



CORPORATE AND ACADEMIC SERVICES

PROGRAMME SPECIFICATION

Part 1: Basic Data			
Awarding Institution	UWE, Bristol		
Teaching Institution	UWE, Bristol Alexander College		
Delivery Location	UWE, Bristol, Frenchay Campus Alexander College, Cyprus		
Study abroad / Exchange / Credit recognition	na		
Faculty responsible for programme	Faculty of Business and Law.		
Department responsible for programme	Law Postgraduate		
Modular Scheme Title	Postgraduate Modular Scheme		
Professional Statutory or Regulatory Body Links	na		
Highest Award Title	Master of Laws (LLM) in Commercial Law		
Default Award Title	na		
Fall-back Award Title	na		
Interim Award Titles	Postgraduate Diploma in Commercial Law Postgraduate Certificate in Commercial Law		
UWE Progression Route	PhD		
Mode(s) of Delivery	Full time; Part time		
Codes	UCAS:	JACS:	HESA:
	ISIS2: M3AC12 (M34A12)		
Relevant QAA Subject Benchmark Statements	na		
First CAP Approval Date	QMAC December 2011	Valid from	September 2012
Revision CAP Approval Date	18 November 2015	Revised with effect from	January 2016
Version	1.3		
Review Date	September 2018		

Part 2: Educational Aims of the Programme

This Law Postgraduate Programme seeks to extend and develop students' understanding of the law relating to the core aspects of commercial law including contract law, dispute settlement, competition, corporate governance, aspects of international banking and finance, intellectual property and employment. The course aims to provide opportunities for students to gain an understanding of a range of global issues affecting commercial law and practice and to gain knowledge, understanding and the requisite skills in preparation for employment in commercial legal practice and commercial organisations both in the UK and abroad.

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 various aspects of commercial law and commercial and business practice, focusing in particular on current developments from both an academic and practice perspective.

Developing the analytical skills needed to make reasoned, creative and original judgments regarding the development and practical application of commercial law.

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

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

The LLM in Commercial Law requires students to develop knowledge and understanding of complex and specialised areas of commercial law, often working at the current limits of understanding. In addition providing opportunities to master specialist knowledge in commercial law, the LLM in Commercial Law facilitates the development of a range of postgraduate level skills, particularly the key skills of independent study and research which include the ability to undertake critical analysis of relevant legal provisions and evaluate the impact of such rules and principles in practice across a range of jurisdictions; reflective study; critical reasoning; the ability to develop research strategies; oral and written communication skills. The key requirement for the dissertation in particular, that students produce a piece of written work that contributes to the corpus of legal knowledge in terms of the originality of the material considered, or of approach to the material, requires students to demonstrate the key critical, analytical and research skills, thus highlighting the postgraduate nature of the programme.

In summary, the programme aims:

- to offer an academically coherent framework for the pursuit of advanced study in commercial law;
- to offer courses which offer students academic interest and vocational relevance;
- to enable students to enhance and develop their knowledge of a specialised area of commercial law;
- where appropriate, to enable students to look reflectively at their own professional practice;
- to require students to develop intellectual autonomy within a graduate learning community;
- to provide a core element of research training for all students, enabling them to act as independent researchers.
- To provide students with opportunities to develop key skills which will enhance their employability.

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:

This section should set out what a student is expected to know, understand and be able to do on successful completion of the programme. It will be particularly important for an approval panel to be able to judge the extent to which these reflect the Educational Aims set out in Section 2.

The Learning Outcomes should be set out under the following four headings:

A. Knowledge and Understanding (subject specific)

What a student, on successful completion of the proposed programme (or at different stages within it) is expected to know and understand about the subject.

B. Intellectual Skills (generic)

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.

C. Subject/Professional/Practical Skills (subject specific)

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.

D. Transferable Skills and other attributes (generic)

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.

Where work-based or work-place learning is an intended part of the proposed programme, the team will need to ensure that the learning outcomes are clearly articulated and contribute to the overall aims of the programme.

