Section 10 gives refund information.

Registration of former students of the University

In addition to satisfying the entrance requirements given in the Programme Specification, an applicant who was previously either registered as an International Programmes student or enrolled at a College of the University of London must have paid the University or College all due fees and accounts. An applicant who fails to satisfy this condition will not be permitted to register, or to register again, as an International Programmes student.

An applicant who has previously received a University of London award, or whose registration with the University was terminated because they had exhausted the permitted number of attempts at an examination, may apply to register again as an International Programmes student for a programme of study in a different subject or field of study.

Registration of an applicant who has previously received a University of London award, or whose registration with the University was terminated due to exhausting the permitted number of attempts at an examination, for a programme of study in the same subject or field of study, is at the discretion of the University and may not be permitted for all programmes. All applications will be considered on an individual basis.

It is at the University’s discretion to determine whether a student who registers again for an award under paragraph 3.12 can receive credit for any modules previously passed.

A student who receives credit for modules previously passed will not be permitted to re-enter the examination for those subjects.

A student who is permitted to register again will be required to pay a new registration fee. The student will receive a new maximum period of registration relevant to that programme.

Assessment for the programme

Regulations 4.13, 4.30, 4.32, 4.33, 4.34 and 4.35 do not apply to the Postgraduate Laws programme.

A student sitting an examination must comply with the rules given in the Notice to Candidates, which accompanies the Admission Notice, in addition to those given in this section.

Assessment methods

See Glossary for the definition of ‘examination’ and ‘written paper examination’.

As indicated in the Programme Specification, each module is assessed individually by one 45 minute unseen written paper examination, with the exception of Jurisprudence and legal theory.
4.3 Jurisprudence and legal theory comprises two double modules. Each double module will be assessed by one 90 minute unseen written paper examination.

4.4 Every module carries equal weight except that double modules are the equivalent to two modules.

4.5 Each module will be allocated five minutes reading time and each double module will be allocated ten minutes reading time.

4.6 In all papers, questions may be set on developments within the scope of the syllabus up to 1 January in the year of the examination.

4.7 No dissertation may be submitted as part of the Postgraduate Laws programme.

4.8 (GR) All examinations will be based on the syllabuses that are current for the year of the examination concerned. A student must ensure that they have studied the correct syllabuses.

4.9 (GR) An examination is governed by the regulations in force at the time of the examination and not at the time that a student was initially registered or first attempted the examination concerned, except where the conditions for changing regulations with notice apply.

See the Important Information for information on changing regulations.

4.10 (GR) Where necessary, Examiners may change the format or rubric of a written paper examination, from that of the previous year, without giving prior notice to students.

4.11 (GR) Examinations by written paper are held at established examination centres worldwide. In countries where there is an established examination centre, a student must use the facilities provided by that centre. The University will not establish an alternative centre in those countries, but will endeavour to assist those students requiring special examination arrangements where possible.

See the website for the list of examination centres: http://www.londoninternational.ac.uk/exams

4.12 (GR) All examinations are held at the discretion of the examination centre and are subject to any conditions they may impose.

4.13 (GR) Oral and aural examinations, if applicable, are normally held only in London. Permission to take oral/aural examinations at an examination centre other than London is dependent on the ability of the examination centre to make arrangements acceptable to the University for the conduct of the examinations. A student for whom arrangements to take the oral/aural examinations outside of London cannot be made may apply for permission to take these examinations in London and the written paper examinations elsewhere in the United Kingdom and Ireland or overseas.

Date of examinations

4.14 Written paper examinations take place on two occasions each year, normally May and October.

4.15 (GR) At any examination session, all students will be examined by the same written paper examination, on the same date, at the same time, except where there are unavoidable delays in the arrangement. However, the University reserves the right to set different papers in the same subject in separate countries and in different time zones.
4.16 (GR)
Where delays are unavoidable in countries other than the United Kingdom, the examination centre will
arrange for the relevant examinations to be taken with as little deviation as possible from the original dates
and times assigned to them. A student must abide by these revised arrangements. However, the University
reserves the right not to mark an examination taken at a different time from that prescribed.

Sitting examinations

The full examination entry procedure is in the student handbook.

4.17 (GR)
A student who wishes to sit an examination in any given year must:

- have registered with the University as an International Programmes student for the relevant
  programme of study
- have entered for the examination in accordance with the University's and the appropriate examination
  centre’s instructions and deadlines and paid all relevant fees
- have an effective date of registration on or before:
  - 1 December if entering their first examinations in the following May
  - 1 May if entering their first examinations in October of the same year.

4.18 (GR)
A student is required to apply to the relevant examination centre for permission to sit the examination. The
University cannot accept responsibility for making examination arrangements on behalf of a student. It is
entirely at the examination centre's discretion to accept or refuse an entry to an examination.

4.19 (GR)
A fee is normally charged by all examination centres. This fee is payable by a student each time they make an
examination entry. The University is not responsible for this fee and cannot influence the level of fee charged.

A student will be charged £50 per examination paper when using the University of London as an examination
centre.

4.20 (GR)
A student must write the answers to all examinations in English, except where the syllabus or rubric for a
written paper examination for a particular subject indicates otherwise.

4.21 (GR)
The University reserves the right to require a student sitting a written paper examination to remain in the
examination room or its precincts for the duration of the relevant examination.

4.22 (GR)
All examination scripts are the property of the University and will not be returned to students. All question
papers will be retained by the University.

4.23 (GR)
A student who finds handwriting difficult due to medical or learning difficulties must apply to the University for
special arrangements to be made. The University will not transcribe illegible scripts. Any script deemed
illegible by the Board of Examiners will be assigned a mark of zero and a fail result will be given. This will
count as an examination attempt.

In order to apply for special examination arrangements, contact special.arrangements@london.ac.uk
See also section 12, Students with specific access requirements

Materials and aids permitted within the examination room

Aids permitted in examinations are noted in the module outlines/syllabuses in Appendix B.

4.24 (GR)
Examinations must be completed without aids, unless indicated otherwise in the individual module
descriptions. A definitive list of materials permitted in the examination room will also be sent to students who
have entered an examination with the Admission Notice/timetable.
4.25 Statutes and other materials may not be brought into the examination room unless specifically permitted by the Board of Examiners.

4.26 The University will not provide statutes or other documents in the examination room unless specifically stated in the definitive list sent out with the Admission Notice/timetable.

4.27 A student may use underlining and/or coloured highlight markers to annotate materials taken into the examination, but all other forms of personal annotation on statutes and other materials permitted to be taken into the examination are strictly forbidden.

4.28 Markers in the form of plastic tags to flag material are permitted, provided that tags are no wider than 2 cm, are attached firmly to the relevant pages, contain no more than two words of identification, and are visible when volumes are closed.

4.29 It is an examination offence to take into, or use in, the examination room any unauthorized materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be given to the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must hand them to the Invigilator on request.

4.30 (GR) Calculators may be used in examinations where indicated in the syllabus.

4.31 (GR) Without exception, electronic devices with communication capability are forbidden in the examinations. This includes personal digital assistants (PDAs) and mobile phones.

4.32 (GR) The use of calculators in the examination is strictly controlled. Calculators may only be used in examinations where indicated in the module description for the module concerned.

4.33 (GR) Calculators will not be provided by the University. A student is responsible for providing their own calculator and for ensuring that it is in working order for the examination. A student must ensure that they have an alternative means of calculation in case their calculator fails during the examination (i.e. a second calculator which must also comply with the specification below) or must be prepared to continue the examination without a calculator. Borrowing another student’s calculator during the examination is not permitted. If a student uses an electronic calculator in an examination, they must indicate on their examination script the name and type of machine used.

4.34 (GR) Where calculators are permitted, the specifications listed below will apply, unless otherwise indicated in the module description and on the Notice for candidates for the module concerned.

Calculators must:
- be hand held, compact and portable
- be quiet in operation
- have no external wires
- be non-programmable
- not be capable of receiving, storing or displaying user supplied non-numerical data

The use of a calculator that communicates or displays textual, graphical or algebraic information (other than error messages) is strictly forbidden.

4.35 (GR) If a student uses a calculator that does not comply with the above specification, they will be considered to have made an assessment offence and will be subject by the rules governing such offences.

See section 6 for assessment offences and penalties.
It is an examination offence to take into, or use in, the examination room any unauthorised materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be given to the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must hand them to the Invigilator when requested to do so.

**Illness during examinations**

4.37 (GR)
A student who thinks that illness or other circumstances may have affected their performance in an examination must immediately inform the Student Assessment Office ensuring that notification is received within three weeks of their last examination. A supporting medical certificate or other certification obtained at the time of illness must be provided at the same time. Notification received more than three weeks after the date of the last examination will not be taken into account.

**Administrative re-check of marks**

See [the resources section in the student portal](http://my.londoninternational.ac.uk/). Students can request an administrative re-check of marks online or contact [uolia.rechecks@london.ac.uk](mailto:uolia.rechecks@london.ac.uk).

4.38 (GR)
A student may apply to the University for their results to be re-checked if they think a mark received is due to an administrative error.

4.39 (GR)
A student who wishes to apply for an administrative re-check of marks must do so by specific deadlines and by following the procedure set out on the University of London International Programmes website.

A request for an administrative re-check of marks received after the given deadlines cannot be processed.

4.40 (GR)
A student who wishes to apply for an administrative re-check of marks must pay an administrative fee which is refundable in the event that an error is found.

4.41 (GR)
The University will not consider appeals against examination results that are made on academic grounds.

For information on the procedure for representations concerning the decisions of the Boards of Examiners, refer to the University of London Regulations, [www.london.ac.uk](http://www.london.ac.uk).

Students transfer all intellectual property rights in their examination scripts to the University.

**5 Number of attempts permitted at an examination**

5.1 (GR)
A student who fails to satisfy the Examiners in an examination, and who has yet to satisfy the conditions to be considered for the relevant award, may be permitted or required to make one further attempt at that examination.

5.2 For students registered for the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws programmes, the maximum number of attempts permitted at any examination is two as follows:

- a student who obtains 40% or greater but less than 50% in any module at a first attempt may choose to make a second attempt at the examination for that module
- a student who obtains less than 40% in a module at a first attempt must make a second attempt at the examination
- a student who obtains 50% or more in any module will not be permitted to make a second attempt at the examination for that module.
5.3 (GR)
A student who enters an examination hall to attempt a written paper examination will be considered to have made an examination attempt. Subject to the programme regulations, absence from an examination will not count as an attempt.

Students enrolled in the Postgraduate Laws programme however should also refer to the provision given in Regulation 5.4

5.4
If a student has made an examination entry for more than one module that is scheduled for the same sitting, by entering the examination hall the student will be considered to have attempted all modules entered, irrespective of whether they remain in the examination hall.

Students who have entered for examinations scheduled for the same sitting and who later decide they do not wish to sit a specific examination, should ensure they have formally withdrawn so as to not be considered to have attempted all modules.

5.5
Students must make a formal entry to the examination of a module; if a student sits an examination for a module without having made a formal entry to that examination, the attempt will not count and the script will not be marked.

5.6
If a student formally withdraws their examination entry from a module but subsequently sits the examination of that module in the same examination session, the attempt will not count and the script will not be marked.

5.7 (GR)
A student who receives a result of ‘Pass’ or ‘Fail’ in any examination will be considered to have made an attempt.

A student is strongly advised not to make a second attempt at a failed examination at the next possible sitting. A student failing an examination in May of a given year is advised to re-sit that examination not before the following May. A student failing an examination in October of a given year is advised to re-sit that examination not before the following October.

5.8 (GR)
A student may not make a further attempt at any examination already passed or for which specific accreditation of prior learning or credit has been awarded.

A student obtaining 50% or more in an examination will be considered to have passed

5.9 (GR)
The result awarded for a subsequent attempt at an examination will supersede the mark or grade previously awarded for that examination unless other provision is given in the detailed programme regulations. However all marks will appear on the diploma supplement.

Students enrolled in the Postgraduate Laws programme should refer to the provision given in Regulation 5.8.

5.10
The highest mark achieved for any module, at either the first or second examination attempt, will take precedence (but also see paragraph 5.10).

5.11
Students who have been awarded the Postgraduate Certificate in Laws or Postgraduate Diploma in Laws who progress to the Postgraduate Diploma in Law or LLM, as appropriate, may make a further attempt at any module with a mark of 40% or greater but less than 50%. Marks obtained for modules that contributed to the earlier awards will be fixed. The mark(s) obtained for any module at the second attempt will not be taken into account for the earlier awards under any circumstances.

5.12 (GR)
If, on the final attempt at the examination for any module, a student receives the result ‘Fail’, their registration for the degree will cease unless the Board of Examiners recommend otherwise.

Students registered for the LLM or Postgraduate Diploma in Laws should also refer to the provision given in Regulation 5.12.
A student registered for the LLM or Postgraduate Diploma in Laws who fails to satisfy the Examiners in the examination for a module at the second attempt shall be permitted to transfer their registration to either the Postgraduate Diploma in Laws or Postgraduate Certificate in Laws and to continue to attempt to satisfy the requirements for that award if they have not already done so.

If a student registered for the LLM or the Postgraduate Diploma in Laws does not transfer their registration to the Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, as applicable, and they have exhausted the permitted number of attempts, their registration will be terminated.

A student whose registration has been terminated because they have exhausted the permitted number of attempts but who has satisfied the requirements for the Postgraduate Certificate in Laws and/or Postgraduate Diploma in Laws shall still receive these awards.

### Assessment offences and penalties

Regulations 6.8, 6.9 and 6.10 do not apply to the Postgraduate Laws programme.

#### 6.1 (GR)
It is an examination offence for a student to take into, or use in, the examination room any unauthorised materials, aids, instruments or equipment which may be used to their advantage. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. This includes the use of unauthorised programmable calculators or the use of permitted materials that have been personally annotated such as statutes. All such materials or aids must be deposited with the Invigilator before the examination starts. A student who takes any unauthorised materials, aids, instruments or equipment into the examination room must surrender them to the Invigilator on request. Failure to comply with a reasonable request from an Invigilator constitutes an examination offence.

For further rules on materials and aids permitted in the examination, see section 4.

For fuller details on assessment offences and how to avoid them see the student handbook.

#### 6.2 (GR)
A student must not pass any information between themselves and another student during an examination of a written paper. This includes written, verbal and gestural communication. A student may not act in collusion with another student or any other person, nor copy from another student, their books, notes, instruments, computer files, other materials or aids, nor engage in any similar activity. Any of these activities constitutes an examination offence.

#### 6.3 (GR)
It is an examination offence to remove from the examination hall stationery or other materials that have been supplied by the University or examination centre for examination purposes.

#### 6.4 (GR)
Plagiarism is the copying and use of someone else’s work, whether intentionally or unintentionally, as if it were the student’s own. Another person’s work includes any source that is published or unpublished including words, images, diagrams, formulae, audio recordings, computer code, ideas and judgements, discoveries and results. Plagiarism is an examination offence.

#### 6.5 (GR)
All work submitted as part of the requirements for any examination must therefore be expressed in the student’s own words and incorporate their own ideas and judgements.

#### 6.6 (GR)
Software may be used, at the discretion of the University, to assist with the detection of plagiarism in individual elements or the whole part of a student’s assessment (for example assignments, projects, reports or dissertations).

#### 6.7 (GR)
Direct quotations from the published or unpublished work of another person must always be clearly identified as such and a full reference to the source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism in the same way as an unacknowledged quotation from a single source. Equally, if another person’s ideas or judgements are
summarised, students must refer to that person in the text and give details of the work to which reference is made.

6.8 (GR)  It is an examination offence to submit work which has been written jointly by two or more persons, unless expressly permitted in section 4 of this the programme specifications and regulations.

6.9 (GR)  Assignments, essays, projects, reports, dissertations and other similar work must therefore be the student’s own work and must be written without the assistance of other people, except where expressly permitted in section 4 of the Detailed Programme Regulations. A student will be required to submit a signed declaration for all such work submitted, stating that they understand what is meant by plagiarism, and confirming that the work submitted is entirely their own and that the use of published or unpublished works of other people has been acknowledged in accordance with the University’s requirements.

6.10 (GR)  It is the responsibility of the student to safeguard their assignments, essays, projects, reports, dissertations and other similar work and to prevent them from being copied by other students.

6.11 (GR)  The examination offences listed above will be treated as cheating or irregularities of a similar character under the provisions of the Procedures for the Consideration of Allegations of Examination Offence of the University’s Regulations (Regulation 1 Appendix 6 and, as appropriate, Appendix 7). Under these Regulations, students found to have committed an offence may have the results of their examinations withheld and may be excluded from all future examinations of the University.

For the University’s Regulations, see www.london.ac.uk/

7 Progression within the programme

7.1 (GR)  Within the limits given below a student may decide when they are examined, the number of modules they attempt each year and the order in which modules are examined. A student does not have to be examined every year.

See section 4 for method of assessment.

Number of modules permitted at an examination

LLM degree

7.2  A student registered for the LLM who decides to enter examinations at the first available examination session after registration is permitted to attempt a minimum of one module and a maximum of nine modules. At all subsequent examination sessions, a maximum of 16 modules may be attempted.

7.3  A student registered for the LLM who decides not to enter examinations at the first available examination session after registration is permitted to attempt a minimum of one module and a maximum of 16 modules at all subsequent examination sessions.

7.4  A student registered for the LLM is not permitted to attempt more than two double modules at any one examination sitting.

Postgraduate Diploma in Laws

7.5  A student registered for the Postgraduate Diploma in Laws who decides to enter examinations at the first available examination session after registration is permitted to attempt a minimum of one module and a maximum of nine modules. At all subsequent examination sessions, a maximum of 10 modules may be attempted.
7.6 A student registered for the Postgraduate Diploma in Laws who decides not to enter examinations at the first available examination session after registration is permitted to attempt a minimum of one module and a maximum of 10 modules at all subsequent examination sessions.

7.7 A student registered for the Postgraduate Diploma in Laws is not permitted to attempt more than two double modules at any one examination sitting.

Postgraduate Certificate in Laws

7.8 A student registered for the Postgraduate Certificate in Laws is permitted to attempt a minimum of one module and a maximum of five modules at any examinations session.

7.9 A student registered for the Postgraduate Certificate in Laws is not permitted to attempt more than two double modules at any one examination sitting.

The sequence of assessment of modules

7.10 Each course consists of four modules. A student may enter for the examination of modules in any order apart from the requirements set out below.

7.11 Whether attempting all four modules of a course at the same examination session or over more than one examination session, a student must follow the sequence specified under the individual course/module syllabuses in Appendix A.

Additional advice on the previous knowledge or understanding a student is expected to have in order to undertake a particular course/module is given in the syllabuses in Appendix A.

Progression between the Postgraduate Certificate and the Postgraduate Diploma in Laws

7.12 (GR) There is no automatic progression between the Postgraduate Certificate and the Postgraduate Diploma. Satisfactory completion of the Postgraduate Certificate does not in itself guarantee entry to the Postgraduate Diploma. In order to proceed to the Postgraduate Diploma, a student registered must normally successfully complete all the prescribed certificate subjects at the required level and receive a recommendation from the Examiners that they may proceed.

However, students registered for the Postgraduate Certificate in Laws should refer to 7.13

7.13 A student registered for the Postgraduate Certificate in Laws shall automatically progress to the Postgraduate Diploma in Laws, provided that:

- they have already satisfied the entrance requirements for the Postgraduate Diploma in Laws, as appropriate

Or

- they have successfully completed the requirements for the programme of study for which they are registered.

7.14 A student who progresses to the Postgraduate Diploma in Laws will be required to achieve an average of 50% in any course completed in full following progression.

See also Appendix E for the Scheme of Award

7.15 (GR) A student who is allowed to progress from the Postgraduate Certificate or Postgraduate Diploma may be credited with the modules successfully passed.
7.16 Notwithstanding Regulation 7.15, a student who progresses from the Postgraduate Certificate or Postgraduate Diploma will be credited with the modules successfully passed.

7.17 (GR) Previous attempts at the examinations for the Postgraduate Certificate or Postgraduate Diploma will count towards the number of attempts permitted at modules of the degree.

Progression between the Postgraduate Diploma in Laws and the LLM degree

7.18 (GR) There is no automatic progression between the Postgraduate Diploma and the LLM degree. Satisfactory completion of the Postgraduate Diploma does not in itself guarantee entry to the degree. In order to proceed to the LLM degree, a student registered must normally successfully complete all the prescribed diploma subjects at the required level and receive a recommendation from the Examiners that they may proceed.

Students registered for the Postgraduate Diploma in Laws should refer to 7.19

7.19 A student registered for the Postgraduate Diploma in Laws shall automatically progress to the LLM, provided that:

- they have already satisfied the entrance requirements for the LLM
- or they have successfully completed the requirements for the programme of study for which they are registered.

7.20 A student who progresses to the LLM will be required to achieve an average of 50% in any course completed in full following progression.

See also Appendix E

7.21 (GR) A student who progresses from the Postgraduate Diploma to the degree will be credited with 10 modules.

7.22 (GR) Previous attempts at the examinations for the Postgraduate Diploma in Laws will count towards the number of attempts permitted at the LLM.

Progression from an individual module

See also the separate document, Regulations for the provision of individual modules related to the Postgraduate Laws Programme

7.23 (GR) Successful completion by formal assessment of an individual module or modules may be taken into account for admission to a related or unrelated certificate, diploma or degree. Credit for that individual module(s) may also be considered provided that application is made within three years of the completion of the relevant module or modules. Neither admission nor credit is automatic.

See Glossary for definitions of related and unrelated awards.

7.24 (GR) A student who does not successfully complete the formal assessment for an individual module will be permitted to proceed to a certificate, diploma or degree provided they satisfy the entrance requirements for that certificate, diploma or degree.

7.25 (GR) All applications for progression from an individual module to a Postgraduate Certificate, Postgraduate Diploma or LLM degree will be considered on an individual basis and permission to progress, and, where appropriate, to receive credit, will be at the discretion of the University.


8 Schemes of award

For students with a registration date of 1 May 2006 or earlier

8.1 Students with an effective registration date of 1 May 2006 or earlier, should use the Scheme of Award listed in Appendix E. See Appendix E for details.

For students with a registration date of 1 December 2006 or later

See Appendix F - Assessment Criteria - for information on how to achieve a particular mark.

8.2 To be considered for the award of the LLM, a student must have:

- attempted the examinations for four complete courses, comprising a total of 16 modules (or the equivalent where double modules are attempted) and
- obtained an overall average mark of at least 50% in each of those four courses and
- achieved, in each course, a minimum mark of 50% in three modules and no less than 40% in any one module. In all cases where a student attempts a double module, a minimum of 50% must be achieved in that double module.

8.3 To be considered for the award of the Postgraduate Diploma in Laws, a student must have:

- attempted the examinations for a total of 10 modules (or the equivalent where double modules are attempted) selected from no more than four courses and
- obtained an overall average mark of at least 50% over those ten modules and
- obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
- achieved, in no more than two modules, not being modules of the same course, a minimum mark of 40% and at least 50% in all other modules attempted. In all cases where a student attempts a double module, a minimum of 50% must be achieved in that double module.

8.4 To be considered for the award of the Postgraduate Certificate in Laws, a student must have:

- attempted the examinations for a total of five modules (or the equivalent where double modules are attempted) selected from no more than four courses and
- obtained an overall average mark of at least 50% over those five modules and
- obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
- achieved, in no more than one module, a minimum mark of 40% and at least 50% in all other modules attempted. In all cases where a student attempts a double module, a minimum of 50% must be achieved in that double module.

Refer to section 5 of the Detailed Regulations

8.5 Notwithstanding the provisions above, a student who obtains between 40-49% in any module at the first attempt are advised, within the provisions of the Regulations, to make a second attempt at the examination concerned. A student who obtains 50% or more in any module will not be permitted to make a second attempt in the module concerned.

8.6 The LLM, Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws are awarded without classification.
Requirements for the award of Merit and Distinction

8.7 At the discretion of the Board of Examiners, the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws may be awarded with Merit or with Distinction.

8.8 A mark of Merit will normally be awarded to a student who obtains an average mark of 60-69% in the modules which contribute to the award, with at least half of those modules having a mark of 60% or more.

8.9 A mark of Distinction will normally be awarded to a student who obtains an average mark of 70% or more in the modules which contribute to the award, with at least half of those modules having a mark of 70% or more.

8.10 A mark of Merit or Distinction will not normally be awarded to a student who has failed any module.

9 Receiving the final Diploma and Diploma Supplement

Final Diploma and Diploma Supplement

9.1 (GR) A student who is granted an award will receive the following Graduation documents under the seal of the University:

- A final Diploma certificate.
- A Diploma Supplement, which is a detailed record of a student’s studies.

See Glossary for a further explanation of a diploma supplement. Students should note that the delivery of Graduation documents may take 3-6 months.

9.2 The date of the award to a successful student will be determined by the date of the last examination that contributes to that award as follows:

- 1 August for students who successfully complete the final examination(s) that contributes to that award in May
- 31 December for students who successfully complete the final examination(s) that contributes to that award in October.

9.3 A student registered for the LLM degree may also receive the awards of the Postgraduate Diploma in Laws and Postgraduate Certificate in Laws provided they satisfy the requirements for those awards. Similarly, a student registered for the Postgraduate Diploma in Laws, who satisfies the relevant requirements, may also receive the award of the Postgraduate Certificate.

9.4 The LLM degree will be awarded automatically. The Postgraduate Diploma in Laws and Postgraduate Certificate will be awarded upon request only, except in the circumstances of paragraphs 9.11 and 9.12.

9.5 All three awards may be awarded with a specialisation. A student who wishes for a specialisation to be named on the final diploma for the award are required to follow the rules given in section 1.

Refer to section 1 of the Detailed Regulations for more information on specialisations.

Eligibility for an award

9.6 (GR) To be eligible for an award of the University, a student must have:

- registered with the University as an International Programmes student for the relevant programme of study
- satisfied the requirements for the relevant award and complied with the regulations for the programme concerned in all respects
• made satisfactory payment to the University of all due fees and accounts.
The University reserves the right not to grant the award to a student who fails to satisfy any of these
conditions.

Applying for awards

Refer to the Student handbook for further information

9.7
The Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws will **not** be awarded
automatically except for students, whose registration has been terminated or has expired. Any registered
student who satisfies the necessary requirements and wishes to receive the Postgraduate Diploma in Laws or
the Postgraduate Certificate in Laws, **must apply** to be granted those awards.

9.8
A student may apply for an award:
Either
• at the point they make an examination entry for examinations that, if successfully completed, would
qualify them for the award

Or
• after they have satisfied the requirements for the award but before they make their final examination
entry for the Postgraduate Laws Programme.

9.9
A student who does not request the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws at,
or prior to, their final examination entry for the Postgraduate Laws Programme will **not** be awarded these
awards at a later date, except in the circumstances of paragraphs 9.11 and 9.12.

Intermediate awards

See **Glossary** for definition of ‘intermediate award’.

9.10
An intermediate award or awards (i.e. a related certificate or diploma) may be granted to a student registered
for the LLM or Postgraduate Diploma in Laws in the following circumstances:
• At the discretion of the Board of Examiners, a student who does not complete the programme of study
or who does not satisfy the Examiners (at the level required for the award) in all subjects may be
considered for the award of the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws
(as appropriate). Such students will be required to have satisfied the Examiners (at the level required
for the award concerned) in the subjects that comprise the Postgraduate Diploma in Laws or the
Postgraduate Certificate in Laws.

• At the discretion of the University, a student may be considered for the award of the Postgraduate
Diploma in Laws or the Postgraduate Certificate in Laws, provided that they have satisfied in full the
requirements for the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws.

The award of the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws will be with effect
from the year in which the student satisfied the requirements for that award.

A student whose registration has been terminated or has expired

9.11
A student whose registration has been terminated because they have exhausted the permitted number of
attempts and who has satisfied the requirements for the Postgraduate Certificate in Laws and/or Postgraduate
Diploma in Laws must apply to receive those awards by:
• **1 November** following the examinations for students who sat their examinations in May
• **1 May** following the examinations for students who sat their examinations in October.

A student who fails to apply by these dates will be awarded the relevant intermediate awards automatically
and without specialisation.
9.12
A student whose registration has expired who has satisfied the requirements for the Postgraduate Certificate in Laws and/or Postgraduate Diploma in Laws will be awarded the relevant awards automatically if they have not already been granted. The awards will be granted without specialisation.

10 Fees and refunds

Details of the fees payable will be given to students as they fall due. See also http://www.londoninternational.ac.uk/fees.

A fee is also normally payable to all examination centres other than London. The University is not responsible for this fee and cannot influence the level of fee charged.

Fees

10.1 (GR)
Where applicable, a student is required to pay the following fees for the programme in full and in accordance with the University’s deadlines:

- accreditation of prior learning application fee - payable by applicants who wish to have prior learning recognised
- registration fee - payable in order to be registered with the University as an International Programmes student
- a module fee – payable for each module to be studied. This fee includes entry to the first examination for that module
- examination re-entry fee - a student who enters an examination on a second occasion, having failed on the first occasion, is liable to pay an examination re-entry fee
- change of module fee – payable by students who change their choice of modules

For full fees applicable for each programme, see www.londoninternational.ac.uk/fees

10.2 (GR)
The University reserves the right to change its published fees. The University also reserves the right to make additional charges. Fees are subject to annual revision.

10.3
A student may either:

- pay the total amount for their programme at the time that they enrol

Or

- pay fees as they become applicable during their period of registration throughout their studies

10.4 (GR)
Fees must be paid in accordance with the University’s procedures and deadlines, which are given in the prospectus and on the website of the University of London International Programmes.

See www.londoninternational.ac.uk/fees/

10.5
The module fee for a module must be paid before a student will receive any hardcopy study materials for that module, and before they may enter an examination for that module.

10.6 (GR)
A student who is permitted to transfer to the degree from the Postgraduate Certificate or Postgraduate Diploma will not normally be required to pay a new registration fee for the degree, but will be required to pay the appropriate continuing registration fee or the appropriate remaining module fees as applicable.

10.7 (GR)
Where provision is given in the programme specification for individual modules, a student who is permitted to proceed from an individual module to an award will be required to pay the relevant registration fee and the fee for the remaining modules.
A student who is granted permission to transfer their registration to another programme of study shall be required to pay the relevant fees for the programme concerned. Any additional fee payable shall be at the discretion of the University. Any refund of fees already paid will be subject to the conditions set out below.

A student who is permitted to cancel their registration and register afresh for another programme of study will be required to pay the relevant fees for that programme. Any refund of fees will be subject to the usual refund policy.

A student who is permitted to renew their registration when the first period of registration expires will be required to pay a further full registration fee. If the programme of study is being phased out, the registration fee will be a proportion of the full registration fee, depending on the number of years remaining before the last examination for the programme concerned. In addition to the registration fee, all students will be required to pay, as applicable, the appropriate continuing registration fee or the appropriate remaining module fees, as applicable, under the regulations in force at that time.

Students transferring from the LLM (Old Regulations)

Previously, a student who was registered for the LLM (Old Regulations) could transfer to, or enrol for, the LLM, Postgraduate Diploma in Laws and the Postgraduate Certificate and was required to pay the category of fees indicated in the table in Appendix D.

Continuing registration fees paid by a student whilst registered for the LLM (Old Regulations) will not be transferred to the LLM, Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws under any circumstances. In addition, no fees previously paid (in full or in part) will be refunded under any circumstances.

A student whose registration for the LLM (Old Regulations), has ceased or has been terminated under the conditions given in Appendix D and who then wishes to enrol for the LLM, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws, will be required to pay a registration fee for students transferring from the LLM (Old Regulations).

Students can request a cancellation of any service and a full refund of the corresponding fees paid to the University by sending a request in writing (by email, fax or post) that is received by the University within seven working days of the original request for the service.

After the seven working day period described in 10.14, accreditation of prior learning application fees and examination re-entry fees, as applicable, are not refundable. Examination re-entry fees cannot be transferred from one examination to another.

- After the seven working day period described in 10.14, registration fees, as applicable, are not refundable except in the most exceptional circumstances. In these cases, a proportion of the registration fees, as applicable, which have been paid may be refunded at the discretion of the University, provided that:
  - the application is made within two years of the effective date of registration
  - the student has not already entered an examination
  - any required medical or other evidence is submitted.
In the event that a decision is taken by the University to withdraw a programme, any applicant who has not yet accepted an offer will be given a full refund of all fees within 30 days of their request for a refund. All registered students will be permitted to complete the programme according to the regulations on the notice period that applies for withdrawal of all University of London International Programmes. See paragraph 5 in Important information regarding the Programme Specification and Regulations.

10.18 (GR)
A student who registers for a programme for the first time may, at the discretion of the University, request a full refund of any fees paid for that programme for a period of up to 3 weeks after the publication of new Programme Specification and Regulations that will apply for the academic year in which the student initially registered to commence study.

10.19 (GR)
In the event that there is a maximum quota of students for admission to a programme, registration fees and module fees (if applicable) will be refunded in full if a student attempts to register and is unable to do so because the quota for that year is full.

11 Transfer of registration

This section applies both to transfer between different programmes and within the same programme, unless indicated otherwise. Details of how to apply to transfer are in the student handbook.

11.1 (GR)
Where permitted and required, all applications to transfer will be considered on an individual basis. Permission to transfer, any additional fees payable and any period of transferred registration granted will be at the discretion of the University. Any refund of fees shall be subject to the conditions in section 10.

11.2 (GR)
An application to transfer that is submitted after a student has entered for any examination will not be considered until after the result of that examination has been published. The result of that examination will then be taken into account by the University in instances when permission to transfer is dependent on the student’s examination record.

11.3 (GR)
In certain circumstances, a student who transfers their registration may receive credit for modules already passed. See also section 2.

11.4 (GR)
A student who receives credit from certain modules on the basis of subjects previously passed will not be permitted to re-enter the examination for those modules. The marks obtained at the examinations at which the subjects were passed will contribute towards the student’s award as appropriate. See section 8 for the scheme of award.

11.5 (GR)
A student who is not permitted to transfer to a particular programme but who wishes to join that programme must cancel their existing registration and apply to register afresh. The student must already satisfy the entrance requirements for the programme. A student who registers afresh in this way will not be permitted to carry credit for any subjects previously passed either to the programme concerned or, in the event of a subsequent transfer, to another programme. They will also not be permitted to carry any failed attempts at subjects from their previous registration.

11.6 (GR)
A student who has successfully completed the examinations for a Postgraduate Certificate or Postgraduate Diploma and either has or has not accepted that award, may apply to transfer their registration to the a Postgraduate Diploma or degree subject to the rules of progression that apply to these awards.
Transfer from the Postgraduate Certificate or Postgraduate Diploma to the degree

11.7 (GR)
Where provision is given in the programme specification for a Postgraduate Certificate or Postgraduate Diploma, a student may progress from the Postgraduate Certificate or Postgraduate Diploma to the degree by transferring their registration.

Details are in section 7.

Transfer from the degree to the Postgraduate Certificate or Postgraduate Diploma

11.8 (GR)
Where provision is given in the programme specification for a Postgraduate Certificate or Postgraduate Diploma, a student may, at the discretion of the University, transfer their registration from the degree to the Postgraduate Certificate or Postgraduate Diploma.

Transfer to other programmes at Level 7 of the FHEQ

See Glossary for definition of FHEQ.

11.9 (GR)
A student registered for an award may apply to transfer their registration to another programme of study at the same or similar level. The student will be required to satisfy the entrance requirements and any transfer regulations for the programme to which they wish to transfer. A student may be required to cancel their registration and register afresh.

Transfers to programmes at Levels 4, 5 and 6 of the FHEQ

See Glossary for definition of FHEQ.

11.10 (GR)
A student registered for an award at Level 7 of the FHEQ is not permitted to transfer their registration to a programme at Levels 4, 5 and 6 of the FHEQ. A student will instead be required to cancel their existing registration and to submit a fresh application for registration and comply with the Regulations for the programme concerned.

Transfer of College based students

11.11 (GR)
A student studying the same or similar award as a College based student of the University of London may apply to complete their studies for the same award as an International Programmes student and may be considered for credit and/or accreditation of prior learning will be considered on an individual basis and at the discretion of the University.

See section 2 for details on credits and accreditation of prior learning.

11.12
A student who has passed one course whilst registered with a College/Institute of the University will be permitted to enrol for the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws.

11.13
A student who has passed two courses whilst registered with a College/Institute of the University will be permitted to enrol for the LLM and Postgraduate Diploma in Laws but will not be permitted to enrol for the Postgraduate Certificate in Laws.

11.14
A student who has passed three courses whilst registered with a College/Institute of the University will be permitted to enrol for the LLM only and will not be permitted to enrol for the Postgraduate Certificate in Laws or the Postgraduate Diploma in Laws.
11.15
A student enrolling for the Postgraduate Diploma in Laws or the LLM, under the circumstances listed in paragraphs 11.13 and 11.14, will not be awarded the Postgraduate Certificate in Laws and/or the Postgraduate Diploma in Laws for courses previously passed at a College/Institute of the University.

11.16
A student permitted to enrol under these circumstances listed in paragraphs 11.12–11.14, will be given credit for all LLM courses previously passed at the respective College/Institute of the University. Credit will be given for one or more full courses, each of which will be equivalent to four modules. A student may be awarded credit for courses which are not available on the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws and are therefore not listed in Appendix A.

11.17
The name of all previously passed courses for which credit is given will appear on the student’s transcript. The mark obtained at the examination at which the course was passed will count towards the student’s award.

Refer to section 2 of the Detailed Regulations

11.18
A student receiving credit for LLM courses previously passed will be informed whether the credits awarded can contribute towards a particular specialisation or specialisations. Students carrying credit for courses that are not available on the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws may be unable to have a particular specialisation named on the final certificate for the award.

Refer to section 1 of the Detailed Regulations

11.19
A student who receives credit for courses previously passed will not be permitted to enter the examination again for that course(s).

Refer to section 5 of the Detailed Regulations

12 Students with specific access requirements

12.1 (GR)
The University has an Inclusive Practice policy for International Programmes students with specific access requirements.

Specific access requirements include students with a disability or learning difficulty, students who are currently in prison, and students who have legally imposed travel restrictions. For a full definition, see the Inclusive Practice Policy, www.londoninternational.ac.uk/index.html.

12.2 (GR)
As part of its policy for students with specific access requirements, the University will make every reasonable effort to accommodate the requirements of a student with a disability and/or specific access arrangements by, wherever possible, providing any study materials in a different format (e.g., large print) or another medium, and/or by making special examination arrangements. If the University is unable to provide the study materials in the format that has been requested, the University will endeavour to make an alternative suggestion.

Special examination arrangements

12.3 (GR)
The University has a panel which considers special examination arrangements for students with a disability and/or specific access arrangements. The aim of the panel is to make sure that a student who has special examination requirements is neither disadvantaged nor advantaged when compared to other students. The University cannot guarantee that special examination arrangements will be possible in every case.

Students requiring special examination arrangements are strongly advised to apply for such arrangements well in advance of the examination entry deadline. To apply for special examination arrangements, contact special.arrangements@london.ac.uk
12.4 (GR)
Applications for the use of special aids or for extra time in written paper examinations from students with a disability and/or special needs may be considered.

12.5 (GR)
Special arrangements for written paper examinations at an ad hoc examination centre may be made in very exceptional circumstances and then only in the United Kingdom. Arrangements cannot be made for oral or practical examinations to be held at an ad hoc centre, although (in exceptional cases) it may be possible to permit the use of special aids. Arrangements for written paper examinations to take place in a student’s home cannot be made. Additional fees may be payable for arrangements at an ad hoc examination centre.

An ad hoc examination centre is an examination centre which is not listed as a formally approved centre. An ad hoc examination centre can be arranged in certain circumstances, subject to the University’s approval of a student’s request.

13 Complaints, suspension and termination of registration

Complaints

More details on www.londoninternational.ac.uk/complaints

13.1 (GR)
If a student has a complaint against the University they should follow the Procedure for University of London International Programmes Student Complaints.

Suspension and termination of registration by the University

13.2 (GR)
If a student fails to pay the appropriate fees or breaches any relevant disciplinary or conduct code, the University reserves the right to apply the Code of Student Discipline and Suspension and Termination of Registration of Students in Debt process as described in the University of London Ordinances (Ordinance 17 and 18 respectively).

13.3 (GR)
A student’s registration may be terminated where a student is found to have obtained an offer of registration on the basis of a fraudulent, dishonest or incomplete statement.
Appendix A – Syllabuses for all courses that constitute the Postgraduate Laws Programme

Notes:

This Appendix lists the courses and modules that constitute the Postgraduate Laws programme. Not all courses listed are available for study/examination in the current year. Courses which are not yet available are marked as such. Where courses are unlikely to be introduced within the next two years this is indicated also. This information for guidance only; it is not intended to imply the date by which any course will become available.

Appendix B lists the modules of courses available for examination in the current year. Information regarding course availability is currently reviewed on a six-monthly basis. Information about any additional courses which will become available for a first examination in the October examination session will be given in a Regulations supplement published in July each year, if applicable and/or in subsequent editions of these Regulations.

Syllabuses:

Details of particular syllabuses may change from year to year and the attention is drawn in particular to those syllabuses which are indicated as having been amended. Students are advised that examinations in any given year are governed by the Regulations and syllabuses for that year. It is important, therefore, that students always refer to the current version.

The syllabuses for courses that are now only available to re-entry students have been omitted from this Appendix. Students permitted to take these subjects should refer to previous editions of the Regulations for details of these syllabuses.

Examination information:

Advice on the previous knowledge or understanding that a student would be expected to have is given under the relevant syllabuses, as applicable.

Whether attempting all four modules of a course at the same examination session or over more than one examination session, students must follow any sequence of examination of modules as given under the individual modules and/or courses.

The University will not provide statutes or other documents in the examination room except as specifically stated in the definitive list sent out with the Admission Notice/timetable. Statutes and other materials may not be brought into the examination room unless specifically permitted by the Board of Examiners (refer to section 4 in the Detailed regulations).

The codes are appended to the modules and these codes should be used when entering for an examination.

