



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	University of the West of England		
Teaching Institution	University of the West of England		
Delivery Location	Frenchay Campus		
Study abroad / Exchange / Credit recognition			
Faculty responsible for programme	Business and Law		
Department responsible for programme	Law		
Modular Scheme Title	Law Undergraduate Scheme		
Professional Statutory or Regulatory Body Links	This programme meets the requirements of the Solicitors Regulation Authority and the Bar Standards Board as a “Qualifying Law Degree” where appropriate modules are selected. These modules are marked with a *		
Highest Award Title	LLB (Hons) Law with Psychology		
Default Award Title			
Fall-back Award Title			
Interim Award Titles	LLB Law with Psychology , DipHE Law with Psychology, CertHE Law with Psychology		
UWE Progression Route			
Mode(s) of Delivery	Sandwich, Full time and part-time		
Codes	UCAS:	JACS:	
	ISIS2: M1C8 M1C8 (SW) M1C813 (FT)	HESA:	
Relevant QAA Subject Benchmark Statements	Law Benchmarks 2007 ISBN 978 1 84482 756 5		
First CAP Approval Date	1 May 2012	Valid from	September 2012
Revision CAP Approval Date	24 March 2016	Revised with effect from	September 2016
Version	2.2		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

This programme enables students to be able to combine law with psychology in such a way as to provide them with an overview of some key areas of psychology. Psychology and Law are complementary disciplines. The programme enables students to develop specialist knowledge and skills to meet the

## **Part 2: Educational Aims of the Programme**

demands of the modern workplace both in law firms and more generally in the private and public sectors. It is possible by studying the subjects marked with \* to gain a Qualifying Law Degree which demonstrates that graduates have gained the skills required by the academic stage of training.

### **Programme requirements for the purposes of the Higher Education Achievement Record (HEAR)**

Students acquire knowledge of some of the Law's core areas and develop key skills and attributes for their future working lives. There are opportunities for a year on placement or study abroad, and participation in a significant range of extra-curricula activities including mooting, pro-bono work and Law student societies. Here, students mix with those on Professional Law courses. The majority of students graduate with a qualifying law degree.

Students are challenged in their ability to communicate, analyse and problem-solve, developing their intellectual capacity focusing on practical, enterprising and future-facing application within the legal arena and elsewhere.

Students who complete the programme must also demonstrate theoretical understanding and practical application of social, developmental and cognitive psychology, individual differences, biological psychology, conceptual and historical issues, and research methods and design (qualitative and quantitative).

<b>Learning Outcomes:</b>	UJUUUV-30-1	UJU4D3-30-1	USPJL7-30-1	USPJLS-30-1	UJUUKU-30-2	USPSTX-30-2	USPSTY-30-2	UJUUKS-30-3
<b>A) Knowledge and understanding of:</b>								
Depth of knowledge in a range of both black letter law and socio-legal studies.	x	x			x			x
All students are offered the opportunity to achieve a breadth of study of traditional law and developing legal subject areas which are likely to be of interest to a student of law and psychology.	x	x			x			x
Knowledge of legal values, principles and a substantial range of major legal concepts.	x	x			x			x
Knowledge of psychology subjects and principles and an understanding of practice.			x	x		x	x	
<b>(B) Intellectual Skills</b>								
Learning to research, analyse, critically evaluate and develop a technical and practical understanding of important legal and psychological concepts and principles.	x	x	x	x		x	x	x
Understanding the process of research - how to research and interpret and apply information from relevant psychology and legal materials such as case and statute law.	x	x	x	x		x	x	x
Developing a mature understanding of the areas of law and psychology studied.		x			x	x	x	x
Understanding the fast developing and organic nature of some areas of law of law.		x						x
<b>(C) Subject/Professional/Practical Skills</b>								
Challenge students to develop skills of oral argument.	x	x						
Encourage students to identify appropriate evidence and to build and structure arguments in an appropriate and ethical manner.	x	x	x	x	x	x	x	x
Technical skills development is fostered through practical problem solving in both subject areas.	x	x	x	x	x	x	x	x
Requires that students develop a practical understanding of what happens in court by making a court visit and reflecting on the outcome and researching a specific legal role relevant to the case that they observed.	x							
Deal specifically and practically with ethical professional Issues.	x							
Analyse scenarios or research of topics which require the practical application of law to facts.	x	x			x			x



## Part 4: Student Learning and Student Support

### Teaching and learning strategies to enable learning outcomes to be achieved and demonstrated

#### Teaching, learning and assessment strategies to enable learning outcomes to be achieved and demonstrated

At UWE, Bristol there is a policy for a minimum average requirement of 12 hours/week contact time over the course of the full undergraduate programme. This contact time encompasses a range of face-to-face activities as described below. In addition a range of other learning activities will be embedded within the programme which, together with the contact time, will enable learning outcomes to be achieved and demonstrated.