*Learning outcomes with an Education for Sustainable Development (ESD) context should be highlighted. There is no expectation that all modules within a programme will consider ESD but in order to meet the expectation that a programme will consider ESD **modules at each level of study must explicitly consider ESD.***

Part 3: Learning Outcomes of the Programme

Learning Outcomes:	UJGUP7-15-M	UJGT85-60-M	Outcome met by a combination of any five of the options
A) Knowledge and understanding of:			
Complex and specialised areas of commercial law and practice, often working at the current limits of understanding		√	√
The customs and practice of International Commercial Law		√	√
Global, regional and national regulation of the international commercial law		√	√
The influence of European Law in relation to commercial law and commercial and business practices			√*see exceptions below
Research approaches and techniques used in the analysis of legal issues drawing on the main research traditions in law	√	√	√
Pervasive issues including sustainability, global citizenship, diversity and employability		√	√
(B) Intellectual Skills			
Ability to deal with complex and specialised legal norms and to explore the current limits of legal knowledge	√	√	√
Ability to critically analyse, at the appropriate postgraduate level, rules of law and to apply them to complex and developing factual situations	√	√	√
Ability to analyse and synthesise abstract concepts and theories	√	√	√
Ability to create responses to problems that redefine existing knowledge and/or develop new approaches to particular problems	√	√	√
Ability to independently evaluate complex legal issues and to suggest alternatives	√	√	√
Ability to present a structured argument at both abstract and concrete levels	√	√	√
Ability to conceptualise and integrate complex ideas and arguments from multiple sources and perspectives	√	√	√

Part 3: Learning Outcomes of the Programme

(C) Subject/Professional/Practical Skills			
Ability to plan and undertake effective research on complex and specialised legal issues	√	√	√
Ability to use information and knowledge effectively	√	√	√
Ability to communicate effectively in both written and oral form	√	√	√
Ability to articulate ideas, develop arguments and engage in debates orally, through presentations and group discussions and in written work	√	√	√
Ability to recognise and address ethical dilemmas and corporate social responsibility issues	√	√	√
Ability to use relevant ICT effectively	√	√	√
Ability to work effectively as part of a team, to listen and respond to contributions in group processes and to negotiate and persuade others	√	√	√
(D) Transferable skills and other attributes			
Ability to work autonomously with a self-awareness of key research and analytical issues to be dealt with in any particular piece of work	√	√	√
Ability to plan strategies for effective research and analysis	√	√	√
Ability to think analytically and reflexively about complex material and to present arguments and information coherently and at a level consistent with postgraduate study	√	√	√
An awareness of ethical issues including sustainability issues	√	√	√
Independent learning and reflective practice required for effective performance in future work roles	√	√	√
Sensitivity to diversity in people and ability to work with people in different situations	√	√	√
Time management	√	√	√

* With exception of Contemporary Research Project; International Environmental Law; Natural Resources Law; Globalisation and the Law

Part 4: Student Learning and Student Support

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

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

Scheduled learning These sessions constitutes 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 the teaching resources provided for students

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

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.

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

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

Part 4: Student Learning and Student Support

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.

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

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) or equivalent at partner colleges. These are held every term to discuss issues raised by students in relation to their experience of studying on the programme and at UWE or partner colleges 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 and/or their counterparts at partner colleges. Where appropriate they may be discussed at Departmental Committees or Faculty Academic Standards and Quality Committee or their equivalent at partner colleges.

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 or their counterparts at partner colleges.

Part 4: Student Learning and Student Support

Description of any Distinctive Features

This 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:

- Further development of intellectually vibrant, highly reflective, mutually respectful and diverse student and staff learning communities within the Faculty
- 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
- Provision of an effective, efficient and supportive infrastructure for learning (organisation and management of programmes, student advice, communication with students etc)
- 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
- Provision of effective support for students making the transition to postgraduate learning
- Provision of effective and ongoing developmental support for all staff
- 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

Part 5: Assessment

Approved to [University Regulations and Procedures](#)

Assessment Strategy

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

Knowledge and Understanding - Testing of the knowledge base is through assessed coursework, oral assessment and dissertation.

Intellectual Skills - Testing of intellectual skills is through assessed coursework, oral assessment and dissertation.

Subject, Professional and Practical Skills - Skills 1-6 are assessed in all modules through the incorporation of both oral and written assessment methods.

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.

Part 4: Student Learning and Student Support

Transferable Skills and other attributes- 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.