New codes:

Students should note that the module code is given next to the module title in Appendix A and Appendix B of the Programme Specification and Detailed Regulations. Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website: www.londoninternational.ac.uk/new_codes
Admiralty law

Module A [LWM01A]
Admiralty jurisdiction and procedure
- Introduction and nature of jurisdiction; enforceable maritime claims
- Exercise of jurisdiction, actions in rem and in personam, maritime liens and procedure
- Rules and doctrines restricting the jurisdiction of the Admiralty court
- Convention jurisdiction basis and multiple proceedings

Module B [LWM01B]
Acquiring ownership in ships and the ship as property
- Ownership, management and potential liabilities
- Ship mortgages
- Shipbuilding
- Ship sale and purchase

Module C [LWM01C]
Safety regulations in navigation, liabilities and limitation of liability
- Collision regulations for conduct of vessels
- Criminal liabilities for breach of statutes or breach of duty
- Civil liabilities for negligence causing damage, apportionment of loss and measure of damages, limitation of liability

Module D [LWM01D]
Sequence: module C must be attempted before module D
Assistance at sea and in ports
- The concept of salvage under maritime law and the Salvage Conventions
- Preconditions and elements of salvage; salvage agreements; assessment of award and special compensation. Liability of salvors for negligence and limitation
- Towage contracts; liabilities to third parties arising from negligence during towage
- The law regulating the rights and obligations of port authorities and pilots

African human rights law

(Not yet available – this course is not expected to be available before 2015)
Students should preferably have some previous knowledge of public international law (essentially law of treaties and state responsibility).

Module A [Code not yet available]
The various sources of African human rights law
- The universal sources
- The regional sources
- The sub-regional sources
- The municipal sources
- Monism vs. dualism

Module B [Code not yet available]
Sequence: module A must be attempted before module B
The general protection: the African Charter on Human and Peoples’ Rights
- Historical background of the Charter
The distinctive features of the Charter
- The civil and political rights
- The economic, social and cultural rights
- The rights of peoples
- The duties of the individuals

Module C [Code not yet available]
Sequence: module A must be attempted before module C
The specific protection: the law relating to refugees, children and women
- The Convention Governing the Specific Aspects of Refugee Problems in Africa
- The African Charter on the Rights and Welfare of the Child
- The Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
The African regional implementation machinery
- The African Commission on Human and Peoples’ Rights
- The Committee on the Rights of the Child
- The African Court on Human and Peoples’ Rights
- The Court of Justice of the African Union

Applicable laws and procedures in international commercial arbitration
Students wishing to study and be examined in this course are advised to successfully complete Regulation and infrastructure of international commercial arbitration in full before attempting Applicable laws and procedures in international commercial arbitration.

Module A [LWM03A]
Applicable law issues in arbitration
- Determination of applicable law
- Applicable substantive law
- Transnational rules, lex mercatoria and trade usages
- Arbitration and EU laws

Module B [LWM03B]
Sequence: module A must be attempted before module B
Procedure and evidence in arbitration
- Law governing the arbitration procedure
- Commencement of arbitration; terms of reference/procedural directions
- Procedural issues
- Taking evidence

Module C [LWM03C]
Sequence: module A must be attempted before module C
Jurisdictional issues in arbitration
- Arbitrability
- Determination of jurisdiction
- Provisional measures
- Multi-party and multi-contract disputes
Module D [LWM03D]

Sequence: module A must be attempted before module D

Arbitration award – form, content, challenge and enforcement
- Form and content
- Finality and challenges to award
- Recognition and enforcement

Broadcasting law

(not yet available – this course is not expected to be available before 2015) †

Module A [Code not yet available]
Introduction to broadcasting law †
- Broadcasting technologies
- Broadcasting and press regulation compared
- Public service and commercial broadcasting: the United Kingdom and the United States compared

Module B [Code not yet available]
Sequence: module A must be attempted before module B
Regulating broadcasters nationally †
- Television and radio: allocating rights to broadcast
- UK Communications Act 2003 and the Office of Communication
- US broadcasting law and the Federal Communications Commission licensing

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Regulating television and radio content †
- Legal rules: offensive and harmful content, political content and comment, religious content, political advertising, advertising
- UK Broadcasting Standards Commission
- US broadcasting law and the Federal Communications Commission content regulation

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
International regulation of broadcasting †
- World Administrative Radio Conference
- Council of Europe Convention on Transfrontier Television
- European Community/Union Broadcasting Directive

Carriage of goods by sea
Students are required to attempt the modules in order.

Module A [LWM05A]
Contracts of affreightment and voyage charter parties
- Owners’ implied obligations (seaworthiness, reasonable despatch and no deviation; consequences for breach under common law); conditions, warranties, innominate terms; representations (descriptions of ship, date of arrival, cancelling); charterers’ obligations (nomination of safe port, loading of full and complete, non-dangerous cargo)
- Laytime and demurrage; freight.
Module B [LWM05B]

Sequence: module A must be attempted before module B

Time charter parties

- Nature; description of ship, delivery date and cancelling clause; charter period; early or late redelivery; payment of hire; off-hire; deductions from hire; withdrawal of ship for no punctual payment; employment and indemnity clause; owners’ liens on freight or sub-freight.

Module C [LWM05C]

Sequence: modules A and B must be attempted before module C

The bill of lading contract and functions

- The bill of lading as a contract; incorporation of charter party terms; identity of carrier; the bill of lading and third parties
- The bill of lading as a receipt; representations as to quantity, condition and identity (leading marks) of cargo; common law and statutory estoppel
- The bill of lading as a document of title and the Carriage of Goods by Sea Act 1992

Module D [LWM05D]

Sequence: modules A, B and C must be attempted before module D

International conventions regulating the rights and obligations of the parties to the bill of lading contract

- The Hague and Hague-Visby Rules; the Hamburg Rules; the Rotterdam Rules; genesis of the Rules and comparison. When do these rules apply? Excluded cases; period covered; no contracting out; the carrier’s duties; the carrier’s defences; responsibilities of cargo owner or shipper. Freight
- Time limit for making a claim; limitation of liability

Commercial banking law: bank–customer relationship

Students are required to attempt the modules in order.

Module A [LWM72A]

Banks and customers

- What is a bank and who is a bank customer?
- The contract: obligations of parties, significance of the mandate, termination of the contract, variation, proper law of the contract
- Duty of confidentiality owed by a bank to its customers and the circumstances in which the duty can, or must, be breached

Module B [LWM72B]

Sequence: module A must be attempted before module B

Duty of care, fiduciary duty, constructive trust and undue influence

- A bank’s duty of care: application and scope of duty
- Fiduciary obligations: when does bank become a fiduciary and how can it limit or exclude its obligations?
- Constructive trust: when does liability as a constructive trustee arise?
- Undue influence: types of undue influence, how can a bank protect its transactions from challenge on the grounds of undue influence?
- Constructive trust: when does liability as a constructive trustee arise?
- Customer’s duty of care

Module C [LWM72C]

Sequence: modules A and B must be attempted before module C
Accounts, money, payment and fund transfers
- What is money, how is its transfer conceptualised legally? Chattel and bank money
- What is payment and how is it made?
- Credit and debit transfers
- Clearing and settlement systems
- Legal relationships
- Accounts and dispute resolution
  - Accounts: types of accounts and their implications
  - Dealing with complaints: Banking Codes, Financial Services Ombudsman Service

Module D [LWM72D]
Sequence: modules A, B and C must be attempted before module D
Cheques and payment cards
- Cheques
  - What is a cheque, the obligations of, and defences available to, paying and collecting banks
- Payment cards and recovering mistaken payments
  - Payment cards: debit cards, credit cards, charge cards, digital cash cards, etc.
  - Contractual relationships
  - Consumer Credit Act
  - Recovering mistaken payments.

Commercial trusts law

Module A [LWM06A]
The nature of commercial trusts
- Equity, trusts and commercial expectations
- The contractarian account of trusts
- Unit trusts and other financial uses of trusts
- The constitution of express trusts in commercial transactions

Module B [LWM06B]
Sequence: module A must be attempted before module B
Equitable devices used to take security in commercial contracts
- Taking security in loan contracts
- Equitable charges
- Establishing title at common law and in equity
- Example: collateralisation in financial transactions

Module C [LWM06C]
Sequence: module A must be attempted before module C
The recovery of property in commercial litigation
- Breach of trust in commercial and investment transactions
- Recovery of property in relation to terminated transactions
- Personal liability to account of commercial intermediaries
- Case study: the local authority swaps cases

Module D [LWM06D]
Sequence: module A must be attempted before module D
Investment of trust funds
- The duty to invest under statute
- The duty to invest in the case law
- Principles of the law of finance
- Issues with portfolio investment strategies

Comparative criminal justice policy

Students are required to attempt the modules in order.

Module A [LWM07A]
Methods of comparative research
- Finding data
- Measuring crime
- Comparing statistics
- Comparing policies

Module B [LWM07B]
Sequence: module A must be attempted before module B
Legal cultures and criminal justice policy
- Common law
- Civil law
- Socialist law
- Islamic law

Module C [LWM07C]
Sequence: modules A and B must be attempted before module C
Aspects of comparative criminal policy
- Policing and prosecution
- Trials and sentencing
- Use of imprisonment
- Probation and community punishment

Module D [LWM07D]
Sequence: modules A, B and C must be attempted before module D
Global crime
- Controlling transnational crime
- War crimes
- Terrorism
- International law and crime

Constitutional and institutional law of the European Union

Module A [LWM08A]
The European Union institutional outline
- The EC/EU distinction
- Institutions: Council, Parliament, Commission, Court (ECJ and CFI)
- The ‘Democratic Deficit’ debate
- Subsidiarity
• The European Constitution and its ratification

Module B [LWM08B]

Sources of European Union law
• Treaties
• Secondary legislation: Regulations, Directives
• Law-making procedures
• Direct effect
• Supremacy
• Agreements with third countries

Module C [LWM08C]

Remedies and procedures in European Union law
• Enforcement proceedings by the Commission
• Preliminary references
• Direct actions before the ECJ
• Actions for failure to act
• Member State liability for failure to comply with European Union law

Module D [LWM08D]

General principles of European Union law
• Human rights
• Citizenship
• Rule of law
• Discrimination
• Proportionality

Corporate finance and management issues in company law
Students are advised that the course demands some previous knowledge of English law in general, particularly English law of contract and agency, and of trusts.

Module A [LWM09A]

Capital I
• Introduction
• Capital
• Class rights

Module B [LWM09B]

Sequence: module A must be attempted before module B

Capital II
• Raising capital: Shares
• Raising capital: Debentures

Module C [LWM09C]

Sequence: module A must be attempted before module C

Corporate management I
• The management of the company
• Directors’ duties
• Liquidation (in outline only)
Module D [LWM9D]
Sequence: module A must be attempted before module D

Corporate management II
- Management theory
- Corporate governance

Derivatives law
(expected to be available during 2013) †
Students are required to attempt the modules in order.

Module A [LWM75A]
Analysing and documenting derivatives transactions †
- The nature of financial derivatives
- The various legal analyses of interest rate swaps
- The International Swaps and Derivatives Association (ISDA) Master Agreement structure
- Issues in the creation of financial derivatives

Module B [LWM75B]
Sequence: module A must be attempted before module B.
Terminating derivatives transactions †
- The ISDA Master Agreement provisions for termination
- “Events of default”
- “Termination events”
- The termination procedure
- Restitution of money paid under void derivatives transactions

Module C [LWM75C]
Sequence: modules A and B must be attempted before module C.
Legal issues in collateralisation and stock-lending †
- Taking security in financial transactions
- Collateralisation
- Personal collateral structures: the ISDA Credit Support Annex
- Proprietary collateral structures: the ISDA Credit Support Deed

Module D [LWM75D]
Sequence: modules A, B, and C must be attempted before module D.
Credit derivatives and securitisation †
- The nature of credit derivatives
- Legal issues in the creation of credit derivatives
- Securitisation
- Securitisation, credit derivatives and the financial crisis of 2007 et seq.

Equity and trusts in context
The modules can be attempted in any order, but students without a firm understanding of the foundations of trust law are advised to attempt Module A first.

Module A [LWM10A]
The constitution of express trusts
• The intellectual basis of equity and the history of the law of trusts
• The foundations of express trusts
• The constitution of express trusts
• The obligations of trustees

Module B [LWM10B]

Trusts implied by law
• Resulting trusts
• Constructive trusts (i)
• Constructive trusts (ii)
• Constructive trusts (iii)

Module C [LWM10C]

Breach of trust and equitable remedies
• Trustees’ liability for breach of trust
• Tracing
• Personal liability to account as a constructive trustee
• Equitable remedies

Module D [LWM10D]

Trusts of land and of the home
• Establishing rights in the home
• Commonwealth approaches to establishing rights in the home
• Trusts of land
• Remedial approaches to the acquisition of rights in the home

European Convention on Human Rights

Module A [LWM12A]

Context and foundations of the European Convention on Human Rights
• Background to the adoption of the European Convention on Human Rights
• Development and nature of the Convention system
• The relationship between the Convention and other international and European norms and mechanisms
• Interpreting and limiting Convention rights and freedoms

Module B [LWM12B]

Sequence: module A must be attempted before module B

The European Convention on Human Rights Mechanism
• Admissibility
• Procedure before the European Court of Human Rights
• The nature and effect of Court judgments
• Implementing Court judgments
• The role of the Secretary General of the Council of Europe

Module C [LWM12C]

Sequence: modules A and B must be attempted before module C

European Convention on Human Rights Substantive Rights (1)
• The prohibition on discrimination
- The right to life
- The prohibition on torture, inhuman and degrading treatment
- The prohibition on slavery, the right to liberty and security and freedom of movement

**Module D [LWM12D]**

*Sequence: module A and B must be attempted before module D*

**European Convention on Human Rights Substantive Rights (2)**
- The right to respect for private and family life and the right to marry
- Freedom of conscience and religion
- Freedom of expression, association and assembly
- The right to a fair hearing and to an effective remedy

**European internal market**

**Module A [LWM13A]**

*The scope of the ‘Four Freedoms’*
- Introduction to the four freedoms
- Material scope: notion of economic activity
- Wholly internal situations
- Personal scope: public and private parties
- Personal scope: third country nationals

**Module B [LWM13B]**

*Sequence: module A must be attempted before B*

**Free movement 1 – Equal treatment and non-discrimination**
- Equal treatment and non-discrimination
- Distinctly applicable/directly discriminatory rules
- Indistinctly applicable/indirectly discriminatory rules
- Amplifying/dampening non-discrimination claims: citizenship and fiscal sovereignty issues
- Treaty-based limitations and exceptions to the market freedoms

**Module C [LWM13C]**

*Sequence: module A and B must be attempted before module C*

**Free movement 2 – Beyond discrimination**
- Restrictions on internal market freedoms
- Mandatory requirements/overriding requirements of the general interest
- Proportionality
- Mandatory requirements and distinctly applicable/discriminatory measures
- Procedural requirements applied to justifications and exceptions
- The limits of a restrictions-based analysis

**Module D [LWM13D]**

*Sequence: module A and B must be attempted before module D*

**Regulation of the internal market**
- Creating and regulating the internal market – history and overview
- Mutual recognition and co-ordination of national regulatory systems – harmonisation
- Legal basis and legislative procedural issues relating to internal market legislation
European Union competition law

As noted in previous editions of the Regulations, the syllabus for this course was updated in 2012 to reflect recent developments in the law.

Students are not expected to have prior knowledge of European Union competition law but it is desirable that they should be, or become, familiar with the general law and institutions of the European Union law.

Module A [LWM11A]

Anti-competitive agreements and collusion
- Article 101 TFEU - General principles
- Vertical agreements
- Licensing of intellectual property rights
- Cartels
- Horizontal co-operation agreements

Module B [LWM11B]

Sequence: module A must be attempted before module B

Abuse of a dominant position
- Article 102 TFEU - General principles
- Dominance
- Abuse

Module C [LWM11C]

Sequence: module A must be attempted before module C

Merger control
- Regulation 139/2004 - General principles and jurisdiction
- Regulation 139/2004 - Substantive analysis
- Joint ventures

Module D [LWM11D]

Sequence: module A must be attempted before module D

European Union competition law practice and procedure
- Regulation 1/2003
- Enforcement of Articles 101 and 102 in national courts

European Union environmental law

(not yet available – this course is not expected to be available before 2015)†

Students choosing this course are expected to be, or become, familiar with the general law and institutions of the European Union.

Module A [Code not yet available]

Institutional and constitutional aspects of European Union environmental law †
- Introduction and historical background
- Evolution and progress of international environmental policy
- Institutional structure
- Sources of European Union environmental law
- Environmental protection as an aspect of the establishment of the European Common/Single Market
Environmental protection (in the form of sustainable development) as a goal/objective of European Union policy and law

The role of the European Commission and the doctrine of direct effect in the enforcement of European Union environmental law

Prescription and implementation of environmental principles within European Union environmental law

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Sectoral development of European Union environmental law †

- European Union air and water pollution regimes
- Integrated pollution, prevention and control
- Waste: Definition, movement and disposal
- Trade in endangered species
- Nature conservation
- European Union law implementation and enforcement techniques applied to environmental protection: Environmental Impact Assessment, access to environmental information and citizen participation in environmental decision-making processes

Module C [Code not yet available]

Sequence: module A must be attempted before module C

Environmental litigation †

- Environmental litigation against the European Commission and Council
- Environmental litigation against Member States
- Transboundary environmental litigation under the 1968 Brussels Convention and 1988 Lugano Convention
- Civil liability for environmental damage

Module D [Code not yet available]

Sequence: module A must be attempted before module D

The European Union and the environment in external relations †

- The environment in relation to other European Union policies:
  - competition
  - trade
  - development aid
  - agriculture
  - energy
- Environmental law and external relations:
  - international conventions
  - international organizations
  - the relationship with central and eastern Europe

External relations law of the European Union

As noted in previous editions of the Regulations, the syllabus for this course was updated in 2012 to reflect recent developments in the law.

Module A [LWM55A]

Constitutional foundations

- European Union legal order
- International legal personality
- Express competence
• Implied competence

Module B [LWM55B]

Sequence: module A must be attempted before module B

International law and European Union law
• Negotiation, conclusion and implementation of international agreements
• Mixed agreements
• Effects of international law in European Union legal order
• Relationship between World Trade Organisation and European Union law

Module C [LWM55C]

Sequence: module A must be attempted before module C

External economic relations
• Autonomous measures - Common Commercial policy
• International Agreements: European Economic Area, Partnership and Cooperation agreements, Stabilisation and Association agreements, Euro-Mediterranean agreements
• European neighbourhood policy

Module D [LWM55D]

Sequence: module A must be attempted before module D

External political relations
• Common Foreign and Security Policy, including Common Security and Defence Policy
• Relationship between European Union and Common Foreign and Security Policy (sanctions, exports of dual-use goods)

Family, children and the state

(not yet available – this course is not expected to be available before 2015) †

Module A [Code not yet available]

Family law and the family in focus †
• The normal ‘chaos’ of family law
• Family law matters
• The traditional family: the law of marriage
• The modern “family”: substance over form

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Family breakdown †
• Broken unions: a historical perspective on divorce
• Ending a marriage: the law of divorce
• Alternatives to divorce: mediation
• Financial matters: the consequences of divorce

Module C [Code not yet available]

Sequence: module A must be attempted before module C

Children and the law †
• Legal concepts of childhood
• Children’s rights
The welfare principle
Parental responsibilities

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D

State regulation of the family †
- Regulating reproduction
- Children in need and access to services
- Child protection and the need for state intervention
- Adoption and the child as ‘gift’

Foundational and constitutional issues in company law
Students are advised that the course demands some previous knowledge of English law in general, in particular English law of contract and agency, and of trusts.

Module A [LWM15A]
Company law foundational issues I
- Introduction
- Corporate theory
- The types and functions of companies

Module B [LWM15B]
Sequence: module A must be attempted before module B
Company law foundational issues II
- Company formation, promoters and pre-incorporation contracts
- Corporate personality and limited liability
- Lifting the veil of incorporation

Module C [LWM15C]
Sequence: module A must be attempted before module C
Company law constitutional issues I
- The ultra vires doctrine and other attributions issues (tort - corporate crime)
- The articles of association and shareholders agreements

Module D [LWM15D]
Sequence: module A must be attempted before module D
Company law constitutional issues II
- Majority rule
- Minority protection

Franchising law
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Franchising as a legal concept †
- The business of franchising
- The structure of franchise arrangements
- The franchise contract
- Financial arrangements
- Taxation

**Module B** [Code not yet available]

*Sequence: module A must be attempted before module B*

**Protecting the elements of a franchise †**
- Intellectual property rights and franchising
- The name of the business (trade marks, trade names, passing off)
- Business methods (patents, trade secrets)
- The franchise livery (copyright, designs, passing off)
- Character merchandising
- Licensing

**Module C** [Code not yet available]

*Sequence: module A must be attempted before module C*

**Consumer protection and the regulation of unfair practices †**
- False, misleading and deceptive advertising
- Misrepresentation
- Pyramid sales, prize promotions and other unfair trade practices
- Competition regulation (United Kingdom and European Union law)

**Module D** [Code not yet available]

*Sequence: module A must be attempted before module D*

**International franchising †**
- Legal issues
- International franchise documentation
- International tax issues

**Fraud, corruption and money laundering**

*Note: this course, indicated as not yet available in previous editions of the Regulations, is replaced by Law of financial crime.*

**Freedom of expression law**

*(not yet available – this course is not expected to be available before 2015) †*

*Students are required to attempt the modules in order.*

**Module A** [Code not yet available]

** Freedoms, sources and reasons †**
- International human rights law
- Freedom of religious speech
- Freedom of political speech
- Freedom of artistic expression
- Freedom of commercial speech

**Module B** [Code not yet available]

*Sequence: module A must be attempted before module B*

**Media of expression: free speech and technology †**
- Freedom of assembly
Freedom of the press  
Freedom of electronic communication  
Emerging and converging media

**Module C** [Code not yet available]
*Sequence: modules A and B must be attempted before or taking an individual module C*

**Permissible limitations on expression †**
- National security  
- Rights of others: Privacy, reputation, copyright  
- Public policy limits: Obscenity, blasphemy, hate speech, contempt of court  
- Prior restraint and subsequent penalties

**Module D** [Code not yet available]
*Sequence: modules A, B and C must be attempted before module D*

**Freedom of expression and information †**
- ‘Freedom of information’ access to information principles  
- Legislation in Sweden, the United States, the United Kingdom and other countries  
- Mandatory and non-mandatory exemptions  
- Exempt and protected information  
- Freedom of information and the private sector  
- Freedom of information and data protection

**Human rights in post-conflict societies**
*(not yet available – this course is not expected to be available before 2015) †*
*Students are advised that the course demands some previous knowledge of human rights and international humanitarian law.*

**Module A** [Code not yet available]

**Foundations for human rights protection in post-conflict situations †**
- Rule of law  
- Establishing law and order  
- Human rights enforcement institutions  
- Independent judiciary

**Module B** [Code not yet available]
*Sequence: module A must be attempted before module B*

**Violations of human rights during conflicts †**
- Lawlessness legacy of conflict  
- Violations of international humanitarian law  
- Responsibility for atrocities committed during conflict  
- International law instruments on ending conflicts

**Module C** [Code not yet available]
*Sequence: module A must be attempted before module C*

**Implementation and monitoring measures in post-conflict societies †**
- Promotion and protection of human rights  
- International legal obligations  
- Monitoring systems
NGOs and civil society

Module D [Code not yet available]

Sequence: modules A, B and C must be attempted before module D

Long-term conditions for sustainable human rights in post-conflict societies†
- Reconstruction and development in the context of human rights
- State building and good governance
- Role of state institutions in human rights protection
- Constitutional issues

Human rights of women

Students are advised to attempt the modules in order but students may, if they wish, attempt modules in the following order: module C, module A, module B and module D or module C, module D, module A and module B.

Module A [LWM19A]
Is the theory underlying human rights law male?
- Introduction to Human Rights, what is Human Rights law?
- Analysis of the history and philosophy of Human Rights discourse
- Who is included in the “human” of Human Rights?

Module B [LWM19B]
Feminist critiques of human rights
- Feminist theories and critiques of Human Rights law
- The problems and/or virtues of Human Rights law for women on a global scale
- Feminist reconstructions of Human Rights, aiming to ensure the inclusion of women

Module C [LWM19C]
Institutional framework, institutions and documents relating to the human rights of women
- Examination of Human Rights documents and their institutional framework, including: the UN Charter, the “three Generations of Rights”, the Convention on the Elimination of All Forms of Discrimination Against Women; the Declaration on the Elimination of Violence Against Women
- International Courts, human rights and humanitarian law

Module D [LWM19D]
Sovereign governments, non-state actors and individual responsibility for human rights violations: linking theory to practice
- Consideration of the work of non-governmental organisations set up for/by women
- Inter-relationship between sovereign governments, non-state actors and a developing international jurisprudence on Human Rights law investigating how these impact on the lives of women
- Case studies on sexual violence and rape including the International War Crimes Tribunals at The Hague
- Reconnecting feminist legal theory to the Human Rights of women

Industrial and intellectual property

Module A [LWM20A]
Intellectual property and technology
- Patents
History and introduction, British, European and international patent systems (as affecting the UK),
criteria for patentability, ownership, infringement

Breach of confidence

History and introduction; personal, trade and state secrets, the public interest and other defences.

Module B [LWM20B]

Intellectual property and creativity

Copyright and related rights

History and introduction; the framework of copyright law - UK, Europe and international; subsistence
of copyright; ownership; infringement; defences; term; moral rights; related rights - database right,
artists' resale right, performers' rights.

Module C [LWM20C]

Intellectual property and distinctive trading signs

The law of registered trade marks

History and introduction; the framework of trade mark law - UK, Europe and international (as affecting
the UK); criteria for registration; grounds for refusal; infringement; defences; revocation and invalidity

Passing off

Reputation or goodwill; misrepresentation; damage; standing to sue, including trade associations and
foreign claimants; defences.

Module D [LWM20D]

Sequence: module A, B and C must be attempted before module D

Intellectual property - integrated topics

Justifications for intellectual property

Sanctions for misuse of intellectual property, including civil remedies and criminal sanctions

Law of industrial designs - registered and unregistered systems; overlap with other rights

Dealing with intellectual property rights

Intellectual property and Europe - monopoly and a common market

Information technology law

(not yet available – this course is not expected to be available before 2015) †

Module A [Code not yet available]

Copyright and other protection for software †

Introduction to technology

Source code and object code

United Kingdom and United States law

European Community software and database protection

Software licensing

Mass-market software

Bespoke software

Breach of confidence and trade secrets

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Patent and other protection for software-related inventions †

Patentable subject matter

United Kingdom, United States and European patent law
Semiconductor chip protection
United States Semiconductor Chip Protection Act
Design right protection in the United Kingdom
European Community Directive

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Civil and criminal liability related to information technology †
- Exclusion and limitation of civil liability in contract and tort
- Product liability, United Kingdom, United States and European Community law
- European Community competition law
- Computer crime
- Technology-specific crime
- Technology-assisted crime
- Computer evidence
- Introduction to the internet
- Commercial internet transactions
- Internet payment
- Electronic data interchange

Module D [Code not yet available]
Sequence: module A and B must be attempted before module D
Privacy, data protection and employment issues †
- Privacy, data protection and freedom of information
- Transborder data flows
- Employment rights
- Outsourcing

Insurance law (excluding Marine insurance law)
(formerly known as Insurance (excluding Marine insurance))

Module A [LWM22A]
Elements of insurance
- Definition: what is an insurance contract?
- Regulation of insurers
- Intermediaries: agents, brokers

Module B [LWM22B]
Sequence: module A must be attempted before module B
Insurance contract formation
- Duty of disclosure and misrepresentation; remedies for breach
- Formation of the contract: including, offer, acceptance, premiums

Module C [LWM22C]
Sequence: module A must be attempted before module C
The insurance contract and its terms
- Insurable interest in property insurance and life assurance
- Terms of the contract
• Construing the terms of the contract

Module D [LWM22D]

Sequence: modules A, B and C must be attempted before module D

Claims process
• Causation: determining the cause of the loss; losses caused by the insured
• Claims: the claims process, the requirement of good faith
• Subrogation: the insurer's, the insured's and the other parties' rights
• Abandonment
• Double insurance and contribution between insurers
• Indemnity and reinstatement, mitigation of loss, reinstatement under contract and under statute
• Alternative dispute resolution mechanisms: the ombudsman

Intellectual property and medicine

Module A [LWM23A]

Intellectual property of medicine and its sources
• International framework and history of intellectual property relevant to medicine
• Categories of intellectual property relevant to medicine
• European and national systems (UK and designated jurisdictions)
• Applications of intellectual property in medical and pharmaceutical industries

Module B [LWM23B]

Sequence: module A must be attempted before module B

Access to medicines
• Overview of the issues and history of the campaign
• Human right to health and the ethics of patents
• TRIPS Agreement
• Doha Development Round (Ministerial Declaration; Declaration on TRIPS and Public Health; Decision on Paragraph 6)
• Paragraph 6 System

Module C [LWM23C]

Sequence: module A must be attempted before module C

Patents and life forms
• Legal and socio-legal concept of life form
• Ethical considerations and exceptions
• Medical biotechnologies
• International, European and designated domestic frameworks (including European Biotechnology Directive)
• Genes and gene sequences
• Cloning
• Germ-line modification technology
• Embryos

Module D [LWM23D]

Sequence: module A must be attempted before module D

Property in the person
• Medical and genetic privacy and intellectual property
• Genetic privacy
• Genetic sampling and collection; genomic libraries and databases
• Traditional medicine and genetic resources

**Intellectual property and sport**

**Module A [LWM63A]**

**Branding in sports**
- Introduction to sporting brands
- Trade mark protection for sports events and sports stars
- Using copyright to protect imagery and sounds in sport
- Using design rights to protect images, mascots and brands
- Passing off and endorsement of events and stars
- Sports celebrities image rights

**Module B [LWM63B]**

**Sponsorship in sports**
- The sponsorship market in sport
- The different types of sponsorship available
- The sorts of rights granted in sponsorship agreements
- The responsibilities of both sponsors and the sponsored party
- The sponsorship contract

**Module C [LWM63C]**

*Sequence: modules A and B must be completed before module C is attempted*

**Ambush marketing**
- Introduction to ambush marketing
- Protection of special event symbols (for example, the Olympics)
- Anti-ambush marketing laws
- The use of domain names to ambush an event
- The internationalisation of ambush marketing norms
- Preventing ambush marketing: the toolkit

**Module D [LWM63D]**

*Sequence: modules A and B must be completed before module D is attempted*

**Special topics in sports**
- Broadcasting rights
- Ticketing restrictions
- Advertising laws and sports branding
- Counterfeiting and merchandising

**Intellectual property on the internet**

**Module A [LWM24A]**

**Digital copyright**
- Introduction to digital copyright
- Copyright Directive and Digital Millennium Copyright Act
Emerging copyright issues
Licensing and rights management in the digital arena

Module B [LWM24B]
Trade marks and other rights in distinctive signs online
- Introduction to trade marks
- Developments in use of trade marks online
- Principle of territoriality and use of trade marks online
- Unfair competition

Module C [LWM24C]
Domain names
- Introduction to the mechanics of the domain name system
- Cybersquatting
- Recent developments concerning domain names and intellectual property
- Dispute resolution

Module D [LWM24D]
Computer-related patents
- Business methods patents
- Software patents
- Prior art effect
- Enforcement of rights

International and comparative bank regulation

Module A [LWM64A]
Risk, banks and the principles of bank regulation
- Banks and risk: what is a bank, why are banks important, what is risk?
- Principles of regulation: what is regulation and what is its purpose(s?)

Module B [LWM64B]
Sequence: module A must be attempted before module B
Basel Committee and the regulation of international banks
- Issues in international bank regulation: what are the problems?
- Basel Committee on Banking Supervision: its structure, soft law
- The Concordat 1975, Revised Concordat 1983, Core Principles
- Capital Adequacy: Basel I and II
- The impact of the banking crisis on Basel

Module C [LWM64C]
Sequence: modules A and B must be attempted before module C
European Union regulation and who should regulate banks
- EU banking regulation law
- Who should regulate banks? Single financial regulator, multiple regulators?

Module D [LWM64D]
Sequence: modules A and B must be attempted before module D
United Kingdom bank regulation law
- Financial Services Authority: structure, accountability, objectives and practice

**International and comparative competition law**

**Module A [LWM25A]**

**The internationalisation of competition policy**
- Globalisation and actors in the process of internationalisation
- Organisation for Economic Cooperation and Development (OECD)
- World Trade Organization (WTO)
- United Nations Conference on Trade and Development (UNCTAD)
- Multinational enterprises (MNEs)
- International Competition Network (ICN)

**Module B [LWM25B]**

*Sequence: module A must be attempted before module B*

**Unilateral, bilateral and multilateral strategies**
- Extraterritoriality and principles of public international law
- United States antitrust law
- European Community competition law
- Bilateral cooperation and agreements
- Multilateral co-operation: A global competition regime?

**Module C [LWM25C]**

*Sequence: module A must be attempted before module C*

**The competition rules of developing and developed countries**
- United States antitrust law
- European Community competition law
- Competition rules in Member States of the European Union
- Japanese anti-monopoly law
- Competition law and policy in developing countries: Asia, Africa and the Middle East

**Module D [LWM25D]**

*Sequence: module A must be attempted before module D*

**Competition and trade policy**
- Aims and objectives
- Similarities and differences
- World Trade Organization

**International and comparative law of copyright and related rights**

**Module A [LWM26A]**

**Copyright law in the United Kingdom and United States**
- Introduction and protectable subject matter
- Protection criteria
- Ownership and duration
- Economic and moral rights
• Infringement and limitations to protection

Module B [LWM26B]
French and German copyright law and related rights
• Introduction and protected subject matter
• Economic and moral rights
• Authorship, transfer of rights and duration
• Limitations and exceptions

Module C [LWM26C]
Sequence: modules A and B must be attempted before module C
International copyright law – international conventions and aspects of private international law
• General Concepts
• The Berne Convention
• The Universal Copyright Convention
• The Rome Convention on the Protection of Phonograms and Performing Artists
• Copyright and the TRIPs Agreement
• The WIPO “Internet Treaties”
• Private International Law Aspects

Module D [LWM26D]
Sequence: modules A and B must be attempted before module D
Copyright law in the European Community
• Introduction to copyright law in the European Community
• Computer programs and database protection
• Rental and lending rights, satellite, broadcasting and cable
• Copyright term and artist’s resale right
• Copyright in the information society and enforcement

International and comparative law of patents, trade secrets and related rights

Module A [LWM27A]
Comparative law of patents
• Introduction to patents: history, justifications, agreements
• Methods of applying for a patent
• Patentability
• The person skilled in the art, priority and grace periods
• Infringement and exceptions to infringement
• Entitlement / ownership of patents

Module B [LWM27B]
Sequence: module A must be attempted before module B
Comparative law of trade secrets
• Why protect trade secrets?
• The distinction between commercial trade secrets and privacy
• Relationship between trade secrets and patenting
• Trade secrets law in England, the United States, Germany and France
Module C [LWM27C]

Sequence: module A must be attempted before module C

International agreements on patent law
- Paris Convention
- TRIPS Agreement
- European Patent Convention
- Other regional patent agreements
- Patent Cooperation Treaty
- the Convention on Biodiversity
- Patent Law Treaty
- Budapest Treaty
- Locarno Agreement on Classification
- Supplementary Protection Certificates

Module D [LWM27D]

Sequence: modules A, B and C must be attempted before module D

Current issues in international patent law and policy
- Utility models and petty patents
- Biotechnological patenting (so-called life patents and gene patents)
- Plant variety protection
- Patenting of computer software and business methods
- “Patent quality” and Peer-to-patent

International and comparative law of trade marks, designs and unfair competition

Module A [LWM28A]
The concepts of trade marks, designs and unfair competition
- Introduction to the concept of trade marks: a functional, legal, and economic analysis
- Introduction to unfair competition
- The history of trade marks
- Systems of protection; registered and unregistered trade marks
- International agreements: the Paris Convention; the World Trade Organization; International Registrations; regional agreements; the Community Trade Mark (Introduction); classification treaties; Trademark Law Treaty; appellations of origin; the Olympic symbols

Module B [LWM28B]

Sequence: module A must be attempted before module B

Unfair competition
- Systems of unfair competition: a comparative perspective
- Misrepresentation and misappropriation
- Unfair competition in the United Kingdom
- Unfair competition in the United States
- Unfair competition in France
- Unfair competition in Germany
- Other jurisdictions
Module C [LWM28C]
Sequence: module A must be attempted before module C
Registered trade marks
- Registered trade marks: a comparative perspective
- Systems of registration: first to file v. first to use
- Registered trade marks in Europe: the Community Trade Mark; national registrations (United
  Kingdom; France; Germany); the role of the European Court of Justice
- Registered trade marks in the United States
- Other jurisdictions
- Current trends: dilution; domain names

Module D [LWM28D]
Sequence: modules A, B and C must be attempted before module D
Special topics in trade marks
- Industrial designs; relationship to other forms of protection; Community Design Regulation; Hague
  Agreement Concerning the International Deposit of Industrial Designs, as amended
- Appellations of origin
- Trade marks and competition: parallel imports; functionality and the interface between trade marks
  and other intellectual property rights; comparative advertising
- Cultural issues: advertising; character merchandising; symbols of indigenous communities

International and comparative social justice
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Advancing the international protection of social justice †
- The International Covenant on Economic, Social and Cultural Rights 1966 and the mythology of the
  “Generation of Rights” theory
- The United Nations Committee on Economic, Social and Cultural Rights
- The minimum core

Module B [Code not yet available]
The ambit of social justice rights under international law †
- The right to the highest standard of health
- The right to food and water
- The right to shelter and adequate housing
- The right to social security rights

Module C [Code not yet available]
Regional protection of social justice rights †
- The European Union
- The European Social Charter of the Council of Europe
- The Protocol of San Salvador
- The African Union and social justice rights

Module D [Code not yet available]
Sequence: module A must be attempted before module D
Comparative legal systems and the implementation of social justice rights

- Natural law – The Philippines
- Facets of civil and political rights – India
- Express incorporation – South Africa

International and comparative trust law

Students are not required to have studied the Law of trusts at undergraduate level. However, it is advisable to have done so, for this course assumes that students are familiar with, and have an understanding of, the Law of trusts and the standard works on the subject up to LLB level or its equivalent. Knowledge of the relevant principles of the Conflict of laws is useful, though not essential.

Module A [LWM29A]
The nature of the English trust

- Survey of the English law of trusts
- Shams
- The trust as property-holding vehicle and as obligation
- The core content of a trust
- The Beneficiary Principle: trusts for non-charitable purposes

Module B [LWM29B]
Sequence: module A must be attempted before module B

Offshore purpose trusts

- Introduction to offshore non-charitable purpose trusts
- Belize
- Bermuda
- The British Virgin Islands
- The Cook Islands
- Cyprus
- Isle of Man
- Jersey
- Labuan
- The STAR trust of the Cayman Islands

Module C [LWM29C]
Sequence: modules A and B must be attempted before module C

Asset protection trusts

- Introduction to offshore asset protection trusts
- The pre-Insolvency Act 1986 and current position under English law
- The Bahamas
- The British Virgin Islands (including the new VISTA trust)
- The Cayman Islands
- The Cook Islands
- Cyprus
- Gibraltar
- The Isle of Man
- Jersey
Module D [LWM29D]

Sequence: modules A and B must be attempted before module D

Special issues in international and comparative trust

(Part One)
- Choice of law; jurisdiction; recognition; enforcement
- General principles of choice of law
- The Hague Trusts Convention
- The jurisdiction and remedies of the English courts over foreign trusts
- Recognition and enforcement of foreign judgments in England

(Part Two)
- The reception of the trust or trust-like devices in civil law jurisdictions
- The trust and the civil law
- The trust from a worldwide perspective: The trust's future

International commercial insurance law

Module A [LWM70A]

The contract of reinsurance
- The definition of reinsurance
- Regulation of reinsurance business
- Forms of reinsurance: facultative contracts; treaties
- Relationship between assured, insurer and reinsurer
- Formation and insurable interest
- Utmost good faith
- Express, implied and incorporated terms

Module B [LWM70B]

Reinsurance losses and claims
- Back to back cover
- Follow the settlements and follow the fortunes
- Claims co-operation and claims control clauses
- Aggregation of losses
- Post-loss allocation
- Reinsurance arbitrations
- Inspection clauses

Module C [LWM70C]

Liability insurance
- Forms of liability insurance: event, injury, claims made
- Compulsory insurance regimes: motor; employers’ liability; maritime law
- Professional indemnity insurance
- Directors’ and Officers’ insurance
- Product liability insurance
- Defence costs
- Third party rights

Module D [LWM70D]
Conflict of laws in insurance
- Jurisdiction of the English courts: European cases
- Jurisdiction of the English courts: non-European cases
- Law applicable to insurance and reinsurance contracts: the different regimes
- Law applicable to insurance and reinsurance contracts: express choice; absence of choice
- Significance of the applicable law

International criminal law
(expected to be available during 2013)†
Students are advised that the course demands some previous knowledge of public international law.

Module A [LWM30A]
General context and international crimes before national courts†
- International law principles of State jurisdiction
- Customary international law and treaty law
- Direct criminal responsibility under international law
- Treaty provisions requiring States to criminalise conduct (including terrorism and torture)
- Piracy

Module B [LWM30B]
Sequence: module A must be attempted before module B
International criminal courts and tribunals†
- Jurisdiction and structure of international criminal courts and tribunals
- Co-operation with international criminal courts and tribunals
- Investigations, prosecutions, evidence and procedure before international criminal courts and tribunals
- Fair trial rights appeals, revision and enforcement of sentences before international criminal courts and tribunals

Module C [LWM30C]
Sequence: module A must be attempted before module C
The core international crimes (crimes within the jurisdiction of international tribunals)†
- The elements of international crimes
- War crimes
- Crimes against humanity
- Genocide
- Aggression and crimes against peace

Module D [LWM30D]
Sequence: modules A and C must be attempted before module D
General principles of international criminal law†
- Aut dedere aut judicare ("extradite or prosecute") and unlawful abductions
- Jurisdictional immunities
- Modes of participation in crimes, and concurrence of crimes
- Defences

International economic law
Module A [LWM31A]
Evolution and principles of international economic law
- Evolution of the law and economic policy
- Evolution of international economic law
- Fundamental principles of international economic law
- Institutional structure of international economic law

Module B [LWM31B]
Sequence: module A must be attempted before module B
International monetary and development law and policy
- The law and practice of the World Bank
- The law and practice of the International Monetary Fund
- Financing for Development
- The Millennium Development Goals

Module C [LWM31C]
Sequence: module A must be attempted before module C
Regulation of foreign investment
- International efforts to regulate foreign investment
- Regulation of multinational enterprises (MNEs)
- The notion of corporate social responsibility
- Multinational enterprises and human rights

Module D [LWM31D]
Sequence: module A must be attempted before module D
Public international law of trade
- Substantive rules of the GATT/WTO system
- Institutional overview of the WTO
- Case study of the liberalisation of trade in agriculture
- Current trade agenda and the Doha Development Round

International environmental law

Module A [LWM32A]
General aspects of international environmental law 1
- Introduction
- Development and sources of international environmental law
- Jurisdictional and institutional aspects of environmental governance
- General principles of international environmental law
- Sustainable development

Module B [LWM32B]
Sequence: module A must be attempted before module B
General aspects of international environmental law 2
- State responsibility for environmental damage
- Civil liability regimes
- Environmental dispute resolution
- Human rights and the environment

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Module C [LWM32C]
Sequence: modules A and B must be attempted before module C

Particular subjects of international environmental law 1
- Protection of the marine environment
- General principles of conservation and biological diversity
- Management of hazardous substances and wastes
- Climate change protection
- Protection of the ozone layer

Module D [LWM32D]
Sequence: modules A and B must be attempted before module D

Particular subjects of international environmental law 2
- Trade and environment
- Financial resources, technology and intellectual property
- War and armed conflict in relation to the environment
- Nuclear energy and the environment
- Freshwater resources
- Transboundary air pollution
- Polar regions

International investment law

Module A [LWM33A]
Evolution of the law of foreign investment
- Origins of the law of foreign investment: the early years
- National standards v. international minimum standard
- National treatment and the Calvo doctrine
- The duty to compensate and the Hull formula

Module B [LWM33B]
Sequence: module A must be attempted before module B

International efforts to regulate foreign investment
- United Nations efforts
- Efforts made by the World Bank
- OECD efforts
- The role of the World Trade Organization

Module C [LWM33C]
Sequence: modules A and B must be attempted before module C

Regulation under bilateral and regional investment treaties (BITs)
- Origins of BITs
- The content of BITs
- Significance of BITs
- Regional treaties: NAFTA

Module D [LWM33D]
Sequence: modules A and B must be attempted before module D

The case-law on the treatment of foreign investment
International law of armed conflict and use of force
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Introduction to the law of armed conflict and the use of force †
- The relationship between *jus ad bellum* and *jus in bello* in international relations
- Over-view of pre-UN Charter law on use of force
- The concept of just and unjust wars
- First legal limitations on the use of force
- The Hague peace conferences (1899-1907)
- The League of Nations Covenant
- The Kellogg-Briand Pact of 1928
- UN Charter terminology: use of force, aggression, armed attack

Module B [Code not yet available]
Sequence: module A must be attempted before module B
The content of the principle of non-use of force †
- UN Charter Article 2 (4) and the prohibition of force
- Use of force in self-defence
- UN Article 51 and customary law on self-defence
- Collective self-defence and collective security
- Use of force to protect nationals abroad
- The concept of intervention, including humanitarian intervention
- Terrorism, non-state groups and the use of force
- Collective security
- Peace-keeping by the United Nations and regional organisations

Module C [Code not yet available]
Sequence: module A must be attempted before module C
History, terminology and scope of humanitarian law †
- Sources of the law
- International humanitarian law and other areas of international law
- Concept of war; non-international armed conflicts
- Combatants and prisoners of war
- Treatment of combatants
- Civilians and targets
- Methods and means of warfare
- Nuclear weapons

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
Other aspects of armed conflict and methods of enforcement †
International law of the sea

Module A [LWM34A]
Evolution of the law of the sea
- Pre-UN developments
- UNCLOS I
- The four Geneva Conventions on the law of the sea
- UNCLOS III

Module B [LWM34B]
Sequence: module A must be attempted before module B
Baselines, the territorial sea and the contiguous zone
- The law on drawing baselines
- The rights of states in their territorial sea
- The right of innocent passage of other states
- Rights and duties in the contiguous zone

Module C [LWM34C]
Sequence: module A must be attempted before module C
The continental shelf and the Exclusive Economic Zone
- Definition and drawing of the continental shelf
- Rights of States in the continental shelf
- The concept of the EEZ
- Rights and duties of States in the EEZ and its delimitation

Module D [LWM34D]
Sequence: module A must be attempted before module D
The high seas, the sea-bed and dispute resolution
- The notion of the freedoms of the high seas
- The legal status of the sea-bed and its resources
- The Deep Sea Bed Mining Authority
- The Hamburg International Tribunal on the Law of the Sea

International merger control

Module A [LWM57A]
Introduction to merger control
- Concepts and ideas
- Economic analysis and market definition
- The regulation of merger operations
- Multinational enterprises and their concerns

Module B [LWM57B]
Sequence: module A must be attempted before module B

Merger control regimes 1
- European Community merger control
- European Economic Area merger control
- United States merger control

Module C [LWM57C]
Sequence: module A must be attempted before module C

Merger control regimes 2
- United Kingdom merger control
- Merger control in Germany
- Merger control in Canada
- Australian merger control

Module D [LWM57D]
Sequence: module A must be attempted before module D

Unilateral, bilateral and multilateral merger control strategies
- Unilateral strategy: the doctrine of extraterritoriality
- Bilateral strategy
- Multilateral strategy
- International organisations and bodies

International natural resources law

Module A [LWM74A]
General aspects of natural resources law
- The development of the notion of permanent sovereignty, environmental protection and sustainable development
- Governance of natural resources: international organizations relevant to natural resources management and conservation
- Property rights and natural resources
- Injury to property of aliens on state territory
- International cooperation for protection and management of transboundary nature resources

Module B [LWM74B]
Sequence: module A must be attempted before module B
Specific issues relating to management of natural resources
- Transboundary freshwater management
- Fisheries management
- The Convention on Biological Diversity (CBD) and conservation of biological resources
• UN Convention on the Law of the Sea
• Dispute settlement

Module C [LWM74C]
Sequence: module A must be attempted before module C

International energy law †
• International and regional organisations in the energy sector
• Climate change and natural resources use
• Offshore oil and gas exploration and exploitation
• Energy law and the environment

Module D [LWM74D]
Sequence: module A must be attempted before module D

Energy law in Europe †
• The Energy Charter Treaty
• EU energy law I – Market liberalization
• EU energy law II - Climate change, environmental protection and energy efficiency measures in the EU
• The EU’s cooperation with neighbouring states and its external relations in energy sector

International refugee law
Students should have some previous knowledge of public international law.

Module A [LWM60A]
The development of, and responsibility for, international protection of refugees
• Historical perspective
• The legal framework: The 1951 Refugee Convention and other instruments
• Definition of refugee: Beyond the classical definition
• Assessment in refugee status determination procedures
• International approaches to refugee protection
• Legal protection of international displaced persons and stateless persons

Module B [LWM60B]
Sequence: module A must be attempted before module B

The European dimension of refugee law
• European immigration practices and policies
• The evolving European Union Acquis on asylum: The European framework for refugee protection
• European Union refugee status determination procedures
• Responsibility and internal protection: European Union Directive on qualification for international protection
• European Union jurisprudence: Interaction of the European Convention on Human Rights and refugee law

Module C [LWM60C]
Sequence: module A must be attempted before module C

The rights of refugees
• Standards of treatment
• Durable solutions to refugee problems
• Selected substantive rights of refugees under the 1951 Refugee Convention:
Module D [LWM60D]
Sequence: module A must be attempted before module D

Contemporary issues in refugee law
- Refugee issues and armed conflicts: Dynamic of mobility and displacement
- Women and children refugees
- Non-Refoulement: A peremptory norm of international law
- Loss and denial of refugee status: Article 1F of the 1951 Refugee Convention

International rights of the child

Module A [LWM35A]
The development of the international law on the rights of the child
- Introduction and analysis of international law and international human rights law
- International and regional instruments – specific to the child
- International and regional instruments – general human rights
- The definition of a child in international law
- The two principles of interpretation

Module B [LWM35B]
Children and family life
- Introduction and analysis of the public and the private
- Definitions of family, family life and family environment
- The ‘right’ to a family
- The democratic family

Module C [LWM35C]
Children and the justice system
- Introduction and merger of family law principles and child criminal justice
- Definition of juvenile
- The umbrella principles
- The rights of children accused of an offence
- Child hearings
- The rights of children deprived of their liberty

Module D [LWM35D]
Combating child poverty
- Introduction and a critique of the generation of rights theory
- Theories surrounding the separation of powers and how they have impeded using the law to alleviate poverty
• Using the international law on poverty alleviation in the national courts
• Using the international law on poverty alleviation in the international sphere

**International trade law**

*Students are required to attempt the modules in order.*

**Module A [LWM36A]**

*Export sales on English law terms*
- FOB contracts
- CIF contracts
- Passing of property and transfer of risk
- Remedies of buyer and seller

**Module B [LWM36B]**

*Sequence: module A must be attempted before module B*

*Carriage of goods by sea in international trade law*
*(formerly known as Carriage of goods by sea: this module has been renamed for clarity but the syllabus remains the same)*
- The shipping background and electronic developments
- The carrier’s duties
- The carrier’s limitations
- Transfer of contractual rights and duties under the contract of carriage

**Module C [LWM36C]**

*Sequence: modules A and B must be attempted before module C*

*Bankers’ letters of credit*
- The contract between beneficiary and issuer/confirmer of documentary credit
- Strictness of documentary compliance and autonomy
- Fraud and forgery
- Stand-by letters of credit and first demand guarantees

**Module D [LWM36D]**

*Sequence: Section A, B and C must be attempted before module D*

*United Nations Sale Convention 1980 (CISG)*
- Scope and application of the Convention
- General principles of uniformity in the Convention
- Buyer’s and seller’s duties
- Avoidance, exemption and remedies for breach

**Jurisprudence and legal theory**

*Students are not required to have taken an undergraduate course in Jurisprudence, but it will be assumed that students will have some familiarity with standard works in the field up to LLB standard. The double modules can be attempted in either order.*

**Double Module A/B [LWM7AB]**
Modern legal theory
- Selected topics in the development of Anglo-American legal philosophy from the origins of utilitarianism to the present day, including contemporary debates on philosophical method and the nature of law

Double Module C/D [LWM7CD]
Liberty, equality and law
- Selected topics in the development of liberalism, including the ideas of liberty and equality and their relevance in the present day to our understanding of community, economics, cultural diversity and feminism

Law and policy of international courts and tribunals
For students who chose to study and be examined in this course prior to 1 January 2007, modules A and B must be attempted before module D.
Students choosing to study this course with effect from 1 January 2007 will be required to attempt the modules in order

Module A [LWM38A]
Introduction to international dispute resolution
- Introduction and historical background: from arbitration to the International Criminal Court
- The concept of an international dispute
- Participation in international disputes

Module B [LWM38B]
Sequence: module A must be attempted before module B
Non-adjudicatory dispute resolution processes
- The obligation to settle disputes peacefully
- Overview of the processes for the peaceful settlement of disputes; negotiation; fact-finding; mediation; conciliation; arbitration and adjudication. Points of similarity and distinction; advantages and disadvantages; factors that influence recourse to particular processes
- Fact-finding as a dispute resolution process; fact-finding by governmental and non-governmental actors; Inspection Panels; the role of fact-finding in disputes concerning violations of human rights
- Negotiation and mediation

Module C [LWM38C]
Sequence: modules A and B must be attempted before module C
Role and functioning of international courts and tribunals: institutional aspects
- Appointment and role of adjudicators
- Role of registry/secretariat
- Participants (and non-participants in proceedings) and their representation
- Applicable law: procedural and substantive
- Issues of access, including jurisdiction (contentious and advisory), standing and admissibility
- Financing of international courts and tribunals and proceedings before them

Module D [LWM38D]
For students who chose to study and be examined in this course prior to 1 January 2007, sections A and B must be attempted before section D.
For students who choose to study and be examined in this course with effect from 1 January 2007, sections A, B and C must be attempted before section D.
Role and functioning of international courts and tribunals: procedural aspects

- Third party participation, including intervention and amicus curiae briefs
- Preparation and filing of written pleadings and the role of oral arguments
- Provisional measures
- Evidentiary rules and principles
- The powers of the various courts and tribunals, including remedies
- Interpretation, appeal and review

Law of financial crime

(This course replaces Fraud, corruption and money laundering)

Module A [LWM17A]

Insider dealing and market abuse

- The sources of the law on insider dealing
- The EC context of market abuse: insider dealing and market abuse
- The purpose of the law on insider dealing, and whether or not insider dealing ought to be criminalised
- Insider dealing offences under Part V of the Criminal Justice Act 1993
- The power of regulators
- Market abuse regulation

Module B [LWM17B]

Sequence: module A must be attempted before module B.

Fraud and market manipulation

- The development of the criminal law of fraud
- The economic and historical context of the law on abusive practices
- Market manipulation offences
- Fraud Act 2006 offences
- Theft Act 1968 offences

Module C [LWM17C]

Sequence: module A must be attempted before module C.

Money laundering

- The purpose of money laundering regulation
- The international dimension
- The context of money laundering regulation
- Proceeds of Crime Act 2002 offences
- Terrorism Act 2000 offences
- Money Laundering Regulations 2007
- The efficacy of money laundering regulation
- Civil recovery

Module D [LWM17D]

Sequence: module A, B and C must be attempted before module D.

The nature of the law on financial crime

- The sources of the law on financial crime
The objectives of the law on financial crime
The economic and historical context of the law on corruption
The role of information and transparency in financial criminal law
The EC Market Abuse Directive
The role of the regulators in prosecuting criminal offences
The role of criminal law in supporting financial regulation in the UK
Other criminal offences under Financial Services and Markets Act 2000
The underlying objectives of the criminal law in relation to finance
Civil recovery

Law of international finance: securitisation and bonds
(not yet available – this course is not expected to be available before 2014)†

Students are advised to take Law of International Finance: syndicated loans prior to or concurrent with Law of International Finance: securitisation and bonds, although this is not a requirement.

Sequence: module A, followed by module B, followed by module C, followed by module D OR module C, followed by module D, followed by module A, followed by module B.

Module A [Code not yet available]
Sequence: See above
Securitisation: structure †
- What is securitisation and why has it caused so many problems?
- Why use securitisation?
- Some models
- The special purpose vehicle: its role and its relationship to the originator
- Distinguish from other transactions: syndicated loan, secured loan, factoring
- The crisis: what went wrong with securitisation and the legal controls?
- True sale: the sale of assets to the special purpose vehicle

Module B [Code not yet available]
Sequence: See above
Securitisation: risks †
- Recharacterisation risks: danger of transaction being recharacterised as, for example, a loan, including discussion of legal problems arising from the originator servicing the assets.
- Insolvency risk: can the assets be clawed back if the originator goes into liquidation?
- Liquidity support and credit enhancement
- Trustees
- Regulation
- Choice of law issues

Module C [Code not yet available]
Sequence: See above
Bonds †
- Types of bonds
- Bond issuance and liabilities arising at this stage, including listing process
- The parties: issuer, guarantor and managers, underwriting and selling groups, paying agents, agent bank
- Trading: the clearing system and the question of negotiability

Module D [Code not yet available]
Sequence: See above

Terms of the bond, trustee, servicer and special servicer †
- Terms of the bond and the trust deed
- Bond trustee’s role
- Servicer and special servicer

Law of international finance: syndicated loans
(not yet available – this course is not expected to be available before 2014) †
Students are advised to take Law of International Finance: syndicated loans prior to or concurrent with Law of International Finance: securitisation and bonds, although this is not a requirement. The modules must be attempted in order.

Module A [Code not yet available]
Capital markets †
- Capital markets, loans, bond issues, euro currency loans and euro bonds, risk
- The nature of the contract and its objectives
- Terms of the contract: fixed and variable interest, repayment and early payment
- Conditions precedent
- Representations and warranties

Module B [Code not yet available]
Sequence: module A must be attempted before module B
Financial covenants, negative pledge and remedies †
- Financial covenants and information undertakings
- Negative pledge: objectives, types, problems
- Remedies: events of default terms relating to remedies, remedies at common law

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Syndicate management †
- The loan arrangement process, including the Information Memorandum
- The arranger and its role, liability and protections
- The agent bank: role, liability and protections
- Syndicate management provisions, including sharing and set off clauses

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
Choice of law and loan transfers †
- Choices of law and forum
- Loan transfers: novation, assignment, transfer by way of trust, sub-participation
- Regulatory provisions relating to loan transfers

Law of oil and gas submarine pipelines
(not yet available – this course is not expected to be available before 2015) †
Module A [Code not yet available]
Laying of submarine pipelines †
• Technical aspects of submarine pipelines
• Definition of pipelines in the law of the sea
• Maritime zones and the right to lay pipelines
• Pipelines crossing the waters of more than one State

Module B [Code not yet available]
Sequence: module A must be attempted before module B.
The exploitation of submarine pipelines and the law of the sea †
• Jurisdiction over submarine pipelines
• Pipelines and other lawful uses of the sea
• Settlement of disputes related to submarine pipelines and other lawful uses of the sea
• Protection against pollution
• Decommissioning of submarine pipelines in the law of the sea

Module C [Code not yet available]
National legislation on pipelines used for the transport of offshore oil and gas †
• National energy policies and submarine pipeline networks for transporting offshore oil and gas: case studies
• The complexity of national legislation
• Analysis of licensing systems
• Rights and obligations of owners and operators
• Third-party transport-issues
• Decommissioning of submarine pipelines in national legislation

Module D [Code not yet available]
The international transport of oil and gas through submarine pipelines †
• Energy security supply and international submarine pipelines
• The legal framework to safeguard international transport: international and bilateral agreements
• Ownership and operation of international pipelines
• Proposals to establish a comprehensive model framework agreement
• Settlement of disputes concerning international transport of oil and gas

Law of treaties

Module A [LWM54A]
Introduction to the law of treaties
• Introduction to the law of treaties
• Sources of international law with a particular focus on treaties
• Concept of a treaty in international law
• Treaty-making process
• Depositaries, registration and publication of treaties
• Consent to be bound by a treaty

Module B [LWM54B]
Sequence: module A must be attempted before module B
Entry into force and the scope of treaty obligations
• Entry into force and obligations prior to entry into force
• Reservations to treaties
Application of treaties (pacta sunt servanda; observance of treaties and internal law; effect on third states)

Module C [LWM54C]
Sequence: module A must be attempted before module C
Legal aspects of the working of treaties
- Interpretation of treaties
- Conflict of treaties
- Revision, amendment and modification of treaties
- Succession to treaty obligations

Module D [LWM54D]
Sequence: module A must be attempted before module D
Legal aspects of invalidity, termination and suspension of treaty obligations
- Termination and suspension of treaties
- Invalidity of treaties

Law on investment entities
(expected to be available during 2013) †
Sequence: the modules must be attempted in order.
Module A [LWM77A]
The legal nature of investment entities †
- The meaning of "investment": speculative, social and collective investment
- The concept of "risk" in investment law
- Trusts as investment entities
- The predication of all investment entities on concepts of contract and property
- Principles of portfolio management and their legal aspects
- Acquisitions investment

Module B [LWM77A]
Sequence: module A must be attempted before module B
Collective investment schemes †
- The European Community Undertakings for Collective
- Investment in Transferable Securities (UCITS) Directive
- The legal nature of a unit trust
- The legal nature of an open-ended investment company
- The regulation of collective investment schemes by the Financial Services Authority (FSA)

Module C [LWM77A]
Sequence: modules A and B must be attempted before module C
Communal investment schemes †
- The history of communal investment models
- Friendly societies
- Cooperative investment models
- The legal inter-action of members of communal investment schemes
The legal nature of investors’ rights in such entities

The regulatory context of retail investment services provision

Public sector investment models

**Module D [LWM77A]**

*Sequence: modules A, B and C must be attempted before module D*

**Investor protection**
- The fundamentals of financial regulation in the UK
- The effect of the Markets in Financial Instruments Directive (MiFID)
- The conduct of business regulation
- The regulation of financial promotion
- The interaction between regulation and substantive law on investor protection

**Marine insurance law**
*(formerly known as Marine insurance)*

*Sequence: the modules must be attempted in order.*

**Module A [LWM39A]**

The contract of Marine insurance
- The nature of a marine insurance contract
- The Marine Insurance Act 1906
- The requirement of insurable interest
- Wagering and gaming contracts
- The formation of a marine insurance contract
- The construction of a marine insurance contract
- The policy
- Types of marine insurance policies (time/voyage policies; floating policies/open covers; valued/unvalued policies; composite/joint policies)
- The assignment of rights under a marine insurance policy

**Module B [LWM39B]**

*Sequence: module A must be attempted before module B*

The doctrine of *Uberrimae Fidei* and insurance contracts
- Nature of the duty of utmost good faith
- The assured’s pre-contractual duty of good faith: misrepresentation and non-disclosure
- The assured’s post-contractual duty of good faith and the duty in respect of claims
- The insurer’s duty
- Remedies
- The role of the broker

**Module C [LWM39C]**

*Sequence: modules A and B must be attempted before module C*

The terms of the contract; risks; and causation
- Terms:
  - Premium
  - The assured and the subject-matter of the insurance
  - The attachment, duration, alteration and termination of the insured risk (including change of voyage, deviation and delay)
  - Warranties (express and implied)
Conditions and other terms

The Institute Clauses

- Risks:
  - Marine risks
  - War risks
  - Excepted risks

- Causation
- Burden of proof
- The sue and labour clause (mitigation of loss)

Module D [LWM39D]

Sequence: modules A, B and C must be attempted before module D

Indemnity, subrogation and contribution

- The principle of indemnity
- The measure of indemnity:
  - Partial loss
  - Actual total loss
  - Constructive total loss
- Insurer’s right of subrogation upon payment
- Contribution between multiple underwriters
- Third parties’ rights against insurers

Medical law and ethics

Module A [LWM56A]

Basic concepts in medical law

- Bioethics
- Consent
- Capacity
- Confidentiality

Module B [LWM56B]

Sequence: module A must be attempted before B

Access to treatment and malpractice litigation

- Resource allocation
- Malpractice litigation
- Product liability and the regulation of medicines
- Liability for occurrences before birth

Module C [LWM56C]

Sequence: module A must be attempted before C

Legal and ethical issues in medical practice

- Mental health law
- Clinical research
- Organ transplantation
- End of life decisions

Module D [LWM56D]
Legal and ethical issues in reproduction
- Abortion
- Embryo and stem cell research
- Assisted conception
- Surrogacy

Multinational enterprises and the law
**Sequence: the modules must be attempted in order.**

Module A [LWM40A]
Multinational enterprises in context
- Globalisation and the rise of the multinational enterprise (MNE)
- Company and international law
- State-MNE-civil society relations
- MNEs and the creation and convergence of law
- ‘Effective’ legal systems for investment
- Culture, foreign investment and the law

Module B [LWM40B]
**Sequence: module A must be attempted before module B**
National regulation of multinational enterprises
- Keeping MNEs out, and drawing them in
- Legislating over MNEs
- Enforcing law against MNEs
- Extending liability to MNEs groups and directors

Module C [LWM40C]
**Sequence: modules A and B must be attempted before module C**
International regulation and protection of multinational enterprises
- Bilateral investment treaties
- Multilateral standards for treatment and behaviour of MNEs
- Renegotiation and expropriation
- Settling disputes between states and MNEs

Module D [LWM40D]
**Sequence: modules A, B and C must be attempted before module D**
Fields of concern for multinational enterprises
- Corporate governance, accounting and disclosure
- Taxation and transfer pricing
- Technology transfer and intellectual property rights
- Labour standards and human rights
- Corruption

Press law
(not yet available – this course is not expected to be available before 2015)
Module A [Code not yet available]

Introduction to press law †
- Press freedom history
- Prior restraint
- Press ownership law
- United Kingdom Press Complaints Commission
- United Kingdom National Union of Journalists Code of Conduct
- United Kingdom Advertising Standards Authority

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Defamation and privacy †
- Defining defamation
- Defenses: truth, fair comment, absolute privilege, qualified privilege
- Civil and criminal libel
- Privacy law: the United Kingdom and the United States compared
- Breach of confidence

Module C [Code not yet available]

Sequence: module A must be attempted before module C

Other restrictions on the press †
- Contempt of court: strict liability, reporting restrictions
- Contempt of Parliament
- The United Kingdom Official Secrets Act

Module D [Code not yet available]

Sequence: module A must be attempted before module D

Open justice †
- Court reporting: the United States and the United Kingdom compared
- Restrictions on reporting: criminal cases, national security cases, family cases, children

Private international law in international commercial litigation
(expected to be available during 2013) †
(Note: This course does not cover family law or the law of succession.)

Module A [LWM67A]

Introduction to private international law in international commercial litigation †
- History of private international law
- The individualist theories of private international law
- The state theories of private international law
- The economic theories of private international law

Module B [LWM67B]

Sequence: module A must be attempted before module B.

Jurisdiction and competence of courts in private international law †
- Introduction to the jurisdiction and competence of courts
- The system under the Brussels Regulation (No. 44/2001)
- The traditional rules of jurisdiction in England, France and Germany
The rules and restrictions on jurisdiction in the United States

Module C [LWM67C]
Sequence: module A must be attempted before module C.

Applicable law in private international law †
- Introduction to applicable law
- Rome I Regulation (matters related to contract in Europe)
- Rome II Regulation (matters related to tort in Europe)
- The former choice of law rules for tort in England, France and Germany
- The approach of the US courts to choice of law

Module D [LWM67D]
Sequence: module A must be attempted before module D.

Recognition and enforcement of judgments in private international law †
- Introduction to the enforcement of judgments
- The recognition and enforcement of judgments under the Brussels Regulation
- The simplified recognition of judgments under the other European regimes
- The enforcement of judgments in England, France and Germany
- The US approach to the enforcement of judgments

Private law aspects of the law of finance

Module A [LWM69A]
Fiduciary liability in finance
- The basis of Financial Services Authority (FSA) regulation in the United Kingdom
- The nature of fiduciary liability
- The significance of fiduciary liability in financial transactions
- Liability in relation to conflicts of interest and firm’s profits
- FSA conduct of business regulation
- Standards of “integrity” in FSA regulation and fiduciary liabilities of “good conscience”

Module B [LWM69B]
Sequence: module A must be attempted before module B.

Stranger liability in finance
- The nature of stranger liability
- Liability for dishonest assistance in a breach of fiduciary duty
- Liability for knowing receipt of property resulting from a breach of fiduciary duty
- Attribution of knowledge and dishonesty of traders to financial institutions
- Taking objective notions of honesty, knowledge, etc., from FSA regulation
- Case law on reasonable commercial behaviour and stranger liability

Module C [LWM69C]
Sequence: module A must be attempted before module C.

Issues in the creation of financial contracts
- Case law on mistake in the creation of complex financial contracts
- The use of master agreement structures in many financial markets
- Conditions and warranties in standard market contracts
Exclusion of liability

Module D [LWM69D]
Sequence: module A must be attempted before module D.

Suitable conduct and unconscionable conduct in financial transactions,
- Undue influence in financial transactions
- Appropriate treatment of clients in forming contracts under FSA Conduct of Business Sourcebook (COBS) regulation
- Misrepresentation in financial transactions
- Unfair contract terms

Regulation and infrastructure of international commercial arbitration
Students are advised to successfully complete Regulation and infrastructure of international commercial arbitration in full before attempting Applicable laws and procedures in international commercial arbitration.

Module A [LWM42A]
Regulation and infrastructure of arbitration
- Delimitation, definition and juridical nature
- Institutional and regulatory infrastructure
- Constitution, Human Rights and Arbitration
- Arbitration and the courts

Module B [LWM42B]
Sequence: module A must be attempted before module B
Arbitration agreement
- Autonomy, types, and applicable Law
- Formal and substantive validity
- Interpretation of agreements
- Drafting arbitration clauses

Module C [LWM42C]
Sequence: module A must be attempted before module C
Arbitration tribunal
- Selection and appointment of arbitrators
- Rights and duties of arbitrators
- Independence and impartiality of arbitrators
- Challenge and removal of arbitrators

Module D [LWM42D]
Sequence: module A must be attempted before module D
Investment arbitration and specialist arbitration
- Arbitration with states and state owned entities
- Arbitration of investment disputes
- Specialist and mixed arbitration
- Online dispute resolution

Russian civil and commercial law
Module A [Code not yet available]
Foundations of Russian civil law †
- Introduction
- Legal terminology, legal translation, and Russian law
- Concepts of private and public law
- Civil and commercial law in legal science and instructional disciplines
- Sources of civil and commercial law
- Civil-law relations
- Transactions and representation

Module B [Code not yet available]
Sequence: module A must be attempted before module B
Russian civil law – persons †
- Natural persons
- Concepts of juridical persons
- Legal entities under Russian civil and commercial law
- Economic societies and partnerships
- Unitary enterprises
- Non-commercial organisations and cooperatives

Module C [Code not yet available]
Sequence: module A and B must be attempted before module C
Russian civil law – ownership †
- General provisions
- Private and public ownership
- Limited rights to thing
- Attributes of state ownership
- Securities

Module D [Code not yet available]
Sequence: module A and B must be attempted before module D
Russian civil law – obligations †
- General provisions
- Concepts of contract
- Individual types of contract
- Delictual obligations
- Unfounded enrichment

Russian law and legal institutions
Module A [LWM44A]
Russian legal system in context
Introduction
Russian legal system in context of comparative legal studies
Legal terminology, legal translation, and Russian law
Russian legal heritage

Module B [LWM44B]
Sequence: module A must be attempted before module B
Foundations of Russian law
- Jurisprudential foundations of Russian law
- Towards a rule of law state
- Sources of Russian law
- Legal profession (advocates, jurisconsults)

Module C [LWM44C]
Sequence: module A must be attempted before module C
Administration of Russian legality
- The Administration of Russian legality
- Ministries of justice
- Judicial system
- Arbitration
- Procuracy
- Notariat
- Administrative tribunals
- Registry for acts of civil stats
- Law enforcement agencies
- Role of social organisations

Module D [LWM44D]
Sequence: module A must be attempted before module D
State structure of Russia
- Constitutional law and state structure
- Presidency
- Government
- Parliament
- Concepts of Russian federalism
- Subjects of the Russian federation
- Municipal government

Securities law

Module A [LWM71A]
The foundations of securities regulation
- The Lamfalussy Process for creating European Union (EU) securities regulation
- The EU securities directives
- The general EU financial services directives as they apply to securities transactions
- Implementation in the United Kingdom

Module B [LWM71B]
Sequence: module A must be attempted before module B.

Prospectus and transparency regulation of securities
- The core significance of information in securities regulation
- The economic objectives of prospectus and transparency obligations
- “Offers of securities to the public”
- Prospectus regulation
- Transparency obligations regulation
- The duty of disclosure in prospectuses

Module C [LWM71C]
Sequence: module A and B must be attempted before module C.

Liability for misstatements in a prospectus
- The common law on obligations to make disclosure in prospectuses
- The tort of negligence
- Negligence and takeovers
- Negligence and sales of securities in the after-market
- Financial Services and Markets Act 2000, s.90
- Fraudulent misrepresentation (the tort of deceit)

Module D [LWM71D]
Sequence: module A, B and C must be attempted before module D.

The Listing Rules and the Model Code
- The Listing Process
- The six Listing Principles
- Admission to listing
- Maintenance of listing
- Discontinuance of listing and censure

Sentencing and penal policy

Module A [Code not yet available]

Prosecution process †
- Aims and objectives of the criminal justice process
- Decision to charge or caution
- Prosecutorial review
- Mode of trial

Module B [Code not yet available]

Sentencing †
- Principles of sentencing
- Sentencing framework
- Custody under the United Kingdom’s Criminal Justice Act 2003
- Sentencing reform

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C

Punishment †
- Financial penalties
- Community penalties
- Prisons
- Hospital as ‘punishment’

Module D [Code not yet available]

Sequence: modules A, B and C must be attempted before module D

Current issues in penal policy †
- Discrimination in sentencing
- Rights of prisoners
- Prison privatisation
- Victims in the sentencing process

Taxation of business enterprises

(not yet available – this course is not expected to be available before 2015) †

Students are advised that Taxation of business enterprises is an advanced course and as such demands some understanding or previous knowledge of tax law. If students have not previously studied tax law at undergraduate level or have no experience of it in practice, it is advised that they undertake the Taxation principles and policy course alongside Taxation of business enterprises.

Sequence: the modules must be attempted in order.

Module A [Code not yet available]

Introduction to business enterprises and general principles of business taxation †
- Business enterprises
- Taxation of income
- Taxation of capital
- Introduction to corporation tax

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Practical elements and complications in taxation of business principles †
- Trading stock
- Capital allowances
- Loss relief
- Loan relationships

Module C [Code not yet available]

Sequence: modules A and B must be attempted before module C

Group structures and reorganisations relevant to taxation business principles †
- Groups
- Consortia
- Distributions
- Share reorganisations

Module D [Code not yet available]

Sequence: modules A, B and C must be attempted before module D

Elements of international business taxation †
- Controlled foreign companies and anti avoidance
- Transfer pricing
Taxation principles and policy

Module A [LWM47A]
Underlying principles, themes and ideals in taxation
- Survey of United Kingdom taxes
- The nature of tax and the aims of a successful tax system
- Principles of direct and indirect taxation
- Comparative elements of taxation

Module B [LWM47B]
Sequence: module A must be attempted before module B

Issues in modern taxation
- Tax and economic attitudes
- Tax and political attitudes
- Statutory interpretation
- Tax avoidance

Module C [LWM47C]
Sequence: modules A and B must be attempted before module C

United Kingdom taxes I: taxes on income
- Employment income
- Business/trading income
- Corporation tax
- Countering avoidance in the provision of personal services: the IR35 legislation and debate

Module D [LWM47D]
Sequence: modules A and B must be attempted before module D

United Kingdom taxes II: additional tax bases
- Capital Gains Tax
- Inheritance tax and wealth
- Taxation of land and property
- Value Added Tax

Telecommunications law

Module A [LWM48A]
The purpose and experience of telecommunications regulation
- Telecommunications law: introduction
- Evolution of telecommunications regulation: models of regulation and market structures
- Technology: a foundation
- Competition, interconnection and pricing: the economic background of telecommunications law
- Social policy and regulation: universal service, consumer protection and privacy

Module B [LWM48B]
Sequence: module A must be attempted before module B
Telecommunications liberalization in Europe

- The European Union institutions and sources of law
- Competition law: ex ante and ex post, the tools of the regulator
- Liberalisation and harmonisation: from opening the market to full competition
- The New Framework Overview: the 2002 Directives and regulating for convergence
- Authorisation and licensing: of networks and services, spectrum and rights of way
- Access and interconnection
- Universal service
- Telecommunications privacy

Module C [LWM48C]

Sequence: modules A and B must be attempted before module C

Telecommunications contracts

- Access and interconnection agreements: terms and conditions, peering and transit
- Mobile agreements
- Telecommunications outsourcing contracts
- Consumer contracts and protection

Module D [LWM48D]

Sequence: module A must be attempted before module D

Telecommunications: the international view

- United States telecommunications law and regulation
- The ITU and WTO: the international framework from tradition to trade
- Submarines and satellites: the international regulation of outer space and underwater cabling
- Regulatory issues in developing markets
- The Asian experience

Transfer of technology law

(not yet available – this course is not expected to be available before 2015)

Module A [Code not yet available]

Technology transactions †

- ‘Turn-key’ arrangements, joint ventures, licenses, collaboration agreements, technical consultancies, know-how agreements
- History, economics and politics of technology transfers
- Legal protection for technology, including intellectual property rights and contact

Module B [Code not yet available]

Sequence: module A must be attempted before module B

The technology agreement †

- Parties
- Subject matter
- Activities and field of use
- Implied terms
- Remuneration
- Duration
- Breach
- Termination and post-termination rights and duties
- Due diligence searches

**Module C [Code not yet available]**

*Sequence: modules A and B must be attempted before module C*

**Specialised technology licences †**
- Biotechnology licences
- Software licences
- Trade mark licences
- Know-how and show-how licences
- Licensing by public research institutes (e.g. universities)
- Compulsory licensing

**Module D [Code not yet available]**

*Sequence: modules A and B must be attempted before module D*

**Public regulation of technology transfers †**
- Technology transfer and competition law
- European Community Block Exemption
- Regulation of restrictive licensing agreements (TRIPs Agreement Article 40)
- Technology transfer codes in developing countries (e.g. Andean Pact countries, China, Philippines, Vietnam)
- Protection of genetic resources (e.g. Convention on Biological Diversity, International Treaty on Genetic Resources for Food and Agriculture)
- Regulation of transfers of dual-use technology to belligerent nations

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### United Nations protection of human rights

*Students are advised that this course demands some previous knowledge of public international law.*

**Module A [LWM61A]**

**Mechanisms for human rights protection by United Nations bodies**
- Historical development of international human rights law
- Mechanisms established by UN human rights treaties: general comments by treaty bodies; reporting system and concluding observations; individual complaints; inter-state complaints; visits
- Special Procedures established by the UN Commission on Human Rights: country mandates and thematic mandates
- Mechanisms under UN Economic and Social Council (ECOSOC) resolution 1235 and ECOSOC resolution 1503

**Module B [LWM61B]**

*Sequence: module A must be attempted before module B*

**Substantive rights under United Nations Human Rights Treaties 1**
- International Covenant on Civil and Political Rights (ICCPR)
- Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty
- Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)

**Module C [LWM61C]**

*Sequence: module A must be attempted before module C*

**Substantive rights under United Nations Human Rights Treaties 2**
- International Covenant on Economic, Social and Cultural Rights (ICESCR)
The International Convention on the Elimination of All Forms of Racial Discrimination (ICERD) and the Convention on the Elimination of All Forms of Discrimination against Women (CEDAW) are important international human rights instruments. They aim to promote and protect the rights of individuals and groups who have historically faced discrimination.

**Module D [LWM61D]**

*Sequence: module A must be attempted before module D*

**Selected United Nations human rights bodies and specialised agencies**
- United Nations High Commissioner for Human Rights (OHCHR)
- International Labour Organization (ILO)
- World Health Organization (WHO)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

**Western European legal history**

*Sequence: the modules must be attempted in order.*

**Module A [LWM50A]**

**The foundation: Roman and Canon law 500–1100**
- The *Corpus Juris Civilis* and its survival until the eleventh century
- Roman law outside the Justinianic tradition: Visigothic and Frankish law
- The Canon law in the West: Canon law collections before Gratian
- Feudal law and Roman law in Italy
- The revival of the study of Roman law

**Module B [LWM50B]**

*Sequence: module A must be attempted before module B*

**Interactions of Roman and local law: twelfth–sixteenth centuries**
- Gratian and the formation of the learned Canon law
- The consolidation of Roman law: the Glossators
- The expansion of Roman law: the Commentators
- Canon law scholarship, practice and influence
- Roman law and political thought

**Module C [LWM50C]**

*Sequence: module A and B must be attempted before module C*

**National laws and codification: sixteenth–nineteenth centuries**
- The renaissance of Roman law: humanism in Rome and France
- The *droit écrit* and *droit coutumier* in France
- *Mos italicus* and *mos gallicus*
- The reception in Germany
- The Dutch elegant school and the Natural Law movement

**Module D [LWM50D]**

*Sequence: module A, B and C must be attempted before module D*

**Modern perspectives on the *Ius Commune***
- Early Natural law codifications
- Codification in France and its empire
- German romanticism: Savigny vs Thibault
- *Pandektenrecht* and Mommsen: German codification and scholarly reaction in Roman law
- Survival and continuity
World Trade Law

Module A [LWM51A]
World Trade Organization institutions and dispute settlement
- From GATT 1947 to the World Trade Organization (WTO). History, objectives and framework
- Institutional aspects of the WTO
- Dispute settlement: basic principles and panel proceedings
- Dispute settlement: appellate review and implementation

Module B [LWM51B]
*Sequence: module A must be attempted before module B*

Basic principles of trade in goods
- Introduction to GATT 1994. Tariffs and quantitative restrictions
- The most favoured nation and national treatment principles
- Safeguards
- Exceptions to GATT obligations (with special focus on environmental protection)

Module C [LWM51C]
*Sequence: modules A and B must be attempted before module C*

Specific regulations of trade in goods
- The Antidumping Agreement
- The Agreement on Subsidies and Countervailing Duties
- The TBT Agreement
- The SPS Agreement

Module D [LWM51D]
*Sequence: modules A and B must be attempted before module D*

Special World Trade Organization regulations
- Trade in services (GATS)
- Intellectual property (TRIPs)
- Regional trade arrangements
- Investment and competition policy

Youth Justice

Sequence: students are advised to complete modules A and B before module C.

Module A [LWM52A]
The aetiology of youth crime
- The extent and nature of youth crime
- Aetiological explanations for youth crime
- Theories of childhood
- Youth crime prevention

Module B [LWM52B]
Historical and theoretical approaches to youth crime

- Welfare and punishment in the early history of youth justice policy
- The developmental model in the 1980s
- Youth justice policy in the 1990s
- New Labour, crime and disorder, and managerialism

Module C [LWM52C]

The youth justice process

- Pre-trial diversion
- Sentencing young offenders
- Punishment in the community and YOT
- The use of detention

Module D [LWM52D]

Sequence: modules A, B and C must be attempted before module D

Current issues in youth justice

- Parental responsibility
- The media and youth crime
- Alternatives to a Youth Justice System
- Child victims and restorative justice
- Discrimination

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Appendix B – List of courses available for examination

This Appendix lists the courses that are currently available and will be examined in the May and October 2013 examination sessions.

Information about any additional courses which will become available for a first examination in the October session will be given in a Regulations Supplement. This supplement will be published in July or August each year, if applicable.

New codes:

Students should note that the module code is given next to the module title in Appendix A and Appendix B of the Programme Specification and Detailed Regulations. Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website: www.londoninternational.ac.uk/new_codes

Admiralty law

[LWM01A] Admiralty jurisdiction and procedure
[LWM01B] Acquiring ownership in ships and the ship as property
[LWM01C] Safety regulations in navigation, liabilities and limitation of liability
[LWM01D] Assistance at sea and in ports ♦

Applicable laws and procedures in international commercial arbitration

[LWM03A] Applicable law issues in arbitration
[LWM03B] Procedure and evidence in arbitration ♦
[LWM03C] Jurisdictional issues in arbitration ♦
[LWM03D] Arbitration award – form, content, challenge and enforcement ♦

Carriage of goods by sea

[LWM05A] Contracts of affreightment and voyage charter parties
[LWM05B] Time charter parties ♦
[LWM05C] The bill of lading contract and functions ♦
[LWM05D] International conventions regulating the rights and obligations of the parties to the bill of lading contract ♦

Commercial banking law: bank–customer relationship

[LWM72A] Banks and customers
[LWM72B] Duty of care, fiduciary duty, constructive trust and undue influence ♦
[LWM72C] Accounts, money, payment and fund transfers ♦
[LWM72D] Cheques and payment cards ♦

Commercial trusts law

[LWM06A] The nature of commercial trusts
[LWM06B] Equitable devices used to take security in commercial contracts ♦
[LWM06C] The recovery of property in commercial litigation ♦
[LWM06D] Investment of trust funds ♦

Comparative criminal justice policy

[LWM07A] Methods of comparative research
[LWM07B] Legal cultures and criminal justice policy ♦
[LWM07C] Aspects of comparative criminal policy ♦
[LWM07D] Global crime ♦
Constitutional and institutional law of the European Union
[LWM08A] The European Union institutional outline
[LWM08B] Sources of European Union law
[LWM08C] Remedies and procedures in European Union law
[LWM08D] General principles of European Union law

Corporate finance and management issues in company law
[LWM09A] Capital I
[LWM09B] Capital II
[LWM09C] Corporate management I
[LWM09D] Corporate management II

Equity and trusts in context
[LWM10A] The constitution of express trusts
[LWM10B] Trusts implied by law
[LWM10C] Breach of trust and equitable remedies
[LWM10D] Trusts of land and of the home

European Convention on Human Rights
[LWM12B] The European Convention on Human Rights Mechanism
[LWM12C] European Convention on Human Rights Substantive Rights (1)
[LWM12D] European Convention on Human Rights Substantive Rights (2)

European internal market
[LWM13A] The scope of the ‘Four Freedoms’
[LWM13B] Free movement 1 – Equal treatment and non-discrimination
[LWM13C] Free movement 2 – Beyond discrimination
[LWM13D] Regulation of the internal market

European Union competition law
[LWM11A] Anti-competitive agreements and collusion
[LWM11B] Abuse of a dominant position
[LWM11C] Merger control
[LWM11D] European Union competition law practice and procedure

External relations law of the European Union
[LWM55A] Constitutional foundations
[LWM55B] International law and European Union law
[LWM55C] External economic relations
[LWM55D] External political relations

Foundational and constitutional issues in company law
[LWM15A] Company law foundational issues I
[LWM15B] Company law foundational issues II
[LWM15C] Company law constitutional issues I
[LWM15D] Company law constitutional issues II

Human rights of women
[LWM19A] Is the theory underlying human rights law male?
Industrial and intellectual property
[LWM19A] Feminist critiques of human rights
[LWM19B] Institutional framework, institutions and documents relating to the human rights of women
[LWM19C] Sovereign governments, non-state actors and individual responsibility for human rights violations: linking theory to practice

Insurance law (excluding Marine insurance law)
(formerly known as Insurance (excluding Marine insurance))
[LWM20A] Intellectual property and technology
[LWM20B] Intellectual property and creativity
[LWM20C] Intellectual property and distinctive trading signs
[LWM20D] Intellectual property - integrated topics

Industrial and intellectual property
[LWM22A] Elements of insurance
[LWM22B] Insurance contract formation
[LWM22C] The insurance contract and its terms
[LWM22D] Claims process

Intellectual property and medicine
[LWM23A] Intellectual property of medicine and its sources
[LWM23B] Access to medicines
[LWM23C] Patents and life forms
[LWM23D] Property in the person

Intellectual property and sport
[LWM63A] Branding in sports
[LWM63B] Sponsorship in sports
[LWM63C] Ambush marketing
[LWM63D] Special topics in sports

Intellectual property on the internet
[LWM24A] Digital copyright
[LWM24B] Trade marks and other rights in distinctive signs online
[LWM24C] Domain names
[LWM24D] Computer-related patents

International and comparative bank regulation
[LWM64A] Risk, banks and the principles of bank regulation
[LWM64B] Basel Committee and the regulation of international banks
[LWM64C] European Union regulation and who should regulate banks
[LWM64D] United Kingdom bank regulation law

International and comparative competition law
[LWM25A] The internationalisation of competition policy
[LWM25B] Unilateral, bilateral and multilateral strategies
[LWM25C] The competition rules of developing and developed countries
[LWM25D] Competition and trade policy

International and comparative law of copyright and related rights
[LWM26A] Copyright law in the United Kingdom and United States
International and comparative law of patents, trade secrets and related rights
[LWM27A] Comparative law of patents
[LWM27B] Comparative law of trade secrets ♦
[LWM27C] International agreements on patent law ♦
[LWM27D] Current issues in international patent law and policy ♦

International and comparative law of trade marks, designs and unfair competition
[LWM28A] The concepts of trade marks, designs and unfair competition
[LWM28B] Unfair competition ♦
[LWM28C] Registered trade marks ♦
[LWM28D] Special topics in trade marks ♦

International and comparative trust law
[LWM29A] The nature of the English trust
[LWM29B] Offshore purpose trusts ♦
[LWM29C] Asset protection trusts ♦
[LWM29D] Special issues in international and comparative trust ♦

International commercial insurance law
[LWM70A] The contract of reinsurance
[LWM70B] Reinsurance losses and claims ♦
[LWM70C] Liability insurance
[LWM70D] Conflict of laws in insurance

International economic law
[LWM31A] Evolution and principles of international economic law
[LWM31B] International monetary and development law and policy ♦
[LWM31C] Regulation of foreign investment ♦
[LWM31D] Public international law of trade ♦

International environmental law
[LWM32A] General aspects of international environmental law 1
[LWM32B] General aspects of international environmental law 2 ♦
[LWM32C] Particular subjects of international environmental law 1 ♦
[LWM32D] Particular subjects of international environmental law 2 ♦

International investment law
[LWM33A] Evolution of the law of foreign investment
[LWM33B] International efforts to regulate foreign investment ♦
[LWM33C] Regulation under bilateral and regional investment treaties (BITs) ♦
[LWM33D] The case-law on the treatment of foreign investment ♦

International law of the sea
[LWM34A] Evolution of the law of the sea
[LWM34B] Baselines, the territorial sea and the contiguous zone ♦
[LWM34C] The continental shelf and the Exclusive Economic Zone ♦
International merger control
[LWM57A] Introduction to merger control
[LWM57B] Merger control regimes 1
[LWM57C] Merger control regimes 2
[LWM57D] Unilateral, bilateral and multilateral merger control strategies

International refugee law
[LWM60A] The development of, and responsibility for, international protection of refugees
[LWM60B] The European dimension of refugee law
[LWM60C] The rights of refugees
[LWM60D] Contemporary issues in refugee law

International rights of the child
[LWM35A] The development of the international law on the rights of the child
[LWM35B] Children and family life
[LWM35C] Children and the justice system
[LWM35D] Combating child poverty

International trade law
[LWM36A] Export sales on English law terms
[LWM36B] Carriage of goods by sea in international trade law
[LWM36C] Bankers’ letters of credit

Jurisprudence and legal theory
[LWM7AB] Modern legal theory
[LWM7CD] Liberty, equality and law

Law and policy of international courts and tribunals
[LWM38A] Introduction to international dispute resolution
[LWM38B] Non-adjudicatory dispute resolution processes
[LWM38C] Role and functioning of international courts and tribunals: institutional aspects
[LWM38D] Role and functioning of international courts and tribunals: procedural aspects

Law of financial crime
(This course replaces Fraud, corruption and money laundering.)
[LWM17A] Insider dealing and market abuse
[LWM17B] Fraud and market manipulation
[LWM17C] Money laundering
[LWM17D] The nature of the law on financial crime

Law of treaties
[LWM54A] Introduction to the law of treaties
[LWM54B] Entry into force and the scope of treaty obligations
[LWM54C] Legal aspects of the working of treaties
[LWM54D] Legal aspects of invalidity, termination and suspension of treaty obligations

Marine insurance law
(formerly known as Marine insurance)

[LWM39A] The contract of Marine insurance
[LWM39B] The doctrine of Uberrimae Fidei and insurance contracts
[LWM39C] The terms of the contract; risks; and causation
[LWM39D] Indemnity, subrogation and contribution

**Medical law and ethics**

[LWM56A] Basic concepts in medical law
[LWM56B] Access to treatment and malpractice litigation
[LWM56C] Legal and ethical issues in medical practice
[LWM56D] Legal and ethical issues in reproduction

**Multinational enterprises and the law**

[LWM40A] Multinational enterprises in context
[LWM40B] National regulation of multinational enterprises
[LWM40C] International regulation and protection of multinational enterprises
[LWM40D] Fields of concern for multinational enterprises

**Private law aspects of the law of finance**

[LWM69A] Fiduciary liability in finance
[LWM69B] Stranger liability in finance
[LWM69C] Issues in the creation of financial contracts
[LWM69D] Suitable conduct and unconscionable conduct in financial transactions

**Regulation and infrastructure of international commercial arbitration**

[LWM42A] Regulation and infrastructure of arbitration
[LWM42B] Arbitration agreement
[LWM42C] Arbitration tribunal
[LWM42D] Investment arbitration and specialist arbitration

**Russian law and legal institutions**

[LWM44A] Russian legal system in context
[LWM44B] Foundations of Russian law
[LWM44C] Administration of Russian legality
[LWM44D] State structure of Russia

**Securities law**

[LWM71A] The foundations of securities regulation
[LWM71B] Prospectus and transparency regulation of securities
[LWM71C] Liability for misstatements in a prospectus
[LWM71D] The Listing Rules and the Model Code

**Taxation principles and policy**

[LWM47A] Underlying principles, themes and ideals in taxation
[LWM47B] Issues in modern taxation
[LWM47C] United Kingdom taxes I: taxes on income
[LWM47D] United Kingdom taxes II: additional tax bases

**Telecommunications law**
United Nations protection of human rights
[LWM61B] Substantive rights under United Nations human rights treaties 1 ♦
[LWM61C] Substantive rights under United Nations human rights treaties 2 ♦
[LWM61D] Selected United Nations human rights bodies and specialised agencies ♦

Western European legal history
[LWM50A] The foundation: Roman and Canon law 500–1100
[LWM50B] Interactions of Roman and local law: twelfth–sixteenth centuries ♦
[LWM50C] National laws and codification: sixteenth–nineteenth centuries ♦
[LWM50D] Modern perspectives on the ius Commune ♦

World trade law
[LWM51A] World Trade Organization institutions and dispute settlement
[LWM51B] Basic principles of trade in goods ♦
[LWM51C] Specific regulations of trade in goods ♦
[LWM51D] Special World Trade Organization regulations ♦

Youth justice
[LWM52A] The aetiology of youth crime
[LWM52B] Historical and theoretical approaches to youth crime
[LWM52C] The youth justice process
[LWM52D] Current issues in youth justice ♦
Appendix C – Specialisations

This Appendix lists the areas of law in which students may specialise. Not all courses that comprise certain Specialisation groupings are currently available. Where this is the case, these courses are listed as being ‘not yet available’. However, this information is provided as guidance only; it is not intended to imply the date by which any course will become available.

Information regarding course availability is currently reviewed on a six-monthly basis. Further information on the availability of courses listed as ‘not yet available’ (marked with a †) will be given in the Regulations Supplement (if applicable) and/or subsequent editions to the Regulations.

Students who wish to specialise in an area of the law and who wish the specialisation to be named on the final certificate for the award are required to select and satisfy the Examiners in a certain number of courses or modules (as appropriate) from their chosen specialisation (see section 1 and section 9 of the Detailed regulations).

In order for the specialisation to appear on the diploma for the LLM, a student must indicate the title of their chosen specialisation on the examination entry form for their final examinations. In order for the specialisation to appear on the diploma for the Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, a student must indicate the title of their chosen specialisation when they apply for the award (see section 9 of the Detailed regulations).

A student who fails to indicate the title of their chosen specialisation(s), or who is awarded the Postgraduate Certificate in Laws or Postgraduate Diploma in Laws automatically will receive the award(s) without specialisation.

A student will not be permitted to change their choice of specialisation once the specialisation has been requested and the award given. A student who is awarded an award without specialisation will not be permitted to request a specialisation at a later date.

Students may choose the following:

LLM students are required to study, be assessed and satisfy the examiners in three complete courses chosen from one specialisation

Postgraduate Diploma students are required to study, be assessed and satisfy the examiners in any eight modules chosen from one specialisation

Postgraduate Certificate students are required to study, be assessed and satisfy the examiners in any four modules chosen from one specialisation

Specialisations:

Notes:
Further information on the availability of courses marked with an † will be given in the Regulations Supplement and subsequent editions of the Regulations.

No more than one course for the LLM, two modules for the Postgraduate Diploma or one module for the Postgraduate Certificate may be chosen from the courses marked ◊ for the Specialisation in Common Law.

The examination numbers are appended to the modules in Appendix A. These numbers should be used when completing the examination entry forms.

Banking and finance law

Students should ensure they take sufficient modules or courses from the following courses:

- Commercial banking law: bank–customer relationship
- Commercial trusts law
- Corporate finance and management issues in company law
- Derivatives law (not yet available) †
- International and comparative bank regulation
- International and comparative trust law
- International economic law
- International trade law
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Law of international finance: securitisation and bonds (not yet available) †
- Law of international finance: syndicated loans (not yet available) †
Commercial and corporate law

Students should ensure they take sufficient modules or courses from the following courses:

- Applicable laws and procedures in international commercial arbitration
- Broadcasting law (not yet available) †
- Carriage of goods by sea
- Commercial banking law: bank-customer relationship
- Commercial trusts law
- Corporate finance and management issues in company law
- Derivatives law (not yet available) †
- European internal market
- European Union competition law
- European Union environmental law (not yet available) †
- Foundational and constitutional issues in company law
- Franchising law (not yet available) †
- Industrial and intellectual property
- Information technology law (not yet available) †
- Insurance law (excluding Marine insurance law) (formerly known as Insurance (excluding Marine insurance))
- Intellectual property and medicine
- Intellectual property and sport
- Intellectual property on the internet
- International and comparative bank regulation
- International and comparative competition law
- International and comparative law of copyright and related rights
- International and comparative law of patents, trade secrets and related rights
- International and comparative law of trade marks, designs and unfair competition
- International and comparative trust law
- International commercial insurance law (not yet available) †
- International economic law
- International investment law
- International merger control
- International natural resources law (not yet available) †
- International trade law
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Law of international finance: securitisation and bonds (not yet available) †
- Law of international finance: syndicated loans (not yet available) †
- Law of oil and gas submarine pipelines (not yet available) †
- Law on investment entities (not yet available) †
- Marine insurance law (formerly known as Marine insurance)
- Multinational enterprises and the law
- Private international law in international commercial litigation (not yet available) †
- Private law aspects of the law of finance (not yet available) †
- Regulation and infrastructure of international commercial arbitration
- Russian civil and commercial law (not yet available) †
Common law

No more than one course for the LLM degree, two modules for the Postgraduate Diploma or one module for the Postgraduate Certificate may be chosen from the courses marked ◊ for this Specialisation.

Students should ensure they take sufficient modules or courses from the following courses:

- Admiralty law
- Broadcasting law (not yet available) †
- Carriage of goods by sea
- Commercial trusts law
- Comparative criminal justice policy
- Corporate finance and management issues in company law
- Derivatives law (not yet available) †
- Equity and trusts in context
- Family, children and the state (not yet available) †
- Foundational and constitutional issues in company law
- Franchising law (not yet available) †
- Freedom of expression law (not yet available) †
- Industrial and intellectual property
- Information technology law (not yet available) †
- Insurance law (excluding Marine insurance law) (formerly known as Insurance (excluding Marine insurance))
- Intellectual property and medicine
- Intellectual property and sport
- Intellectual property on the internet
- International and comparative bank regulation ○
- International and comparative competition law ○
- International and comparative law of copyright and related rights
- International and comparative law of patents, trade secrets and related rights
- International and comparative law of trade marks, designs and unfair competition
- International and comparative trust law
- International commercial insurance law
- Jurisprudence and legal theory
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Law on investment entities (not yet available) †
- Marine insurance law (formerly known as Marine insurance)
- Medical law and ethics
- Press law (not yet available) †
- Private law aspects of the law of finance
- Securities law
- Sentencing and penal policy (not yet available) †
- Taxation of business enterprises (not yet available) †
- Taxation principles and policy
- Telecommunications law
• Transfer of technology law (not yet available) †
• Youth justice

**Comparative and foreign law**

*Students should ensure they take sufficient modules or courses from the following courses:*

• Comparative criminal justice policy
• International and comparative bank regulation
• International and comparative competition law
• International and comparative law of copyright and related rights
• International and comparative law of patents, trade secrets and related rights
• International and comparative law of trade marks, designs and unfair competition
• International and comparative social justice (not yet available) †
• International and comparative trust law
• Law of oil and gas submarine pipelines (not yet available) †
• Private international law in international commercial litigation (not yet available) †
• Russian civil and commercial law (not yet available) †
• Russian law and legal institutions
• Western European legal history

**Competition law**

*Students should ensure they take sufficient modules or courses from the following courses:*

• European Union competition law
• International and comparative competition law
• International merger control

**Computer and communications law**

*Students should ensure they take sufficient modules or courses from the following courses:*

• Broadcasting law (not yet available) †
• Freedom of expression law (not yet available) †
• Industrial and intellectual property
• Information technology law (not yet available) †
• Intellectual property on the internet
• Press law (not yet available) †
• Telecommunications law

**Corporate and securities law**

*Students should ensure they take sufficient modules or courses from the following courses:*

• Commercial trusts law
• Corporate finance and management issues in company law
• Derivatives law (not yet available) †
• International merger control
• Law of financial crime (this course replaces Fraud, corruption and money laundering)
• Law of international finance: securitisation and bonds (not yet available) †
• Law of international finance: syndicated loans (not yet available) †
• Law on investment entities (not yet available) †
• Private international law in international commercial litigation (not yet available) †
• Private law aspects of the law of finance
• Securities law
• Taxation of business enterprises (not yet available) †
Criminology and criminal justice

Students should ensure they take sufficient modules or courses from the following courses:

- Comparative criminal justice policy
- International criminal law (not yet available) †
- Jurisprudence and legal theory
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Sentencing and penal policy (not yet available) †
- Youth justice

Economic regulation

Students should ensure they take sufficient modules or courses from the following courses:

- Broadcasting law (not yet available) †
- European internal market
- European Union competition law
- International and comparative bank regulation
- International and comparative competition law
- International economic law
- International investment law
- International law of the sea
- International merger control
- International natural resources law (not yet available) †
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Telecommunications law
- Transfer of technology law (not yet available) †

Environmental and natural resources law

Students should ensure they take sufficient modules or courses from the following courses:

- European Union environmental law (not yet available) †
- International environmental law
- International law of the sea
- International natural resources law (not yet available) †
- Law of oil and gas submarine pipelines (not yet available) †

Equity and trusts

Students should ensure they take sufficient modules or courses from the following courses:

- Commercial trusts law
- Equity and trusts in context
- International and comparative trust law
- Law on investment entities (not yet available) †
- Private law aspects of the law of finance

European law

Students should ensure they take sufficient modules or courses from the following courses:

- Constitutional and institutional law of the European Union
- European Convention on Human Rights
- European internal market
- European Union competition law
- European Union environmental law (not yet available) †
• External relations law of the European Union
• Russian civil and commercial law (not yet available) †
• Russian law and legal institutions
• Western European legal history

Family law
*Students should ensure they take sufficient modules or courses from the following courses:*
• Equity and trusts in context
• Family, children and the state (not yet available) †
• Human rights of women
• International rights of the child
• Youth justice

Financial services law
*Students should ensure they take sufficient modules or courses from the following courses:*
• Commercial banking law: bank–customer relationship
• Commercial trusts law
• Derivatives law (not yet available) †
• Insurance law (excluding Marine insurance law) *(formerly known as Insurance (excluding Marine insurance))*
• International and comparative bank regulation
• International and comparative trust law
• International commercial insurance law
• Law of financial crime (this course replaces Fraud, corruption and money laundering)
• Law of international finance: securitisation and bonds (not yet available) †
• Law of international finance: syndicated loans (not yet available) †
• Law on investment entities (not yet available) †
• Marine insurance law
• Private law aspects of the law of finance
• Securities law

Human rights law
*Students should ensure they take sufficient modules or courses from the following courses:*
• African human rights law (not yet available) †
• European Convention on Human Rights
• Freedom of expression law (not yet available) †
• Human rights in post-conflict societies (not yet available) †
• Human rights of women
• International and comparative social justice (not yet available) †
• International criminal law (not yet available) †
• International law of armed conflict and use of force (not yet available) †
• International refugee law
• International rights of the child
• Jurisprudence and legal theory
• Law of treaties
• Medical law and ethics
• Press law (not yet available) †
• Sentencing and penal policy (not yet available) †
• United Nations protection of human rights
Insurance law

Students should ensure they take sufficient modules or courses from the following courses:

- Insurance law (excluding Marine insurance law) (formerly known as Insurance (excluding Marine insurance))
- International commercial insurance law
- Marine insurance law (formerly known as Marine insurance)

Intellectual property law

Students should ensure they take sufficient modules or courses from the following courses:

- Franchising law (not yet available) †
- Industrial and intellectual property
- Information technology law (not yet available) †
- Intellectual property and medicine
- Intellectual property and sport
- Intellectual property on the internet
- International and comparative law of copyright and related rights
- International and comparative law of patents, trade secrets and related rights
- International and comparative law of trade marks, designs and unfair competition
- Press law (not yet available) †
- Transfer of technology law (not yet available) †

International business law

Students should ensure they take sufficient modules or courses from the following courses:

- Admiralty law
- Applicable laws and procedures in international commercial arbitration
- Broadcasting law (not yet available) †
- Carriage of goods by sea
- Commercial banking law: bank–customer relationship
- Commercial trusts law
- Corporate finance and management issues in company law
- Derivatives law (not yet available) †
- European internal market
- European Union competition law
- European Union environmental law (not yet available) †
- Foundational and constitutional issues in company law
- Franchising law (not yet available) †
- Industrial and intellectual property
- Information technology law (not yet available) †
- Insurance law (excluding Marine insurance law) (formerly known as Insurance (excluding Marine insurance))
- Intellectual property and medicine
- Intellectual property and sport
- Intellectual property on the internet
- International and comparative bank regulation
- International and comparative competition law
- International and comparative law of copyright and related rights
- International and comparative law of patents, trade secrets and related rights
- International and comparative law of trade marks, designs and unfair competition
- International and comparative trust law
International commercial insurance law
International economic law
International investment law
International merger control
International natural resources law (not yet available) †
International trade law
Law of financial crime (this course replaces Fraud, corruption and money laundering)
Law of international finance: securitisation and bonds (not yet available) †
Law of international finance: syndicated loans (not yet available) †
Law on investment entities (not yet available) †
Law of oil and gas submarine pipelines (not yet available) †
Marine insurance law (formerly known as Marine insurance)
Multinational enterprises and the law
Private international law in international commercial litigation (not yet available) †
Private law aspects of the law of finance
Regulation and infrastructure of international commercial arbitration
Russian civil and commercial law (not yet available) †
Securities law
Taxation of business enterprises (not yet available) †
Taxation principles and policy
Telecommunications law
Transfer of technology law (not yet available) †
World trade law

International criminal justice

Students should ensure they take sufficient modules or courses from the following courses:
- Comparative criminal justice policy
- Human rights in post-conflict societies (not yet available) †
- International criminal law (not yet available) †
- International law of armed conflict and use of force (not yet available) †
- Law and policy of international courts and tribunals
- Law of financial crime (this course replaces Fraud, corruption and money laundering)
- Law of treaties

International dispute resolution

Students should ensure they take sufficient modules or courses from the following courses:
- African human rights law (not yet available) †
- Applicable laws and procedures in international commercial arbitration
- European Convention on Human Rights
- Human rights in post-conflict societies (not yet available) †
- International and comparative social justice (not yet available) †
- International criminal law (not yet available) †
- International economic law
- International investment law
- International law of the sea
- International natural resources law (not yet available) †
- International rights of the child
- International trade law
Students should ensure they take sufficient modules or courses from the following courses:

International intellectual property law

- Franchising law (not yet available) †
- Information technology law (not yet available) †
- Intellectual property and medicine
- Intellectual property and sport
- Intellectual property on the internet
- International and comparative law of copyright and related rights
- International and comparative law of patents, trade secrets and related rights
- International and comparative law of trade marks, designs and unfair competition
- Transfer of technology law (not yet available) †

International justice

- African human rights law (not yet available) †
- European Convention on Human Rights
- Human rights in post-conflict societies (not yet available) †
- International and comparative social justice (not yet available) †
- International criminal law (not yet available) †
- International law of the sea
- International refugee law
- Jurisprudence and legal theory
- Law and policy of international courts and tribunals
- Law of treaties
- United Nations protection of human rights

Law and development

- European Convention on Human Rights
- European Union environmental law (not yet available) †
- Human rights in post-conflict societies (not yet available) †
- Human rights of women
- International and comparative social justice (not yet available) †
- International economic law
- International environmental law
- International investment law
- International law of the sea
- International natural resources law (not yet available) †
- International refugee law
- International rights of the child
- Law of treaties
- Law of oil and gas submarine pipelines (not yet available) †
• Multinational enterprises and the law
• Russian civil and commercial law (not yet available) †
• Transfer of technology law (not yet available) †
• United Nations protection of human rights
• World trade law

Legal theory and history

Students should ensure they take sufficient modules or courses from the following courses:
• Human rights of women
• International and comparative social justice (not yet available) †
• Jurisprudence and legal theory
• Medical law and ethics
• Russian law and legal institutions
• Western European legal history

Maritime law

Students should ensure they take sufficient modules or courses from the following courses:
• Admiralty law
• Carriage of goods by sea
• International law of the sea
• International trade law
• Law of oil and gas submarine pipelines (not yet available) †
• Marine insurance law (formerly known as Marine insurance)

Either
• Applicable laws and procedures in international commercial arbitration

Or
• Regulation and infrastructure of international commercial arbitration

Media law

Students should ensure they take sufficient modules or courses from the following courses:
• Broadcasting law (not yet available) †
• Freedom of expression law (not yet available) †
• Information technology law (not yet available) †
• Intellectual property on the internet
• Intellectual property and sport
• Press law (not yet available) †

Medicine and the law

Students should ensure they take sufficient modules or courses from the following courses:
• Intellectual property and medicine
• Medical law and ethics

Procedural law

Students should ensure they take sufficient modules or courses from the following courses:
• Applicable laws and procedures in international commercial arbitration
• Law and policy of international courts and tribunals
• Private international law in international commercial litigation (not yet available) †
• Regulation and infrastructure of international commercial arbitration
Public international law

Students should ensure they take sufficient modules or courses from the following courses:

- African human rights law (not yet available) †
- Constitutional and institutional law of the European Union
- European Convention on Human Rights
- European Union environmental law (not yet available) †
- External relations law of the European Union
- Human rights in post-conflict societies (not yet available) †
- Human rights of women
- International and comparative social justice (not yet available) †
- International criminal law (not yet available) †
- International economic law
- International environmental law
- International investment law
- International law of armed conflict and use of force (not yet available) †
- International law of the sea
- International natural resources law (not yet available) †
- International refugee law
- International rights of the child
- Law and policy of international courts and tribunals
- Law of oil and gas submarine pipelines (not yet available) †
- Law of treaties
- United Nations protection of human rights
- World trade law

Public law

Students should ensure they take sufficient modules or courses from the following courses:

- Broadcasting law (not yet available) †
- Constitutional and institutional law of the European Union
- European Convention on Human Rights
- European internal market
- European Union competition law
- External relations law of the European Union
- Family, children and the state (not yet available) †
- Freedom of expression law (not yet available) †
- Human rights in post-conflict societies (not yet available) †
- Human rights of women
- International and comparative bank regulation
- International and comparative competition law
- International and comparative social justice (not yet available) †
- International merger control
- Jurisprudence and legal theory
- Law and policy of international courts and tribunals
- Press law (not yet available) †
- Russian law and legal institutions
- Telecommunications law
- Western European legal history
Sports law

Students should ensure they take sufficient modules or courses from the following courses:

- Intellectual property and sport

Tax law

Students should ensure they take sufficient modules or courses from the following courses:

- Taxation of business enterprises (not yet available) †
- Taxation principles and policy
Appendix D – Transfer from the LLM (Old Regulations)

Appendix D should be read in conjunction with section 10 of the Detailed regulations.

Registration for the LLM (Old Regulations) has now discontinued. The final effective date of registration for the LLM (Old Regulations) was 1 September 2004 with the final examinations in 2009.

1. The following rules apply to students who are registered for the LLM (Old Regulations) (all registrations for the LLM (Old Regulations) have now expired)
   and
   whose first period of registration has ceased
   or
   whose registration has been terminated within three years of their application to register for the LLM, Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws.

   All other applications to register will be considered on an individual basis and at the discretion of the University.

2. Students who are transferring to, or enrolling for, the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws will receive credit for subjects previously passed as indicated in this Appendix. One subject is the equivalent to four modules. Students may be awarded credit for courses which are not available on the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws and are therefore not listed in Appendix A.

3. Any ‘Fail’ results received by students whilst registered for the LLM (Old Regulations), and the number of attempts previously made, will not be carried forward on transfer/enrolment.

4. Students who have passed one subject whilst registered for the LLM (Old Regulations) will be permitted to transfer/enrol for the LLM, Postgraduate Diploma in Laws and Postgraduate Certificate in Laws.

5. Students who have passed two subjects whilst registered for the LLM (Old Regulations) will be permitted to transfer/enrol for the LLM and Postgraduate Diploma in Laws. Students will not be permitted to transfer/enrol for the Postgraduate Certificate in Laws.

6. Students who have passed three subjects whilst registered for the LLM (Old Regulations) will be permitted to transfer/enrol for the LLM only. Students will not be permitted to transfer/enrol for the Postgraduate Certificate in Laws or the Postgraduate Diploma in Laws.

7. Students who have passed all four subjects under the LLM (Old Regulations) are governed by the LLM (Old Regulations). They will not be permitted to transfer to the Postgraduate Laws Programme under any circumstances. However, they may apply to register afresh for the Postgraduate Laws Programme.

8. Students transferring/enrolling for the Postgraduate Diploma in Laws or the LLM, under these circumstances, will not be awarded the Postgraduate Certificate in Laws and/or the Postgraduate Diploma in Laws for subjects previously passed on the LLM (Old Regulations).

9. Applications to transfer to, or enrol for, the LLM, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws, from all other students previously registered for the LLM (Old Regulations) will be considered on an individual basis and at the discretion of the University.

10. The name of all previously passed subjects for which credit is given will appear on the student’s transcript. The mark obtained at the examination at which the subject was passed will count towards the student’s award.

11. Students receiving credit for subjects previously passed on the LLM (Old Regulations) will be informed whether the credits awarded can contribute towards a particular specialisation or specialisations. Students carrying credit for subjects that are not available on the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws may be unable to have a particular specialisation named on the final certificate for the award.

12. Students who receive credit for subjects previously passed will not be permitted to enter the examination again for that subject(s).
## Transfer, enrolment and fees payable

<table>
<thead>
<tr>
<th>LLM (Old Regulations)</th>
<th>Transfer and enrolment</th>
<th>Fees payable following transfer/enrolment</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Students who have not attempted any examinations</strong></td>
<td>Students will be permitted to transfer to the LLM, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws. The original registration period will be carried forward and registered students will have the remainder of the original five year period of registration to complete the programme (but see Note below). Students whose registration has ceased will receive a new five year period of registration. Note: Students registered for the LLM (Old Regulations) who wish to receive a further five year period of registration on transfer may apply to terminate their current period of registration and pay a registration fee.</td>
<td>No registration fee is payable on transfer. Individual module fees will become payable when due.</td>
</tr>
<tr>
<td><strong>Students who have passed Part I in full (and have gone no further than Part I)</strong></td>
<td>Students will be permitted to transfer to the LLM degree or the Postgraduate Diploma in Laws. Students will not be permitted to transfer to the Postgraduate Certificate in Laws. The original registration period will be carried forward and registered students will have the remainder of the original five year period of registration to complete the programme (but see 'Note' below). Students whose registration has ceased will receive a new five year period of registration. Note: Students registered for the LLM (Old Regulations) who wish to receive a further five year period of registration on transfer to the LLM degree or the Postgraduate Diploma in Laws may apply to terminate their current period of registration and pay a registration fee.</td>
<td>No registration fee is payable on transfer. Individual module fees will become payable when due.</td>
</tr>
<tr>
<td><strong>Students who have failed either one or two subjects at Part I at the first attempt (including referrals)</strong></td>
<td>Students will not be permitted to transfer. Students registered for the LLM (Old Regulations) may request to terminate their registration and enrol for the LLM degree, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws. Students whose registration for the LLM (Old Regulations) has already ceased may enrol for the LLM degree, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws. Students in this category who enrol for the LLM degree, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws.</td>
<td>A registration fee in order to enrol. Individual module fees, for the remaining modules, as they become payable.</td>
</tr>
</tbody>
</table>
| Students who have failed either one or two subjects at Part I at the second attempt | Students will not be permitted to transfer.  
Students may apply to enrol for the LLM, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws. Applications will be permitted at the discretion of the University, in accordance with the Postgraduate General Regulations.  
Students in this category who are permitted to enrol for the LLM, the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws will receive a further five year period of registration. | A registration fee in order to enrol.  
Individual module fees, for the remaining modules, as they become payable. |
|---|---|---|
| Students who have passed Part I, failed one subject at Part II at the first attempt (including referrals) | Students will not be permitted to transfer.  
Students registered for the LLM (Old Regulations) may request to terminate their registration and enrol for the LLM only. Students will not be permitted to enrol for the Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws.  
Students whose registration for the LLM (Old Regulations) has already ceased may enrol for the LLM degree only.  
Students in this category who enrol for the LLM will receive a further five year period of registration. | A registration fee in order to enrol.  
Individual module fees, for the remaining modules, as they become payable. |
For students with a registration date of 1 May 2006 or earlier

Refer to section 8 in the Detailed regulations for the Scheme of Award for students with a registration date of 1 December 2006 or later.

1. To be considered for the award of the LLM, a student must have:
   - attempted the examinations for four complete courses, comprising a total of 16 modules (or the equivalent where double modules are attempted) and
   - obtained an overall average mark of at least 50% in each of those four courses and
   - achieved, in each course, a minimum mark of 50% in three modules and no less than 40% in any one module. In all cases, where a student attempts a double module a minimum of 50% must be achieved in that double module.

2. To be considered for the award of the Postgraduate Diploma in Laws, a student must have:
   - attempted the examinations for a total of 10 modules (or the equivalent where double modules are attempted) selected from no more than four courses and
   - obtained an overall average mark of at least 50% over those ten modules and
   - obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
   - achieved, in each course, a minimum mark of 40% in one single module and at least 50% in all other single modules attempted. In all cases, where a student attempts a double module a minimum of 50% must be achieved in that double module.

3. To be considered for the award of the Postgraduate Certificate in Laws, a student must have:
   - attempted the examinations for a total of five modules (or the equivalent where double modules are attempted) selected from no more than four courses and
   - obtained an overall average mark of at least 50% over those five modules and
   - obtained an overall average mark of at least 50% in each course which is completed in full (i.e. all four modules are attempted) and
   - achieved, in each course, a minimum mark of 40% in one single module and at least 50% in all other single modules attempted. In all cases, where a student attempts a double module a minimum of 50% must be achieved in that double module.

Refer to Section 8 for the requirements for the award of Merit and Distinction and weighting of courses.
Appendix F – Assessment criteria

A student obtaining 50% or more in an examination will be considered to have passed.

Grade: 70 or above
- excellent argumentation;
- exceptionally good grasp of subject matter;
- strong command of method;
- strong capability of critical thinking;
- capacity for creativity in applied work;
- width and depth in use of literature.

Grade: 60 to below 70
- clear and consistent argument focused on the question at hand;
- good critical understanding of theory and method;
- proficient in applied work: skilful, competent, insightful and reflective;
- making full use of required and recommended readings.

Grade: 50 to below 60
- an analytical ability to construct a (reasonably) coherent argument;
- that addresses the exam question competently (perhaps mixed up with lists of points or surveys of ideas located within the broader subject area, but not always strictly relevant to the question);
- reflecting a sound understanding of relevant theory and/or method;
- (when applicable) demonstrating competence in situating the analysis in an applied context;
- using the required assigned literature.
- unevenness and inconsistencies will tend to prevail, but these should not be such that they seriously detract from the existence and/or coherence of an argument.

Grade: 40 to below 50
- fairly uneven and often inconsistent;
- poor attempt to develop a comprehensible argument, with a dominant tendency to list (rather than argue) relevant theories, methods or cases;
- lack of understanding of relevant theories and methods;
- (when applicable) failure to demonstrate basic skills and competence in applied analysis;
- inadequate awareness of assigned literature.

Grade: Below 40
- lack of basic understanding of subject matter;
- serious flaws in arguments;
- inability to carry out basic applications or demonstrate basic skills;
- incomprehensible argumentation;
- failure to use required literature;
- and
- all cases of plagiarism or fraud.
Appendix G – Qualification descriptor

To graduate with a Postgraduate Laws qualification, you will be expected to meet the Masters (M) level of attainment laid out in the Framework for Higher Education Qualifications in England, Wales and Northern Ireland.

Note that the title 'degree' is used only in respect of qualifications at Masters level which achieve the full outcomes set out in the descriptors below. A qualification from an advanced short non-degree programme, having outcomes that correspond to some aspects of a descriptor, with the title 'Postgraduate Diploma' or 'Postgraduate Certificate', can be placed at the same level as the main qualification to which that descriptor refers.

Masters degrees are awarded to students who have demonstrated:

- a systematic understanding of knowledge, and a critical awareness of current problems and/or new insights, much of which is at, or informed by, the forefront of their academic discipline, field of study, or area of professional practice;
- a comprehensive understanding of techniques applicable to their own research or advanced scholarship;
- originality in the application of knowledge, together with a practical understanding of how established techniques of research and enquiry are used to create and interpret knowledge in the discipline;
- conceptual understanding that enables the student:
  - to evaluate critically current research and advanced scholarship in the discipline; and
  - to evaluate methodologies and develop critiques of them and, where appropriate, to propose new hypotheses.

Typically, holders of the qualification will be able to:

- deal with complex issues both systematically and creatively, make sound judgements in the absence of complete data, and communicate their conclusions clearly to specialist and non-specialist audiences;
- demonstrate self-direction and originality in tackling and solving problems, and act autonomously in planning and implementing tasks at a professional or equivalent level;
- continue to advance their knowledge and understanding, and to develop new skills to a high level;

and will have:

- the qualities and transferable skills necessary for employment requiring:
  - the exercise of initiative and personal responsibility;
  - decision-making in complex and unpredictable situations; and
  - the independent learning ability required for continuing professional development.
Accreditation of prior learning (APL)

Accreditation of prior learning (APL) is defined as the recognition of previously acquired learning which can be mapped against particular learning outcomes of courses or modules within a programme. A student who is awarded APL for a specific course or module is considered to be exempt from study and assessment of the course/module. This means that the student is considered to have completed the course/module for the purposes of progression within the programme. The mark obtained for a course/module for which APL has been awarded will not be carried forward to the student’s record and will not contribute towards the award.

Students should note that their transcript will identify any course/module for which APL has been granted, however, the mark obtained for a course/module for which APL has been granted will not be carried forward to the student’s record and will not contribute towards the classification of the award.

Accreditation of prior learning has previously been called ‘exemption’.

Admission Notice

An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student’s candidate number and confirmation of the dates and times of the examination(s) for which they have entered.

Aegrotat degree

This is an honours degree awarded without classification (i.e. an unclassified degree). A student registered for a degree at Level 6 of the FHEQ who is unable to sit one or more examinations to complete the award, or feels that their performance has been adversely affected, because of illness or another cause (e.g. the death or a near relative) can sometimes be awarded an Aegrotat degree. The award is made on the understanding that the student would otherwise have passed the degree.

Appendix

The Appendices are part of the regulations and supplement the Detailed Regulations.

Assessment

Assessment is the means by which a student’s ability, progress and achievement are measured against criteria. The purpose of assessment is for students to demonstrate that they have fulfilled the intended aims and learning outcomes of the programme of study and achieved the standard required for the award they seek.

Assessment criteria

The assessment criteria describe how to achieve a particular mark or result. Assessment criteria are based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers expect a student to display in the assessment task. Assessment criteria are given in an Appendix to the Detailed Regulations.

Award

An award is a qualification. It may be a degree, postgraduate diploma or postgraduate certificate with a specific title. The level of each award is defined within the Framework for Higher Education Qualifications.

Awarding body

The awarding body refers to the institution that awards the student their degree. An International Programmes Student receives a University of London award, and therefore the University is the awarding body.

Board of Examiners

A Board of Examiners is appointed for each programme or for each group of related programmes. The Lead College nominates Board members and these are then contracted to the University for their services. The Board of Examiners follows guidelines and regulations laid down by the University, part of which is to ensure
that assessment is, and can be demonstrated to be, fair and impartial. A Board’s responsibilities include the setting of papers, marking of scripts and determining student results.

Compulsory course/module
A compulsory course/module is an individual element which must be taken (i.e. the examination must be attempted) as part of the requirements for the programme concerned.

Course/module
Individual elements of a programme are called modules at postgraduate level and courses at undergraduate level for the University of London International Programmes. Each element is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Credit
The credit value of a course/module indicates both ‘how much’ learning is expected and ‘how hard’ it is (the level of difficulty). A student is awarded credit after they have successfully completed a course/module to which credit has been assigned.

Each course/module to which credit has been assigned has only one level for its credit; qualifications/awards may include courses/modules with credit at more than one level.

One credit represents 10 notional study hours.

A bachelor’s degree with honours normally includes the equivalent of a minimum of three years full-time study which would be expressed as 360 credits, or 3,600 notional study hours.

If mapped to the European Credit Transfer and Accumulation System (ECTS), the 360 credits would be equivalent to 180 ECTS credits.

For more information on academic credit in higher education in England, see www.qaa.ac.uk

Credit bearing individual courses/modules
These are individual courses or modules that may be taken into account for admission, and for credit, to a related or unrelated degree or diploma provided the formal assessment of the course/module has been successfully completed.

(See also individual course/module)

Credit transfer
A student may be considered for credit for a subject that was passed during a previous registration with the University of London or, in the case of the LLB degree, for studies towards an appropriate degree at another university acceptable to the University of London. Where credit is given, the mark obtained for the subject previously studied will be carried forward to the student’s record and may contribute towards the award, in accordance with the scheme of award for the programme concerned.

Diploma Supplement (see also ‘Final diploma’)
A Diploma Supplement is a document that accompanies every final diploma awarded to successful students. The model used was developed by the European Commission, Council of Europe and UNESCO/CEPES. The purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’ and fair academic and professional recognition of awards. It provides a description of the nature, level, context, content and status of the studies that were pursued and successfully completed by the student. Included also is a detailed record of a student’s examination results in the form of a transcript.

Diploma teaching institutions
Students who are registered for some named Diploma awards are required to attend a Diploma teaching institution that has been recognised by the University of London International Academy for teaching the diploma. Diploma teaching institutions are only recognised to teach diplomas once they have applied and been inspected by the Lead College against established criteria.

Effective date of registration
All students are given an effective date of registration. The effective date of registration may differ from the date on which the student actually registered. Some programmes have one or more effective dates of registration. The effective date of registration indicates the point from which the length of a student’s
registration is calculated. It determines the year in which a student may first enter an examination and when their registration expires.

**Examination**
The term ‘examination’ refers to all the methods used to examine the student in a particular course/module. Methods include a written paper examination, coursework, project, dissertation, or online participation requirements. (See also ‘assessment’.)

**Examination attempt**
A student who enters an examination room to attempt a written paper examination will be considered to have made an examination attempt.

**Examination centre**
An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.

**Exclusion**
Where courses/modules may not be taken together under any circumstances, normally because there is an overlap in content.

**Final diploma**
The final diploma is the certificate (or parchment) that a student receives from the University when they have successfully completed an award of the University.

**Formal assessment**
This is the means by which credit bearing individual courses/modules are examined. The forms of assessment associated with the appropriate level of study are used.

**Framework for Higher Education Qualifications (FHEQ)**
The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.

**General regulation**
General regulations establish threshold requirements upon which programme-specific regulations are based.

**Guidelines for Examinations**
The Guidelines for Examinations contain the details of the responsibilities and conduct of examinations for University of London International Programmes.

**Individual courses/modules**
For some programmes, a student may register for individual courses/modules (also referred to as ‘short courses’ or ‘career and personal development study’ in some instances).

Individual courses/modules do not lead to an award but may be considered for entry and/or credit towards a programme leading to an award. There are separate regulations governing provision of individual courses/modules.

**Intermediate award**
A student who withdraws before completing the target award may be offered an intermediate award. Any criteria for obtaining an intermediate award are set out in Section 8, Scheme of award, in the detailed programme regulations.

**International Programmes Student**
A student who is registered with the University of London International Academy, studying for one of the University of London International Programmes. (Previously referred to as an ‘External student’.)

**Laws Consortium**

The group of University of London Colleges that has responsibility for the academic management and development of the undergraduate Laws programme.

**Lead College**

A single College or Institute (the Lead College) has responsibility for the academic management and development of individual programmes of study and related student matters.

**Learning outcomes**

Statement of what a learner/student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

**Module/course**

Individual elements of a programme are called modules at postgraduate level and courses at undergraduate level for the University of London International Programmes. Each element is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Non-credit bearing individual courses/modules**

These are individual courses/modules that may not be taken into account for admission to a related or unrelated degree or diploma. No credit or accreditation of prior learning for the related or unrelated degree or diploma will be given.

**Notice to Candidates**

The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.

**Notional study hours**

Notional study hours give an indication of the number of hours it will take an average student to meet a specific set of learning outcomes of a particular course/module or a full diploma/degree.

**Occasional student**

For some undergraduate programmes, a student who is not registered for a full degree, diploma or certificate as an International Programmes Student may register as an Occasional student to take one or more subjects. An Occasional student does not receive an award but receives a certificate of completion for subjects for which an examination is passed.

With effect from 1 September 2010, a student will no longer be able to register under Occasional student and Supplementary subjects arrangements.

**Plagiarism**

Plagiarism is the presentation of another person’s thoughts or words as if they were the student’s own: for example, copying from text books and other sources (including the Internet) without due acknowledgement that the passages quoted are copied and without giving the source of those passages.

**Prerequisite**

A prerequisite is a specified course/module/ that must be passed before the student is permitted to attempt the examination for another particular course/module.

**Programme or programme of study**

A programme or programme of study is a structured pathway (or pathways) of learning designed to equip a person with knowledge, understanding, subject specific skills and key skills relevant to the requirements for an award. It usually leads to an award.
Programme Specification

A Programme Specification is a concise description of the intended learning outcomes of a programme, and the means by which the outcomes are achieved and demonstrated. It gives a concise description of the key parameters of the programme concerned. The Programme Specification is regulatory in nature and is supplemented by the Detailed Regulations.

Progression

Progression is the term given to the process by which a student proceeds within a particular programme of study. In order to progress a student must satisfy certain conditions, usually involving attempting and passing a certain number of courses/modules.

Quota

A quota is a set number of students who may be registered in any given year. When a specific programme has a quota, applicants who meet the entrance requirements will be given a conditional offer of registration. Registration will then be confirmed on payment of the appropriate fee and if the quota for that year has not yet been met. A student whose registration is not confirmed will be made a conditional offer of registration for the following study year.

Related/unrelated programme

Where an individual course/module is associated with a particular degree, diploma and/or certificate, these are referred to as 'related' programmes. Unrelated programmes are those which have no association with the individual courses/modules.

Scheme of award

The scheme of award shows how marks are awarded and how a student's results are calculated both for individual courses/modules/ and for the award as a whole.

Short courses

See individual courses/modules

Syllabus

The syllabus (also referred to as course/module outline) gives a detailed description of the content of a course/module and its intended learning outcomes. All Programme Specifications and Detailed Regulations have an appendix with a detailed syllabus for the respective programme.

Student Handbook

There is a student handbook or manual for most programmes offered to International Programmes Students. The handbook contains advice and guidance for students on academic and practical matters including important procedures.

Subject benchmark

Subject benchmarks set out expectations about standards of degrees in a range of subject areas, as defined by the QAA. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

Supplementary subjects

For some programmes, a student who has already been awarded a degree or other award as an International Programmes Student may apply to register for additional subjects from that same programme. These are called 'Supplementary subjects'.

With effect from 1 September 2010, a student will no longer be able to register under Occasional student and Supplementary subjects arrangements.

Transcript
The University will issue an official transcript which shows the courses/modules a student has studied and the marks a student has obtained for each course/module. The transcript will be issued as part of the diploma supplement document (see diploma supplement). If further transcripts are required, these can be obtained from the transcripts office and these will be certified using the signature of the Chief Operating Officer of the University of London International Programmes and his official Seal.

Transfer
Transfer is the process by which students may move between programmes in accordance with specific rules. Where the transfer is from diploma (or access route) to degree this is sometimes referred to as ‘progression’ as the student is considered to be moving from level of award to another level.

University
The University of London. The University of London is a federation of independent Colleges and Central Academic Bodies

University of London International Academy
A Central Academic Body of the University of London collaborating with twelve Lead Colleges. The product of this collaboration is the University of London International Programmes

University of London International Programmes
The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes.

Written paper examination
A written paper examination is an examination which the student writes in a controlled environment. These are the examinations that are taken at examination centres worldwide. A time limit is given and students are not permitted to use any aids, except where these are indicated in the Detailed Regulations or Notice to Candidates.
Related documents and other sources of information

Student Handbook/manual
For most programmes there is a Student Handbook or manual. Typically they contain information on procedures that students will need to follow, with important dates, and academic advice and guidance on how to study and prepare for examinations.
Where available for a programme, the handbook/manual is sent to students when they register and usually annually when any relevant fees are paid.
See: www.londoninternational.ac.uk/community-support-resources/current-students/handbooks

Admission Notice and Notice to Candidates
An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student's candidate number and confirmation of the dates and times of the examination(s) for which they have entered.
The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.
These are sent to each student who enters an examination.
Further information is in the Student Handbook/manual.

Student complaints procedure
The University has a procedure for considering complaints made by International Programmes Students. The objective is to solve problems quickly, simply and fairly.
See: www.londoninternational.ac.uk/complaints

Framework for Higher Education Qualifications (FHEQ)
The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.
See: www.qaa.ac.uk/assuringstandardsandquality/Pages/default.aspx

List of examination centres
An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.
See: http://www.londoninternational.ac.uk/exams

List of institutions with Diploma Teaching status
For some undergraduate diplomas, registered students are required to attend a teaching institution that has Diploma Teaching status. Diploma Teaching status is granted to a teaching institution through application by the institution and inspection by the Lead College (or Undergraduate Laws Programme) against its established criteria.
Details are in the Regulations.
See also ‘How you study’ for the relevant programmes on the University of London International Programmes website: www.londoninternational.ac.uk/distance-flexible-learning

Guidelines for Examinations
These guidelines contain the details of the responsibilities and conduct of University of London International Academy Boards of Examiners
See: www.londoninternational.ac.uk/sites/default/files/magazine/guidelines_for_examinations_11_12.pdf

Quality Framework
The Quality Framework outlines the key principles in which the quality assurance partnership between the central University and the Lead Colleges/Consortia is based

Inclusive Practice Policy
The University has a policy by which the needs of students with disabilities and/or specific access requirements are considered in terms of both their studies and their examinations.
More information can be found on: www.londoninternational.ac.uk

Student Charter
The University has a Student Charter which is intended to state key mutual obligations between the University of London International Programmes and its International Programmes Students
See: http://www.londoninternational.ac.uk/distance-flexible-learning/student-charter
# University of London International Programmes

Regulations for the provision of individual modules related to Master of Laws (LLM), Postgraduate Diploma in Laws, Postgraduate Certificate in Laws

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Appendix A – Syllabus outlines for all individual modules in this programme

Appendix B – List of individual modules available for examination

Appendix C - Assessment criteria

Glossary of terms

Related documents and other sources of information
Important information regarding the Programme Specification and Regulations

About this document

Last revised [enter date, i.e. 05/11/2012]

This Programme Specification is presented in support of our commitment to the nationally agreed reference points for assuring the quality and standards of higher education, known as the UK Quality Code for Higher Education. Further information can be found at: www.qaa.ac.uk/assuringstandardsandquality/Pages/default.aspx

This document contains all the regulations for a specific programme(s) and the associated regulations for individual modules that can be taken on a stand-alone basis, as follows:

- The programme regulations are divided into the Programme Specification and the Detailed Regulations (which includes relevant Appendices). The Programme Specification gives the core regulatory information about the programme and is supplemented by the Detailed Regulations.

- Regulations concerning provision for individual modules is divided into a Summary of provision for individual modules and the Detailed regulations for the provision of individual modules (which may include relevant Appendices).

- The document also contains a Glossary which defines certain terms used within the document and a section with details about related documents and sources of information to which a student is likely to need to refer at different times in their studies.

Some regulations are general regulations, which means that they apply to all University of London International Programmes at a given level of study. These regulations are marked with (GR) next to the paragraph number.

Students registered for any of the programmes covered by this programme specification and detailed regulations are required to comply with procedures, deadlines and instructions issued by the University, including the University of London Regulations. The University is not responsible for any consequences arising from a student’s failure to comply with the regulations, procedures, deadlines or instructions.

See the section on related documents and sources of information.

On all matters where the regulations need to be interpreted, or are silent, the University’s decision is final.

For the duration of a student’s registration for a specific programme, core elements (set out in the Summary of provision for individual modules) of that programme will remain unchanged unless appropriate consultation with students has taken place. However, the Detailed Regulations for the provision of individual modules are reviewed and published annually, and certain programme details are subject to change. Each year’s programme specification and detailed regulations replace those of the previous year, and students must ensure that they always refer to the current year’s version. Changes for registered students will be introduced as follows:

- Two years’ notice will be given when a module is withdrawn, when a syllabus is substantially amended, when a prerequisite for a module is introduced, and when the assessment method for a module is changed.

- Five years’ notice will be given if the University decides to withdraw the programme.

- All other regulations may be amended without notice. If a change to the regulations is considered to have an adverse effect on students, appropriate student consultation will take place prior to introducing the change to a current student cohort. Normally, major changes to a programme will only be introduced for a new cohort of students.

Examples of changes to the regulations which can be considered to have an adverse effect for registered students are significant changes to the structure of the programme, changes to the progression rules in the programme, changes to the weighting of modules and changes to pass marks or the classification of the award.

2
Students registered for the programmes covered by this programme specification and regulations are registered with the University of London International Academy. The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes.

All University of London International Programmes adhere to the University's agreed policies for academic programmes and awards.

Every effort is taken to ensure the accuracy of the material produced by the University of London International Programmes and likewise, the content contained within the pages of this document. This document contains links to third-party sites; the University of London International Programmes is not responsible for the content of these sites. Likewise, references and links to any such websites should not be taken as an endorsement by the University of opinions expressed or services provided at those sites.
Summary of provision for individual modules 2013

For prospectus details about the programme, please see Prospectus

Brief summary of provision for individual modules

See Glossary for an explanation of terms.

Individual modules of courses of the Master of Laws (LLM), Postgraduate Diploma in Laws and Postgraduate Certificate in Laws can be taken as stand-alone modules. All individual modules accommodate 120 notional study hours, with the exception of the modules in the field of Jurisprudence and legal theory which accommodate 240 notional study hours. Students may take up to four individual modules that accommodate 120 notional study hours (or modules up to the value of 480 notional study hours).

A student may choose whether or not to be formally assessed in the credit bearing individual modules for which they are registered. For a student who chooses to be assessed, each module taken on a stand-alone basis will be assessed by one 45 minute unseen written paper examination with the exception of modules in the field of Jurisprudence and legal theory. Modules in this field count as a double module and will be assessed by one 90 minute unseen written paper examination.

A student who wishes to be examined must follow the sequence of assessment (where applicable) given under the individual syllabus outlines.

See Detailed regulations for the provision of individual modules.

Students who have satisfactorily completed the assessment for an individual module for which they are registered will be sent two documents: a certificate of achievement and a diploma supplement. The diploma supplement will describe the nature, level and content of the programme that has been successfully completed, including a transcript of modules taken and marks achieved as well as the overall classification. It also provides further information about the role of the Lead College and method of study.

Level of individual modules

The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA) in England and Wales.

All individual modules available to be taken as a stand-alone module are placed at the following Levels of the Framework for Higher Education Qualifications (FHEQ):

- Level 7

Relevant QAA subject benchmarks group(s)

See the QAA website for information.

Law

www.qaa.ac.uk/AssuringStandardsAndQuality/subject-guidance/Pages/Subject-benchmark-statements.aspx

Awarding body

Individual modules do not automatically lead to a University of London award

University of London

Registering body

www.londoninternational.ac.uk

University of London International Academy

Lead College

See Glossary for an explanation.

University College London (UCL) and Queen Mary, University of London
Language of study and assessment

English

Mode of study

Find further details about student support in the Student Handbook.

Distance and flexible study

Entrance requirements

For details of the application process refer to http://www.londoninternational.ac.uk/applications-and-admissions.

Students with specific access requirements should refer to section 10 of the Detailed regulations for the provision of individual modules.

An applicant must satisfy the relevant entrance requirements given in this Section. In order to be considered for registration for individual modules, applicants must also submit an application that is in accordance with the procedures and deadlines set out in the appropriate prospectus.

In addition, an applicant must have at least one of the following:

- At least two years’ study at a university (or equivalent institute) acceptable to the University and at a level considered appropriate by the University.

Or

- At least five years relevant work experience, such as accounting, banking, finance, insurance, law or policing.

All applications will be considered on an individual basis and entry will be at the discretion of the University. If an applicant does not satisfy these entrance requirements, the University may still consider the application but will require evidence of the applicant’s ability to undertake an advanced course of study.

English language proficiency,

For awards at FHEQ level 7, applicants must have an advanced level of ability to work in English. Applicants whose first language is not English must provide satisfactory evidence showing that they have passed within the previous three years a test of proficiency in English at the following minimum level:

- IELTS with an overall grade of at least 6.5 with a minimum of 6 in each sub-test; or
- TOEFL with a score of 600, or 250 on the computerised test plus a Test of Written English (TWE) of at least 4.5, or 100 on the iBT (internet-based Test); or
- a test of proficiency in English language from the prescribed list published by the University.

An applicant may be considered for admission to the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws who alternatively submits evidence of:

Substantial education (minimum of eighteen months) conducted and assessed in English;

Or

Substantial work experience (minimum of eighteen months) conducted in English;

Or

Passed at an appropriate level.

The entrance procedures are detailed at:

www.londoninternational.ac.uk/applications-and-admissions

and specific programme entrance requirements can be found at:

www.londoninternational.ac.uk/courses/postgraduate/llm

Where an applicant does not meet the prescribed English language proficiency requirements but believes that they can demonstrate the requisite proficiency for admission, the University may, at its discretion, consider the application.

In exceptional circumstances, an applicant who does not satisfy the foregoing requirements may be permitted to enrol for the LLM, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws if the University is satisfied that by reason or his or her background, experience and professional qualifications (if any) the applicant is fit to follow the course of study.

Substantial work experience (minimum of eighteen months) conducted in English.

Or

Substantial education (minimum of eighteen months) conducted and assessed in English;
Internet access

All students registered for the first time in 2012 or thereafter are required to have regular internet access, allowing them to access the following resources:

- The student portal
- The University of London email address
- Details of their student records
- Programme resources on the VLE (as applicable)
- Programme resources on the University of London International Programmes website
- The Programme Specification and Regulations for their programme of study
- The University Regulations and the University of London International Programmes Student Charter

If a student can justifiably demonstrate that they do not have regular access to the internet to access the required resources, then in these circumstances, a student may formally contact the Programme Director to request for alternative special arrangements to be made. Please note however that not all non-essential materials can be made available as hard copies.

Although access to the Internet is not an entrance requirement for the LLM, Postgraduate Diploma in Laws or Postgraduate Certificate in Laws, applicants are advised to have internet access in order that they may benefit from the information and support given in the eCampus. Further information is given in the Student Handbook.

Where an applicant does not meet the prescribed Entrance Requirements, the University may permit enrolment to the LLM, Postgraduate Diploma in Laws or the Postgraduate Certificate in Laws if satisfied that by reason or background, experience and professional qualifications (if any) the applicant is fit to follow the course of study.

Students with Specific Access Requirements

Students with specific access requirements should refer to section 10 of the Detailed Regulations.

The University of London International Programmes welcomes applications from students with disabilities and/or specific access requirements. It aims to provide the appropriate support to enable students with specific access requirements to have the same chance as all other students to successfully complete their studies.

Every reasonable effort will be made to ensure that both the application procedure and the programme itself are organised and delivered to offer all students the opportunity to participate fully. Students with a disability or others who may need special arrangements to assist in taking examinations (such as separate room or special aids) should complete the relevant section of the application form, or contact the Inclusive Practice Manager. Requests will be considered by a University panel, which aims to ensure that students with specific access requirements are neither advantaged nor disadvantaged when compared with other students.

Sources of funding and scholarships

Information about potential sources of funding and scholarships is updated annually and available on the prospectus web pages.

For information, please see www.londoninternational.ac.uk

Progression and credit

Refer to section 6 of the Detailed regulations for the provision of individual modules

Students who successfully complete the assessment for one or more of the individual modules available as stand-alone modules may be considered for progression to the following related awards: Postgraduate Certificate in Laws, Postgraduate Diploma in Laws and Master of Laws (LLM). Credit for that individual module may also be considered provided that application is made within three years of the completion of the relevant module or modules. Neither progression nor credit is automatic.

Credit value of modules

Where credits are assigned to modules of a programme, credit indicates the amount of learning undertaken, and a specified credit level indicates the relative depth of learning involved.
The credit value indicates the amount of learning in terms of notional study hours, and the level of learning in terms of depth, complexity and intellectual demand.

For the Postgraduate Laws programme, modules and courses have the following credit values:

- A module is the equivalent of 12 credits.
- A double module is the equivalent of 24 credits.
- A course is the equivalent of 48 credits.

Upon successful completion, the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws are equivalent to the following credits:

- LLM degree – 192 credits
- Postgraduate Diploma in Laws – 120 credits
- Postgraduate Certificate in Laws – 60 credits

European Credit Transfer System (ECTS)

In terms of the European Credit Transfer System (ECTS):

- A module is the equivalent of 6 ECTS credits.
- A double module is the equivalent of 12 ECTS credits.
- A course is the equivalent of 24 ECTS credits.

Upon successful completion, the LLM, the Postgraduate Diploma in Laws and the Postgraduate Certificate in Laws are equivalent to the following ECTS credits:

- LLM degree – 96 ECTS credits
- Postgraduate Diploma in Laws – 60 ECTS credits
- Postgraduate Certificate in Laws – 30 ECTS credits

Further information about the credit systems used by universities in the UK and Europe is available in:


After Graduation

Possible routes to further study

Successful completion of the programme may serve as preparation for students who wish to go on to take further study in the subject area – whether to be undertaken at Queen Mary, UCL, or elsewhere.

Possible graduate employment routes

Law students and professionals frequently pursue a Postgraduate Laws award to gain expertise in a specialised field of law, e.g. tax law or international trade law. A Postgraduate Laws award indicates that a lawyer has acquired advanced, specialist legal training and is qualified to work in a multinational legal environment. It could also help someone broaden the scope of their current role; for example, if they are in a generalist management role, it could allow them to take on legally-related aspects.

Careers advice and resources

The University of London’s Careers Service can provide confidential advice and guidance appropriate to the diverse needs of students, at any stage of their career. Advisers can assist on an individual basis (including help with career planning, CV writing and interview technique), in small groups or online, through the e-Advice service. Students may also make use of the dedicated careers library.

For further information, please see www.thecareersgroup.co.uk or www.c2careers.com/
The Alumni Association

Membership of the International Programmes Alumni Association is free and open to all former students of the University of London International Programmes. This is a diverse community of over 150,000 alumni in more than 190 countries, including local chapters and social networking groups, and with regular events, communications and opportunities to meet fellow alumni in many different parts of the world. The Association aims to provide past students with lifelong links to the School and each other, and is keen to foster a vibrant and active alumni community. All alumni are encouraged to register their details and participate further.

For further information, please see www.londoninternational.ac.uk/alumni, www.facebook.com/londonalumni and http://linkd.in/alumniassociation.
1 Individual modules available for study on a stand-alone basis

Appendix A gives the syllabus outlines for the individual modules.

1.1 Appendix A gives the syllabus outlines for the individual modules. Appendix B lists the individual modules scheduled for examination in the forthcoming year. A student who wishes to be examined must follow the sequence of assessment of individual modules given under the individual syllabus outlines. See Appendix B for individual module availability for the forthcoming year.

1.2 In addition to the sequence of assessment of individual modules, any advice on the previous knowledge or understanding a student would be expected to have in order to undertake and be examined in a particular module is given under the syllabuses outline in Appendix A.

1.3 All credit bearing modules will accommodate no less than 50 notional study hours. Refer to Glossary for definition.

All individual modules accommodate 120 notional study hours, with the exception of the individual modules in the field of Jurisprudence and legal theory which accommodate 240 notional study hours.

1.4 A student may take up to four individual modules that accommodate 120 notional study hours (or individual modules up to the value of 480 notional study hours) on a stand-alone basis without being registered for a degree, postgraduate diploma or postgraduate certificate.

1.5 (GR) A student may apply to take any module available in the current year unless they have already received a related award, in which case they may not normally offer a module which is the same as, or equivalent to, a module previously taken.

1.6 A student registered for an individual module has access to the eCampus. During participation in the eCampus and during all other online activities, a student must observe the eCampus rules of conduct for online behaviour given in the Student handbook.

Students are not required to use the eCampus but are advised to do so.

1.7 Learning materials for new modules are published and made available to students throughout the year as they become available.

Students are advised not to sit examinations for any modules if they have had access to the materials for less than six months.

1.8 (GR) Availability of modules may vary from year to year.

1.9 Appendix B lists the individual modules available for examination in that year. This information may be supplemented by the Regulations supplement, published in July each year, if applicable. Information on estimated availability of future courses is given in Appendix A. This information, however, is only for guidance and is not intended to imply the date by which any modules will become available.
# 2 Registration

## Period of registration

2.1

The maximum and minimum periods of registration will be:

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<th>Credit bearing individual modules</th>
<th>Minimum</th>
<th>Maximum</th>
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<td>Six Months</td>
<td>2 years</td>
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2.2 (GR)

A student who is permitted to proceed from a credit bearing individual module to a related award will be given a new period of registration as an International Programmes student, effective from the date of registration for the related award. The maximum period of registration permitted will be the same as for all other students registered for the same award.

2.3 (GR)

A student who has not completed all the requirements of the individual module within the maximum period of registration may apply to extend their registration for one further year or may apply to renew their registration for a further maximum period for the individual module(s) for which they are registered. Extension and renewal of registration is at the discretion of the University which will take into account the progress made by the student during any previous registration. If the student’s application for renewal or extension is approved, the subsequent registration will be subject to the regulations that apply at the time of renewal. A fee will be payable.

*Procedures for renewal and extension of registration can be found on www.londoninternational.ac.uk.*

## Confirmation of continuing study

2.4 (GR)

The continuing registration procedure is sent out annually to students.

To maintain their registration with the University, a student must confirm their continuing study annually and pay the appropriate fees by the given deadlines.

## Cancellation of registration

2.5 (GR)

A student may cancel their registration at any time. *Section 9 gives refund information.*

## Registration of former students of the University

2.7 (GR)

In addition to satisfying the entrance requirements given in the Summary of provision for individual modules, an applicant who was previously either registered as an International Programmes student or enrolled at a College of the University of London must have paid the University or College all due fees and accounts. An applicant who fails to satisfy this condition will not be permitted to register, or to register again, for an individual module.

2.8 (GR)

An applicant who has previously received a University of London award, or whose registration with the University was terminated because they had exhausted the permitted number of attempts at an examination, may apply to register again as an International Programmes student for a programme of study in a different subject or field of study.

2.9 (GR)

A student who is permitted to register again will be required to pay a new registration fee. The student will receive a new maximum period of registration.
2.10 (GR) Registration of an applicant who has previously received a University of London award, or whose registration with the University was terminated due to exhausting the permitted number of attempts at an examination, for a programme of study in the same subject or field of study, is at the discretion of the University and may not be permitted for all programmes. All applications will be considered on an individual basis.

2.11 (GR) It is at the University’s discretion to determine whether a student who registers again for an award under paragraph 2.11 can receive credit for any modules previously passed.

2.12 (GR) A student who receives credit for subjects previously passed will not be permitted to re-enter the examination for those modules.

2.13 (GR) A student who is permitted to register again will be required to pay a new registration fee. The student will receive a new maximum period of registration.

3 Assessment
Regulations 3.11, 3.29, 3.31, 3.32, 3.33 and 3.34 do not apply to the Postgraduate Laws programme.

3.1 (GR) See the Important Information for information on changing regulations.

An examination is governed by the regulations in force at the time of the examination and not at the time that a student was initially registered or first attempted the examination concerned, except where the conditions for changing regulations with notice apply.

3.2 (GR) A student may choose whether or not to be formally assessed in the individual modules for which they are registered. Students who choose to be formally assessed will be examined to the same standard as that required by students registered for the related degree, diploma or certificate.

3.3 (GR) Credit bearing individual modules will be assessed using the forms of assessment associated with the appropriate level of study.

3.4 (GR) A student sitting an examination must comply with the rules given in the Notice to Candidates, which accompanies the Admission Notice in addition to those given in this Section and in Sections 5 and 6.

3.5 (GR) All examinations will be based on the syllabuses that are current for the year of the examination concerned. A student must ensure that they have studied the correct syllabuses.

3.6 Each module studied on a stand-alone basis will be assessed by one 45 minute unseen written paper examination with the exception of modules in the field of Jurisprudence and legal theory. See the glossary for the definition of ‘examination’ and ‘written paper examination’.

3.7 Modules in the field of Jurisprudence and legal theory - (Modern legal theory (LWM7AB) and Liberty, equality and law (LWM7CD)) - count as a double module. Each will be assessed by one 90 minute unseen written paper examination.

3.8 In all papers, questions may be set on developments within the scope of the syllabus up to 1 January in the year of the examination.

3.9 (GR) Where necessary, Examiners may change the format or rubric of a written paper examination, from that of the previous year, without giving prior notice to students.
3.10 (GR)
Examinations by written paper are held at established examination centres worldwide. In countries where there is an established examination centre, a student must use the facilities provided by that centre. The University will not establish an alternative centre in those countries but will endeavour to assist those students requiring special examination arrangements where possible.

See the website for the list of examination centres: http://www.londoninternational.ac.uk/exams

3.11 (GR)
Oral and aural examinations, if applicable, are normally held only in London. Permission to take oral/aural examinations at an examination centre other than London is dependent on the ability of the examination centre to make arrangements acceptable to the University for the conduct of the examinations. A student for whom arrangements to take the oral/aural examinations outside of London cannot be made may apply for permission to take these examinations in London and the written paper examinations elsewhere in the United Kingdom and Ireland or overseas.

3.12 (GR)
All examinations are held at the discretion of the examination centre and are subject to any conditions they may impose.

Date of examinations
3.13
Written paper examinations take place on two occasions each year, normally in May and October.

3.14 (GR)
At any examination session, all students will be examined by the same written paper examination, on the same date, at the same time, except where there are unavoidable delays in the arrangement. However, the University reserves the right to set different papers in the same subject in separate countries and in different time zones.

3.15 (GR)
Where delays are unavoidable in countries other than the United Kingdom, the examination centre will arrange for the relevant examinations to be taken with as little deviation as possible from the original dates and times assigned to them. A student must abide by these revised arrangements. The University reserves the right not to mark an examination taken at a different time from that prescribed.

Sitting examinations

The full examination entry procedure is in the student handbook. Or for the full examination entry procedure refer to www.londoninternational.ac.uk/exams

3.16 (GR)
A student who wishes to sit an examination in any given year must:

- have registered with the University as an International Programmes student for the individual modules concerned and
- have entered for the examination in accordance with the instructions and deadlines of the University and the appropriate examination centre and paid all relevant fees.

3.17 (GR)
A student is required to apply to the relevant examination centre for permission to sit the examination. The University cannot accept responsibility for making examination arrangements on behalf of a student. It is entirely at the examination centre’s discretion to accept or refuse an entry to an examination.

3.18 (GR)
A fee is normally charged by all examination centres. This fee is payable by a student each time they make an examination entry. The University is not responsible for this fee and cannot influence the level of fee charged.

A student will be charged £50 per examination paper when using the University of London as an examination centre.
3.19 (GR)
A student must write the answers to all examinations in English, except where the syllabus or rubric for a written paper examination for a particular subject indicates otherwise.

3.20 (GR)
The University reserves the right to require a student sitting a written paper examination to remain in the examination room or its precincts for the duration of the relevant examination.

3.21 (GR)
All examination scripts are the property of the University and will not be returned to students. All question papers will be retained by the University.

3.22 (GR)
A student who finds handwriting difficult due to medical or learning difficulties must apply to the University for special arrangements to be made. The University will not transcribe illegible scripts. Any script deemed illegible by the Board of Examiners will be assigned a mark of zero and a fail result will be given. This will count as an examination attempt.

In order to apply for special examination arrangements, contact special.arrangements@london.ac.uk
See also section 10, Students with specific access requirements

Materials and aids permitted within the examination room

Aids permitted in examinations are noted in the module outlines/syllabuses in Appendix A.

3.23 (GR)
Examinations must be completed without aids, unless indicated otherwise in the individual module descriptions. A definitive list of materials permitted in the examination room will also be sent to students who have entered an examination with the Admission Notice/timetable.

3.24
Statutes and other materials may not be brought into the examination room unless specifically permitted by the Board of Examiners.

3.25
The University will not provide statutes or other documents in the examination room unless specifically stated in the definitive list sent out with the Admission Notice/timetable.

3.26
A student may use underlining and/or coloured highlight markers to annotate materials taken into the examination, but all other forms of personal annotation on statutes and other materials permitted to be taken into the examination are strictly forbidden.

3.27
Markers in the form of plastic tags to flag material are permitted, provided that tags are no wider than 2 cm, are attached firmly to the relevant pages, contain no more than two words of identification, and are visible when volumes are closed.

3.28
It is an examination offence to take into, or use in, the examination room any unauthorized materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be given to the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must hand them to the Invigilator on request.

3.29 (GR)
Calculators may be used in examinations where indicated in the syllabus.

3.30 (GR)
Without exception, electronic devices with communication capability are forbidden in the examinations. This includes personal digital assistants (PDAs) and mobile phones.

3.31 (GR)
The use of calculators in the examination is strictly controlled. Calculators may only be used in examinations where indicated in the module description for the module concerned.
Calculators will **not** be provided by the University. A student is responsible for providing their own calculator and for ensuring that it is in working order for the examination. A student must ensure that they have an alternative means of calculation in case their calculator fails during the examination (i.e. a second calculator which must also comply with the specification below) or must be prepared to continue the examination without a calculator. Borrowing another student’s calculator during the examination is not permitted. If a student uses an electronic calculator in an examination, they must indicate on their examination script the name and type of machine used.

Where calculators are permitted, the specifications listed below will apply, unless otherwise indicated in the module description and on the Notice for candidates for the module concerned.

Calculators must:
- be hand held, compact and portable
- be quiet in operation
- have no external wires
- be non-programmable
- not be capable of receiving, storing or displaying user supplied non-numerical data

The use of a calculator that communicates or displays textual, graphical or algebraic information (other than error messages) is strictly forbidden.

If a student uses a calculator that does not comply with the above specification, they will be considered to have made an assessment offence and will be subject by the rules governing such offences. See section 6 for assessment offences and penalties.

It is an examination offence to take into, or use in, the examination room any unauthorised materials or aids. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. All such materials or aids must be given to the Invigilator before the examination starts. A student who takes any unauthorised materials or aids into the examination room must hand them to the Invigilator when requested to do so.

**Illness during examinations**

A student who thinks that illness or other circumstances may have affected their performance in an examination must immediately inform the Student Assessment Office ensuring that notification is received within three weeks of their last examination. A supporting medical certificate or other certification obtained at the time of illness must be provided at the same time. Notification received more than three weeks after the date of the last examination will not be taken into account.

**Administrative re-check of marks**

See the resources section in the student portal: http://my.londoninternational.ac.uk/

Students can request an administrative re-check of marks online or contact uolia.recheck@london.ac.uk

**3.37** (GR)

A student may apply to the University for their results to be re-checked if they think a mark received is due to an administrative error.

**3.38** (GR)

A student who wishes to apply for an administrative re-check of marks must do so by specific deadlines and by following the procedure set out on the University of London International Programmes website.

A request for an administrative re-check of marks received after the given deadlines cannot be processed.

A student who wishes to apply for an administrative re-check of marks must pay an administrative fee which is refundable in the event that an error is found.
The University will not consider appeals against examination results that are made on academic grounds.

For information on the procedure for representations concerning the decisions of the Boards of Examiners, refer to the University of London Regulations, www.london.ac.uk

Non-credit bearing individual modules

Where offered as part of a programme, non-credit bearing individual modules are not formally assessed. Students may choose whether or not to be assessed in the non-credit bearing individual modules for which they are registered.

A student must write the answers to the assessment in English except where the syllabus or rubric for a written paper examination for a particular subject indicates otherwise.

The completion of non-credit bearing individual modules will not be taken into account for admission, or for credit, to a related or unrelated Postgraduate award.

Number of attempts permitted at an examination

Refer to section 2 for renewal of registration

A student who fails to satisfy the Examiners in an examination, and who has yet to satisfy the conditions to be considered for the respective award, may be permitted or required to make one further attempt at that examination. The maximum number of attempts permitted at any examination is two provided the student’s registration has not expired.

A student who enters an examination hall to attempt a written paper examination will be considered to have made an examination attempt. Subject to the programme regulations, absence from an examination will not count as an attempt.

Students enrolled in the Postgraduate Laws programme or taking an individual module should however refer to Regulation 4.3

If a student has made an examination entry for more than one module that is scheduled for the same sitting, by entering the examination hall the student will be considered to have attempted all modules entered, irrespective of whether they remain in the examination hall.

Students who have entered for examinations scheduled for the same sitting and who later decide they do not wish to sit a specific examination, should ensure they have formally withdrawn so as to not be considered to have attempted all modules.

Students must make a formal entry to the examination of a module; if a student sits an examination for a module without having made a formal entry to that examination, the attempt will not count and the script will not be marked.

If a student formally withdraws their examination entry from a module but subsequently sits the examination of that module in the same examination session, the attempt will not count and the script will not be marked.

A student who receives a result of ‘Pass’, ‘Fail’ in any examination will be considered to have made an attempt.

A student may not make a second attempt at any examination (or element of examination) already passed.
4.8 (GR) The result awarded for a subsequent attempt at an examination will supersede the mark or grade previously awarded for that examination unless other provision is given in the detailed programme regulations. However all marks will appear on the diploma supplement.

4.9 (GR) If, on the final attempt at the examination for any module, a student receives the result ‘Fail’, their registration for the individual module will cease unless the Board of Examiners recommend otherwise.

5 Assessment offences and penalties

Regulations 5.8, 5.9 and 5.10 do not apply to the Postgraduate Laws programme.

5.1 (GR) It is an examination offence for a student to take into, or use in, the examination room any unauthorised materials, aids, instruments or equipment which may be used to their advantage. A student must not take into the examination room, or consult during the examination, any books, notes, instruments or other materials or aids that are not permitted. This includes the use of unauthorised programmable calculators or the use of permitted materials that have been personally annotated such as statutes. All such materials or aids must be deposited with the Invigilator before the examination starts. A student who takes any unauthorised materials, aids, instruments or equipment into the examination room must surrender them to the Invigilator on request. Failure to comply with a reasonable request from an Invigilator constitutes an examination offence. For further rules on materials and aids permitted in the examination, see section 4. For fuller details on assessment offences and how to avoid them see the student handbook.

5.2 (GR) A student must not pass any information between themselves and another student during an examination of a written paper. This includes written, verbal and gestural communication. A student may not act in collusion with another student or any other person, nor copy from another student, their books, notes, instruments, computer files, other materials or aids, nor engage in any similar activity. Any of these activities constitutes an examination offence.

5.3 (GR) It is an examination offence to remove from the examination hall stationery or other materials that have been supplied by the University or examination centre for examination purposes.

5.4 (GR) Plagiarism is the copying and use of someone else’s work, whether intentionally or unintentionally, as if it were the student’s own. Another person’s work includes any source that is published or unpublished including words, images, diagrams, formulae, audio recordings, computer code, ideas and judgements, discoveries and results. Plagiarism is an examination offence.

5.5 (GR) All work submitted as part of the requirements for any examination must therefore be expressed in the student’s own words and incorporate their own ideas and judgements.

5.6 (GR) Software may be used, at the discretion of the University, to assist with the detection of plagiarism in individual elements or the whole part of a student’s assessment (for example assignments, projects, reports or dissertations).

5.7 (GR) Direct quotations from the published or unpublished work of another person must always be clearly identified as such and a full reference to the source must be provided in the proper form. A series of short quotations from several different sources, if not clearly identified as such, constitutes plagiarism in the same way as an unacknowledged quotation from a single source. Equally, if another person’s ideas or judgements are summarised, students must refer to that person in the text and give details of the work to which reference is made.

5.8 (GR) It is an examination offence to submit work which has been written jointly by two or more persons, unless expressly permitted in section 4 of this document.
5.9 (GR)
Assignments, essays, projects, reports, dissertations and other similar work must therefore be the student's own work and must be written without the assistance of other people, except where expressly permitted in section 3 of the Detailed regulations for the provision of individual modules. A student will be required to submit a signed declaration for all such work submitted, stating that they understand what is meant by plagiarism, and confirming that the work submitted is entirely their own and that the use of published or unpublished works of other people has been acknowledged in accordance with the University's requirements.

5.10 (GR)
It is the responsibility of the student to safeguard their assignments, essays, projects, reports, dissertations and other similar work and to prevent them from being copied by other students.

5.11 (GR)
The examination offences listed above will be treated as cheating or irregularities of a similar character under the provisions of the Procedures for the Consideration of Allegations of Examination Offence of the University's Regulations (Regulation 1 Appendix 6 and, as appropriate, Appendix 7). Under these Regulations, students found to have committed an offence may have the results of their examinations withheld and may be excluded from all future examinations of the University.

For the University's Regulations, see www.london.ac.uk

6 Progression from individual modules

Credit bearing modules

6.1
A student who successfully completes the formal assessment for one or more credit bearing individual modules in this programme may be considered for progression to the following related awards: Postgraduate Certificate in Laws, the Postgraduate Diploma in Laws and the Master of Laws (LLM) or to an unrelated certificate, diploma or degree.

See Glossary for definitions of related and unrelated awards.

6.2 (GR)
Successful completion by formal assessment of a credit bearing module or modules may be taken into account for progression to a related or unrelated award. Credit for that module(s) may also be considered provided that application is made within three years of the completion of the relevant module or modules. Neither progression nor credit is automatic.

See Glossary for definitions of related and unrelated awards.

6.3 (GR)
All applications for progression from a module taken on a stand-alone basis to a certificate, diploma or degree will be considered on an individual basis and permission to progress, and, where appropriate, to receive credit, will be at the discretion of the University.

6.4 (GR)
A student who does not successfully complete the formal assessment for an individual module will be permitted to proceed to a certificate, diploma or degree provided they satisfy the entrance requirements for that certificate, diploma or degree. Such students may be required to cancel their existing registration and submit a fresh application for registration and comply with the Programme Regulations for the certificate, diploma or degree.

6.5 (GR)
The mark achieved for a credit bearing module may contribute to a related award(s). Refer to the scheme of award for this/these programme(s).

Add reference to the related scheme of award.
Non-credit bearing modules

It is not possible to take non-credit bearing individual modules related to Postgraduate Laws programme.

6.6 (GR)
The completion of a non-credit bearing module or modules will not be taken into account for admission or for credit, to a related or unrelated Postgraduate degree or diploma.

6.7 (GR)
A student who is registered for a non-credit bearing module or modules may apply to register for a degree or diploma provided they satisfy the entrance requirements for the certificate, diploma or degree concerned. Such students may be required to cancel their existing registration and submit a fresh application for registration and comply with the Programme Regulations for the certificate, diploma or degree.

7 Marks

7.1
The pass mark for an individual module is 50%.

See Appendix D for information on how to achieve a particular mark.

7.2 (GR)
A mark or grade awarded for an individual module will not replace any mark or grade for a degree or diploma already awarded.

8 Receiving the Certificate of Registration and Certificate of Achievement

8.1 (GR)
All students registered with the University as an International Programmes student for individual modules will receive a certificate of registration provided that:
- they have complied with the Regulations in all respects and
- have made satisfactory payment to the University of all due fees.

8.2 (GR)
A certificate of achievement will be presented to students who have satisfactorily completed the assessment of an individual module for which they are registered, provided that:
- they have also successfully completed any study requirements for the module concerned and
- have complied with the Regulations in all respect and
- have made satisfactory payment to the University of all due fees.

8.3 (GR)
The University reserves the right not to present a certificate to a student who fails to satisfy any of the conditions described in paragraphs 8.1 and 8.2.

Receiving related awards

8.4
A student who has successfully completed the formal assessment of the relevant credit bearing module may apply to receive any related awards provided they satisfy the requirements for those awards and the application is made within three years of the completion of the relevant modules.

9 Fees and refunds

Details of the fees payable will be given to students as they fall due. See also www.londoninternational.ac.uk/fees

A fee is also normally payable to all examination centres other than London. The University is not responsible for this fee and cannot influence the level of fee charged.
Fees

9.1 (GR) A student is required to pay the following fees for the individual module in full and in accordance with the University’s deadlines:

- module fee – payable for each individual module to be studied.
- examination re-entry fee – payable by students who enter an examination on a second occasion, having failed on the first occasion.

9.2 The module fee must be paid before a student will receive any study materials for that module or have access to the module learning materials via the course area of the eCampus, and before they may enter an examination for that module.

9.3 (GR) The University reserves the right to change its published fees. The University also reserves the right to make additional charges. Fees are subject to annual revision.

9.4 (GR) Fees must be paid in accordance with the University’s procedures and deadlines. See www.londoninternational.ac.uk/fees

9.5 (GR) A student who is permitted to proceed from an individual module to an award will be required to pay:

- the relevant registration fee and
- the fee for the remaining modules.

9.6 (GR) A student who is permitted to renew their registration when the first period of registration expires will be required to pay a further fee for the module concerned.

Refunds

9.7 (GR) Students can request a cancellation of any service and a full refund of the corresponding fees paid to the University by sending a request in writing (by email, fax or post) that is received by the University within 7 working days of the original request for the service.

9.8 (GR) After the 7 working day period described in 9.7, application handling fees and examination entry fees are not refundable. Examination entry fees cannot be transferred from one examination to another.

9.9 (GR) After the 7 working day period described in 9.7, registration and continuing registration fees are not refundable except in the most exceptional circumstances. In these cases, a proportion of the registration and any continuing registration fees which have been paid may be refunded at the discretion of the University, provided that:

- the application is made within two years of the effective date of registration
- the student has not already entered an examination
- any required medical or other evidence is submitted.

9.10 (GR) In the event that a decision is taken by the University to withdraw a programme, any applicant who has not yet accepted an offer will be given a full refund of all fees within 30 days of their request for a refund. All registered students will be permitted to complete the programme according to the regulations on the notice period that applies for withdrawal of all University of London International Programmes.

See paragraph 5 in Important information regarding the Programme Specification and Regulations.

9.11 (GR) A student who registers for a programme for the first time may, at the discretion of the University, request a full refund of any fees paid for that programme for a period of up to 3 weeks after the publication of new
Programme Specification and Regulations that will apply for the academic year in which the student initially registered to commence study.

9.12 (GR) In the event that there is a maximum quota of students for admission to a programme, registration fees and module fees (if applicable) will be refunded in full if a student attempts to register and is unable to do so because the quota for that year is full.

10  Students with specific access requirements

10.1 (GR) The University has an Inclusive Practice policy for International Programmes students with specific access requirements.

Specific access requirements include students with a disability or learning difficulty, students who are currently in prison, and students who have legally imposed travel restrictions. For a full definition, see the Inclusive Practice Policy, www.londoninternational.ac.uk

10.2 (GR) As part of its policy for students with specific access requirements, the University will make every reasonable effort to accommodate the requirements of a student with a disability and/or specific access requirements by, wherever possible, providing any study materials in a different format (e.g. large print) or another medium, and/or by making special examination arrangements. If the University is unable to provide the study materials in the format that has been requested, the University will endeavour to make an alternative suggestion.

Special examination arrangements

10.3 (GR) The University has a panel which considers special examination arrangements for students with a disability and/or specific access requirements. The aim of the panel is to make sure that a student who has a special examination requirement is neither disadvantaged nor advantaged when compared to other students. The University cannot guarantee that special examination arrangements will be possible in every case.

Students requiring special examination arrangements are strongly advised to apply for such arrangements well in advance of the examination entry deadline. To apply for special examination arrangements, contact special.arrangements@london.ac.uk

10.4 (GR) Applications for the use of special aids or for extra time in written paper examinations from students with a disability and/or specific access requirements may be considered.

10.5 (GR) Special arrangements for written paper examinations at an ad hoc examination centre may be made in very exceptional circumstances and then only in the United Kingdom. Arrangements cannot be made for oral or practical examinations to be held at an ad hoc centre, although (in exceptional cases) it may be possible to permit the use of special aids. Arrangements for written paper examinations to take place in a student’s home cannot be made. Additional fees may be payable for arrangements at an ad hoc centre.

An ad hoc examination centre is an examination centre which is not listed as a formally approved centre. An ad hoc examination centre can be arranged in certain circumstances, subject to the University’s approval of a student’s request.

11  Complaints, suspension and termination of registration

Complaints

More details on www.londoninternational.ac.uk/complaints

11.1 (GR) If a student has a complaint against the University they should follow the Procedure for University of London International Programmes Student Complaints.
Suspension and termination of registration by the University

11.2 (GR)
If a student fails to pay the appropriate fees or breaches any relevant disciplinary or conduct code, the University reserves the right to apply the Code of Student Discipline and Suspension and Termination of Registration of Students in Debt process as described in the University of London Ordinances (Ordinance 17 and 18 respectively).

11.3 (GR)
A student’s registration may be terminated where a student is found to have obtained an offer of registration on the basis of a fraudulent, dishonest or incomplete statement.
Appendix A – Syllabus outlines

This Appendix lists syllabus outlines for all individual modules. However, not all modules are currently available for study/examination. Where this is the case these modules are listed as being ‘not yet available’. Where individual modules listed as being ‘not yet available’ are unlikely to be introduced within the next two years, this has been indicated beside each module. However, this information is provided as guidance only; it is not intended to imply the date by which any individual module or course will become available. Information regarding module availability is currently reviewed on a six-monthly basis. Further information on the availability of modules listed as ‘not yet available’ will be given in the Regulations Supplement, published in July each year, if applicable, and/or subsequent editions to the Regulations.

Each module referred to in this Appendix is the equivalent to 120 notional study hours with the exception of modules in the field of Jurisprudence and legal theory. The term ‘double module’ is equivalent to 240 notional study hours.

Syllabuses:

Details of particular syllabuses may change from year to year and the attention is drawn in particular to those syllabuses which are indicated as having been amended. Students are advised that examinations in any given year are governed by the Regulations and syllabuses for that year. It is important, therefore, that students always refer to the current version.

Examination information:

Advice on the previous knowledge or understanding that a student would be expected to have is given under the relevant syllabuses, as applicable. Students must also follow the sequence of assessment described in the syllabus.

The University will not provide statutes or other documents in the examination room except as specifically stated in the definitive list sent out with the Admission Notice/timetable. Statutes and other materials may not be brought into the examination room unless specifically permitted by the Board of Examiners (refer to section 3 in the Detailed regulations).

The codes are appended to the modules and these codes should be used when entering for an examination.

New codes:

Students should note that the module code is given next to the module title in the Appendices. Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website: www.londoninternational.ac.uk/new_codes
Admiralty law

Module A [LWM01A]
Admiralty jurisdiction and procedure
- Introduction and nature of jurisdiction; enforceable maritime claims
- Exercise of jurisdiction, actions *in rem* and *in personam*, maritime liens and procedure
- Rules and doctrines restricting the jurisdiction of the Admiralty court
- Convention jurisdiction basis and multiple proceedings

Module B [LWM01B]
Acquiring ownership in ships and the ship as property
- Ownership, management and potential liabilities
- Ship mortgages
- Shipbuilding
- Ship sale and purchase

Module C [LWM01C]
Safety regulations in navigation, liabilities and limitation of liability
- Collision regulations for conduct of vessels
- Criminal liabilities for breach of statutes or breach of duty
- Civil liabilities for negligence causing damage, apportionment of loss and measure of damages, limitation of liability

Module D [LWM01D]
Sequence: module C must be attempted before module D
Assistance at sea and in ports
- The concept of salvage under maritime law and the Salvage Conventions
- Preconditions and elements of salvage; salvage agreements; assessment of award and special compensation. Liability of salvors for negligence and limitation
- Towage contracts; liabilities to third parties arising from negligence during towage
- The law regulating the rights and obligations of port authorities and pilots

African human rights law

(Not yet available – this course is not expected to be available before 2015) †
Students should preferably have some previous knowledge of public international law (essentially law of treaties and state responsibility).

Module A [Code not yet available]
The various sources of African human rights law †
- The universal sources
- The regional sources
- The sub-regional sources
- The municipal sources
- Monism vs. dualism

Module B [Code not yet available]
Sequence: module A must be attempted before module B
The general protection: the African Charter on Human and Peoples’ Rights †
- Historical background of the Charter
The distinctive features of the Charter
The civil and political rights
The economic, social and cultural rights
The rights of peoples
The duties of the individuals

Module C [Code not yet available]

Sequence: module A must be attempted before module C

The specific protection: the law relating to refugees, children and women

- The Convention Governing the Specific Aspects of Refugee Problems in Africa
- The African Charter on the Rights and Welfare of the Child
- The Protocol to the African Charter on Human and Peoples’ Rights on the Rights of Women in Africa

Module D [Code not yet available]

Sequence: modules A, B and C must be attempted before module D

The African regional implementation machinery

- The African Commission on Human and Peoples’ Rights
- The Committee on the Rights of the Child
- The African Court on Human and Peoples’ Rights
- The Court of Justice of the African Union

Applicable laws and procedures in international commercial arbitration

Students wishing to study and be examined in this course are advised to successfully complete Regulation and infrastructure of international commercial arbitration in full before attempting Applicable laws and procedures in international commercial arbitration.

Module A [LWM03A]

Applicable law issues in arbitration

- Determination of applicable law
- Applicable substantive law
- Transnational rules, lex mercatoria and trade usages
- Arbitration and EU laws

Module B [LWM03B]

Sequence: module A must be attempted before module B

Procedure and evidence in arbitration

- Law governing the arbitration procedure
- Commencement of arbitration; terms of reference/procedural directions
- Procedural issues
- Taking evidence

Module C [LWM03C]

Sequence: module A must be attempted before module C

Jurisdictional issues in arbitration

- Arbitrability
- Determination of jurisdiction
- Provisional measures
- Multi-party and multi-contract disputes
Module D [LWM03D]
Sequence: module A must be attempted before module D

Arbitration award – form, content, challenge and enforcement

- Form and content
- Finality and challenges to award
- Recognition and enforcement

Broadcasting law
(not yet available – this course is not expected to be available before 2015)†

Module A [Code not yet available]

Introduction to broadcasting law †

- Broadcasting technologies
- Broadcasting and press regulation compared
- Public service and commercial broadcasting: the United Kingdom and the United States compared

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Regulating broadcasters nationally †

- Television and radio: allocating rights to broadcast
- UK Communications Act 2003 and the Office of Communication
- US broadcasting law and the Federal Communications Commission licensing

Module C [Code not yet available]

Sequence: modules A and B must be attempted before module C

Regulating television and radio content †

- Legal rules: offensive and harmful content, political content and comment, religious content, political advertising, advertising
- UK Broadcasting Standards Commission
- US broadcasting law and the Federal Communications Commission content regulation

Module D [Code not yet available]

Sequence: modules A, B and C must be attempted before module D

International regulation of broadcasting †

- World Administrative Radio Conference
- Council of Europe Convention on Transfrontier Television
- European Community/Union Broadcasting Directive

Carriage of goods by sea

Students are required to attempt the modules in order.

Module A [LWM05A]

Contracts of affreightment and voyage charter parties

- Owners’ implied obligations (seaworthiness, reasonable despatch and no deviation; consequences for breach under common law); conditions, warranties, innominate terms; representations (descriptions of ship, date of arrival, cancelling); charterers’ obligations (nomination of safe port, loading of full and complete, non-dangerous cargo)
- Laytime and demurrage; freight.
Module B [LWM05B]
Sequence: module A must be attempted before module B

Time charter parties
- Nature; description of ship, delivery date and cancelling clause; charter period; early or late redelivery; payment of hire; off-hire; deductions from hire; withdrawal of ship for no punctual payment; employment and indemnity clause; owners' liens on freight or sub-freight.

Module C [LWM05C]
Sequence: modules A and B must be attempted before module C

The bill of lading contract and functions
- The bill of lading as a contract; incorporation of charter party terms; identity of carrier; the bill of lading and third parties
- The bill of lading as a receipt; representations as to quantity, condition and identity (leading marks) of cargo; common law and statutory estoppel
- The bill of lading as a document of title and the Carriage of Goods by Sea Act 1992

Module D [LWM05D]
Sequence: modules A, B and C must be attempted before module D

International conventions regulating the rights and obligations of the parties to the bill of lading contract
- The Hague and Hague-Visby Rules; the Hamburg Rules; the Rotterdam Rules; genesis of the Rules and comparison. When do these rules apply? Excluded cases; period covered; no contracting out; the carrier's duties; the carrier's defences; responsibilities of cargo owner or shipper. Freight
- Time limit for making a claim; limitation of liability

Commercial banking law: bank–customer relationship

Students are required to attempt the modules in order.

Module A [LWM72A]

Banks and customers
- What is a bank and who is a bank customer?
- The contract: obligations of parties, significance of the mandate, termination of the contract, variation, proper law of the contract
- Duty of confidentiality owed by a bank to its customers and the circumstances in which the duty can, or must, be breached

Module B [LWM72B]
Sequence: module A must be attempted before module B

Duty of care, fiduciary duty, constructive trust and undue influence
- A bank's duty of care: application and scope of duty
- Fiduciary obligations: when does bank become a fiduciary and how can it limit or exclude its obligations?
- Constructive trust: when does liability as a constructive trustee arise?
- Undue influence: types of undue influence, how can a bank protect its transactions from challenge on the grounds of undue influence?
- Constructive trust: when does liability as a constructive trustee arise?
- Customer's duty of care

Module C [LWM72C]
Sequence: modules A and B must be attempted before module C
Accounts, money, payment and fund transfers
- What is money, how is its transfer conceptualised legally? Chattel and bank money
- What is payment and how is it made?
- Credit and debit transfers
- Clearing and settlement systems
- Legal relationships
- Accounts and dispute resolution
  - Accounts: types of accounts and their implications
  - Dealing with complaints: Banking Codes, Financial Services Ombudsman Service

Module D [LWM72D]
Sequence: modules A, B and C must be attempted before module D

Cheques and payment cards
- Cheques
  - What is a cheque, the obligations of, and defences available to, paying and collecting banks
- Payment cards and recovering mistaken payments
  - Payment cards: debit cards, credit cards, charge cards, digital cash cards, etc.
  - Contractual relationships
  - Consumer Credit Act
  - Recovering mistaken payments.

Commercial trusts law

Module A [LWM06A]
The nature of commercial trusts
- Equity, trusts and commercial expectations
- The contractarian account of trusts
- Unit trusts and other financial uses of trusts
- The constitution of express trusts in commercial transactions

Module B [LWM06B]
Sequence: module A must be attempted before module B
Equitable devices used to take security in commercial contracts
- Taking security in loan contracts
- Equitable charges
- Establishing title at common law and in equity
- Example: collateralisation in financial transactions

Module C [LWM06C]
Sequence: module A must be attempted before module C
The recovery of property in commercial litigation
- Breach of trust in commercial and investment transactions
- Recovery of property in relation to terminated transactions
- Personal liability to account of commercial intermediaries
- Case study: the local authority swaps cases

Module D [LWM06D]
Sequence: module A must be attempted before module D
Investment of trust funds
- The duty to invest under statute
- The duty to invest in the case law
- Principles of the law of finance
- Issues with portfolio investment strategies

Comparative criminal justice policy
*Students are required to attempt the modules in order.*

Module A [LWM07A]
Methods of comparative research
- Finding data
- Measuring crime
- Comparing statistics
- Comparing policies

Module B [LWM07B]
*Sequence: module A must be attempted before module B*
Legal cultures and criminal justice policy
- Common law
- Civil law
- Socialist law
- Islamic law

Module C [LWM07C]
*Sequence: modules A and B must be attempted before module C*
Aspects of comparative criminal policy
- Policing and prosecution
- Trials and sentencing
- Use of imprisonment
- Probation and community punishment

Module D [LWM07D]
*Sequence: modules A, B and C must be attempted before module D*
Global crime
- Controlling transnational crime
- War crimes
- Terrorism
- International law and crime

Constitutional and institutional law of the European Union

Module A [LWM08A]
The European Union institutional outline
- The EC/EU distinction
- Institutions: Council, Parliament, Commission, Court (ECJ and CFI)
- The 'Democratic Deficit' debate
- Subsidiarity
• The European Constitution and its ratification

Module B [LWM08B]
Sources of European Union law
• Treaties
• Secondary legislation: Regulations, Directives
• Law-making procedures
• Direct effect
• Supremacy
• Agreements with third countries

Module C [LWM08C]
Remedies and procedures in European Union law
• Enforcement proceedings by the Commission
• Preliminary references
• Direct actions before the ECJ
• Actions for failure to act
• Member State liability for failure to comply with European Union law

Module D [LWM08D]
General principles of European Union law
• Human rights
• Citizenship
• Rule of law
• Discrimination
• Proportionality

Corporate finance and management issues in company law
Students are advised that the course demands some previous knowledge of English law in general, particularly English law of contract and agency, and of trusts.

Module A [LWM09A]
Capital I
• Introduction
• Capital
• Class rights

Module B [LWM09B]
Sequence: module A must be attempted before module B
Capital II
• Raising capital: Shares
• Raising capital: Debentures

Module C [LWM09C]
Sequence: module A must be attempted before module C
Corporate management I
• The management of the company
• Directors’ duties
• Liquidation (in outline only)
Module D [LWM09D]
Sequence: module A must be attempted before module D

Corporate management II
- Management theory
- Corporate governance

**Derivatives law**
*expected to be available during 2013* †
Students are required to attempt the modules in order.

Module A [LWM75A]
Analysing and documenting derivatives transactions †
- The nature of financial derivatives
- The various legal analyses of interest rate swaps
- The International Swaps and Derivatives Association (ISDA) Master Agreement structure
- Issues in the creation of financial derivatives

Module B [LWM75B]
Terminating derivatives transactions †
- The ISDA Master Agreement provisions for termination
- “Events of default”
- “Termination events”
- The termination procedure
- Restitution of money paid under void derivatives transactions

Module C [LWM75C]
Legal issues in collateralisation and stock-lending †
- Taking security in financial transactions
- Collateralisation
- Personal collateral structures: the ISDA Credit Support Annex
- Proprietary collateral structures: the ISDA Credit Support Deed

Module D [LWM75D]
Credit derivatives and securitisation †
- The nature of credit derivatives
- Legal issues in the creation of credit derivatives
- Securitisation
- Securitisation, credit derivatives and the financial crisis of 2007 et seq.

**Equity and trusts in context**
The modules can be attempted in any order, but students without a firm understanding of the foundations of trust law are advised to attempt Module A first.

Module A [LWM10A]
The constitution of express trusts
The intellectual basis of equity and the history of the law of trusts
The foundations of express trusts
The constitution of express trusts
The obligations of trustees

Module B [LWM10B]
Trusts implied by law
- Resulting trusts
- Constructive trusts (i)
- Constructive trusts (ii)
- Constructive trusts (iii)

Module C [LWM10C]
Breach of trust and equitable remedies
- Trustees’ liability for breach of trust
- Tracing
- Personal liability to account as a constructive trustee
- Equitable remedies

Module D [LWM10D]
Trusts of land and of the home
- Establishing rights in the home
- Commonwealth approaches to establishing rights in the home
- Trusts of land
- Remedial approaches to the acquisition of rights in the home

European Convention on Human Rights

Module A [LWM12A]
Context and foundations of the European Convention on Human Rights
- Background to the adoption of the European Convention on Human Rights
- Development and nature of the Convention system
- The relationship between the Convention and other international and European norms and mechanisms
- Interpreting and limiting Convention rights and freedoms

Module B [LWM12B]
The European Convention on Human Rights Mechanism
- Admissibility
- Procedure before the European Court of Human Rights
- The nature and effect of Court judgments
- Implementing Court judgments
- The role of the Secretary General of the Council of Europe

Module C [LWM12C]
European Convention on Human Rights Substantive Rights (1)
- The prohibition on discrimination
• The right to life
• The prohibition on torture, inhuman and degrading treatment
• The prohibition on slavery, the right to liberty and security and freedom of movement

Module D [LWM12D]

Sequence: module A and B must be attempted before module D

European Convention on Human Rights Substantive Rights (2)
• The right to respect for private and family life and the right to marry
• Freedom of conscience and religion
• Freedom of expression, association and assembly
• The right to a fair hearing and to an effective remedy

European internal market

Module A [LWM13A]

The scope of the ‘Four Freedoms’
• Introduction to the four freedoms
• Material scope: notion of economic activity
• Wholly internal situations
• Personal scope: public and private parties
• Personal scope: third country nationals

Module B [LWM13B]

Sequence: module A must be attempted before B

Free movement 1 – Equal treatment and non-discrimination
• Equal treatment and non-discrimination
• Distinctly applicable/directly discriminatory rules
• Indistinctly applicable/indirectly discriminatory rules
• Amplifying/dampening non-discrimination claims: citizenship and fiscal sovereignty issues
• Treaty-based limitations and exceptions to the market freedoms

Module C [LWM13C]

Sequence: module A and B must be attempted before module C

Free movement 2 – Beyond discrimination
• Restrictions on internal market freedoms
• Mandatory requirements/overriding requirements of the general interest
• Proportionality
• Mandatory requirements and distinctly applicable/discriminatory measures
• Procedural requirements applied to justifications and exceptions
• The limits of a restrictions-based analysis

Module D [LWM13D]

Sequence: module A and B must be attempted before module D

Regulation of the internal market
• Creating and regulating the internal market – history and overview
• Mutual recognition and co-ordination of national regulatory systems – harmonisation
• Legal basis and legislative procedural issues relating to internal market legislation
As noted in previous editions of the Regulations, the syllabus for this course was updated in 2012 to reflect recent developments in the law. Students are not expected to have prior knowledge of European Union competition law but it is desirable that they should be, or become, familiar with the general law and institutions of the European Union law.

Module A [LWM11A]
Anti-competitive agreements and collusion
- Article 101 TFEU - General principles
- Vertical agreements
- Licensing of intellectual property rights
- Cartels
- Horizontal co-operation agreements

Module B [LWM11B]
Sequence: module A must be attempted before module B
Abuse of a dominant position
- Article 102 TFEU - General principles
- Dominance
- Abuse

Module C [LWM11C]
Sequence: module A must be attempted before module C
Merger control
- Regulation 139/2004 - General principles and jurisdiction
- Regulation 139/2004 - Substantive analysis
- Joint ventures

Module D [LWM11D]
Sequence: module A must be attempted before module D
European Union competition law practice and procedure
- Regulation 1/2003
- Enforcement of Articles 101 and 102 in national courts

European Union environmental law
(not yet available – this course is not expected to be available before 2015) †
Students choosing this course are expected to be, or become, familiar with the general law and institutions of the European Union.

Module A [Code not yet available]
Institutional and constitutional aspects of European Union environmental law †
- Introduction and historical background
- Evolution and progress of international environmental policy
- Institutional structure
- Sources of European Union environmental law
- Environmental protection as an aspect of the establishment of the European Common/Single Market
Environmental protection (in the form of sustainable development) as a goal/objective of European Union policy and law
The role of the European Commission and the doctrine of direct effect in the enforcement of European Union environmental law
Prescription and implementation of environmental principles within European Union environmental law

Module B [Code not yet available]
Sequence: module A must be attempted before module B
Sectoral development of European Union environmental law †
- European Union air and water pollution regimes
- Integrated pollution, prevention and control
- Waste: Definition, movement and disposal
- Trade in endangered species
- Nature conservation
- European Union law implementation and enforcement techniques applied to environmental protection: Environmental Impact Assessment, access to environmental information and citizen participation in environmental decision-making processes

Module C [Code not yet available]
Sequence: module A must be attempted before module C
Environmental litigation †
- Environmental litigation against the European Commission and Council
- Environmental litigation against Member States
- Transboundary environmental litigation under the 1968 Brussels Convention and 1988 Lugano Convention
- Civil liability for environmental damage

Module D [Code not yet available]
Sequence: module A must be attempted before module D
The European Union and the environment in external relations †
- The environment in relation to other European Union policies:
  - competition
  - trade
  - development aid
  - agriculture
  - energy
- Environmental law and external relations:
  - international conventions
  - international organizations
  - the relationship with central and eastern Europe

External relations law of the European Union
As noted in previous editions of the Regulations, the syllabus for this course was updated in 2012 to reflect recent developments in the law.

Module A [LWM55A]
Constitutional foundations
- European Union legal order
- International legal personality
- Express competence
• Implied competence

Module B [LWM55B]

Sequence: module A must be attempted before module B

International law and European Union law
• Negotiation, conclusion and implementation of international agreements
• Mixed agreements
• Effects of international law in European Union legal order
• Relationship between World Trade Organisation and European Union law

Module C [LWM55C]

Sequence: module A must be attempted before module C

External economic relations
• Autonomous measures - Common Commercial policy
• International Agreements: European Economic Area, Partnership and Cooperation agreements, Stabilisation and Association agreements, Euro-Mediterranean agreements
• European neighbourhood policy

Module D [LWM55D]

Sequence: module A must be attempted before module D

External political relations
• Common Foreign and Security Policy, including Common Security and Defence Policy
• Relationship between European Union and Common Foreign and Security Policy (sanctions, exports of dual-use goods)

Family, children and the state

(not yet available – this course is not expected to be available before 2015)

Module A [Code not yet available]

Family law and the family in focus
• The normal ‘chaos’ of family law
• Family law matters
• The traditional family: the law of marriage
• The modern “family”: substance over form

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Family breakdown
• Broken unions: a historical perspective on divorce
• Ending a marriage: the law of divorce
• Alternatives to divorce: mediation
• Financial matters: the consequences of divorce

Module C [Code not yet available]

Sequence: module A must be attempted before module C

Children and the law
• Legal concepts of childhood
• Children’s rights
• The welfare principle
• Parental responsibilities

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D

State regulation of the family †
• Regulating reproduction
• Children in need and access to services
• Child protection and the need for state intervention
• Adoption and the child as ‘gift’

Foundational and constitutional issues in company law
Students are advised that the course demands some previous knowledge of English law in general, in particular English law of contract and agency, and of trusts.

Module A [LWM15A]
Company law foundational issues I
• Introduction
• Corporate theory
• The types and functions of companies

Module B [LWM15B]
Sequence: module A must be attempted before module B
Company law foundational issues II
• Company formation, promoters and pre-incorporation contracts
• Corporate personality and limited liability
• Lifting the veil of incorporation

Module C [LWM15C]
Sequence: module A must be attempted before module C
Company law constitutional issues I
• The ultra vires doctrine and other attributions issues (tort - corporate crime)
• The articles of association and shareholders agreements

Module D [LWM15D]
Sequence: module A must be attempted before module D
Company law constitutional issues II
• Majority rule
• Minority protection

Franchising law
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Franchising as a legal concept †
• The business of franchising
• The structure of franchise arrangements
• The franchise contract

Deleted: 2013
- Financial arrangements
- Taxation

**Module B** [Code not yet available]

*Sequence: module A must be attempted before module B*

Protecting the elements of a franchise †
- Intellectual property rights and franchising
- The name of the business (trade marks, trade names, passing off)
- Business methods (patents, trade secrets)
- The franchise livery (copyright, designs, passing off)
- Character merchandising
- Licensing

**Module C** [Code not yet available]

*Sequence: module A must be attempted before module C*

Consumer protection and the regulation of unfair practices †
- False, misleading and deceptive advertising
- Misrepresentation
- Pyramid sales, prize promotions and other unfair trade practices
- Competition regulation (United Kingdom and European Union law)

**Module D** [Code not yet available]

*Sequence: module A must be attempted before module D*

International franchising †
- Legal issues
- International franchise documentation
- International tax issues

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**Fraud, corruption and money laundering**

*Note: this course, indicated as not yet available in previous editions of the Regulations, is replaced by Law of financial crime.*

**Freedom of expression law**

*(not yet available – this course is not expected to be available before 2015)†*

*Students are required to attempt the modules in order.*

**Module A** [Code not yet available]

**Freeoms, sources and reasons †**
- International human rights law
- Freedom of religious speech
- Freedom of political speech
- Freedom of artistic expression
- Freedom of commercial speech

**Module B** [Code not yet available]

*Sequence: module A must be attempted before module B*

**Media of expression: free speech and technology †**
- Freedom of assembly
• Freedom of the press
• Freedom of electronic communication
• Emerging and converging media

Module C [Code not yet available]
Sequence: modules A and B must be attempted before or taking an individual module C
Permissible limitations on expression †
• National security
• Rights of others: Privacy, reputation, copyright
• Public policy limits: Obscenity, blasphemy, hate speech, contempt of court
• Prior restraint and subsequent penalties

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D

Freedom of expression and information †
• ‘Freedom of information’ access to information principles
• Legislation in Sweden, the United States, the United Kingdom and other countries
• Mandatory and non-mandatory exemptions
• Exempt and protected information
• Freedom of information and the private sector
• Freedom of information and data protection

Human rights in post-conflict societies
(not yet available – this course is not expected to be available before 2015) †
Students are advised that the course demands some previous knowledge of human rights and international humanitarian law.

Module A [Code not yet available]
Foundations for human rights protection in post-conflict situations †
• Rule of law
• Establishing law and order
• Human rights enforcement institutions
• Independent judiciary

Module B [Code not yet available]
Sequence: module A must be attempted before module B

Violations of human rights during conflicts †
• Lawlessness legacy of conflict
• Violations of international humanitarian law
• Responsibility for atrocities committed during conflict
• International law instruments on ending conflicts

Module C [Code not yet available]
Sequence: module A must be attempted before module C

Implementation and monitoring measures in post-conflict societies †
• Promotion and protection of human rights
• International legal obligations
• Monitoring systems
**Human rights of women**

Students are advised to attempt the modules in order but students may, if they wish, attempt modules in the following order: module C, module A, module B and module D or module C, module D, module A and module B.

**Module A [LWM19A]**

Is the theory underlying human rights law male?
- Introduction to Human Rights, what is Human Rights law?
- Analysis of the history and philosophy of Human Rights discourse
- Who is included in the "human" of Human Rights?

**Module B [LWM19B]**

Feminist critiques of human rights
- Feminist theories and critiques of Human Rights law
- The problems and/or virtues of Human Rights law for women on a global scale
- Feminist reconstructions of Human Rights, aiming to ensure the inclusion of women

**Module C [LWM19C]**

Institutional framework, institutions and documents relating to the human rights of women
- Examination of Human Rights documents and their institutional framework, including: the UN Charter, the "three Generations of Rights", the Convention on the Elimination of All Forms of Discrimination Against Women; the Declaration on the Elimination of Violence Against Women
- International Courts, human rights and humanitarian law

**Module D [LWM19D]**

Sovereign governments, non-state actors and individual responsibility for human rights violations: linking theory to practice
- Consideration of the work of non-governmental organisations set up for/by women
- Inter-relationship between sovereign governments, non-state actors and a developing international jurisprudence on Human Rights law investigating how these impact on the lives of women
- Case studies on sexual violence and rape including the International War Crimes Tribunals at The Hague
- Reconnecting feminist legal theory to the Human Rights of women

**Industrial and intellectual property**

**Module A [LWM20A]**

Intellectual property and technology
- Patents
Module B [LWM20B]

Intellectual property and creativity
- Copyright and related rights
- History and introduction; the framework of copyright law - UK, Europe and international; subsistence of copyright; ownership; infringement; defences; term; moral rights; related rights - database right, artists’ resale right, performers’ rights.

Module C [LWM20C]

Intellectual property and distinctive trading signs
- The law of registered trade marks
- History and introduction; the framework of trade mark law - UK, Europe and international (as affecting the UK); criteria for registration; grounds for refusal; infringement; defences; revocation and invalidity
- Passing off
- Reputation or goodwill; misrepresentation; damage; standing to sue, including trade associations and foreign claimants; defences.

Module D [LWM20D]

Sequence: module A, B and C must be attempted before module D

Intellectual property - integrated topics
- Justifications for intellectual property
- Sanctions for misuse of intellectual property, including civil remedies and criminal sanctions
- Law of industrial designs - registered and unregistered systems; overlap with other rights
- Dealing with intellectual property rights
- Intellectual property and Europe - monopoly and a common market

Information technology law

(not yet available – this course is not expected to be available before 2015)
- Semiconductor chip protection
- United States Semiconductor Chip Protection Act
- Design right protection in the United Kingdom
- European Community Directive

**Module C [Code not yet available]**

*Sequence: modules A and B must be attempted before module C*

**Civil and criminal liability related to information technology †**
- Exclusion and limitation of civil liability in contract and tort
- Product liability, United Kingdom, United States and European Community law
- European Community competition law
- Computer crime
- Technology-specific crime
- Technology-assisted crime
- Computer evidence
- Introduction to the internet
- Commercial internet transactions
- Internet payment
- Electronic data interchange

**Module D [Code not yet available]**

*Sequence: module A and B must be attempted before module D*

**Privacy, data protection and employment issues †**
- Privacy, data protection and freedom of information
- Transborder data flows
- Employment rights
- Outsourcing

**Insurance law (excluding Marine insurance law)**

(formerly known as Insurance (excluding Marine insurance))

**Module A [LWM22A]**

**Elements of insurance**
- Definition: what is an insurance contract?
- Regulation of insurers
- Intermediaries: agents, brokers

**Module B [LWM22B]**

*Sequence: module A must be attempted before module B*

**Insurance contract formation**
- Duty of disclosure and misrepresentation; remedies for breach
- Formation of the contract: including, offer, acceptance, premiums

**Module C [LWM22C]**

*Sequence: module A must be attempted before module C*

**The insurance contract and its terms**
- Insurable interest in property insurance and life assurance
- Terms of the contract
• Construing the terms of the contract

**Module D [LWM22D]**

*Sequence: modules A, B and C must be attempted before module D*

**Claims process**

- Causation: determining the cause of the loss; losses caused by the insured
- Claims: the claims process, the requirement of good faith
- Subrogation: the insurer’s, the insured’s and the other parties’ rights
- Abandonment
- Double insurance and contribution between insurers
- Indemnity and reinstatement, mitigation of loss, reinstatement under contract and under statute
- Alternative dispute resolution mechanisms: the ombudsman

**Intellectual property and medicine**

**Module A [LWM23A]**

**Intellectual property of medicine and its sources**

- International framework and history of intellectual property relevant to medicine
- Categories of intellectual property relevant to medicine
- European and national systems (UK and designated jurisdictions)
- Applications of intellectual property in medical and pharmaceutical industries

**Module B [LWM23B]**

*Sequence: module A must be attempted before module B*

**Access to medicines**

- Overview of the issues and history of the campaign
- Human right to health and the ethics of patents
- TRIPS Agreement
- Doha Development Round (Ministerial Declaration; Declaration on TRIPS and Public Health; Decision on Paragraph 6)
- Paragraph 6 System

**Module C [LWM23C]**

*Sequence: module A must be attempted before module C*

**Patents and life forms**

- Legal and socio-legal concept of life form
- Ethical considerations and exceptions
- Medical biotechnologies
- International, European and designated domestic frameworks (including European Biotechnology Directive)
- Genes and gene sequences
- Cloning
- Germ-line modification technology
- Embryos

**Module D [LWM23D]**

*Sequence: module A must be attempted before module D*

**Property in the person**
Medical and genetic privacy and intellectual property
Genetic privacy
Genetic sampling and collection; genomic libraries and databases
Traditional medicine and genetic resources

Intellectual property and sport

Module A [LWM63A]
Branding in sports
- Introduction to sporting brands
- Trade mark protection for sports events and sports stars
- Using copyright to protect imagery and sounds in sport
- Using design rights to protect images, mascots and brands
- Passing off and endorsement of events and stars
- Sports celebrities image rights

Module B [LWM63B]
Sponsorship in sports
- The sponsorship market in sport
- The different types of sponsorship available
- The sorts of rights granted in sponsorship agreements
- The responsibilities of both sponsors and the sponsored party
- The sponsorship contract

Module C [LWM63C]
Sequence: modules A and B must be completed before module C is attempted
Ambush marketing
- Introduction to ambush marketing
- Protection of special event symbols (for example, the Olympics)
- Anti-ambush marketing laws
- The use of domain names to ambush an event
- The internationalisation of ambush marketing norms
- Preventing ambush marketing: the toolkit

Module D [LWM63D]
Sequence: modules A and B must be completed before module D is attempted
Special topics in sports
- Broadcasting rights
- Ticketing restrictions
- Advertising laws and sports branding
- Counterfeiting and merchandising

Intellectual property on the internet

Module A [LWM24A]
Digital copyright
- Introduction to digital copyright
- Copyright Directive and Digital Millennium Copyright Act

Deleted: Intellectual property on the internet
Module A [LWM24A]   
Digital copyright
<#>Introduction to digital copyrightCopyright Directive and Digital Millennium Copyright Act
<#>Emerging copyright issues
<#>Licensing and rights management in the digital arena
Module B [LWM24B]   
Trade marks and other rights in distinctive signs online
<#>Introduction to trade marks
<#>Developments in use of trade marks online
<#>Principle of territoriality and use of trade marks online
<#>Unfair competition
Module C [LWM24C]   
Domain names
<#>Introduction to the mechanics of the domain name system
<#>Cybersquatting
<#>Recent developments concerning domain names and intellectual property
<#>Dispute resolution
Module D [LWM24D]   
Computer-related patents
<#>Business methods patents
<#>Software patents
Prior art effect
Enforcement of rights
Emerging copyright issues
Licensing and rights management in the digital arena

Module B [LWM24B]
Trade marks and other rights in distinctive signs online
- Introduction to trade marks
- Developments in use of trade marks online
- Principle of territoriality and use of trade marks online
- Unfair competition

Module C [LWM24C]
Domain names
- Introduction to the mechanics of the domain name system
- Cybersquatting
- Recent developments concerning domain names and intellectual property
- Dispute resolution

Module D [LWM24D]
Computer-related patents
- Business methods patents
- Software patents
- Prior art effect
- Enforcement of rights

International and comparative bank regulation

Module A [LWM64A]
Risk, banks and the principles of bank regulation
- Banks and risk: what is a bank, why are banks important, what is risk?
- Principles of regulation: what is regulation and what is its purpose(s)?

Module B [LWM64B]
Sequence: module A must be attempted before module B
Basel Committee and the regulation of international banks
- Issues in international bank regulation: what are the problems?
- Basel Committee on Banking Supervision: its structure, soft law
- The Concordat 1975, Revised Concordat 1983, Core Principles
- Capital Adequacy: Basel I and II
- The impact of the banking crisis on Basel

Module C [LWM64C]
Sequence: modules A and B must be attempted before module C
European Union regulation and who should regulate banks
- EU banking regulation law
- Who should regulate banks? Single financial regulator, multiple regulators?

Module D [LWM64D]
Sequence: modules A and B must be attempted before module D
United Kingdom bank regulation law
- Financial Services Authority: structure, accountability, objectives and practice

**International and comparative competition law**

**Module A [LWM25A]**

The internationalisation of competition policy
- Globalisation and actors in the process of internationalisation
- Organisation for Economic Cooperation and Development (OECD)
- World Trade Organization (WTO)
- United Nations Conference on Trade and Development (UNCTAD)
- Multinational enterprises (MNEs)
- International Competition Network (ICN)

**Module B [LWM25B]**

*Sequence: module A must be attempted before module B*

Unilateral, bilateral and multilateral strategies
- Extraterritoriality and principles of public international law
- United States antitrust law
- European Community competition law
- Bilateral cooperation and agreements
- Multilateral co-operation: A global competition regime?