On the LLB (Honours ) Law with Psychology programme teaching is a mix of scheduled, independent and optional placement learning:

**Scheduled learning** includes lectures, seminars/workshops, 'lectorials' (a mix of lecture and seminar), 'webinars' (synchronous online seminars) group project supervision and individual supervision, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

**Independent learning** includes hours engaged with essential reading, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc. Scheduled sessions may vary slightly depending on the module choices made.

#### Placement learning:

- **Placement option** A minimum of 40 weeks in employment

Students may elect to take a year working in an organisation for normally forty weeks, such placement normally to be sourced by the student themselves. UWE professional services may assist with this process. Students may, at their election, choose to study for a year in a partner university of UWE subject to the approval of the Programme Manager. The placement year or study year abroad will be taken between the second and third year of study. Students must have successfully completed 210 credits before being eligible for a placement or study year abroad. Students will, during this placement or study year, complete reflections on their experience. Following their return to UWE, they will write a project of their choosing on a topic linked to their placement or study year abroad. Students will, during this placement or study year, undertake a 15 credit module – Learning and Development on Placement This will be complemented on their return by undertaking a 15 credit Law Project (UJUUK3-15-3), conducting further research and writing a report based around the placement.

Note: Students may, at their election, (subject to approval of the Programme Manager) choose to study their final year at a UWE Partner University that offers UWE modules (eg Alexander College Cyprus). In this case, students will obtain credits for those modules successfully completed.

#### Level One (all listed modules are level 1)

- UJUJD3-30-1 Criminal Law\*(30 credits)
- UJUUKV-30-1 Foundations for Law ((30 credits)
- USPJL7 -30-1 Research Design and Analysis 1 (30 credits)
- USPJLS-30-1 Introduction to Psychology (30 credits)

Level One provides all LLB Law with Psychology and BSc Psychology with Law degree students with a common first year. In addition to subject specific knowledge gained in the three 30 credit modules, students also develop their skills in case analysis (particularly in Foundations for Law and Constitutional and Administrative Law), statutory interpretation (particularly in Foundations for Law), research methodology and techniques (particularly in Foundations for Law), research (particularly in Criminal Law and Foundations for Law), team working (particularly in Criminal Law), numeracy, observational techniques, technical description and inferential statistical analysis (particularly in Research and Design Analysis). Peer Assisted Learning and the Foundations for Law module assist students in the transition into higher education. The Foundations for Law module encourages students to audit and reflect on their skills

#### Part 4: Student Learning and Student Support

development and helps students to identify their career options and to start to identify the knowledge, skills, experience and aptitudes required by employers in their preferred future career(s). This module also introduces students to court structure, and personnel. The common programme at level 1 for the LLB Law with Psychology and the BSc Psychology with Law allows students in year 1 to elect to major in either Law or Psychology at levels 2 and 3

**Level Two** (all listed modules are level 2 unless specified otherwise)

Students seeking a qualifying law degree ("QLD") should take:

- UJUUKT-30-2 Land Law \* (30credits)
  - UJUUKU-30-2 Law of Torts \* (30 credits)
  - UJUTN3-30-1 Law of Contract\* (30 credits)
  
  - USPSTX-30-2 Identities in Psychology (30 credits)
- OR**
- USPSTY-30-2 Mind Brain Development (30 credits),

Students not seeking a qualifying law degree should take USPSTX-30-2 Identities in Psychology (30 credits) OR USPSTY-30-2 Mind Brain Development (30 credits),+ 90 credits from the list of modules available to level 2 students.