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 in Commercial Law

		Type of Assessment*									
<i>Instructions:</i>		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 UJGUP7-15-M						A (25)	B (75)			
	Module No UJGT85-60-M									A (100)	
Optional Modules	Module No UJGUP8-15-M						A (40)	B (60)			
	Module No UJGUPB-15-M						A (40)	B (60)			
	Module No UJGUPF-15-M						A (40)	B (60)			
	Module No UJGUPL-15-M						A (40)	B (60)			
	Module No UJGUPK-15-M						A (40)	B (60)			
	Module No UJGUPH-15-M						A (40)	B (60)			
	Module No UJGUPJ-15-M						A (40)	B (60)			
	Module No UJGUPP-15-M						A (40)	B (60)			
	Module No UJGUPA-15-M						A (40)	B (60)			
	Module No UJGUPQ-15-M						A (40)	B (60)			
	Module No UJGUPR-15-M						A (40)	B (60)			
	Module No UJGUPS-15-M						A (40)	B (60)			
	Module No UJGUPG-15-M								A (100)		
	Module No UJGUP9-15-M						A (40)	B (60)			
	Module No UJGUPD-15-M						A (40)	B (60)			
	Module No UJGUPN-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 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

ENTRY	<p>Compulsory modules (total of 75 credits)</p> <ul style="list-style-type: none"> • Research Methods UJGUP7-15-M • Dissertation UJGT85-60-M 	<p>Optional modules Students to choose 105 credits from the following:</p> <ul style="list-style-type: none"> • International Contracts UJGUP8-15-M • Contract Law in Comparative Perspective UJGUPB-15-M • International Banking and Finance Law UJGUPF-15-M • International Intellectual Property Law UJGUPL-15-M • International Financial Crime UJGUPK-15-M • Information Technology Law UJGUPH-15-M • International Commercial Disputes UJGUPJ-15-M • Corporate Governance and Corporate Social Responsibility UJGUPP-15-M • International Competition Law and Policy UJGUPA-15-M • European Environmental Law and Policy UJGUPQ-15-M • Shipping Law UJGUPR-15-M • International Employment Law UJGUPS-15-M • Contemporary Research Project UJGUPG-15-M • International Environmental Law UJGUPD-15-M • Natural Resources Law UJGUPN-15-M • Globalisation and the Law UJGUP9-15-M • A maximum of one module not listed above, offered on any of the other LLM award routes by the Law Department 	<p>Interim Awards</p> <ul style="list-style-type: none"> • Postgraduate Diploma in Commercial Law • Postgraduate Certificate in Commercial Law • Credit requirements <ul style="list-style-type: none"> ▪ PG Cert 60 credits ▪ PG Dip 120 credits <p>Awards:</p> <ul style="list-style-type: none"> • Target/highest – LLM in Commercial Law <p><i>Credit requirements - 180 to include the Dissertation module which will be the final module undertaken.</i></p>
GRADUATION			

Part 4: Programme Structure for delivery at Alexander College

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>ENTRY</p> 	<p>Compulsory modules (total of 75 credits)</p> <ul style="list-style-type: none"> • Research Methods UJGUP7-15-M • Dissertation UJGT85-60-M 	<p>Optional modules Students to choose 105 credits from the following:</p> <ul style="list-style-type: none"> • International Contracts UJGUP8-15-M • International Intellectual Property Law UJGUP1-15-M • International Financial Crime UJGUPK-15-M • Information Technology Law UJGUPH-15-M • International Competition Law and Policy UJGUPA-15-M • Shipping Law UJGUPR-15-M • Contemporary Research Project UJGUPG-15-M • Natural Resources Law UJGUPN-15-M • International Employment Law UJGUPS-15-M • International Banking and Finance Law UJGUPF-15-M • International Environmental Law UJGUPD-15-M • One module not listed above, offered on another LLM award route by the Law Department namely International Human Rights Law UJGUPE-15-M 	<p>Interim Awards</p> <ul style="list-style-type: none"> • Postgraduate Diploma in Commercial Law • Postgraduate Certificate in Commercial Law • Credit requirements <ul style="list-style-type: none"> ▪ PG Cert 60 credits ▪ PG Dip 120 credits <p>Awards:</p> <ul style="list-style-type: none"> • Target/highest – LLM in Commercial Law <p><i>Credit requirements - 180 to include the Dissertation module which will be the final module undertaken.</i></p>
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GRADUATION

Part 7: 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 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 *Characteristics Statement for Master's degree* (September 2015). 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.

What methods have been used in the development of this programme to evaluate and improve the quality and standards of learning? This could include consideration of stakeholder feedback from, for example current students, graduates and employers.

Development of the programme took into account student feedback over a number of years, as well as the views of partner institutions who offer LLM Programmes, alumni and employers. The QAA Statement of Masters Degree Characteristics 2015 and the UWE Bristol Strategy 2010 were also key reference points in seeking to ensure that the programme meets the learning needs of our students.

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](#).