**Module C [LWM25C]**

*Sequence: module A must be attempted before module C*

The competition rules of developing and developed countries
- United States antitrust law
- European Community competition law
- Competition rules in Member States of the European Union
- Japanese anti-monopoly law
- Competition law and policy in developing countries: Asia, Africa and the Middle East

**Module D [LWM25D]**

*Sequence: module A must be attempted before module D*

Competition and trade policy
- Aims and objectives
- Similarities and differences
- World Trade Organization

**International and comparative law of copyright and related rights**

**Module A [LWM26A]**

Copyright law in the United Kingdom and United States
- Introduction and protectable subject matter
- Protection criteria
- Ownership and duration
- Economic and moral rights
Infringement and limitations to protection

Module B [LWM26B]
French and German copyright law and related rights
- Introduction and protected subject matter
- Economic and moral rights
- Authorship, transfer of rights and duration
- Limitations and exceptions

Module C [LWM26C]
Introduction and protected subject matter

-module A and B must be attempted before module C
International copyright law – international conventions and aspects of private international law
- General Concepts
- The Berne Convention
- The Universal Copyright Convention
- The Rome Convention on the Protection of Phonograms and Performing Artists
- Copyright and the TRIPs Agreement
- The WIPO “Internet Treaties”
- Private International Law Aspects

Module D [LWM26D]
Sequence: modules A and B must be attempted before module D
Copyright law in the European Community
- Introduction to copyright law in the European Community
- Computer programs and database protection
- Rental and lending rights, satellite, broadcasting and cable
- Copyright term and artist's resale right
- Copyright in the information society and enforcement

International and comparative law of patents, trade secrets and related rights

Module A [LWM27A]
Comparative law of patents
- Introduction to patents: history, justifications, agreements
- Methods of applying for a patent
- Patentability
- The person skilled in the art, priority and grace periods
- Infringement and exceptions to infringement
- Entitlement / ownership of patents

Module B [LWM27B]
Sequence: module A must be attempted before module B
Comparative law of trade secrets
- Why protect trade secrets?
- The distinction between commercial trade secrets and privacy
- Relationship between trade secrets and patenting
- Trade secrets law in England, the United States, Germany and France
Module C [LWM27C]

Sequence: module A must be attempted before module C

International agreements on patent law
- Paris Convention
- TRIPS Agreement
- European Patent Convention
- Other regional patent agreements
- Patent Cooperation Treaty
- the Convention on Biodiversity
- Patent Law Treaty
- Budapest Treaty
- Locarno Agreement on Classification
- Supplementary Protection Certificates

Module D [LWM27D]

Sequence: modules A, B and C must be attempted before module D

Current issues in international patent law and policy
- Utility models and petty patents
- Biotechnological patenting (so-called life patents and gene patents)
- Plant variety protection
- Patenting of computer software and business methods
- “Patent quality” and Peer-to-patent

International and comparative law of trade marks, designs and unfair competition

Module A [LWM28A]
The concepts of trade marks, designs and unfair competition
- Introduction to the concept of trade marks: a functional, legal, and economic analysis
- Introduction to unfair competition
- The history of trade marks
- Systems of protection; registered and unregistered trade marks
- International agreements: the Paris Convention; the World Trade Organization; International Registrations; regional agreements; the Community Trade Mark (introduction); classification treaties; Trademark Law Treaty; appellations of origin; the Olympic symbols

Module B [LWM28B]

Sequence: module A must be attempted before module B

Unfair competition
- Systems of unfair competition: a comparative perspective
- Misrepresentation and misappropriation
- Unfair competition in the United Kingdom
- Unfair competition in the United States
- Unfair competition in France
- Unfair competition in Germany
- Other jurisdictions
Module C [LWM28C]
Sequence: module A must be attempted before module C
Registered trade marks
- Registered trade marks: a comparative perspective
- Systems of registration: first to file v. first to use
- Registered trade marks in Europe: the Community Trade Mark; national registrations (United Kingdom; France; Germany); the role of the European Court of Justice
- Registered trade marks in the United States
- Other jurisdictions
- Current trends: dilution; domain names

Module D [LWM28D]
Sequence: modules A, B and C must be attempted before module D
Special topics in trade marks
- Industrial designs; relationship to other forms of protection; Community Design Regulation; Hague Agreement Concerning the International Deposit of Industrial Designs, as amended
- Appellations of origin
- Trade marks and competition: parallel imports; functionality and the interface between trade marks and other intellectual property rights; comparative advertising
- Cultural issues: advertising; character merchandising; symbols of indigenous communities

International and comparative social justice
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Advancing the international protection of social justice †
- The International Covenant on Economic, Social and Cultural Rights 1966 and the mythology of the “Generation of Rights” theory
- The United Nations Committee on Economic, Social and Cultural Rights
- The minimum core

Module B [Code not yet available]
The ambit of social justice rights under international law †
- The right to the highest standard of health
- The right to food and water
- The right to shelter and adequate housing
- The right to social security rights

Module C [Code not yet available]
Regional protection of social justice rights †
- The European Union
- The European Social Charter of the Council of Europe
- The Protocol of San Salvador
- The African Union and social justice rights

Module D [Code not yet available]
Sequence: module A must be attempted before module D
Comparative legal systems and the implementation of social justice rights

- Natural law – The Philippines
- Facets of civil and political rights – India
- Express incorporation – South Africa

International and comparative trust law

Students are not required to have studied the Law of trusts at undergraduate level. However, it is advisable to have done so, for this course assumes that students are familiar with, and have an understanding of, the Law of trusts and the standard works on the subject up to LLB level or its equivalent. Knowledge of the relevant principles of the Conflict of laws is useful, though not essential.

Module A [LWM29A]
The nature of the English trust
- Survey of the English law of trusts
- Shams
- The trust as property-holding vehicle and as obligation
- The core content of a trust
- The Beneficiary Principle: trusts for non-charitable purposes

Module B [LWM29B]
Sequence: module A must be attempted before module B
Offshore purpose trusts
- Introduction to offshore non-charitable purpose trusts
- Belize
- Bermuda
- The British Virgin Islands
- The Cook Islands
- Cyprus
- Isle of Man
- Jersey
- Labuan
- The STAR trust of the Cayman Islands

Module C [LWM29C]
Sequence: modules A and B must be attempted before module C
Asset protection trusts
- Introduction to offshore asset protection trusts
- The pre-Insolvency Act 1986 and current position under English law
- The Bahamas
- The British Virgin Islands (including the new VISTA trust)
- The Cayman Islands
- The Cook Islands
- Cyprus
- Gibraltar
- The Isle of Man
- Jersey
Module D [LWM29D]

Sequence: modules A and B must be attempted before module D

Special issues in international and comparative trust

(Part One)
- Choice of law; jurisdiction; recognition; enforcement
- General principles of choice of law
- The Hague Trusts Convention
- The jurisdiction and remedies of the English courts over foreign trusts
- Recognition and enforcement of foreign judgments in England

(Part Two)
- The reception of the trust or trust-like devices in civil law jurisdictions
- The trust and the civil law
- The trust from a worldwide perspective: The trust’s future

International commercial insurance law

Module A [LWM70A]
The contract of reinsurance,
- The definition of reinsurance
- Regulation of reinsurance business
- Forms of reinsurance: facultative contracts; treaties
- Relationship between assured, insurer and reinsurer
- Formation and insurable interest
- Utmost good faith
- Express, implied and incorporated terms

Module B [LWM70B]
Reinsurance losses and claims,
- Back to back cover
- Follow the settlements and follow the fortunes
- Claims co-operation and claims control clauses
- Aggregation of losses
- Post-loss allocation
- Reinsurance arbitrations
- Inspection clauses

Module C [LWM70C]
Liability insurance,
- Forms of liability insurance: event, injury, claims made
- Compulsory insurance regimes: motor; employers’ liability; maritime law
- Professional indemnity insurance
- Directors’ and Officers’ insurance
- Product liability insurance
- Defence costs
- Third party rights

Module D [LWM70D]

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Conflict of laws in insurance
- Jurisdiction of the English courts: European cases
- Jurisdiction of the English courts: non-European cases
- Law applicable to insurance and reinsurance contracts: the different regimes
- Law applicable to insurance and reinsurance contracts: express choice; absence of choice
- Significance of the applicable law

International criminal law
(expected to be available during 2013)
Students are advised that the course demands some previous knowledge of public international law.

Module A [LWM30A]
General context and international crimes before national courts
- International law principles of State jurisdiction
- Customary international law and treaty law
- Direct criminal responsibility under international law
- Treaty provisions requiring States to criminalise conduct (including terrorism and torture)
- Piracy

Module B [LWM30B]
Sequence: module A must be attempted before module B
International criminal courts and tribunals
- Jurisdiction and structure of international criminal courts and tribunals
- Co-operation with international criminal courts and tribunals
- Investigations, prosecutions, evidence and procedure before international criminal courts and tribunals
- Fair trial rights appeals, revision and enforcement of sentences before international criminal courts and tribunals

Module C [LWM30C]
Sequence: module A must be attempted before module C
The core international crimes (crimes within the jurisdiction of international tribunals)
- The elements of international crimes
- War crimes
- Crimes against humanity
- Genocide
- Aggression and crimes against peace

Module D [LWM30D]
Sequence: modules A and C must be attempted before module D
General principles of international criminal law
- Aut dedere aut judicare ("extradite or prosecute") and unlawful abductions
- Jurisdictional immunities
- Modes of participation in crimes, and concurrence of crimes
- Defences

International economic law
Module A [LWM31A]
Evolution and principles of international economic law
- Evolution of the law and economic policy
- Evolution of international economic law
- Fundamental principles of international economic law
- Institutional structure of international economic law

Module B [LWM31B]
Sequence: module A must be attempted before module B
International monetary and development law and policy
- The law and practice of the World Bank
- The law and practice of the International Monetary Fund
- Financing for Development
- The Millennium Development Goals

Module C [LWM31C]
Sequence: module A must be attempted before module C
Regulation of foreign investment
- International efforts to regulate foreign investment
- Regulation of multinational enterprises (MNEs)
- The notion of corporate social responsibility
- Multinational enterprises and human rights

Module D [LWM31D]
Sequence: module A must be attempted before module D
Public international law of trade
- Substantive rules of the GATT/WTO system
- Institutional overview of the WTO
- Case study of the liberalisation of trade in agriculture
- Current trade agenda and the Doha Development Round

International environmental law

Module A [LWM32A]
General aspects of international environmental law 1
- Introduction
- Development and sources of international environmental law
- Jurisdictional and institutional aspects of environmental governance
- General principles of international environmental law
- Sustainable development

Module B [LWM32B]
Sequence: module A must be attempted before module B
General aspects of international environmental law 2
- State responsibility for environmental damage
- Civil liability regimes
- Environmental dispute resolution
- Human rights and the environment
Module C [LWM32C]  
*Sequence: modules A and B must be attempted before module C*

**Particular subjects of international environmental law 1**
- Protection of the marine environment
- General principles of conservation and biological diversity
- Management of hazardous substances and wastes
- Climate change protection
- Protection of the ozone layer

Module D [LWM32D]  
*Sequence: modules A and B must be attempted before module D*

**Particular subjects of international environmental law 2**
- Trade and environment
- Financial resources, technology and intellectual property
- War and armed conflict in relation to the environment
- Nuclear energy and the environment
- Freshwater resources
- Transboundary air pollution
- Polar regions

**International investment law**

Module A [LWM33A]  
*Evolution of the law of foreign investment*
- Origins of the law of foreign investment: the early years
- National standards v. international minimum standard
- National treatment and the Calvo doctrine
- The duty to compensate and the Hull formula

Module B [LWM33B]  
*Sequence: module A must be attempted before module B*

**International efforts to regulate foreign investment**
- United Nations efforts
- Efforts made by the World Bank
- OECD efforts
- The role of the World Trade Organization

Module C [LWM33C]  
*Sequence: modules A and B must be attempted before module C*

**Regulation under bilateral and regional investment treaties (BITs)**
- Origins of BITs
- The content of BITs
- Significance of BITs
- Regional treaties: NAFTA

Module D [LWM33D]  
*Sequence: modules A and B must be attempted before module D*

**The case-law on the treatment of foreign investment**
• Fleshing out of the principles of the law of foreign investment
• Definition of expropriation and nationalization
• Determination of the quantum of compensation
• Extending the frontiers of expropriation

International law of armed conflict and use of force
(not yet available – this course is not expected to be available before 2014) †

Module A [Code not yet available]
Introduction to the law of armed conflict and the use of force †
• The relationship between *jus ad bellum* and *jus in bello* in international relations
• Over-view of pre-UN Charter law on use of force
• The concept of just and unjust wars
• First legal limitations on the use of force
• The Hague peace conferences (1899-1907)
• The League of Nations Covenant
• The Kellogg-Briand Pact of 1928
• UN Charter terminology: use of force, aggression, armed attack

Module B [Code not yet available]
Sequence: module A must be attempted before module B
The content of the principle of non-use of force †
• UN Charter Article 2 (4) and the prohibition of force
• Use of force in self-defence
• UN Article 51 and customary law on self-defence
• Collective self-defence and collective security
• Use of force to protect nationals abroad
• The concept of intervention, including humanitarian intervention
• Terrorism, non-state groups and the use of force
• Collective security
• Peace-keeping by the United Nations and regional organisations

Module C [Code not yet available]
Sequence: module A must be attempted before module C
History, terminology and scope of humanitarian law †
• Sources of the law
• International humanitarian law and other areas of international law
• Concept of war; non-international armed conflicts
• Combatants and prisoners of war
• Treatment of combatants
• Civilians and targets
• Methods and means of warfare
• Nuclear weapons

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
Other aspects of armed conflict and methods of enforcement †
• The law of neutrality
• Belligerent occupation
• Occupied territories in the Middle East
• Naval warfare
• Enforcement and implementation
• War, crimes against humanity, and universal jurisdiction
• Belligerent reprisals
• National courts, the International Criminal Court and the enforcement of humanitarian law
• Other means of enforcement of humanitarian law: the International Fact Finding Commission / state responsibility

### International law of the sea

#### Module A [LWM34A]
**Evolution of the law of the sea**
- Pre-UN developments
- UNCLOS I
- The four Geneva Conventions on the law of the sea
- UNCLOS III

#### Module B [LWM34B]
*Sequence: module A must be attempted before module B*
**Baselines, the territorial sea and the contiguous zone**
- The law on drawing baselines
- The rights of states in their territorial sea
- The right of innocent passage of other states
- Rights and duties in the contiguous zone

#### Module C [LWM34C]
*Sequence: module A must be attempted before module C*
**The continental shelf and the Exclusive Economic Zone**
- Definition and drawing of the continental shelf
- Rights of States in the continental shelf
- The concept of the EEZ
- Rights and duties of States in the EEZ and its delimitation

#### Module D [LWM34D]
*Sequence: module A must be attempted before module D*
**The high seas, the sea-bed and dispute resolution**
- The notion of the freedoms of the high seas
- The legal status of the sea-bed and its resources
- The Deep Sea Bed Mining Authority
- The Hamburg International Tribunal on the Law of the Sea

### International merger control

#### Module A [LWM57A]
Introduction to merger control
- Concepts and ideas
- Economic analysis and market definition
- The regulation of merger operations
- Multinational enterprises and their concerns

Module B [LWM57B]
Sequence: module A must be attempted before module B
Merger control regimes 1
- European Community merger control
- European Economic Area merger control
- United States merger control

Module C [LWM57C]
Sequence: module A must be attempted before module C
Merger control regimes 2
- United Kingdom merger control
- Merger control in Germany
- Merger control in Canada
- Australian merger control

Module D [LWM57D]
Sequence: module A must be attempted before module D
Unilateral, bilateral and multilateral merger control strategies
- Unilateral strategy: the doctrine of extraterritoriality
- Bilateral strategy
- Multilateral strategy
- International organisations and bodies

International natural resources law
(annotating code not yet available)

Module A [LWM74A]
General aspects of natural resources law
- The development of the notion of permanent sovereignty, environmental protection and sustainable development
- Governance of natural resources: international organizations relevant to natural resources management and conservation
- Property rights and natural resources
- Injury to property of aliens on state territory
- International cooperation for protection and management of transboundary nature resources

Module B [LWM74B]
Sequence: module A must be attempted before module B
Specific issues relating to management of natural resources
- Transboundary freshwater management
- Fisheries management
- The Convention on Biological Diversity (CBD) and conservation of biological resources
• UN Convention on the Law of the Sea
• Dispute settlement

**Module C [LWM74C]**

*Sequence: module A must be attempted before module C*

**International energy law †**
• International and regional organisations in the energy sector
• Climate change and natural resources use
• Offshore oil and gas exploration and exploitation
• Energy law and the environment

**Module D [LWM74D]**

*Sequence: module A must be attempted before module D*

**Energy law in Europe †**
• The Energy Charter Treaty
• EU energy law I – Market liberalization
• EU energy law II - Climate change, environmental protection and energy efficiency measures in the EU
• The EU’s cooperation with neighbouring states and its external relations in energy sector

**International refugee law**

*Students should have some previous knowledge of public international law.*

**Module A [LWM60A]**

**The development of, and responsibility for, international protection of refugees**
• Historical perspective
• The legal framework: The 1951 Refugee Convention and other instruments
• Definition of refugee: Beyond the classical definition
• Assessment in refugee status determination procedures
• International approaches to refugee protection
• Legal protection of international displaced persons and stateless persons

**Module B [LWM60B]**

*Sequence: module A must be attempted before module B*

**The European dimension of refugee law**
• European immigration practices and policies
• The evolving European Union *Acquis* on asylum: The European framework for refugee protection
• European Union refugee status determination procedures
• Responsibility and internal protection: European Union Directive on qualification for international protection
• European Union jurisprudence: Interaction of the European Convention on Human Rights and refugee law

**Module C [LWM60C]**

*Sequence: module A must be attempted before module C*

**The rights of refugees**
• Standards of treatment
• Durable solutions to refugee problems
• Selected substantive rights of refugees under the 1951 Refugee Convention:
Module D [LWM60D]
Sequence: module A must be attempted before module D

Contemporary issues in refugee law
- Refugee issues and armed conflicts: Dynamic of mobility and displacement
- Women and children refugees
- *Non-Refoulement*: A peremptory norm of international law
- Loss and denial of refugee status: Article 1F of the 1951 Refugee Convention

**International rights of the child**

Module A [LWM35A]
The development of the international law on the rights of the child
- Introduction and analysis of international law and international human rights law
- International and regional instruments – specific to the child
- International and regional instruments – general human rights
- The definition of a child in international law
- The two principles of interpretation

Module B [LWM35B]
Children and family life
- Introduction and analysis of the public and the private
- Definitions of family, family life and family environment
- The ‘right’ to a family
- The democratic family

Module C [LWM35C]
Children and the justice system
- Introduction and merger of family law principles and child criminal justice
- Definition of juvenile
- The umbrella principles
- The rights of children accused of an offence
- Child hearings
- The rights of children deprived of their liberty

Module D [LWM35D]
Combating child poverty
- Introduction and a critique of the generation of rights theory
- Theories surrounding the separation of powers and how they have impeded using the law to alleviate poverty
Using the international law on poverty alleviation in the national courts
Using the international law on poverty alleviation in the international sphere

**International trade law**

Students are required to attempt the modules in order.

**Module A [LWM36A]**

Export sales on English law terms
- FOB contracts
- CIF contracts
- Passing of property and transfer of risk
- Remedies of buyer and seller

**Module B [LWM36B]**

*Sequence: module A must be attempted before module B*

Carriage of goods by sea in international trade law
(formerly known as Carriage of goods by sea: this module has been renamed for clarity but the syllabus remains the same)
- The shipping background and electronic developments
- The carrier’s duties
- The carrier’s limitations
- Transfer of contractual rights and duties under the contract of carriage

**Module C [LWM36C]**

*Sequence: modules A and B must be attempted before module C*

Bankers’ letters of credit
- The contract between beneficiary and issuer/confirmor of documentary credit
- Strictness of documentary compliance and autonomy
- Fraud and forgery
- Stand-by letters of credit and first demand guarantees

**Module D [LWM36D]**

*Sequence: Section A, B and C must be attempted before module D*

- Scope and application of the Convention
- General principles of uniformity in the Convention
- Buyer’s and seller’s duties
- Avoidance, exemption and remedies for breach

**Jurisprudence and legal theory**

Students are not required to have taken an undergraduate course in Jurisprudence, but it will be assumed that students will have some familiarity with standard works in the field up to LLB standard. The double modules can be attempted in either order.

**Double Module A/B [LWM7AB]**
Modern legal theory
- Selected topics in the development of Anglo-American legal philosophy from the origins of utilitarianism to the present day, including contemporary debates on philosophical method and the nature of law

Double Module C/D [LWM7CD]
Liberty, equality and law
- Selected topics in the development of liberalism, including the ideas of liberty and equality and their relevance in the present day to our understanding of community, economics, cultural diversity and feminism

Law and policy of international courts and tribunals
For students who chose to study and be examined in this course prior to 1 January 2007, modules A and B must be attempted before module D.

Students choosing to study this course with effect from 1 January 2007 will be required to attempt the modules in order

Module A [LWM38A]
Introduction to international dispute resolution
- Introduction and historical background: from arbitration to the International Criminal Court
- The concept of an international dispute
- Participation in international disputes

Module B [LWM38B]
Non-adjudicatory dispute resolution processes
- The obligation to settle disputes peacefully
- Overview of the processes for the peaceful settlement of disputes; negotiation; fact-finding; mediation; conciliation; arbitration and adjudication. Points of similarity and distinction; advantages and disadvantages; factors that influence recourse to particular processes
- Fact-finding as a dispute resolution process; fact-finding by governmental and non-governmental actors; Inspection Panels; the role of fact-finding in disputes concerning violations of human rights
- Negotiation and mediation

Module C [LWM38C]
Role and functioning of international courts and tribunals: institutional aspects
- Appointment and role of adjudicators
- Role of registry/secretariat
- Participants (and non-participants in proceedings) and their representation
- Applicable law: procedural and substantive
- Issues of access, including jurisdiction (contentious and advisory), standing and admissibility
- Financing of international courts and tribunals and proceedings before them

Module D [LWM38D]
For students who chose to study and be examined in this course prior to 1 January 2007, sections A and B must be attempted before section D.

For students who choose to study and be examined in this course with effect from 1 January 2007, sections A, B and C must be attempted before section D.
Role and functioning of international courts and tribunals: procedural aspects

- Third party participation, including intervention and amicus curiae briefs
- Preparation and filing of written pleadings and the role of oral arguments
- Provisional measures
- Evidentiary rules and principles
- The powers of the various courts and tribunals, including remedies
- Interpretation, appeal and review

Law of financial crime

(This course replaces Fraud, corruption and money laundering)

Module A [LWM17A]
Insider dealing and market abuse
- The sources of the law on insider dealing
- The EC context of market abuse: insider dealing and market abuse
- The purpose of the law on insider dealing, and whether or not insider dealing ought to be criminalised
- Insider dealing offences under Part V of the Criminal Justice Act 1993
- The power of regulators
- Market abuse regulation

Module B [LWM17B]
Sequence: module A must be attempted before module B.
Fraud and market manipulation
- The development of the criminal law of fraud
- The economic and historical context of the law on abusive practices
- Market manipulation offences
- Fraud Act 2006 offences
- Theft Act 1968 offences

Module C [LWM17C]
Sequence: module A must be attempted before module C.
Money laundering
- The purpose of money laundering regulation
- The international dimension
- The context of money laundering regulation
- Proceeds of Crime Act 2002 offences
- Terrorism Act 2000 offences
- Money Laundering Regulations 2007
- The efficacy of money laundering regulation
- Civil recovery

Module D [LWM17D]
Sequence: module A, B and C must be attempted before module D.
The nature of the law on financial crime
- The sources of the law on financial crime
The objectives of the law on financial crime
The economic and historical context of the law on corruption
The role of information and transparency in financial criminal law
The EC Market Abuse Directive
The role of the regulators in prosecuting criminal offences
The role of criminal law in supporting financial regulation in the UK
Other criminal offences under Financial Services and Markets Act 2000
The underlying objectives of the criminal law in relation to finance

Law of international finance: securitisation and bonds

(not yet available – this course is not expected to be available before 2014)

Students are advised to take Law of International Finance: syndicated loans prior to or concurrent with Law of International Finance: securitisation and bonds, although this is not a requirement.

Sequence: module A, followed by module B, followed by module C, followed by module D OR module C, followed by module D, followed by module A, followed by module B.

Module A [Code not yet available]
Sequence: See above
Securitisation: structure
- What is securitisation and why has it caused so many problems?
- Why use securitisation?
- Some models
- The special purpose vehicle: its role and its relationship to the originator
- Distinguish from other transactions: syndicated loan, secured loan, factoring
- The crisis: what went wrong with securitisation and the legal controls?
- True sale: the sale of assets to the special purpose vehicle

Module B [Code not yet available]
Sequence: See above
Securitisation: risks
- Recharacterisation risks: danger of transaction being recharacterised as, for example, a loan, including discussion of legal problems arising from the originator servicing the assets.
- Insolvency risk: can the assets be clawed back if the originator goes into liquidation?
- Liquidity support and credit enhancement
- Trustees
- Regulation
- Choice of law issues

Module C [Code not yet available]
Sequence: See above
Bonds
- Types of bonds
- Bond issuance and liabilities arising at this stage, including listing process
- The parties: issuer, guarantor and managers, underwriting and selling groups, paying agents, agent bank
- Trading: the clearing system and the question of negotiability

Module D [Code not yet available]
Sequence: See above

Terms of the bond, trustee, servicer and special servicer †
- Terms of the bond and the trust deed
- Bond trustee’s role
- Servicer and special servicer

Law of international finance: syndicated loans
(not yet available – this course is not expected to be available before 2014) †
Students are advised to take Law of International Finance: syndicated loans prior to or concurrent with Law of International Finance: securitisation and bonds, although this is not a requirement.
The modules must be attempted in order.

Module A [Code not yet available]
Capital markets †
- Capital markets, loans, bond issues, euro currency loans and euro bonds, risk
- The nature of the contract and its objectives
- Terms of the contract: fixed and variable interest, repayment and early payment
- Conditions precedent
- Representations and warranties

Module B [Code not yet available]
Sequence: module A must be attempted before module B
Financial covenants, negative pledge and remedies †
- Financial covenants and information undertakings
- Negative pledge: objectives, types, problems
- Remedies: events of default terms relating to remedies, remedies at common law

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Syndicate management †
- The loan arrangement process, including the Information Memorandum
- The arranger and its role, liability and protections
- The agent bank: role, liability and protections
- Syndicate management provisions, including sharing and set off clauses

Module D [Code not yet available]
Sequence: modules A, B and C must be attempted before module D
Choice of law and loan transfers †
- Choices of law and forum
- Loan transfers: novation, assignment, transfer by way of trust, sub-participation
- Regulatory provisions relating to loan transfers

Law of oil and gas submarine pipelines
(not yet available – this course is not expected to be available before 2015) †

Module A [Code not yet available]
Laying of submarine pipelines †
- Technical aspects of submarine pipelines
- Definition of pipelines in the law of the sea
- Maritime zones and the right to lay pipelines
- Pipelines crossing the waters of more than one State

**Module B [Code not yet available]**

*Sequence: module A must be attempted before module B.*

**The exploitation of submarine pipelines and the law of the sea†**
- Jurisdiction over submarine pipelines
- Pipelines and other lawful uses of the sea
- Settlement of disputes related to submarine pipelines and other lawful uses of the sea
- Protection against pollution
- Decommissioning of submarine pipelines in the law of the sea

**Module C [Code not yet available]**

**National legislation on pipelines used for the transport of offshore oil and gas†**
- National energy policies and submarine pipeline networks for transporting offshore oil and gas: case studies
- The complexity of national legislation
- Analysis of licensing systems
- Rights and obligations of owners and operators
- Third-party transport-issues
- Decommissioning of submarine pipelines in national legislation

**Module D [Code not yet available]**

**The international transport of oil and gas through submarine pipelines†**
- Energy security supply and international submarine pipelines
- The legal framework to safeguard international transport: international and bilateral agreements
- Ownership and operation of international pipelines
- Proposals to establish a comprehensive model framework agreement
- Settlement of disputes concerning international transport of oil and gas

**Law of treaties**

**Module A [LWM54A]**

**Introduction to the law of treaties**
- Introduction to the law of treaties
- Sources of international law with a particular focus on treaties
- Concept of a treaty in international law
- Treaty-making process
- Depositaries, registration and publication of treaties
- Consent to be bound by a treaty

**Module B [LWM54B]**

*Sequence: module A must be attempted before module B*

**Entry into force and the scope of treaty obligations**
- Entry into force and obligations prior to entry into force
- Reservations to treaties
• Application of treaties (pacta sunt servanda; observance of treaties and internal law; effect on third states)

**Module C [LWM54C]**

*Sequence:* module A must be attempted before module C

**Legal aspects of the working of treaties**
• Interpretation of treaties
• Conflict of treaties
• Revision, amendment and modification of treaties
• Succession to treaty obligations

**Module D [LWM54D]**

*Sequence:* module A must be attempted before module D

**Legal aspects of invalidity, termination and suspension of treaty obligations**
• Termination and suspension of treaties
• Invalidity of treaties
• Miscellaneous provisions of the Vienna Convention on the Law of Treaties, 1969

**Law on investment entities**

*(expected to be available during 2013)*

*Sequence:* the modules must be attempted in order.

**Module A [LWM77A]**

**The legal nature of investment entities**
• The meaning of "investment": speculative, social and collective investment
• The concept of "risk" in investment law
• **Trusts as investment entities**
• The predication of all investment entities on concepts of contract and property
• Principles of portfolio management and their legal aspects
• Acquisitions investment

**Module B [LWM77A]**

*Sequence:* module A must be attempted before module B

**Collective investment schemes**
• The European Community Undertakings for Collective Investment in Transferable Securities (UCITS) Directive
• The legal nature of a unit trust
• The legal nature of an open-ended investment company
• The regulation of collective investment schemes by the Financial Services Authority (FSA)

**Module C [LWM77A]**

*Sequence:* modules A and B must be attempted before module C

**Communal investment schemes**
• The history of communal investment models
• Friendly societies
• Cooperative investment models
• The legal inter-action of members of communal investment schemes
Module D [LWM77A]
Sequence: modules A, B and C must be attempted before module D

Investor protection
- The fundamentals of financial regulation in the UK
- The effect of the Markets in Financial Instruments Directive (MiFID)
- The conduct of business regulation
- The regulation of financial promotion
- The interaction between regulation and substantive law on investor protection

Marine insurance law
(formerly known as Marine insurance)
Sequence: the modules must be attempted in order.

Module A [LWM39A]
The contract of Marine insurance
- The nature of a marine insurance contract
- The Marine Insurance Act 1906
- The requirement of insurable interest
- Wagering and gaming contracts
- The formation of a marine insurance contract
- The construction of a marine insurance contract
- The policy
- Types of marine insurance policies (time/voyage policies; floating policies/open covers; valued/unvalued policies; composite/joint policies)
- The assignment of rights under a marine insurance policy

Module B [LWM39B]
The doctrine of Uberrimae Fidei and insurance contracts
- Nature of the duty of utmost good faith
- The assured’s pre-contractual duty of good faith: misrepresentation and non-disclosure
- The assured’s post-contractual duty of good faith and the duty in respect of claims
- The insurer’s duty
- Remedies
- The role of the broker

Module C [LWM39C]
The terms of the contract; risks; and causation
- Terms:
  - Premium
  - The assured and the subject-matter of the insurance
  - The attachment, duration, alteration and termination of the insured risk (including change of voyage, deviation and delay)
  - Warranties (express and implied)
Conditions and other terms

- The Institute Clauses

Risks:
- Marine risks
- War risks
- Excepted risks

Causation

Burden of proof

The sue and labour clause (mitigation of loss)

Module D [LWM39D]

Sequence: modules A, B and C must be attempted before module D

Indemnity, subrogation and contribution

- The principle of indemnity
- The measure of indemnity:
  - Partial loss
  - Actual total loss
  - Constructive total loss
- Insurer’s right of subrogation upon payment
- Contribution between multiple underwriters
- Third parties’ rights against insurers

Medical law and ethics

Module A [LWM56A]

Basic concepts in medical law

- Bioethics
- Consent
- Capacity
- Confidentiality

Module B [LWM56B]

Sequence: module A must be attempted before B

Access to treatment and malpractice litigation

- Resource allocation
- Malpractice litigation
- Product liability and the regulation of medicines
- Liability for occurrences before birth

Module C [LWM56C]

Sequence: module A must be attempted before C

Legal and ethical issues in medical practice

- Mental health law
- Clinical research
- Organ transplantation
- End of life decisions

Module D [LWM56D]
Legal and ethical issues in reproduction
- Abortion
- Embryo and stem cell research
- Assisted conception
- Surrogacy

Multinational enterprises and the law

Module A [LWM40A]
Multinational enterprises in context
- Globalisation and the rise of the multinational enterprise (MNE)
- Company and international law
- State-MNE-civil society relations
- MNEs and the creation and convergence of law
- ‘Effective’ legal systems for investment
- Culture, foreign investment and the law

Module B [LWM40B]
National regulation of multinational enterprises
- Keeping MNEs out, and drawing them in
- Legislating over MNEs
- Enforcing law against MNEs
- Extending liability to MNEs groups and directors

Module C [LWM40C]
International regulation and protection of multinational enterprises
- Bilateral investment treaties
- Multilateral standards for treatment and behaviour of MNEs
- Renegotiation and expropriation
- Settling disputes between states and MNEs

Module D [LWM40D]
Fields of concern for multinational enterprises
- Corporate governance, accounting and disclosure
- Taxation and transfer pricing
- Technology transfer and intellectual property rights
- Labour standards and human rights
- Corruption

Press law
(not yet available – this course is not expected to be available before 2015)
Module A [Code not yet available]

Introduction to press law †
- Press freedom history
- Prior restraint
- Press ownership law
- United Kingdom Press Complaints Commission
- United Kingdom National Union of Journalists Code of Conduct
- United Kingdom Advertising Standards Authority

Module B [Code not yet available]

Defamation and privacy †
- Defining defamation
- Defenses: truth, fair comment, absolute privilege, qualified privilege
- Civil and criminal libel
- Privacy law: the United Kingdom and the United States compared
- Breach of confidence

Module C [Code not yet available]

Other restrictions on the press †
- Contempt of court: strict liability, reporting restrictions
- Contempt of Parliament
- The United Kingdom Official Secrets Act

Module D [Code not yet available]

Open justice †
- Court reporting: the United States and the United Kingdom compared
- Restrictions on reporting: criminal cases, national security cases, family cases, children

Private international law in international commercial litigation
(expected to be available during 2013) †
(Note: This course does not cover family law or the law of succession.)

Module A [LWM67A]

Introduction to private international law in international commercial litigation †
- History of private international law
- The individualist theories of private international law
- The state theories of private international law
- The economic theories of private international law

Module B [LWM67B]

Jurisdiction and competence of courts in private international law †
- Introduction to the jurisdiction and competence of courts
- The system under the Brussels Regulation (No. 44/2001)
- The traditional rules of jurisdiction in England, France and Germany
The rules and restrictions on jurisdiction in the United States

### Module C [LWM67C]
**Sequence:** module A must be attempted before module C.

**Applicable law in private international law †**
- Introduction to applicable law
- Rome I Regulation (matters related to contract in Europe)
- Rome II Regulation (matters related to tort in Europe)
- The former choice of law rules for tort in England, France and Germany
- The approach of the US courts to choice of law

### Module D [LWM67D]
**Sequence:** module A must be attempted before module D.

**Recognition and enforcement of judgments in private international law †**
- Introduction to the enforcement of judgments
- The recognition and enforcement of judgments under the Brussels Regulation
- The simplified recognition of judgments under the other European regimes
- The enforcement of judgments in England, France and Germany
- The US approach to the enforcement of judgments

### Private law aspects of the law of finance

#### Module A [LWM69A]

**Fiduciary liability in finance,**
- The basis of Financial Services Authority (FSA) regulation in the United Kingdom
- The nature of fiduciary liability
- The significance of fiduciary liability in financial transactions
- Liability in relation to conflicts of interest and firm’s profits
- FSA conduct of business regulation
- Standards of “integrity” in FSA regulation and fiduciary liabilities of “good conscience”

#### Module B [LWM69B]
**Sequence:** module A must be attempted before module B.

**Stranger liability in finance,**
- The nature of stranger liability
- Liability for dishonest assistance in a breach of fiduciary duty
- Liability for knowing receipt of property resulting from a breach of fiduciary duty
- Attribution of knowledge and dishonesty of traders to financial institutions
- Taking objective notions of honesty, knowledge, etc., from FSA regulation
- Case law on reasonable commercial behaviour and stranger liability

#### Module C [LWM69C]
**Sequence:** module A must be attempted before module C.

**Issues in the creation of financial contracts,**
- Case law on mistake in the creation of complex financial contracts
- The use of master agreement structures in many financial markets
- Conditions and warranties in standard market contracts
- Exclusion of liability

**Module D [LWM69D]**

*Sequence: module A must be attempted before module D.*

**Suitable conduct and unconscionable conduct in financial transactions,**
- Undue influence in financial transactions
- Appropriate treatment of clients in forming contracts under FSA Conduct of Business Sourcebook (COBS) regulation
- Misrepresentation in financial transactions
- Unfair contract terms

**Regulation and infrastructure of international commercial arbitration**

*Students are advised to successfully complete Regulation and infrastructure of international commercial arbitration in full before attempting Applicable laws and procedures in international commercial arbitration.*

**Module A [LWM42A]**

**Regulation and infrastructure of arbitration**
- Delimitation, definition and juridical nature
- Institutional and regulatory infrastructure
- Constitution, Human Rights and Arbitration
- Arbitration and the courts

**Module B [LWM42B]**

*Sequence: module A must be attempted before module B*

**Arbitration agreement**
- Autonomy, types, and applicable Law
- Formal and substantive validity
- Interpretation of agreements
- Drafting arbitration clauses

**Module C [LWM42C]**

*Sequence: module A must be attempted before module C*

**Arbitration tribunal**
- Selection and appointment of arbitrators
- Rights and duties of arbitrators
- Independence and impartiality of arbitrators
- Challenge and removal of arbitrators

**Module D [LWM42D]**

*Sequence: module A must be attempted before module D*

**Investment arbitration and specialist arbitration**
- Arbitration with states and state owned entities
- Arbitration of investment disputes
- Specialist and mixed arbitration
- Online dispute resolution

**Russian civil and commercial law**
Module A [Code not yet available]

Foundations of Russian civil law †
- Introduction
- Legal terminology, legal translation, and Russian law
- Concepts of private and public law
- Civil and commercial law in legal science and instructional disciplines
- Sources of civil and commercial law
- Civil-law relations
- Transactions and representation

Module B [Code not yet available]

Sequence: module A must be attempted before module B

Russian civil law – persons †
- Natural persons
- Concepts of juridical persons
- Legal entities under Russian civil and commercial law
- Economic societies and partnerships
- Unitary enterprises
- Non-commercial organisations and cooperatives

Module C [Code not yet available]

Sequence: module A and B must be attempted before module C

Russian civil law – ownership †
- General provisions
- Private and public ownership
- Limited rights to thing
- Attributes of state ownership
- Securities

Module D [Code not yet available]

Sequence: module A and B must be attempted before module D

Russian civil law – obligations †
- General provisions
- Concepts of contract
- Individual types of contract
- Delictual obligations
- Unfounded enrichment

Russian law and legal institutions

Module A [LWM44A]

Russian legal system in context
• Introduction
• Russian legal system in context of comparative legal studies
• Legal terminology, legal translation, and Russian law
• Russian legal heritage

Module B [LWM44B]

Sequence: module A must be attempted before module B

Foundations of Russian law
• Jurisprudential foundations of Russian law
• Towards a rule of law state
• Sources of Russian law
• Legal profession (advocates, jurisconsults)

Module C [LWM44C]

Sequence: module A must be attempted before module C

Administration of Russian legality
• The Administration of Russian legality
• Ministries of justice
• Judicial system
• Arbitration
• Procuracy
• Notariat
• Administrative tribunals
• Registry for acts of civil stats
• Law enforcement agencies
• Role of social organisations

Module D [LWM44D]

Sequence: module A must be attempted before module D

State structure of Russia
• Constitutional law and state structure
• Presidency
• Government
• Parliament
• Concepts of Russian federalism
• Subjects of the Russian federation
• Municipal government

Securities law

Module A [LWM71A]

The foundations of securities regulation
• The Lamfalussy Process for creating European Union (EU) securities regulation
• The EU securities directives
• The general EU financial services directives as they apply to securities transactions
• Implementation in the United Kingdom

Module B [LWM71B]
Sequence: module A must be attempted before module B.

Prospectus and transparency regulation of securities
- The core significance of information in securities regulation
- The economic objectives of prospectus and transparency obligations
- “Offers of securities to the public”
- Prospectus regulation
- Transparency obligations regulation
- The duty of disclosure in prospectuses

Module C [LWM71C]
Sequence: module A and B must be attempted before module C.

Liability for misstatements in a prospectus
- The common law on obligations to make disclosure in prospectuses
- The tort of negligence
- Negligence and takeovers
- Negligence and sales of securities in the after-market
- Financial Services and Markets Act 2000, s.90
- Fraudulent misrepresentation (the tort of deceit)

Module D [LWM71D]
Sequence: module A, B and C must be attempted before module D.

