



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
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 (SRA) and the Bar Standards Board (BSB) as a "Qualifying Law Degree" where appropriate modules are selected. These modules are marked with an asterix in Part 4.
Highest Award Title	LLB (Hons) European and International Law
Default Award Title	<i>n/a</i>
Interim Award Titles	LLB Dip HE Law Cert HE Law
UWE Progression Route	
Mode(s) of Delivery	Foundation , Sandwich, Full time and Part- time
ISIS Codes	M300 Foundation codes: M12F (SW), M12F13 (FT)
For implementation from	September 2018

Part 2: Educational Aims of the Programme

- To facilitate the acquisition of a thorough understanding of the core principles of the English legal system, its institutions and procedures, and of the processes and social drivers through which the Law is developed
- To support students in the development of graduate skills and attributes that will equip them for employment in the legal services and other sectors.
- To provide an opportunity for students to complete some or all of the academic stage of training to become a practising lawyer.

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.

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Part 3: Learning Outcomes of the Programme

Learning Outcomes:	BaP UJUUL9-30-0	IOE&M UMCDKK-30-0	E&AIRW UMEDKL-30-0	ILSBGC UJUUL7-30-0	FFL UJUUKV-30-1	Tort UJUUKU-30-2	EU UJUUKS-30-3	Elective Modules
A) Knowledge and understanding of:								
<i>What a student, on successful completion of the proposed programme is expected to know and understand about the subject.</i>								
The essential features of the English legal system, including general familiarity with its concepts, values, institutions and procedures					√	√		
The doctrinal, practical, socio-legal and theoretical perspectives underlying the effective and established methods applied for interpreting, applying, analysing and evaluating Common Law					√	√	√	
The principal rules of English law (including some important case law and statute and with reference to its economic, social, commercial or political context)					√	√	√	
The context and impact of the Law's application on society and the individual in the past, the present and the future, including for example issues of diversity, sustainability and equality					√	√	√	√
The principles and rules of some more specialised areas of English law (including some important case law and statute and with reference to its economic, social, commercial or political context)								√
an understanding of the relevance of the disciplines of law, economics, accounting, business and management to professional life	√	√	√	√				
(B) Intellectual Skills								
<i>Those cognitive skills which a student is expected to be able to demonstrate upon successful completion of the proposed programme, eg critical thinking, analysis, synthesis of different types of information, evaluation, problem solving, application and testing of hypotheses, etc.</i>								
Ability to collate and synthesise materials in order to summarise the arguments in them and to distil principles from them					√	√	√	√
Critical analysis and evaluation of important legal concepts and principles					√	√	√	√
Identification and evaluation of the relevance and importance of standard legal arguments based on established orthodoxies of the Law in the relevant area					√	√	√	
Making choices between positions based on the adoption of the arguments of a chosen legal protagonist, with some supporting reasons					√	√	√	
Awareness and critical evaluation of the ethical dimension of the Law and its application					√	√		
Reflection on learning experiences in terms of own progress and effectiveness, and help available					√	√	√	

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Part 3: Learning Outcomes of the Programme								
and required								
<i>Learning Outcomes:</i>	BaP UUUUL9-30-0	IOE&M UMCDKK-30-0	E&AIRW UMEDKL-30-0	ILSBGC UUUUL7-30-0	FFL UUUUKV-30-1	Tort UUUUKL-30-2	EU UUUUKS-30-3	Elective Modules
(C) Subject/Professional/Practical Skills								
<i>Any subject specific, professional or practical skills which are expected to be developed by a student successfully completing the programme. They may include skills of manipulation or observation (eg in a laboratory or field setting), design, production, or may be related to researching (a topic or problem), using and processing information or analysing textual content etc.</i>								
Understanding and correct use of legal terminology					√	√	√	√
Analysis of factual scenarios to identify the relevant legal issues				√	√	√	√	√
Strong awareness of ethical professional issues, including their identification in real life situations and the ability to formulate a practical approach to them (ESD)					√			
Ability to argue solutions or conclusions to an identified problem or question based on research and legal knowledge gained from identified sources					√	√	√	√
Ability to research a particular problem or issue, and to identify and interpret principal legal rules from relevant sources, using electronic retrieval systems and non-electronic sources to make appropriate searches					√	√	√	√
When reporting research findings, using a logical and coherent structure and adhering to accepted citation and referencing requirements					√	√	√	
(D) Transferable skills and other attributes								
<i>An indication of the generic skills which successful completion of the programme is likely to enhance, eg key skills of numeracy, communication, ability to use information technology and learning to learn.</i>								
Good written English communication skills	√	√	√	√	√	√	√	√
Good oral presentation skills		√		√			√	
Ability to produce electronic text to a good standard (including footnotes and basic formatting) using standard applications to present information if required	√	√	√	√	√	√	√	√
Ability to research a particular problem or issue, and to identify and interpret findings from relevant sources					√	√	√	√

