

Programme Title: LLB Law with History



Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	Bachelor of Laws (LLB)
Name of interim award(s):	Bachelor of Laws (LLB)
Duration of study / period of registration:	3 Academic Years, Maximum registration period: 6 years
QMUL programme code / UCAS code(s):	M1V1
QAA Benchmark Group:	Law
FHEQ Level of Award :	Level 6
Programme accredited by:	The LLB degree is a Qualifying Law Degree, accredited by the Solicitors Regulation Authority and the Bar Standards Board, enabling graduates to satisfy the academic stage of qualification as a solicitor or barrister in England and Wales.
Date Programme Specification approved:	
Responsible School / Institute:	Department of Law

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

School of History

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

Programme outline

In this program you will cover the foundations of legal knowledge necessary for a Qualifying Law Degree, together with a broad range of both introductory and advanced options in history. In addition, you will benefit from a module in your first year specifically designed to introduce you to the history of legal thought. You will graduate with an ability to understand the practice of law in historical context, which will be beneficial whether you pursue legal practice or postgraduate research.

Both Schools of Law and History at Queen Mary are regularly ranked as leading both nationally and internationally in major University League Tables such as, inter alia, the Guardian Good University Guide or the QS World University rankings as well as in the National Student Survey.

You will have the benefit of highly vibrant student and research communities in both Departments, also forming your own unique Law and History cohort. This will be further enhanced by an annual undergraduate conference in Law and History

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specifically for BA in Law with History students.

Aims of the programme

The LLB programme offers intellectually able students the opportunity to study law from a variety of perspectives in a supportive environment. Teaching is strongly underpinned by the Department's research. The programme encourages students to explore legal rules, principles, reasoning and ideas in their comparative, social, political, economic, historical, philosophical, and practical contexts. The programme is recognised as satisfying the academic stage of qualification for the solicitors and barristers professions in England and Wales.

As with other QMUL degree programmes, the LLB Law with History embodies the QMUL model of education designed to allow students to develop the attributes specified in the 2010 QMUL's Statement of Graduate Attributes, notably through designated QMUL-Model compliant modules.

Outside the programme, students may choose to take part in the work of the Queen Mary Legal Advice Centre, in a student-led Pro-Bono legal advice scheme, and in mooting.

The teaching delivered by the School of History aims to provide students with a thorough grounding in key aspects of history; to expose students to political, cultural, religious, social and economic themes as appropriate drawn from the School's strengths in British, European, Global, Intellectual and Islamic history; to equip students with the generic and transferable skills as defined in the History Benchmarks including self direction. These include independence of mind, ability to gather, organise and deploy evidence, data and information, structure, coherence, clarity and fluency of both oral and written expression, intellectual integrity.

What will you be expected to achieve?

On successful completion of the programme, graduates will have demonstrated the following learning outcomes.

QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:	
A 1	On successful completion of the programme, graduates will have demonstrated the following learning outcomes.
A 2	explain the main legal institutions and procedures of these legal systems
A 3	demonstrate the study in depth and in context of substantive areas of these legal systems
A 4	develop an understanding of major political, cultural and social systems in at least one region of the world
A 5	acquire a robust and detailed knowledge of at least one historical period or issue and its primary sources
A 6	develop an awareness of historiographic argument
A 7	demonstrate an understanding of the significance of different historiographical approaches
A 8	demonstrate the ability to weigh evidence and argue effectively in written work

Disciplinary Skills - able to:	
B 1	apply legal knowledge to a situation of limited complexity in order to provide arguable conclusions for concrete problems (actual or hypothetical)
B 2	apply analytical skills to investigate unfamiliar problems"
B 3	identify and retrieve up-to-date legal information, using print and electronic primary and secondary sources
B 4	recognise and rank items and issues in terms of relevance and importance
B 5	bring together information and materials from a variety of different sources
B 6	produce a synthesis of relevant doctrinal and policy issues in relation to a topic
B 7	make a critical judgement of the merits of particular arguments
B 8	present and make a reasoned choice between alternative solutions
B 9	demonstrate familiarity with relevant bibliographic skills, including accurate citation of sources and consistent use of scholarly conventions and the ability to follow such conventions consistently and accurately in all written work
B 10	demonstrate the ability to work independently and to manage time effectively and carry projects through to a successful conclusion.
B 11	present ideas and arguments confidently, both in written and oral assignments

Attributes:	
C 1	act independently in planning and undertaking tasks in areas of law already studied
C 2	undertake independent research in areas of law not previously studied starting from standard legal information sources
C 3	reflect on their own learning and to seek and make use of feedback
C 4	use spoken and written English effectively in relation to legal matters
C 5	present knowledge or an argument in a way which is comprehensible to others and which is directed at their concerns
C 6	read and discuss legal materials which are written in technical and complex language.
C 7	where relevant and as the basis for an argument, to use, present and evaluate information provided in numerical or statistical form;
C 8	work in groups as a participant who contributes effectively to the group's task
C 9	have a strong sense of intellectual integrity

QMUL Model Learning Outcomes - Level 4:	
D 1	(Multi/Inter-Disciplinarity) Identify and demonstrate the perspectives or problem solving techniques of different disciplines
D 2	(International Perspectives) Discuss socio-cultural values and practices with others
D 3	

QMUL Model Learning Outcomes - Level 5:	
E 1	(International Perspectives) Analyse the impact of diverse cultural and global contexts upon aspects of their discipline
E 2	(International Perspectives) Reflect on socio-cultural values and skills within diverse cultural and global contexts
E 3	

QMUL Model Learning Outcomes - Level 6:	
E 1	(Networking) Apply a critically reflective approach to how they have developed their subject, work-based and generic skills
E 2	(Networking) Apply a critically analytical approach to how they can help to shape and influence their future career and professional development
E 3	(Multi/Inter-Disciplinarity) Model a holistic approach to knowledge which draws on a range of appropriate disciplines

QMUL Model Learning Outcomes - Level 7:	
G 1	
G 2	
G 3	

How will you learn?

Teaching for the core modules is typically through lectures (to the whole year group) and tutorials (groups of about 12 students). By attending lectures you hear from experts in a legal field who will also be setting and marking your examinations. Lectures may have several different goals: to provide an introduction to a particular topic; to cast light on the context of a module; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Elective modules make use of a variety of teaching methods. Small group work often include discussion structured around questions and readings distributed in advance. Talking about law fluently is a vital part of developing legal reasoning skills. By expressing ideas you are able to refine and reflect on them. Tutorials and seminars are supportive environments in which ideas can be exchanged and difficulties can be ironed out.

A considerable amount of independent study is expected throughout the programme. This involves reading cases, legislation and academic texts. Independent study may also involve working with other students in pairs or small groups: students are encouraged to set up informal study groups to help each other get to grips with topics before or after tutorials and seminars.

All modules make use of an online learning environment.

How will you be assessed?

The majority of Law modules are assessed in a variety of ways, including examinations and course work.

Assessment in History modules is varied and takes a number of forms within the programme, closely related to the desired learning outcomes of each module within the programme.

Forms of assessment include:

- Essays (from 2,000 to 5,000 words as appropriate) - Unseen examinations
- Dissertation (10,000 words)
- Gobbet work
- Project work
- Translation and editing exercises
- Book reviews
- