



University of the  
West of England

**CORPORATE AND ACADEMIC SERVICES**

**PROGRAMME SPECIFICATION**

<b>Part 1: Basic Data</b>		
<b>Awarding Institution</b>	UWE, Bristol	
<b>Teaching Institution</b>	UWE, Bristol	
<b>Delivery Location</b>	Frenchay Campus	
<b>Faculty responsible for programme</b>	Faculty of Business and Law	
<b>Department responsible for programme</b>	Law Postgraduate	
<b>Modular Scheme Title</b>		
<b>Professional Statutory or Regulatory Body Links</b> <i>Name of PSRB</i> <i>Type of approval</i> <b>Dates</b>		
<b>Highest Award Title</b>	Master of Laws (LLM) in International Law	
<b>Default Award Title</b>		
<b>Interim Award Titles</b>	Postgraduate Diploma in International Law Postgraduate Certificate in International Law	
<b>UWE Progression Route</b>	PhD	
<b>Mode(s) of Delivery</b>	Full time; Part time	
<b>Codes</b>	<b>UCAS:</b>	<b>JACS:</b>
	<b>ISIS2: M3AC12 (M30G12)</b>	<b>HESA:</b>
<b>Relevant QAA Subject Benchmark Statements</b>	N/A	
<b>CAP Approval Date</b>	QMAC – December 2011	
<b>Valid from Date</b>	1 September 2012	
<b>Valid until Date</b>	1 September 2018	
<b>Version</b>	2.1	

## Part 2: Educational Aims of the Programme

This LLM seeks to extend and develop student's understanding of Public International Law and of a range of specialized areas of International Law. The programme is structured in such a way to offer candidates the opportunity to gain knowledge, understanding and the requisite skills in preparation for employment in legal practice, public sector organisations, commercial organisations and non-governmental organisations in the United Kingdom and internationally. The course is specifically designed to provide an understanding of the role of Public International Law in global developments and to provide opportunities to gain an understanding of the connections between Public International Law and other global issues relating for example to the environment, global trade, corporate social responsibility and human rights.

The programme is based on an understanding of law as both a vocational discipline and a subject of academic study. The programme seeks to reflect this by:

- Equipping students with an advanced understanding of Public International Law and particular specialized areas of international law focusing in particular on current issues at the forefront of academic study.
- Developing the analytical skills needed to make reasoned, creative and original judgments regarding the development and practical application of the law in this area.
- Assisting students to develop greater intellectual autonomy and to become independent learners.
- Equipping students with the research skills and methodological knowledge needed to conduct advanced legal research.
- Refining students' ability to communicate effectively complex ideas in oral and written form.
- Developing students' ability to look reflectively at their own professional practice.
- Encouraging ethical decision-making, sustainability and global citizenship.
- Assisting students to develop the qualities and transferable skills necessary for employment requiring the exercise of initiative and personal responsibility and decision-making.
- Encouraging lifelong learning and personal development and thereby enabling students to be able to work with self-direction and originality and to make a positive contribution to society.

## Part 3: Learning Outcomes of the Programme

The award route provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas:

Learning Outcomes	Teaching, Learning and Assessment Strategies
<b>A Knowledge and Understanding</b>	
<p>A Knowledge and understanding of:</p> <ol style="list-style-type: none"> <li>1. Complex and specialised areas of public international law and related areas of law often working at the current limits of understanding.</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p><i>Acquisition of 1 is through:</i> International Law and Institutions Dissertation</p> <p><i>and a combination of any of the following:</i> International Human Rights Law International Environmental Law Corporate Governance and Corporate Social Responsibility International Employment Law Globalisation and the Law</p>