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Part 3: Learning Outcomes of the Programme

	Ability to comply with rules and regulations and to understand process requirements, including to manage time and to adhere to strict deadlines	√	√	√	√	√	√	√		
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Part 4: Student Learning and Student Support

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

Structure of Teaching and Learning

There is a minimum average requirement of 12 hours/week contact time over the course of any UWE Bristol 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 are embedded within the programme which, together with the contact time, will contribute to learning outcomes being achieved and demonstrated.

The programme's teaching is a mix of scheduled, independent and optional placement learning.

Scheduled learning includes lectures, seminars/workshops, simulations, 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, individually or in groups, with essential reading, researching topics, preparation for classes, reviewing lecture content, case study preparation, assignment preparation and completion, exam revision etc, some of which may also be facilitated in an online environment. Scheduled sessions may vary slightly depending on the module choices made.

Optional Placement/Study Year Abroad

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. The study year proposed needs to be in accordance with UWE requirements and is therefore 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 will, during this placement or study year, undertake a 15 credit module –Placement Learning (UMCDN5-15-3), or Learning and Development on Study Year Abroad (UMCD9Y-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. Students will normally be expected to have completed 210 credits before being eligible for a placement or study year abroad.

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.

Path of Progression

The taught levels of the programme build on each other.

Level 0, which is common to all business and law courses, consists of four year-long 30 credit modules in which the main focus is on the acquisition both of appropriate academic skills and of an awareness of the relevance to their future professional lives of the disciplines of law, economics, accounting and business and management. **Becoming A Professional (UJUUL9-30-0)** will act as a “spine” to the year, supporting the other three modules through a reflective portfolio and three integrative project weeks. Students will be encouraged to develop as reflective learners and to understand the importance of the UWE graduate attributes. The teaching methods are designed to engage students and much of the scheduled class time will be spent in technology enhanced active learning (TEAL) rooms.

Part 4: Student Learning and Student Support

Level 1 provides an overview and thorough grounding for the newly arrived students in their first year at university. The Foundations for Law 30 credit module focuses on key legal and personal skills and attributes which will enable them to succeed in their studies as well as their chosen career path; this module also provides students with the detailed knowledge of legal systems including court structure and personnel, and the theory as well as the practical legal methods for finding, analysing and evaluating Law from different sources available that will be required throughout their studies of the Law. Subject specific knowledge is gained in the other three 30 credit modules at this level (Contract Law, Criminal Law, Constitutional and Administrative Law), where students also start developing their skills in problem solving, essay planning and writing, exam technique, case analysis, statutory interpretation, research methodology and techniques, oral presentation skills and team working. There are no optional modules at this level.

Level 1 is shared in common with the LLB (Hons) Commercial and LLB (Hons). This allows students the flexibility to change award programme during Level 1.

Level 2 and 3 build on the skills and competencies acquired, and attributes developed, at Levels 1 (and 2) in a progressive manner, including revision, application and further exploration of specific skills and attributes. This includes for example the development of oral presentation skills at Levels 1 and 2 by way of teaching including formative assessment of it in the compulsory subjects at those levels, followed by summative assessment at Level 3.

At these levels, the programme is designed to offer students the benefit of a significant degree of flexibility: if aiming for a QLD, students have 60 credits available at each of the two levels to choose from a wide range of optional modules; students not aiming for a QLD have only one compulsory module at each level leaving even greater flexibility of 90 credits at each of the two levels to choose optional modules. This highly flexible approach enables LLB students to tailor their programme to their interests and to develop specialisms if desired with the potential of evidencing a coherent and cohesive narrative of a student's pathway into a particular career direction when looking for employment after graduation.