Level 2 builds on the skills developed at level 1. It is anticipated that many students will follow the qualifying law degree route through the degree. The level 2 qualifying law degree subjects provides students with the opportunity to improve their research skills (particularly in European Union Law) their exam technique in both open book and non-open book (open book particularly in Law of Torts, closed book particularly in Land Law), problem solving (Law of Contract) team working, project management, personal development planning, career planning and reflection. The fact that students have already started to develop their skills through level 1 modules enables the level 2 qualifying law degree subjects to concentrate more on content, thereby enabling delivery of the substantive law areas within a 30 credit structure. Students taking the qualifying law degree route will have no choice at level 2. Students who are not seeking a qualifying law degree will have 90 credits of modules from which to choose. This will enable such students to develop a specialism within their degree programme. Students will also be advised that if they want to pursue the non-qualifying law degree route, it will be possible for them after graduation to take a Graduate Diploma in Law as an alternative route into the legal profession. Students are advised about level 2 option choices in the level 1 Foundations for Law module and have the opportunity to discuss this with their Personal Academic Tutor on a one-to-one level. Before making their level 2 choices students are provided with information about the modules on offer, the subject areas covered, skills developed, their assessment, method of delivery and method of assessment. Students also have the option to meet with the module leaders of the modules from which they are choosing their level 2 options.

**Level Three** (all listed modules are level 3)

Students seeking a qualifying law degree ("QLD") should take:

- UJUTK4-30-3 Equity and Trusts\* (30 credits)
- UJUUH7-30-3 Comparative Constitutional Law\* (30 credits)
- UJUUKS-30-3 European Union Law\* (30 credits)

Plus 30 credits from the list of year 3 Psychology options:

Students not seeking a qualifying law degree should take 90 credits from the year 3 law option list. Plus 30 credits from the list of year 3 Psychology options:

Under university rules a student must have at least 100 credits at level 3 in order to graduate with honours. So long as a student satisfies this requirement a student may take Level 2 credits at Level 3 in place of Level 3 credits.

Level 3 builds on the skills developed at levels 1 and 2. It is anticipated that most students on the LLB Law

#### **Part 4: Student Learning and Student Support**

with Psychology will follow the qualifying law degree route through the degree. The level 3 qualifying law degree subject Equity and Trusts and Constitutional Law in Context provides students with the opportunity to build on their skills of legal analysis and evaluation (particularly in Equity and Trusts), to research (particularly in Constitutional Law in Context and, to present orally, and to critically evaluate ethical issues.

##### **Description of the teaching resources provided for students**

Academic student support for all issues relating to the content, delivery and assessment of modules is provided by Module Leaders and for more general academic and professional concerns, by Personal Academic Tutors. In addition, students can seek support from Faculty Learning Support Tutor to address study skills issues, or from Disability Services.

At each level students are supported by Personal Academic Tutors where the role is primarily about being the first point of contact for students as a named individual who is concerned for their well being and progress. The aim is to help students in the achievement of their academic and employability goals. This is an academic role and where students have problems of a personal nature they are to be referred as appropriate to UWE Student Services Student Advisors and to UWE Careers regarding employability issues.

These Student Services Student Advisors provide timely, accurate and confidential advice where necessary on all aspects of the provision, for example coursework and examination arrangements, extenuating circumstances procedures, progression counselling, as well as personal issues such as problems with studying or meeting deadlines, financial matters, ill health and so on, including when relevant how to access the wider support provided by the University. This service is supported by extensive online resources.

Students and graduates are also supported by UWE Careers who help them to access skills, experience and knowledge to improve their employability prospects. The service provides high quality and professional advice and guidance focusing on enabling them to take control of and responsibility for their own career planning and progression/development. They can access support around finding vacancies for work experience, volunteering, part time work and internships, as well as events and workshops. UWE Careers provides recruiter facing services including advertising graduate job vacancies, work experience and volunteering opportunities, and running both undergraduate and graduate internship schemes. There are also part time jobs advertised by the Student Union Job shop.

There is specialist support for international students including specific resources developed for a range of countries where students are recruited from. Students are introduced to the service during the induction to the course and are encouraged to use the service all through their undergraduate programme and for three years after graduation.