### Part 3: Learning Outcomes of the Programme

	<p>International Humanitarian Law          Women and Children: Perspectives on Violence and Exploitation          Contemporary Research Project          World Trade Organisation Law          Natural Resources Law          European Environmental Law and Policy</p>
<p>2. The customs and practice of public international law and related areas of law and relevant critical debates relating to the operation of these areas of law.</p>	<p><i>Acquisition of 2 is through:</i>          International Law and Institutions          Dissertation</p> <p><i>and a combination of any of the following</i>          International Human Rights Law          International Environmental Law,          International Humanitarian Law          Women and Children: Perspectives on Violence and Exploitation          International Employment Law          Globalisation and the law,          World Trade Organisation Law,          Corporate Governance and Corporate Social Responsibility          Natural Resources Law          European Environmental Law and Policy          Contemporary Research Project</p>
<p>3. Critical debates on the interrelationship between international law and related areas of law</p>	<p><i>Acquisition of 3 is through:</i>          International Law and Institutions          Dissertation</p> <p><i>and a combination of any of the following</i>          International Human Rights Law          International Environmental Law,          International Humanitarian Law          Women and Children: Perspectives on Violence and Exploitation          International Employment Law          Natural Resources Law          WTO Law          European Environmental Law and Policy          Globalisation and the Law          European Environmental Law and Policy          Corporate Governance and Corporate Social Responsibility          World Trade Organisation Law</p>
<p>4. Research approaches and techniques used in the analysis of international law and related areas of law drawing on the main research traditions in law.</p>	<p><i>Acquisition of 5 is through:</i>          Research Methods          Dissertation          International Law and Institutions</p> <p><i>Additional Support is provided through:</i>          International Human Rights Law          Contemporary Research Project          International Environmental Law,</p>

### Part 3: Learning Outcomes of the Programme

<p>5. Pervasive Issues including sustainability, global citizenship, diversity and employability.</p>	<p>International Humanitarian Law Women and Children: Perspectives on Violence and Exploitation World Trade Organisation Law</p> <p><i>Acquisition of 6 is through:</i> International Law and Institutions</p> <p><i>and a combination of any of the following</i> International Human Rights Law International Environmental Law, Natural Resources Law, European Environmental Law and Policy, Globalisation and the Law, Corporate Governance and Corporate Social Responsibility International Employment Law International Humanitarian Law</p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of seminars. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><b>Assessment:</b></p> <p><i>Testing of the knowledge base is through assessed coursework, oral assessment and dissertation.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
<p><b>B Intellectual Skills</b></p>	
<p><b>B Intellectual Skills</b></p> <ol style="list-style-type: none"> <li>1. Ability to deal with complex and specialised legal norms and to explore the current limits of legal knowledge;</li> <li>2. Ability to critically analyse, at the appropriate postgraduate level, rules of law and to apply them to complex and developing factual situations;</li> <li>3. Ability to analyse and synthesise abstract concepts and theories;</li> <li>4. Ability to create responses to problems that redefine existing knowledge and/or develop new approaches to particular problems;</li> <li>5. Ability to independently evaluate complex legal issues and to suggest alternatives;</li> </ol>	<p>Teaching/learning methods and strategies:</p> <p><i>Intellectual skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop intellectual skills are provided through departmental research structures and activities.</i></p>

<b>Part 3: Learning Outcomes of the Programme</b>	
<p>6. Ability to present a structured argument at both abstract and concrete levels;</p> <p>7. Ability to conceptualise and integrate complex ideas and arguments from multiple sources and perspectives.</p>	<p><b>Assessment:</b>  <i>Testing of intellectual skills is through assessed coursework, oral assessment and dissertation.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
<b>C Subject, Professional and Practical Skills</b>	
<p><b>C Subject, Professional and Practical Skills</b></p> <p>1. Ability to plan and undertake effective research on complex and specialised legal issues;</p> <p>2. Ability to use information and knowledge effectively;</p> <p>3. Ability to communicate effectively in both written and oral form;</p> <p>4. Ability to articulate ideas, develop arguments and engage in debates orally, through presentations and group discussions and in written work;</p> <p>5. Ability to recognise and address ethical dilemmas and corporate social responsibility issues;</p> <p>6. Ability to use relevant ICT effectively;</p> <p>7. Ability to work effectively as part of a team, to listen and respond to contributions in group processes and to negotiate and persuade others.</p>	<p><b>Teaching/learning methods and strategies:</b>  <i>Subject/Professional/Practical skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop these skills are provided through departmental research structures and activities.</i></p> <p><b>Assessment:</b></p> <p><i>Skills 1-6 are assessed in all modules through the incorporation of both oral and written assessment methods.</i></p> <p><i>Skill 7 is not explicitly assessed in relation to teamwork, but is indirectly assessed in all modules as the ability to listen and respond and negotiate and persuade is required for the successful achievement of learning outcomes assessed in all modules.</i></p> <p><i>Individual module specifications provide details of assessments</i></p>
<b>D Transferable Skills and other attributes</b>	
<p><b>D Transferable Skills and other attributes</b></p> <p>1. Ability to work autonomously with a self-awareness of key research and analytical issues to be dealt with in any particular piece of work;</p> <p>2. Ability to plan strategies for effective research and analysis;</p> <p>3. Ability to think analytically and reflexively about complex material and to present arguments and information coherently and at a level consistent with postgraduate study;</p> <p>4. An awareness of ethical issues including sustainability issues.</p> <p>5. Independent learning and reflective practice required for effective performance in future work roles.</p>	<p><b>Teaching/learning methods and strategies:</b></p> <p><i>Transferable skills are developed through all modules.</i></p> <p><i>Learning and Teaching is centred on informed guided reading, independent research leading to guided discussions and debates in the context of workshops. Students are encouraged to undertake independent reading to supplement and consolidate their knowledge and understanding.</i></p> <p><i>Additional opportunities to develop transferable skills are provided through departmental research structures and activities.</i></p>

### Part 3: Learning Outcomes of the Programme

6. Sensitivity to diversity in people and ability to work with people in different situations.
7. Time management

#### Assessment:


*Skills 1-5 are assessed in all modules through the incorporation of a range of assessment techniques.*

*Skills 6 and 7 are not explicitly assessed but are required for the successful achievement of learning outcomes assessed in all modules.*

*Individual module specifications provide details of assessments.*

## Part 4: 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

<p><b>ENTRY</b></p> 	<p><b>Compulsory Modules (total of 90 credits)</b></p> <ul style="list-style-type: none"> <li>• Research Methods UJGUP7-15-M</li> <li>• International Law and Institutions UJGUPC-15-M</li> <li>• Dissertation UJGT85-60-M</li> </ul>	<p><b>Optional Modules</b>          Students to choose 90 credits from the following modules:</p> <ul style="list-style-type: none"> <li>• International Human Rights Law UJGUPE-15-M</li> <li>• International Environmental Law UJGUPD-15-M</li> <li>• Natural Resources Law UJGUPN-15-M</li> <li>• Globalisation and the Law UJGUP9-15-M</li> <li>• World Trade Organisation Law UJGUPM-15-M</li> <li>• International Humanitarian Law UJGT8E-15-M</li> <li>• Corporate Governance and Corporate Social Responsibility UJGUPP-15-M</li> <li>• Women and Children: Perspectives on Violence and Exploitation UJGT8D-15-M</li> <li>• European Environmental Law and Policy UJGUPQ-15-M</li> <li>• International Employment Law UJGUPS-15-M</li> <li>• Contemporary Research Project UJGUPG-15-M</li> <li>• A maximum of one module not listed above, offered on any of the other LLM award routes by the Department of Law (15 credits)</li> </ul>	<p><b>Interim Awards</b></p> <ul style="list-style-type: none"> <li>• Postgraduate Diploma in International Law</li> <li>• Postgraduate Certificate in International Law</li> <li>• Credit requirements             <ul style="list-style-type: none"> <li>▪ PG Cert 60 credits</li> <li>▪ PG Dip 120 credits</li> </ul> </li> </ul> <p><b>Awards:</b></p> <ul style="list-style-type: none"> <li>• Target/highest – LLM in International Law</li> </ul> <p><b>Credit requirements -</b>          180 to include the Dissertation module which will be the final module undertaken.</p>
<p><b>GRADUATION</b></p>			

## Part 5: Entry Requirements

The University's Standard Entry Requirements for taught postgraduate courses apply with the following additions

Candidates should normally hold a good honours degree in law (LLB (Hons)) or equivalent from a recognised UK Higher Education institution or equivalent from a recognised overseas institution.

Non law graduates may be admitted if they have relevant experience or an honours degree in a related subject area.

The University's Standard English Language Requirements for taught postgraduate courses apply.