The Listing Rules and the Model Code
- The Listing Process
- The six Listing Principles
- Admission to listing
- Maintenance of listing
- Discontinuance of listing and censure

Sentencing and penal policy
(not yet available – this course is not expected to be available before 2015)†

Module A [Code not yet available]
Prosecution process †
- Aims and objectives of the criminal justice process
- Decision to charge or caution
- Prosecutorial review
- Mode of trial

Module B [Code not yet available]
Sentencing †
- Principles of sentencing
- Sentencing framework
- Custody under the United Kingdom’s Criminal Justice Act 2003
- Sentencing reform

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Punishment †
- Financial penalties
- Community penalties
- Prisons
- Hospital as ‘punishment’

**Module D** [Code not yet available]

*Sequence: modules A, B and C must be attempted before module D*

**Current issues in penal policy †**
- Discrimination in sentencing
- Rights of prisoners
- Prison privatisation
- Victims in the sentencing process

**Taxation of business enterprises**

*(not yet available – this course is not expected to be available before 2015) †*

_Students are advised that Taxation of business enterprises is an advanced course and as such demands some understanding or previous knowledge of tax law. If students have not previously studied tax law at undergraduate level or have no experience of it in practice, it is advised that they undertake the Taxation principles and policy course alongside Taxation of business enterprises. Sequence: the modules must be attempted in order._

**Module A** [Code not yet available]

**Introduction to business enterprises and general principles of business taxation †**
- Business enterprises
- Taxation of income
- Taxation of capital
- Introduction to corporation tax

**Module B** [Code not yet available]

*Sequence: module A must be attempted before module B*

**Practical elements and complications in taxation of business principles †**
- Trading stock
- Capital allowances
- Loss relief
- Loan relationships

**Module C** [Code not yet available]

*Sequence: modules A and B must be attempted before module C*

**Group structures and reorganisations relevant to taxation business principles †**
- Groups
- Consortia
- Distributions
- Share reorganisations

**Module D** [Code not yet available]

*Sequence: modules A, B and C must be attempted before module D*

**Elements of international business taxation †**
- Controlled foreign companies and anti avoidance
- Transfer pricing
Taxation principles and policy

Module A [LWM47A]

Underlying principles, themes and ideals in taxation
- Survey of United Kingdom taxes
- The nature of tax and the aims of a successful tax system
- Principles of direct and indirect taxation
- Comparative elements of taxation

Module B [LWM47B]

Sequence: module A must be attempted before module B

Issues in modern taxation
- Tax and economic attitudes
- Tax and political attitudes
- Statutory interpretation
- Tax avoidance

Module C [LWM47C]

Sequence: modules A and B must be attempted before module C

United Kingdom taxes I: taxes on income
- Employment income
- Business/trading income
- Corporation tax
- Countering avoidance in the provision of personal services: the IR35 legislation and debate

Module D [LWM47D]

Sequence: modules A and B must be attempted before module D

United Kingdom taxes II: additional tax bases
- Capital Gains Tax
- Inheritance tax and wealth
- Taxation of land and property
- Value Added Tax

Telecommunications law

Module A [LWM48A]

The purpose and experience of telecommunications regulation
- Telecommunications law: introduction
- Evolution of telecommunications regulation: models of regulation and market structures
- Technology: a foundation
- Competition, interconnection and pricing: the economic background of telecommunications law
- Social policy and regulation: universal service, consumer protection and privacy

Module B [LWM48B]

Sequence: module A must be attempted before module B
Telecommunications liberalization in Europe

- The European Union institutions and sources of law
- Competition law: *ex ante* and *ex post*, the tools of the regulator
- Liberalisation and harmonisation: from opening the market to full competition
- The New Framework Overview: the 2002 Directives and regulating for convergence
- Authorisation and licensing: of networks and services, spectrum and rights of way
- Access and interconnection
- Universal service
- Telecommunications privacy

Module C [LWM48C]

*Sequence: modules A and B must be attempted before module C*

Telecommunications contracts

- Access and interconnection agreements: terms and conditions, peering and transit
- Mobile agreements
- Telecommunications outsourcing contracts
- Consumer contracts and protection

Module D [LWM48D]

*Sequence: module A must be attempted before module D*

Telecommunications: the international view

- United States telecommunications law and regulation
- The ITU and WTO: the international framework from tradition to trade
- Submarines and satellites: the international regulation of outer space and underwater cabling
- Regulatory issues in developing markets
- The Asian experience

Transfer of technology law

(not yet available – this course is not expected to be available before 2015)

Module A [Code not yet available]

Technology transactions †

- ‘Turn-key’ arrangements, joint ventures, licenses, collaboration agreements, technical consultancies, know-how agreements
- History, economics and politics of technology transfers
- Legal protection for technology, including intellectual property rights and contact

Module B [Code not yet available]

*Sequence: module A must be attempted before module B*

The technology agreement †

- Parties
- Subject matter
- Activities and field of use
- Implied terms
- Remuneration
- Duration
- Breach
- Termination and post-termination rights and duties
Due diligence searches

Module C [Code not yet available]
Sequence: modules A and B must be attempted before module C
Specialised technology licences †
• Biotechnology licences
• Software licences
• Trade mark licences
• Know-how and show-how licences
• Licensing by public research institutes (e.g. universities)
• Compulsory licensing

Module D [Code not yet available]
Sequence: modules A and B must be attempted before module D

Public regulation of technology transfers †
• Technology transfer and competition law
• European Community Block Exemption
• Regulation of restrictive licensing agreements (TRIPs Agreement Article 40)
• Technology transfer codes in developing countries (e.g. Andean Pact countries, China, Philippines, Vietnam)
• Protection of genetic resources (e.g. Convention on Biological Diversity, International Treaty on Genetic Resources for Food and Agriculture)
• Regulation of transfers of dual-use technology to belligerent nations

United Nations protection of human rights
Students are advised that this course demands some previous knowledge of public international law.

Module A [LWM61A]
Mechanisms for human rights protection by United Nations bodies
• Historical development of international human rights law
• Mechanisms established by UN human rights treaties: general comments by treaty bodies; reporting system and concluding observations; individual complaints; inter-state complaints; visits
• Special Procedures established by the UN Commission on Human Rights: country mandates and thematic mandates
• Mechanisms under UN Economic and Social Council (ECOSOC) resolution 1235 and ECOSOC resolution 1503

Module B [LWM61B]
Sequence: module A must be attempted before module B
Substantive rights under United Nations Human Rights Treaties 1
• International Covenant on Civil and Political Rights (ICCPR)
• Second Optional Protocol to the International Covenant on Civil and Political Rights, aiming at the abolition of the death penalty
• Convention against Torture and Other Cruel, Inhuman or Degrading Treatment or Punishment (CAT)

Module C [LWM61C]
Sequence: module A must be attempted before module C
Substantive rights under United Nations Human Rights Treaties 2
• International Covenant on Economic, Social and Cultural Rights (ICESCR)
International Convention on the Elimination of All Forms of Racial Discrimination (ICERD)
Convention on the Elimination of All Forms of Discrimination against Women (CEDAW)

Module D [LWM61D]
Sequence: module A must be attempted before module D

Selected United Nations human rights bodies and specialised agencies
- United Nations High Commissioner for Human Rights (OHCHR)
- International Labour Organization (ILO)
- World Health Organization (WHO)
- United Nations Educational, Scientific and Cultural Organization (UNESCO)

Western European legal history
Sequence: the modules must be attempted in order.

Module A [LWM50A]
The foundation: Roman and Canon law 500–1100
- The Corpus Juris Civilis and its survival until the eleventh century
- Roman law outside the Justinianic tradition: Visigothic and Frankish law
- The Canon law in the West: Canon law collections before Gratian
- Feudal law and Roman law in Italy
- The revival of the study of Roman law

Module B [LWM50B]
Interactions of Roman and local law: twelfth–sixteenth centuries
- Gratian and the formation of the learned Canon law
- The consolidation of Roman law: the Glossators
- The expansion of Roman law: the Commentators
- Canon law scholarship, practice and influence
- Roman law and political thought

Module C [LWM50C]
Sequence: module A and B must be attempted before module C
National laws and codification: sixteenth–nineteenth centuries
- The renaissance of Roman law: humanism in Rome and France
- The droit écrit and droit coutumier in France
- Mos italicus and mos gallicus
- The reception in Germany
- The Dutch elegant school and the Natural Law movement

Module D [LWM50D]
Sequence: module A, B and C must be attempted before module D
Modern perspectives on the Ius Commune
- Early Natural law codifications
- Codification in France and its empire
- German romanticism: Savigny vs Thibault
- Pandektenrecht and Mommsen: German codification and scholarly reaction in Roman law
- Survival and continuity
- Andorra, San Marino and the Channel Islands
- Scottish amalgam of feudal and Roman law
- South African blend of Common law procedure and Roman law substance

**World trade law**

**Module A [LWM51A]**

**World Trade Organization institutions and dispute settlement**
- From GATT 1947 to the World Trade Organization (WTO). History, objectives and framework
- Institutional aspects of the WTO
- Dispute settlement: basic principles and panel proceedings
- Dispute settlement: appellate review and implementation

**Module B [LWM51B]**

**Sequence:** module A must be attempted before module B

**Basic principles of trade in goods**
- Introduction to GATT 1994. Tariffs and quantitative restrictions
- The most favoured nation and national treatment principles
- Safeguards
- Exceptions to GATT obligations (with special focus on environmental protection)

**Module C [LWM51C]**

**Sequence:** modules A and B must be attempted before module C

**Specific regulations of trade in goods**
- The Antidumping Agreement
- The Agreement on Subsidies and Countervailing Duties
- The TBT Agreement
- The SPS Agreement

**Module D [LWM51D]**

**Sequence:** modules A and B must be attempted before module D

**Special World Trade Organization regulations**
- Trade in services (GATS)
- Intellectual property (TRIPs)
- Regional trade arrangements
- Investment and competition policy

**Youth justice**

**Sequence:** students are advised to complete modules A and B before module C.

**Module A [LWM52A]**

**The aetiology of youth crime**
- The extent and nature of youth crime
- Aetiological explanations for youth crime
- Theories of childhood
- Youth crime prevention

**Module B [LWM52B]**
Historical and theoretical approaches to youth crime
- Welfare and punishment in the early history of youth justice policy
- The developmental model in the 1980s
- Youth justice policy in the 1990s
- New Labour, crime and disorder, and managerialism

Module C [LWM52C]
The youth justice process
- Pre-trial diversion
- Sentencing young offenders
- Punishment in the community and YOT
- The use of detention

Module D [LWM52D]
Sequence: modules A, B and C must be attempted before module D
Current issues in youth justice
- Parental responsibility
- The media and youth crime
- Alternatives to a Youth Justice System
- Child victims and restorative justice
- Discrimination

Deleted: Annex C
## Appendix B – List of courses available for examination

This Appendix lists the courses that are currently available and will be examined in the May and October 2013 examination sessions. Information about any additional courses which will become available for a first examination in the October session will be given in a Regulations Supplement. This supplement will be published in July or August each year, if applicable.

### New codes:

Students should note that the module code is given next to the module title in Appendix A and Appendix B of the Programme Specification and Detailed Regulations. Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website: [www.londoninternational.ac.uk/new_codes](http://www.londoninternational.ac.uk/new_codes)

### Admiralty law

- [LWM01A] Admiralty jurisdiction and procedure
- [LWM01B] Acquiring ownership in ships and the ship as property
- [LWM01C] Safety regulations in navigation, liabilities and limitation of liability
- [LWM01D] Assistance at sea and in ports

### Applicable laws and procedures in international commercial arbitration

- [LWM03A] Applicable law issues in arbitration
- [LWM03B] Procedure and evidence in arbitration
- [LWM03C] Jurisdictional issues in arbitration
- [LWM03D] Arbitration award – form, content, challenge and enforcement

### Carriage of goods by sea

- [LWM05A] Contracts of affreightment and voyage charter parties
- [LWM05B] Time charter parties
- [LWM05C] The bill of lading contract and functions
- [LWM05D] International conventions regulating the rights and obligations of the parties to the bill of lading contract

### Commercial banking law: bank–customer relationship

- [LWM07A] Banks and customers
- [LWM07B] Duty of care, fiduciary duty, constructive trust and undue influence
- [LWM07C] Accounts, money, payment and fund transfers
- [LWM07D] Cheques and payment cards

### Commercial trusts law

- [LWM06A] The nature of commercial trusts
- [LWM06B] Equitable devices used to take security in commercial contracts
- [LWM06C] The recovery of property in commercial litigation
- [LWM06D] Investment of trust funds

### Comparative criminal justice policy

- [LWM07A] Methods of comparative research
- [LWM07B] Legal cultures and criminal justice policy
- [LWM07C] Aspects of comparative criminal policy
- [LWM07D] Global crime

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Deleted: the . Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website: [www.londoninternational.ac.uk/new_codes](http://www.londoninternational.ac.uk/new_codes)

This individual module requires previous knowledge

Deleted: /or must be examined under the sequence of assessment described in the syllabus. See for more details.

Admiralty law

- Applicable laws and procedures in international commercial arbitration
- Carriage of goods by sea
- Commercial banking law: bank–customer relationship
- Commercial trusts law
- Comparative criminal justice policy
- Constitutional
Constitutional and institutional law of the European Union
- The European Union institutional outline
- Sources of European Union law
- Remedies and procedures in European Union law
- General principles of European Union law

Corporate finance and management issues in company law
- Capital I
- Capital II
- Corporate management I
- Corporate management II

Equity and trusts in context
- The constitution of express trusts
- Trusts implied by law
- Breach of trust and equitable remedies
- Trusts of land and of the home

European Convention on Human Rights
- Context and foundations of the European Convention on Human Rights
- The European Convention on Human Rights Mechanism
- European Convention on Human Rights Substantive Rights (1)
- European Convention on Human Rights Substantive Rights (2)

European internal market
- The scope of the 'Four Freedoms'
- Free movement 1 – Equal treatment and non-discrimination
- Free movement 2 – Beyond discrimination
- Regulation of the internal market

European Union competition law
- Anti-competitive agreements and collusion
- Abuse of a dominant position
- Merger control
- European Union competition law practice and procedure

External relations law of the European Union
- Constitutional foundations
- International law and European Union law
- External economic relations
- External political relations

Foundational and constitutional issues in company law
- Company law foundational issues I
- Company law foundational issues II
- Company law constitutional issues I
- Company law constitutional issues II

Human rights of women
- Is the theory underlying human rights law male?
**Industrial and intellectual property**
- [LWM20A] Intellectual property and technology
- [LWM20B] Intellectual property and creativity
- [LWM20C] Intellectual property and distinctive trading signs
- [LWM20D] Intellectual property - integrated topics

**Insurance law (excluding Marine insurance law)**
(formerly known as Insurance (excluding Marine insurance))
- [LWM22A] Elements of insurance
- [LWM22B] Insurance contract formation
- [LWM22C] The insurance contract and its terms
- [LWM22D] Claims process

**Intellectual property and medicine**
- [LWM23A] Intellectual property of medicine and its sources
- [LWM23B] Access to medicines
- [LWM23C] Patents and life forms
- [LWM23D] Property in the person

**Intellectual property and sport**
- [LWM63A] Branding in sports
- [LWM63B] Sponsorship in sports
- [LWM63C] Ambush marketing
- [LWM63D] Special topics in sports

**Intellectual property on the internet**
- [LWM24A] Digital copyright
- [LWM24B] Trade marks and other rights in distinctive signs online
- [LWM24C] Domain names
- [LWM24D] Computer-related patents

**International and comparative bank regulation**
- [LWM64A] Risk, banks and the principles of bank regulation
- [LWM64B] Basel Committee and the regulation of international banks
- [LWM64C] European Union regulation and who should regulate banks
- [LWM64D] United Kingdom bank regulation law

**International and comparative competition law**
- [LWM25A] The internationalisation of competition policy
- [LWM25B] Unilateral, bilateral and multilateral strategies
- [LWM25C] The competition rules of developing and developed countries
- [LWM25D] Competition and trade policy

**International and comparative law of copyright and related rights**
- [LWM26A] Copyright law in the United Kingdom and United States
International and comparative law of patents, trade secrets and related rights
- Comparative law of patents
- Comparative law of trade secrets
- International agreements on patent law
- Current issues in international patent law and policy

International and comparative law of trade marks, designs and unfair competition
- The concepts of trade marks, designs and unfair competition
- Unfair competition
- Registered trade marks
- Special topics in trade marks

International and comparative trust law
- The nature of the English trust
- Offshore purpose trusts
- Asset protection trusts
- Special issues in international and comparative trust

International commercial insurance law
- The contract of reinsurance
- Reinsurance losses and claims
- Liability insurance
- Conflict of laws in insurance

International economic law
- Evolution and principles of international economic law
- International monetary and development law and policy
- Regulation of foreign investment
- Public international law of trade

International environmental law
- General aspects of international environmental law
- General aspects of international environmental law
- Particular subjects of international environmental law
- Particular subjects of international environmental law

International investment law
- Evolution of the law of foreign investment
- International efforts to regulate foreign investment
- Regulation under bilateral and regional investment treaties (BITs)
- The case-law on the treatment of foreign investment

International law of the sea
- Evolution of the law of the sea
- Baselines, the territorial sea and the contiguous zone
- The continental shelf and the Exclusive Economic Zone
### International merger control
- Introduction to merger control
- Merger control regimes
- Unilateral, bilateral and multilateral merger control strategies

### International refugee law
- The development of, and responsibility for, international protection of refugees
- The European dimension of refugee law
- The rights of refugees
- Contemporary issues in refugee law

### International rights of the child
- The development of the international law on the rights of the child
- Children and family life
- Children and the justice system
- Combating child poverty

### International trade law
- Export sales on English law terms
- Carriage of goods by sea in international trade law
- Bankers' letters of credit

### Jurisprudence and legal theory
- Modern legal theory
- Liberty, equality and law

### Law and policy of international courts and tribunals
- Introduction to international dispute resolution
- Non-adjudicatory dispute resolution processes
- Role and functioning of international courts and tribunals: institutional aspects
- Role and functioning of international courts and tribunals: procedural aspects

### Law of financial crime
(This course replaces Fraud, corruption and money laundering.)
- Insider dealing and market abuse
- Fraud and market manipulation
- Money laundering
- The nature of the law on financial crime

### Law of treaties
- Introduction to the law of treaties
- Entry into force and the scope of treaty obligations
- Legal aspects of the working of treaties
- Legal aspects of invalidity, termination and suspension of treaty obligations

### Marine insurance law
(formerly known as Marine insurance)
[LWM39A] The contract of Marine insurance
[LWM39B] The doctrine of Uberrimae Fidei and insurance contracts
[LWM39C] The terms of the contract: risks; and causation
[LWM39D] Indemnity, subrogation and contribution

Medical law and ethics
[LWM56A] Basic concepts in medical law
[LWM56B] Access to treatment and malpractice litigation
[LWM56C] Legal and ethical issues in medical practice
[LWM56D] Legal and ethical issues in reproduction

Multinational enterprises and the law
[LWM40A] Multinational enterprises in context
[LWM40B] National regulation of multinational enterprises
[LWM40C] International regulation and protection of multinational enterprises
[LWM40D] Fields of concern for multinational enterprises

Private law aspects of the law of finance
[LWM69A] Fiduciary liability in finance
[LWM69B] Stranger liability in finance
[LWM69C] Issues in the creation of financial contracts
[LWM69D] Suitable conduct and unconscionable conduct in financial transactions

Regulation and infrastructure of international commercial arbitration
[LWM42A] Regulation and infrastructure of arbitration
[LWM42B] Arbitration agreement
[LWM42C] Arbitration tribunal
[LWM42D] Investment arbitration and specialist arbitration

Russian law and legal institutions
[LWM44A] Russian legal system in context
[LWM44B] Foundations of Russian law
[LWM44C] Administration of Russian legality
[LWM44D] State structure of Russia

Securities law
[LWM71A] The foundations of securities regulation
[LWM71B] Prospectus and transparency regulation of securities
[LWM71C] Liability for misstatements in a prospectus
[LWM71D] The Listing Rules and the Model Code

Taxation principles and policy
[LWM47A] Underlying principles, themes and ideals in taxation
[LWM47B] Issues in modern taxation
[LWM47C] United Kingdom taxes I: taxes on income
[LWM47D] United Kingdom taxes II: additional tax bases

Telecommunications law
United Nations protection of human rights

- Mechanisms for human rights protection by United Nations bodies
- Substantive rights under United Nations human rights treaties 1
- Substantive rights under United Nations human rights treaties 2
- Selected United Nations human rights bodies and specialised agencies

Western European legal history

- The foundation: Roman and Canon law 500–1100
- Interactions of Roman and local law: twelfth–sixteenth centuries
- National laws and codification: sixteenth–nineteenth centuries
- Modern perspectives on the ius Commune

World trade law

- World Trade Organization institutions and dispute settlement
- Basic principles of trade in goods
- Specific regulations of trade in goods
- Special World Trade Organization regulations

Youth justice

- The aetiology of youth crime
- Historical and theoretical approaches to youth crime
- The youth justice process
- Current issues in youth justice
Appendix C - Assessment criteria

A student obtaining 50% or more in an examination will be considered to have passed.

Grade: 70 or above
- excellent argumentation;
- exceptionally good grasp of subject matter;
- strong command of method;
- strong capability of critical thinking;
- capacity for creativity in applied work;
- width and depth in use of literature.

Grade: 60 to below 70
- clear and consistent argument focused on the question at hand;
- good critical understanding of theory and method;
- proficient in applied work: skilful, competent, insightful and reflective;
- making full use of required and recommended readings.

Grade: 50 to below 60
- an analytical ability to construct a (reasonably) coherent argument;
- that addresses the exam question competently (perhaps mixed up with lists of points or surveys of ideas located within the broader subject area, but not always strictly relevant to the question);
- reflecting a sound understanding of relevant theory and/or method;
- (when applicable) demonstrating competence in situating the analysis in an applied context;
- using the required assigned literature.
- unevenness and inconsistencies will tend to prevail, but these should not be such that they seriously detract from the existence and/or coherence of an argument.

Grade: 40 to below 50
- fairly uneven and often inconsistent;
- poor attempt to develop a comprehensible argument, with a dominant tendency to list (rather than argue) relevant theories, methods or cases;
- lack of understanding of relevant theories and methods;
- (when applicable) failure to demonstrate basic skills and competence in applied analysis;
- inadequate awareness of assigned literature.

Grade: Below 40
- lack of basic understanding of subject matter;
- serious flaws in arguments;
- inability to carry out basic applications or demonstrate basic skills;
- incomprehensible argumentation;
- failure to use required literature;
- all cases of plagiarism or fraud.
Glossary of terms


Accreditation of prior learning (APL)
Accreditation of prior learning (APL) is defined as the recognition of previously acquired learning which can be mapped against particular learning outcomes of courses or modules within a programme. A student who is awarded APL for a specific course or module is considered to be exempt from study and assessment of the course/module. This means that the student is considered to have completed the course/module for the purposes of progression within the programme. The mark obtained for a course/module for which APL has been awarded will not be carried forward to the student’s record and will not contribute towards the award.

Students should note that their transcript will identify any course/module for which APL has been granted, however, the mark obtained for a course/module for which APL has been granted will not be carried forward to the student’s record and will not contribute towards the classification of the award.

Accreditation of prior learning has previously been called ‘exemption’.

Admission Notice
An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student’s candidate number and confirmation of the dates and times of the examination(s) for which they have entered.

Aegrotat degree
This is an honours degree awarded without classification (i.e. an unclassified degree). A student registered for a degree at Level 6 of the FHEQ who is unable to sit one or more examinations to complete the award, or feels that their performance has been adversely affected, because of illness or another cause (e.g. the death or a near relative) can sometimes be awarded an Aegrotat degree. The award is made on the understanding that the student would otherwise have passed the degree.

Appendix
The Appendices are part of the regulations and supplement the Detailed Regulations.

Assessment
Assessment is the means by which a student’s ability, progress and achievement are measured against criteria. The purpose of assessment is for students to demonstrate that they have fulfilled the intended aims and learning outcomes of the programme of study and achieved the standard required for the award they seek.

Assessment criteria
The assessment criteria describe how to achieve a particular mark or result. Assessment criteria are based on the intended learning outcomes for the work being assessed, the knowledge, understanding and skills markers expect a student to display in the assessment task. Assessment criteria are given in an Appendix to the Detailed Regulations.

Award
An award is a qualification. It may be a degree, postgraduate diploma or postgraduate certificate with a specific title. The level of each award is defined within the Framework for Higher Education Qualifications.

Awarding body
The awarding body refers to the institution that awards the student their degree. An International Programmes Student receives a University of London award, and therefore the University is the awarding body.

Board of Examiners
A Board of Examiners is appointed for each programme or for each group of related programmes. The Lead College nominates Board members and these are then contracted to the University for their services. The Board of Examiners follows guidelines and regulations laid down by the University, part of which is to ensure
that assessment is, and can be demonstrated to be, fair and impartial. A Board’s responsibilities include the
setting of papers, marking of scripts and determining student results.

Compulsory course/module
A compulsory course/module is an individual element which must be taken (i.e. the examination must be
attempted) as part of the requirements for the programme concerned.

Course/module
Individual elements of a programme are called modules at postgraduate level and courses at undergraduate
level for the University of London International Programmes. Each element is a self-contained, formally
structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

Credit
The credit value of a course/module indicates both ‘how much’ learning is expected and ‘how hard’ it is (the
level of difficulty). A student is awarded credit after they have successfully completed a course/module to
which credit has been assigned.

Each course/module to which credit has been assigned has only one level for its credit; qualifications/awards
may include courses/modules with credit at more than one level.

One credit represents 10 notional study hours.

A bachelor’s degree with honours normally includes the equivalent of a minimum of three years full-time study
which would be expressed as 360 credits, or 3,600 notional study hours.

If mapped to the European Credit Transfer and Accumulation System (ECTS), the 360 credits would be
equivalent to 180 ECTS credits.

For more information on academic credit in higher education in England, see www.qaa.ac.uk

Credit bearing individual courses/modules
These are individual courses or modules that may be taken into account for admission, and for credit, to a
related or unrelated degree or diploma provided the formal assessment of the course/module has been
successfully completed.

(See also individual course/module)

Credit transfer
A student may be considered for credit for a subject that was passed during a previous registration with the
University of London or, in the case of the LLB degree, for studies towards an appropriate degree at another
university acceptable to the University of London. Where credit is given, the mark obtained for the subject
previously studied will be carried forward to the student’s record and may contribute towards the award, in
accordance with the scheme of award for the programme concerned.

Diploma Supplement (see also ‘Final diploma’)
A Diploma Supplement is a document that accompanies every final diploma awarded to successful students.
The model used was developed by the European Commission, Council of Europe and UNESCO/CEPES. The
purpose of the supplement is to provide sufficient independent data to improve the international ‘transparency’
and fair academic and professional recognition of awards. It provides a description of the nature, level,
context, content and status of the studies that were pursued and successfully completed by the student.
Included also is a detailed record of a student’s examination results in the form of a transcript.

Diploma teaching institutions
Students who are registered for some named Diploma awards are required to attend a Diploma teaching
institution that has been recognised by the University of London International Academy for teaching the
diploma. Diploma teaching institutions are only recognised to teach diplomas once they have applied and
been inspected by the Lead College against established criteria.

Effective date of registration
All students are given an effective date of registration. The effective date of registration may differ from the
date on which the student actually registered. Some programmes have one or more effective dates of
registration. The effective date of registration indicates the point from which the length of a student’s
registration is calculated. It determines the year in which a student may first enter an examination and when their registration expires.

**Examination**

The term ‘examination’ refers to all the methods used to examine the student in a particular course/module. Methods include a written paper examination, coursework, project, dissertation, or online participation requirements. (See also ‘assessment’.)

**Examination attempt**

A student who enters an examination room to attempt a written paper examination will be considered to have made an examination attempt.

**Examination centre**

An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.

**Exclusion**

Where courses/modules may not be taken together under any circumstances, normally because there is an overlap in content.

**Final diploma**

The final diploma is the certificate (or parchment) that a student receives from the University when they have successfully completed an award of the University.

**Formal assessment**

This is the means by which credit bearing individual courses/modules are examined. The forms of assessment associated with the appropriate level of study are used.

**Framework for Higher Education Qualifications (FHEQ)**

The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.

**General regulation**

General regulations establish threshold requirements upon which programme-specific regulations are based.

**Guidelines for Examinations**

The Guidelines for Examinations contain the details of the responsibilities and conduct of examinations for University of London International Programmes.

**Individual courses/modules**

For some programmes, a student may register for individual courses/modules (also referred to as ‘short courses’ or ‘career and personal development study’ in some instances). Individual courses/modules do not lead to an award but may be considered for entry and/or credit towards a programme leading to an award. There are separate regulations governing provision of individual courses/modules.

**Intermediate award**

A student who withdraws before completing the target award may be offered an intermediate award. Any criteria for obtaining an intermediate award are set out in Section 8, Scheme of award, in the detailed programme regulations.

**International Programmes Student**
A student who is registered with the University of London International Academy, studying for one of the University of London International Programmes. (Previously referred to as an ‘External student’.)

**Laws Consortium**

The group of University of London Colleges that has responsibility for the academic management and development of the undergraduate Laws programme.

**Lead College**

A single College or Institute (the Lead College) has responsibility for the academic management and development of individual programmes of study and related student matters.

**Learning outcomes**

Statement of what a learner/student is expected to know, understand and/or be able to demonstrate after completion of a process of learning.

**Module/course**

Individual elements of a programme are called modules at postgraduate level and courses at undergraduate level for the University of London International Programmes. Each element is a self-contained, formally structured learning experience with a coherent and explicit set of learning outcomes and assessment criteria.

**Non-credit bearing individual courses/modules**

These are individual courses/modules that may not be taken into account for admission to a related or unrelated degree or diploma. No credit or accreditation of prior learning for the related or unrelated degree or diploma will be given.

**Notice to Candidates**

The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.

**Notional study hours**

Notional study hours give an indication of the number of hours it will take an average student to meet a specific set of learning outcomes of a particular course/module or a full diploma/degree.

**Occasional student**

For some undergraduate programmes, a student who is not registered for a full degree, diploma or certificate as an International Programmes Student may register as an Occasional student to take one or more subjects. An Occasional student does not receive an award but receives a certificate of completion for subjects for which an examination is passed.

With effect from 1 September 2010, a student will no longer be able to register under Occasional student and Supplementary subjects arrangements.

**Plagiarism**

Plagiarism is the presentation of another person’s thoughts or words as if they were the student’s own: for example, copying from text books and other sources (including the Internet) without due acknowledgement that the passages quoted are copied and without giving the source of those passages.

**Prerequisite**

A prerequisite is a specified course/module/ that must be passed before the student is permitted to attempt the examination for another particular course/module.

**Programme or programme of study**

A programme or programme of study is a structured pathway (or pathways) of learning designed to equip a person with knowledge, understanding, subject specific skills and key skills relevant to the requirements for an award. It usually leads to an award.
Programme Specification

A Programme Specification is a concise description of the intended learning outcomes of a programme, and the means by which the outcomes are achieved and demonstrated. It gives a concise description of the key parameters of the programme concerned. The Programme Specification is regulatory in nature and is supplemented by the Detailed Regulations.

Progression

Progression is the term given to the process by which a student proceeds within a particular programme of study. In order to progress a student must satisfy certain conditions, usually involving attempting and passing a certain number of courses/modules.

Quota

A quota is a set number of students who may be registered in any given year. When a specific programme has a quota, applicants who meet the entrance requirements will be given a conditional offer of registration. Registration will then be confirmed on payment of the appropriate fee and if the quota for that year has not yet been met. A student whose registration is not confirmed will be made a conditional offer of registration for the following study year.

Related/unrelated programme

Where an individual course/module is associated with a particular degree, diploma and/or certificate, these are referred to as 'related' programmes. Unrelated programmes are those which have no association with the individual courses/modules.

Scheme of award

The scheme of award shows how marks are awarded and how a student's results are calculated both for individual courses/modules/ and for the award as a whole.

Short courses

See individual courses/modules

Syllabus

The syllabus (also referred to as course/module outline) gives a detailed description of the content of a course/module and its intended learning outcomes. All Programme Specifications and Detailed Regulations have an appendix with a detailed syllabus for the respective programme.

Student Handbook

There is a student handbook or manual for most programmes offered to International Programmes Students. The handbook contains advice and guidance for students on academic and practical matters including important procedures.

Subject benchmark

Subject benchmarks set out expectations about standards of degrees in a range of subject areas, as defined by the QAA. They describe what gives a discipline its coherence and identity, and define what can be expected of a graduate in terms of the abilities and skills needed to develop understanding or competence in the subject.

Supplementary subjects

For some programmes, a student who has already been awarded a degree or other award as an International Programmes Student may apply to register for additional subjects from that same programme. These are called 'Supplementary subjects'.

With effect from 1 September 2010, a student will no longer be able to register under Occasional student and Supplementary subjects arrangements.
Transcript
The University will issue an official transcript which shows the courses/modules a student has studied and the marks a student has obtained for each course/module. The transcript will be issued as part of the diploma supplement document (see diploma supplement). If further transcripts are required, these can be obtained from the transcripts office and these will be certified using the signature of the Chief Operating Officer of the University of London International Programmes and his official Seal.

Transfer
Transfer is the process by which students may move between programmes in accordance with specific rules. Where the transfer is from diploma (or access route) to degree this is sometimes referred to as ‘progression’ as the student is considered to be moving from level of award to another level.

University
The University of London. The University of London is a federation of independent Colleges and Central Academic Bodies

University of London International Academy
A Central Academic Body of the University of London collaborating with twelve Lead Colleges. The product of this collaboration is the University of London International Programmes

University of London International Programmes
The Colleges of the University of London and the University of London International Academy collaborate to deliver the University of London International Programmes.

Written paper examination
A written paper examination is an examination which the student writes in a controlled environment. These are the examinations that are taken at examination centres worldwide. A time limit is given and students are not permitted to use any aids, except where these are indicated in the Detailed Regulations or Notice to Candidates.
Related documents and other sources of information

Student Handbook/manual
For most programmes there is a Student Handbook or manual. Typically they contain information on procedures that students will need to follow, with important dates, and academic advice and guidance on how to study and prepare for examinations.
Where available for a programme, the handbook/manual is sent to students when they register and usually annually when any relevant fees are paid.
See: www.londoninternational.ac.uk/community-support-resources/current-students/handbooks

Admission Notice and Notice to Candidates
An Admission Notice is provided to each student who has entered an examination. The Admission Notice contains the student's candidate number and confirmation of the dates and times of the examination(s) for which they have entered.
The Notice to Candidates contains the prescribed rules for the examination. The notice to candidates is provided to students together with the Admission Notice.
These are sent to each student who enters an examination.
Further information is in the Student Handbook/manual.

Student complaints procedure
The University has a procedure for considering complaints made by International Programmes Students. The objective is to solve problems quickly, simply and fairly.
See: www.londoninternational.ac.uk/complaints

Framework for Higher Education Qualifications (FHEQ)
The FHEQ forms part of the UK Quality Code for Higher Education of the Quality Assurance Agency for Higher Education (QAA) in England and Wales. University of London awards are identified as being at one of the levels contained within the FHEQ.
See: www.qaa.ac.uk/assuringstandardsandquality/Pages/default.aspx

List of examination centres
An examination centre is a place where a student goes to attempt their written paper examinations. The University has approved examination centres worldwide. Students are required to sit any written paper examinations at one of these centres.
See: www.londoninternational.ac.uk/exams

List of institutions with Diploma Teaching status
For some undergraduate diplomas, registered students are required to attend a teaching institution that has Diploma Teaching status. Diploma Teaching status is granted to a teaching institution through application by the institution and inspection by the Lead College (or Undergraduate Laws Programme) against its established criteria.
Details are in the Regulations.
See also ‘How you study’ for the relevant programmes on the University of London International Programmes website: www.londoninternational.ac.uk/distance-flexible-learning

Guidelines for Examinations
These guidelines contain the details of the responsibilities and conduct of University of London International Academy Boards of Examiners
See: www.londoninternational.ac.uk/sites/default/files/magazine/guidelines_for_examinations_11_12.pdf
Quality Framework
The Quality Framework outlines the key principles in which the quality assurance partnership between the central University and the Lead Colleges/Consortia is based

Inclusive Practice Policy
The University has a policy by which the needs of students with disabilities and/or specific access requirements are considered in terms of both their studies and their examinations.
More information can be found on: www.londoninternational.ac.uk

Student Charter
The University has a Student Charter which is intended to state key mutual obligations between the University of London International Programmes and its International Programmes Students
See: http://www.londoninternational.ac.uk/distance-flexible-learning/student-charter
Annex A – List of individual modules in this programme

Below is a list of modules available under this programme on a stand-alone basis. All modules are listed under their related field of law. **Not all modules are available each year.** For information on availability, please consult and .

**New codes:**

Students should note that the module code is given next to the module title in the Annexes. Module codes are new from the 2011-12 academic year and replace any previous year’s examination numbers. This change does not impact on the syllabus or content of the module/course. An overview of how old examination numbers are mapped to new module codes can be found on the University of London International Programmes website:

† *Further information on the availability of individual modules will be given in the Regulations Supplement and/or subsequent editions of the Regulations.*

♦ *This module requires previous knowledge and/or must be examined under the sequence of assessment described in the syllabus. See [more details.](#)*

<table>
<thead>
<tr>
<th>Module</th>
<th>Description</th>
<th>Available</th>
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<tbody>
<tr>
<td>Admiralty law</td>
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<tr>
<td>African human rights law†</td>
<td>(not yet available) †</td>
<td></td>
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<tr>
<td>Applicable laws and procedures in international commercial arbitration</td>
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<tr>
<td>Broadcasting law†</td>
<td>(not yet available) †</td>
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<table>
<thead>
<tr>
<th>Module</th>
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<tr>
<td>Commercial trusts law</td>
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<tr>
<td>Comparative criminal justice policy</td>
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<tr>
<td>Constitutional and institutional law of the European Union</td>
<td></td>
</tr>
<tr>
<td>Corporate finance and management issues in company law</td>
<td></td>
</tr>
<tr>
<td>Derivatives law †</td>
<td>(not yet available)</td>
</tr>
<tr>
<td>Equity and trusts in context</td>
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<tr>
<td>European Community environmental law †</td>
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<tr>
<td>European Convention on Human Rights</td>
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<tr>
<td>European internal market</td>
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<thead>
<tr>
<th>Module</th>
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<tbody>
<tr>
<td>European Union competition law</td>
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<tr>
<td>External relations law of the European Union</td>
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<tr>
<td>Family, children and the state†</td>
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<tr>
<td>Foundational and constitutional issues in company law</td>
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<tr>
<td>Franchising law†</td>
<td>(not yet available)</td>
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<tr>
<td>Fraud, corruption and money laundering</td>
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<td>Note: this course, indicated as not yet available in previous editions of the Regulations, is replaced by Law of financial crime.</td>
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<tr>
<td>Freedom of expression law†</td>
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<tr>
<td>Human rights in post-conflict societies†</td>
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<table>
<thead>
<tr>
<th>Course</th>
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<tbody>
<tr>
<td>Human rights of women</td>
</tr>
<tr>
<td>Industrial and intellectual property</td>
</tr>
<tr>
<td>Information technology law †</td>
</tr>
<tr>
<td>(not yet available) †</td>
</tr>
<tr>
<td>Insurance law (excluding Marine insurance law)</td>
</tr>
<tr>
<td>(formerly known as Insurance (excluding Marine insurance)</td>
</tr>
<tr>
<td>Intellectual property and medicine</td>
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<td>Intellectual property on the internet</td>
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<tr>
<td>Intellectual property and sport</td>
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<td>International and comparative bank regulation</td>
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<tr>
<td>Module</td>
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<tr>
<td>International and comparative competition law</td>
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<tr>
<td>International and comparative law of copyright and related rights</td>
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<tr>
<td>International and comparative law of patents, trade secrets and related rights</td>
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<tr>
<td>International and comparative law of trade marks, designs and unfair competition</td>
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<tr>
<td>International and comparative social justice †</td>
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<td>International and comparative trust law</td>
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<td>International commercial insurance law †</td>
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<td>International criminal law †</td>
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<tr>
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<td>International economic law</td>
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<td>International environmental law</td>
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<tr>
<td>International investment law</td>
<td></td>
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<tr>
<td>International law of armed conflict and use of force</td>
<td>† (not yet available) †</td>
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<tr>
<td>International law of the sea</td>
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<tr>
<td>International merger control</td>
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<tr>
<td>International natural resources law †</td>
<td>(not yet available) †</td>
</tr>
<tr>
<td>International refugee law</td>
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<tr>
<td>International rights of the child</td>
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<tr>
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<tr>
<td>International trade law</td>
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<tr>
<td>Jurisprudence and legal theory</td>
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<tr>
<td>Law and policy of international courts and tribunals</td>
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</tr>
<tr>
<td>Law of financial crime</td>
<td><em>(This course replaces Fraud, corruption and money laundering.)</em></td>
</tr>
<tr>
<td>Law of international finance: securitisation and bonds</td>
<td><em>(not yet available)</em></td>
</tr>
<tr>
<td>Law of international finance: syndicated loans</td>
<td><em>(not yet available)</em></td>
</tr>
<tr>
<td>Law of oil and gas submarine pipelines</td>
<td><em>(not yet available)</em></td>
</tr>
<tr>
<td>Law of treaties</td>
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</table>

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<table>
<thead>
<tr>
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<tr>
<td>Law on investment entities</td>
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<tr>
<td>Marine insurance law</td>
<td>(formerly known as Marine insurance)</td>
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<tr>
<td>Medical law and ethics</td>
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<td>Multinational enterprises and the law</td>
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</tr>
<tr>
<td>Press law</td>
<td>†</td>
</tr>
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<td>Private international law in international commercial litigation</td>
<td>†</td>
</tr>
<tr>
<td>Private law aspects of the law of finance</td>
<td>†</td>
</tr>
<tr>
<td>Regulation and infrastructure of international commercial arbitration</td>
<td></td>
</tr>
</tbody>
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† Further information on the availability of individual modules will be given in the Regulations Supplement and/or subsequent editions of the Regulations.
United Nations protection of human rights

Western European legal history

World trade law

Youth justice

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<table>
<thead>
<tr>
<th>Paper title</th>
<th>Report of Proposals Approved by Schools/Institutes</th>
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<tbody>
<tr>
<td><strong>Outcome requested</strong></td>
<td>Taught Programmes Board (TPB) is asked to note the proposals that have been approved by Schools/Institutes since its last meeting.</td>
</tr>
</tbody>
</table>
| **Comments from the Academic Secretariat** | The arrangements for programme and module approval in 2012/13 devolve to School/Institute Learning and Teaching Committees (or equivalent) decision making for minor programme amendments, standard module proposals, module amendments, and module withdrawals.  
The attached report covers decisions taken by School/Institute Learning and Teaching Committees from 04/10/2012 - 07/11/2012. |
<table>
<thead>
<tr>
<th>Count of Report Period</th>
<th>Proposal Type</th>
<th>School/Institute</th>
<th>Code</th>
<th>Programme/Module Title</th>
<th>Implementation Date</th>
<th>Brief Description / Comments</th>
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<tr>
<td>2</td>
<td>Programme Amendment</td>
<td>Biological and Chemical Sciences</td>
<td>CB</td>
<td>Cognitive and Affective Neuroscience</td>
<td>September 2012</td>
<td>Late change to programme</td>
</tr>
<tr>
<td>1</td>
<td>Module Proposal</td>
<td>Languages, Linguistics and Film</td>
<td>Q4</td>
<td>MA in Linguistics</td>
<td>September 2012</td>
<td>Introduction of level 6 elective modules</td>
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<tr>
<td>2</td>
<td>Module Proposal</td>
<td>Biological and Chemical Sciences</td>
<td>QS</td>
<td>BA in Biological and Chemical Sciences</td>
<td>September 2012</td>
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<tr>
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<td>Module Proposal</td>
<td>Languages, Linguistics and Film</td>
<td>TBC</td>
<td>Introduction to 19th Century French</td>
<td>September 2012</td>
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</tr>
<tr>
<td>3</td>
<td>Module Proposal</td>
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</table>

| 11                     | Module Amendment | Geography | GEG2106 | Biological and Chemical Sciences | September 2012 | Change to assessment to align with information given to students. |
| 10                     | Module Amendment | History | HST5106 | A History of Islam | September 2012 | Change to assessment - submitted previously but not processed |
| 10                     | Module Amendment | History | HST5106 | A History of Islam | September 2012 | Change to assessment - submitted previously but not processed |
| 10                     | Module Amendment | History | HST5106 | A History of Islam | September 2012 | Change to assessment - submitted previously but not processed |
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| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 16                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |

| 25                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 25                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
| 25                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
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<p>| 25                     | Module Withdrawal | Electronic Engineering and Computer Science | ELE2107 | Programming | September 2012 | Late submission |
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<table>
<thead>
<tr>
<th>Module Withdrawal</th>
<th>Report Period</th>
<th>School/Institute L&amp;T Committee / Head of School/Institute</th>
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<tr>
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<td>Antennas For Mobile Applications</td>
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Module Withdrawal Total: 163

Grand Total: 179