There is also specialist Placement support offered through the employability teams at UWE Careers which provide extensive support for students in preparation for, as well as throughout, their placement

##### **Description of any Distinctive Features**

The learning of intellectual, practical and professional skills and the acquisition of graduate attributes and competencies is of paramount importance for the future ability of graduates to succeed with their career ambitions. Following a comprehensive review and mapping of the programme's skills teaching and development of graduate attributes, the programme succeeds in embedding these in the modules delivered across the programme. It enables students continuously and steadily to work towards the graduate attributes defined by UWE's 2020 Strategy and the QAA's Benchmark Statement for Law. The programme fosters and nurtures skills and competencies learning, producing future facing, ready and able graduates with highly sought after attributes such as self-reliance, connectivity, sense of enterprise and global responsibility. It does so by providing space for practical and ethical skills acquisition within the subject modules as well as through the systems of academic personal tutoring and of structured peer assisted learning, through volunteering and pro bono work, through extensive departmental and university wide employability and careers support, and through external engagement.

## Part 5: Assessment

A: Approved to [University Regulations and Procedures](#)

Where students are studying an accelerated version of the programme an approved variant to University Academic Regulations and Procedure will allow students to study more than 160 credits in any one academic year.

### **Assessment Strategy**

Assessment strategy to enable the learning outcomes to be achieved and demonstrated:

The assessment strategy provides for a variety of modes of assessment which are employed at each Level and which are designed to test and enhance students' knowledge, skills and abilities as well as prepare them for the demands of the work place. These include written tests and exams, but also for example oral assessment, assignments and portfolios. The assessment methods deployed at different Levels of the programme are specifically designed to reflect the learning outcomes appropriate to that Level, and to encourage progression in the acquisition of both the knowledge base and skills appropriate to a student's development. More specifically, it is expected that students will progress from developing essential basic academic research and study skills in Level 1 to the development of problem-solving, critical evaluation, analytical and oral and written argumentative skills at Level 2 with their further refinement enhanced by a greater degree of reflection at Level 3. Some of these skills will be assessed early on in Level 2, and some will be assessed later at Level 3 following formative assessments in Level 2.


The programme team aims to develop a shared understanding with the students as to what constitutes high quality work in the respective modules. This shared understanding is achieved in a number of ways. Examples of this include students being provided with written guidance explaining the purpose of a particular assessment, the learning outcomes, general assessment criteria, marking guidelines as well as subject specific criteria; the students being provided with guidelines as to what constitutes a 1st, 2:1, 2:2, 3rd and a fail; students being provided with anonymised examples of good and poor work of students so that students can evaluate what makes a good assessment.



**Part 6: Programme Structure**

- This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements, interim award requirements, module diet, including compulsory and optional modules, compulsory modules marked <sup>C</sup>; QLD subjects marked \*

This structure diagram demonstrates the student journey from Entry through to Graduation for a typical **full time student**, including: level and credit requirements; interim award requirements; module diet, including compulsory and optional modules

<b>ENTR Y</b>  	<b>Year 1</b>	<p><b>Compulsory Modules and Modules required for the qualifying law degree</b></p> <p><b>Law</b>                      UJUUKV-30-1 Foundations for Law<sup>C</sup>                      UJUTD3-30-1 Criminal Law*<sup>C</sup></p> <p><b>Psychology</b>                      USPJL7 -30-1 Research Design and Analysis 1                      USPJLS-30-1 Introduction to Psychology</p>	<p><b>Optional Modules</b></p> <p><i>No Options at Level 1</i></p>	<p><b>Interim Award</b></p> <p><b>Cert HE Law with Psychology</b>  <i>Credit requirement</i>                      120 credits at appropriate level</p>
	<b>Year 2</b>	<p><b>Compulsory Modules and those necessary for a QLD</b></p> <p><b>Law</b>                      No Compulsory modules</p> <p><i>Non QLD students can choose 90 credits of the Level 2 law Options in the list</i></p> <p><i>QLD students MUST choose the 90 credits from the Level 2 Law option choices marked * in the list</i></p> <p><b>Psychology</b></p> <p>USPSTX-30-2 Identities in Psychology<sup>C</sup>  <b>OR</b>                      USPSTY-30-2 Mind Brain Development<sup>C</sup></p>	<p><b>Optional Modules</b>  <i>(subject to availability)</i></p> <p><b>Law</b>                      UJUUKT-30-2 Land Law *                      UJUTN3-30-1 Law of Contract *                      UJUUKU-30-2 Law of Torts *                      UJUUFJ-30-2 Migration Law and Policy                      UJUJW-30-2 Sexual Offences and Offending : Criminal Justice Responses                      UJUJG-30-2 Sports Law                      USSJT4-30-2 Forensic Evidence                      UJUUL5-30-2 Criminal Procedure and Punishment</p> <p><b>Psychology</b>                      None</p>	<p><b>Interim Award</b></p> <p><b>Dip HE Law with Psychology</b>  <i>Credit requirement</i>                      240 credits at appropriate level</p>
<p><b>Placement</b>                      Students taking the sandwich (SW) programme must complete a Work Placement (a minimum of 40 weeks in employment) normally in the legal field.                      Students will, during this placement or study year, undertake a 15 credit module – Learning and Development on Placement (UMCDN5-15-3). This will be complemented on their return by undertaking a 15 credit Law Project (UJUUK3-15-3), conducting further research and writing a report based around the placement.</p>				