## Part 6: Assessment

Approved to University Regulations and Procedures

### Assessment Map

The programme encompasses a range of **assessment methods** including; coursework essays, oral presentations and dissertation. These are detailed in the following assessment map:

#### Assessment Map for *LLM International Law*

		Type of Assessment*									
		Unseen Written Exam	Open Book Written Exam	In-class Written Test	Practical Exam	Practical Skills Assessment	Oral assessment and/or presentation	Written Assignment	Report / Project	Dissertation	Portfolio
Compulsory Modules	Module No UJGUPC-15-M						A (25)	B (75)			
	Module No UJGUP7-15-M						A (40)	B (60)			
	Module No UJGT85-60-M									A (100)	
Optional Modules	Module No UJGUPD-15-M						A (40)	B (60)			
	Module No UJGUPN-15-M						A (40)	B (60)			
	Module No UJGUP9-15-M						A (40)	B (60)			
	Module No UJGUPM-15-M						A (40)	B (60)			
	Module No UJGUPG-15-M								A (100)		
	Module No UJGT8E-15-M						A (40)	B (60)			
	Module No UJGUPP-15-M						A (40)	B (60)			
	Module No UJGT8D-15-M						A (40)	B (60)			
	Module No UJGUPQ-15-M						A (40)	B (60)			
	Module No UJGUPS-15-M						A (40)	B (60)			
	Module No UJGUPE-15-M						A (40)	B (60)			

\*Assessment should be shown in terms of either **Written Exams**, **Practical exams**, or **Coursework** as indicated by the colour coding above.



## Part 7: Student Learning

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

Teaching on the LLM in International Law Programme comprises a mix of scheduled workshops and independent learning.

**Scheduled learning** These sessions constitute an average of 24 hours per module. Scheduled sessions may vary slightly depending on the module choices made. Learning for students who choose a work based project will include work based learning.

**Independent learning** includes hours engaged with essential reading, case study preparation, preparation for workshop activities, assignment preparation and research. These sessions constitute an average of 132 hours per module.

### Description of Distinctive Features and Support

The programme is designed to support the FBL Learning Teaching and Assessment (LTA) Strategy. The overarching aim of the strategy is:

*“to maximise student achievement (both in relation to award classification and to employability) and student satisfaction whilst maintaining appropriately rigorous academic standards and supporting the university’s vision of becoming an inclusive and welcoming learning community, actively engaged with global society and based on values of mutual respect, critical engagement and self-awareness.”*

The LTA Strategy identifies the following objectives:

1. Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
2. Increase in the use of links with the world external to UWE (including professional accreditation where possible) to inform curriculum design and delivery and provide lifelong learning opportunities
3. Provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
4. Appropriate design and flexible delivery of curricula which provide an intellectually stimulating learning experience enabling students to develop as highly employable and internationally aware lifelong learners
5. Provision of effective support for students making the transition to learning at UWE
6. Provision of effective and ongoing developmental support for all staff
7. Use of effective strategies for assessment for learning

The LTA Strategy encourages students to take responsibility for their learning and become independent, as well as interdependent, learners. Student learning is facilitated through a combination of face-to-face and online interaction that integrates a range of learning and teaching approaches (including, for example, lectures, tutorials, group discussions, presentations, visiting speakers, and external engagement). Students are encouraged to become active participants, both in their own learning and in the creation of knowledge, and to develop their critical and reflective capacity. Ultimately the aim of the programme is to enable students to progress to a high level of autonomy in the learning and professionalism and the view learning as a process of continuing professional development. Learning activities and resources apply theoretical knowledge and international research to practical situations with reference to real examples and a wide range of contexts. Further, the dissertation requires students to explore a substantial issue using appropriate concepts, frameworks and methodologies. Feedback from students is critical to the successful implementation of the LTA Strategy.

In implementing this strategy, an appropriate blend of learning approaches and opportunities have been

## Part 7: Student Learning

integrated throughout the programme with an overall emphasis on student participation. This blend consists of face to face learning in workshop groups supported by on-line learning via Blackboard, together with exposure to real life examples through case studies, debates and invited speakers. Workshops are designed to encourage the development of the independent research, analytical and reflective skills required for successful completion of a postgraduate level course. Students are required to complete preparatory reading, study of set case materials or other preparatory work in advance of each workshop. From each workshop, the student will be expected to have developed a general mastery of the subject under consideration. In addition, students will be expected to contribute to structured analytical discussions and raise, critically assess and defend different points of view on controversial issues in class. Analytical skills and a critical approach are encouraged. A strong emphasis is placed on independent engagement with the materials and the questioning of assumptions. The activities covered in workshops may include lectures, seminars, tutorials, group discussions, group exercises, role play, case studies, presentations by students and staff, in groups or individually, debates and other activities such as films or video and online discussions. Academic staff teaching on the programme are all active researchers and incorporate aspects of their own research in their teaching.