Graduate Attributes and Employability

The programme is designed to enable students to shape their own futures. There is an emphasis on enabling students to maximise their employment prospects through the progressive acquisition of graduate skills and attributes both through teaching within the modules of the programme (see detail above) and also through the wide range of relevant extra-curricular activities on offer (including award winning pro bono unit; mooted; speaker programme; the department's law fair focusing on Bristol and regional legal services).

Many students use the degree as a route into the legal profession in which case they take the modules that cover the foundations of legal knowledge required for a QLD (carrying an asterisk in Part 6). Alternatively, there is a great number of other career paths open to law graduates and the programme is designed to enable students to tailor the structure of the programme to their particular interests. The programme provides students with a wide range of options which enables them to focus on those areas of Law that interest them most and that best support their career aspirations.

Students are advised about available Level 2 and Level 3 option choices in the preceding level when they are provided with full information regarding the modules on offer (including presentations by module leaders in dedicated option information sessions), including the subject areas covered by the syllabi, skills

Part 4: Student Learning and Student Support

developed, methods of delivery and assessment. Before making their choices, students can discuss the option offer with their Academic Personal Tutor (more information below) on a one-to-one level when they are also able to discuss the differences between the QLD and non- QLD route. Students also have the option to meet with the module leaders of the modules from which they are choosing their options.

Learning Support

All students, at UWE or at partner colleges, are fully supported by UWE Library Services through excellent print and online resources and information skills support.

The faculty's Peer Assisted Learning programme and support offered by the Academic Success Centre assist students particularly with their transition into higher education and their progression while on the programme.

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 Academic Personal Tutors (APTs). APTs, or the equivalent at partner colleges, are also the students' first point of contact at 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.

Where students have problems of a personal nature they are referred as appropriate to UWE Student Services' Student Advisors, or the equivalent at partner colleges, and to UWE Careers, or the equivalent at partner colleges, as follows:

- Student Services Student Advisors, or the equivalent at partner colleges, 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, or the equivalent at partner colleges, who help them to access opportunities to acquire 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 or the equivalent at partner colleges, 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 Jobshop.
- A dedicated employability support tutor is responsible for organising Law specific employability initiatives and events as well as identifying and publicising relevant faculty, university and external employment related initiatives and events to those on the programme.
- Both programme staff and UWE Disability Services support students throughout their learning. Students are informed and then regularly reminded regarding the resources available, and where they can access additional support. Both curriculum design and delivery takes into account inclusivity and accessibility, for example by making available briefing notes and/or hand-outs in advance of

Part 4: Student Learning and Student Support

lectures; giving permission to record lectures; taking into account disability and inclusivity considerations when producing PowerPoint presentations, charts, graphs and other images or by diagrams and other pictorial aids being verbally described by the presenter. Disability Services support tutors understanding of disability and inclusivity considerations on a general and also an individual basis, and support individual students through advice, reporting and the reasonable adjustment procedures both for learning and teaching and ultimately for assessments.

- 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 period.

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 vision 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

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 0 and 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.


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Part 6: Programme Structure LLB(Hons) European and International Law

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
- compulsory modules marked ^c
- QLD subjects marked *

Students will normally be required to pass all the level 0 modules in order to progress to level 1.

ENTRY		Compulsory Modules	Other Modules	Interim Award
	Level 0	UJUUL9-30-0 Becoming a Professional UMCDKK-30-0 Introduction to Organisations, Enterprise and Management UMEDKL-30-0 Economics and Accounting for the Real World UJUUL7-30-0 Introduction to Law in a Social, Business and Global Context	None	N/A
		Compulsory Modules	Other Modules	Interim Award
	Level 1	UJUUKV-30- Foundations for Law ^c	UJUUKK-30-1 Constitutional and Administrative Law * UJUTN3-30-1 Law of Contract * UJUTD3-30-1 Criminal Law * Students transferring to the LL.B from UWE Joint Law Awards at the end of Level 1, may count a maximum of 60 Level 1 non-law credits from the Law Joint Awards Programme towards this Programme. No option choice at Level 1	Cert HE Law <i>Credit requirements: 240 credits</i> At least 100 credits at level 1 or above. 120 credits at level 0. Students transferring from UWE Law Joint Awards must take either UJUTN3-30-1 Law of Contract OR UJUTD3-30-1 Criminal Law in Level 2 AND UJUUH7-30-3 Comparative Constitutional Law in Level 3.

	Compulsory Modules	Other Modules	Interim Award
Level 2	UJUUKU-30-2 Law of Torts ^{*c}	<i>(subject to availability)</i> 90 credits from: UJUUKT-30-2 Land Law * UJUUE-30-2 Environmental Law UJUUEJ-30-2 Dispute Resolution Skills UJUUEF-30-2 Migration Law and Policy UJUUEU-30-2 Public International Law UJUUEG-30-2 Sports Law UJUULC-30-2 Information Technology Law	DipHE Law <i>Credit requirements: 360 credits.</i> At least 100 credits at level 2 or above. At least 120 credits at level 1 or above. 120 credits at level 0.
<p>Placement or Study Year Abroad (SYA)</p> <p>Students on the sandwich route of the programme (SW) must choose and pass one of the following options both of which aim to enable students to contextualise their academic learning in an applied business and/or cultural context:</p> <ol style="list-style-type: none"> 1. Work Placement: a significant period of paid employment or self-employment normally in the field relevant to the specialism of the degree. During this time students must complete the 15 credit level 3 module, Placement Learning UMCDN5-15-3*. This module assesses the student's personal development, from the experience of placement and their ability to identify issues relevant to their Placement's organisational context and to then frame, scale and position a critical work-based enquiry relevant to the specialism of the degree. 2. Study Year Abroad, which consists of two semesters of study at a partner institution abroad. During this time students must complete the 15 credit level 3 module, Learning and Development on Study Year Abroad UMCD9Y-15-3*. This modules assesses assess the student's personal development from the experience of SYA and their ability to evidence cross-cultural awareness and analysis of the country in which they have been studying. In addition, whilst at the partner institution students must have studied and attempted assessments in modules totalling 60 ECTS, of which 50-55 ECTS should be in modules related to their programme of study at UWE with a further 5-10 ECTS in the language of the host country. If the advent of failing any modules students must be able to demonstrate engagement i.e. that they have attended classes and sat the exams. <p>*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> <p>To be eligible for either Placement or SYA students would normally be expected to have passed a minimum of 330 credits</p>			

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		Compulsory Modules	Other Modules	Interim Award:
	Level 3	UJUUKS-30-3 European Union Law * ^c	<p><i>(subject to availability)</i></p> <p>90 credits:</p> <p>At least 30 credits from:</p> <p>UJUUKQ-30-3 The Law of International Trade UJUUH4-30-3 Globalisation, Trade and Natural Resources</p> <p>Plus 30-60 credits from: credits from:</p> <p>UJUTK4-30-3 Equity and Trusts* UJUTKB-30-3 Intellectual Property Law UJUTG7-30-3 European Human Rights UJUTA7-30-3 Dissertation UJUTAF-30-3 Law in Action UMCDKM-15-3 Work Integrated Learning UMCDKD-15-3 Cross Cultural Learning and Development</p> <p>(Law Project UJUUK3-15-3 plus Placement / SYA Module)</p>	<p>LLB <i>Credit requirements: 420 credits</i></p> <p>At least 60 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0.</p> <p>Target/Highest Award:</p> <p>LLB(Hons)European and International Law</p> <p><i>Credit requirements: 480 credits</i> At least 100 credits at level 3 or above. At least 100 credits at level 2 or above. At least 140 credits at level 1 or above. 120 credits at level 0</p>

GRADUATION

Part 7: Entry Requirements

The University's Standard Entry Requirements apply, according to the year and point of entry, see UWE webpages:

<http://www1.uwe.ac.uk/whatcanistudy/applyingtouwe/undergraduateapplications/undergraduateapplicationsfaqs.aspx>

Part 8: Reference Points and Benchmarks

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

Part 8: Reference Points and Benchmarks

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

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.

Part 8: Reference Points and Benchmarks

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](#).

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First CAP Approval Date	31 January 2017 link to RIA			
Revision ASQC Approval Date <i>Update this row each time a change goes to ASQC</i>	16 January 2018	Version	2	link to RIA
Next Periodic Curriculum Review due date	<i>September 2018</i>			
Date of last Periodic Curriculum Review				