To be eligible for Placement students must have passed a minimum of 210 credits. Where students make this choice they are advised to take 30 fewer Law credits at level three as these 30 credits count towards the total required to complete the programme.

Year 3	<p><b>Compulsory Modules</b></p> <p><b>Law</b> No Compulsory modules</p> <p><i>Non QLD students can choose 90 credits from any of the Level 3 Law Options in the list</i></p> <p><i>QLD students MUST choose the 90 credits from the Level 3 compulsory choices marked *</i></p> <p><b>Psychology</b> No compulsory modules</p> <p><i>All students must take 30 credits from the Level Psychology Option list</i></p>	<p><b>Optional Modules</b> (<i>subject to availability</i>)</p> <p><b>Law options</b> UJUTK4-30-3 Equity and Trusts* UJUUL6-30-3 Constitutional Law in Context * UJUUKS-30-3 EU Law* UJUTA7-30-3 Dissertation UJUTD8-30-3 Law of Evidence UJUTK7-30-3 Family Law UJUTA9-30-3 Gender and the Law UJUTNB-30-3 Medical Law and Practice UJUUL3-30-3 Information Technology Law UJUUL4-30-3 Organised Crime and Criminal Justice</p> <p>(UJUUK3-15-3 Law Project PLUS Placement module)</p> <p><b>Psychology options</b> <b>30 credits from:</b></p> <p>USPK66-15-3 Advanced Developmental Psychology: Theory and Practice USPK69-15-3 Applied Developmental Psychology USPKJJ-15-3 Clinical Aspects of Mental Health USPK6P-15-3 Cognitive Neuropsychology USPKJQ-15-3 Constructing Gender in Society USPK6S-15-3 Health Psychology in Practice USPKJM-15-3 Human Sexuality USPKJN-15-3 Methods in Neuroscience (<i>pre req. USPSTY-30-2 Mind Brain Development</i>) USPKJH-15-3 Neurodevelopmental Disorders</p> <p><i>Contd.</i></p>	<p><b>Interim Award</b></p> <p><b>LLB Law with Psychology</b> <i>Credit requirement (300 credits at appropriate level)</i></p>
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Year 3 contd.		USPKJL-15-3 Neurophysiology and Brain Imaging <i>(pre req. USPSTY-30-2 Mind Brain Development)</i> USPK6Q-15-3 Principles of Counselling and Psychotherapy USPKJU-15-3 Psychological Perspectives on Political Violence USPK6T-15-3 Psychology and Social Justice USPKJP-15-3 Psychology of Addiction USPK68-15-3 Psychology of Appearance and Embodiment USPKJK-15-3 Psychology of Consciousness USPKJR-15-3 Psychology of Sport and Exercise USPKJS-15-3 Psychology of Work, Business and Organizations USPKJT-15-3 Psychopharmacology <i>(pre req. USPSTY-30-2 Mind Brain Development)</i> USPK6W-15-3 The Arts and Mental Health	
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### Part 7: Entry Requirements

The University's Standard Entry Requirements apply with the following additions:  
 International students seeking direct entry into level 3 require IELTS with 6.0 in all components or an overall band score of 6.5 or above.