All modules make use of Blackboard for web enhanced delivery to at least the recommended minimum standard and for communications with students. Module teaching outlines are provided for all modules which provide details of learning and teaching resources in accordance with the university's reading strategy. Additional support is provided through the library and an extensive student computing network.

In order to assist with the development of research skills, students are directed to the University Library online resources as well as a specially developed online learning unit which supports the Research Methods module and the Dissertation.

The programme provides opportunities for both formative and summative assessment and feedback. Formative assessment and feedback may take a number of forms, including self assessment and peer assessment. Summative assessment may include essays, reports, literature reviews, case studies, projects, dissertations and oral presentations. All assessment criteria conform to UWE Academic Regulations and Procedures and module specifications provide details of assessments.

### STUDENT SUPPORT AND GUIDANCE

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 the LLM Programme Leader and LLM Programme Managers. In addition, students can seek support from the Faculty Learning Support Tutor to address specific study skills issue.

Student Services Student Advisors are available to provide confidential advice where necessary on matters such as regulations, extenuating circumstances procedures, progression as well as personal issues such as ill health, time management etc. This services is supported by wider University provision and online resources.

Careers Guidance and a wide range of support in relation to employability is provided centrally by UWE Careers. Students seeking employment opportunities during their studies have access to the university's Job Shop.

All students are invited to participate in an Induction programme at the start of their studies. This includes specific guidance and orientation sessions for international students. The university's web pages provide access to detailed and up to date information covering all aspects of academic and administrative procedures and support. The LLM handbook provides details of a range of issues relating to all LLM programmes.

An important part of the programme is the involvement of students. Two or three student representatives are elected each year to serve on the Student Representatives and Staff Forum (SRSF). These are held every term to discuss issues raised by students in relation to their experience of studying on the programme and at UWE in general. Issues raised are discussed in an open and friendly atmosphere and students are encouraged to express their opinions. Issues raised are taken forward for action by the LLM Programme Leader and LLM Programme Managers. Where appropriate they may be discussed at

## Part 7: Student Learning

Departmental Committees or Faculty Academic Standards and Quality Committee.

Support to students with disability is offered both at Faculty level under the remit of the Leader of WP, Disability and School Liaison and centrally through the university's Disability Resource Centre.

In addition to the above, the university's Student Services offer a range of services and support including:

- University Health Centre
- Advice on careers, employability and finding student and graduate vacancies
- Community Volunteer Programme
- The Living Centre for support on faith and spiritual matters
- Global Student Support to assist international students
- Help with visas

## Part 8: Reference Points and Benchmarks

Description of **how** the following reference points and benchmarks have been used in the design of the programme:

- QAA Framework for Higher Education in England, Wales and Northern Ireland (August 2008)  
The educational aims and learning outcomes of the programme reflect the requirements of the QAA Framework for a qualification at Master's level. The programme has been designed to incorporate the QAA's *Master's degree characteristics* (March 201). There is no QAA subject benchmark statement for Law at master's level.

- *UWE Vision and Mission*

The educational aims and learning outcomes support the UWE Vision and Mission by focusing in particular on the development of skills which foster innovation, sustainability, internationalisation, diversity and employability. The programme aims to address the need for an understanding of Environmental and Sustainable Development law in a global context, focusing on both national and international legal developments and is designed to appeal to a diversity of students, recognising their differing needs.

- *Faculty Strategies and Policies*

The FBL Employability Strategy, LTA Strategy and the Blended Learning Framework are implemented in the learning, teaching and assessment strategies adopted.

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.

Programme monitoring and review may lead to changes to approved programmes. There may be a time lag between approval of such changes/modifications and their incorporation into an authorised programme specification. Enquiries about any recent changes to the programme made since this specification was authorised should be made to the relevant Faculty Academic Registrar.

### The University's Disability Statement

The University philosophy is to integrate provision for disabled students within the services offered to all students at the University and so remove the barriers that can be disabling. It aims to provide an inclusive educational experience and so to respond fully to the spirit as well as the letter of current legislation ([www.uwe.ac.uk/csa/disability.html](http://www.uwe.ac.uk/csa/disability.html)).