### Part 8: Reference Points and Benchmarks

The following reference points and benchmarks have been used in the design of the programme:

The learning outcomes of the programme map against both the QAA subject benchmark statement for Law Benchmarks 2007 ISBN 978 184482765-5 and the Professional Joint Academic Stage Board Requirements plus the following University and Faculty strategies and policies:

University strategies and policies

- University's 2020 Strategy
- University Strategic Plan
- UWE Charter

Faculty strategies and policies:

- Blended Learning Framework
- Curriculum Principles
- Employability Strategy
- Faculty of Business and Law LTA Strategy

Staff research projects

- Where ever possible staff are encouraged to utilize their research – and that of colleagues – to inform their teaching, both in terms of content and pedagogic approach

## Part 8: Reference Points and Benchmarks

Employer interaction and feedback

- Employers and alumni are regularly consulted to ensure the currency and relevance of the programme

The following reference points and benchmarks have been used in the design of the programme:

### External

The learning outcomes of the programme map against both the QAA subject benchmark statement for Law Benchmarks 2007 ISBN 978 184482765-5 and the Joint Statement issued in 1999 by the Law Society and the General Council of the Bar on the completion of the initial or academic stage of training by obtaining an undergraduate degree.

The programme team follows closely developments subsequent to the the Solicitors Regulation Authority, the Bar Standards Board and ILEX Professional Standards' joint Legal Education and Training Review , and in particular the SRA's response, via its Training for Tomorrow Policy implementation, to the review's report. As part of this, the programme team took into account the SRA's consultation paper regarding the new Competence Statement for Solicitors, and the BSB's steps to develop benchmarks for its Future Bar Training Programme. The programme team will continue following the professional bodies' endeavours clearly to define competence for access to the legal profession with a view to the programme continuing to support its students to achieve those competence requirements.

External stakeholder input informed the process, see below.

### Internal

The programme was designed on the basis of and in accordance with University and Faculty strategies and policies including:

- UWE Bristol Strategy 2020
- UWE Charter
- UWE Bristol Graduate Attributes Framework

### Education for Sustainable Development (ESD)

The Programme Team is actively participating in the faculty's further development of ESD through the Learning and Teaching Enhancement Group in order to continue to participate in the implementation of the University's strategic priorities regarding ESD as stated in the UWE Bristol Strategy 2020. Particular internal and external reference points in this context are:

- the UWE Bristol Quality Management and Enhancement Framework
- the QAA Graduate Outcomes Checklist for ESD
- the UNESCO Characteristics for ESD

The development of the programme used a range of sources and methods in order to evaluate and improve the quality and standards of students' learning:

### Initiatives and Groups

## Part 8: Reference Points and Benchmarks

The university, the faculty and the department have procedures and initiatives in place with the aim regularly and frequently to evaluate and improve students learning. These include regular meetings and identification of concrete action points relating to curriculum design at the Faculty's Learning and Teaching Enhancement Group, staff away days and meetings and initiatives led by the Faculty's Academic Success Centre.

The outcomes and findings of these have informed the design of the programme and its module, and will continue to do so.

### Research Informed Scholarship

Staff is encouraged to utilise own research and that of colleagues to inform teaching, both in terms of content and pedagogic approach. To this end, subject specific teaching and learning teams meet to discuss research and teaching and inform curriculum design that way.

### Stakeholder Input and Feedback

Student feedback was obtained and evaluated on the one hand via the university's governance system including Student Staff Representative Fora, Departmental Committees and Academic Standards and Quality Committee, but also through the National Student Survey and the Annual UWE Student Union Representation Report for the Department of Law.

Employers and alumni are regularly consulted to ensure the currency and relevance of the programme. Their expectations regarding relevant graduate competencies were and are continually taken into account in the curriculum design.

### Mapping of Assessments and of Graduate Skills Teaching

The programme team benefited from the recent mapping of LLB assessment practice and the ongoing mapping of graduate skills teaching on the LLB. The tutor leads for these two exercises were closely involved in the design of the programme.

### Consultation with the Professional and Legal Skills team

The programme discontinued the previous strand of free standing Professional and Legal Skills modules. The knowledge and experience of those modules' leaders and their teams, and the experience gained through running these modules, significantly informed the design of the programme.

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of individual modules can be found in module specifications, available on the [University's website](#).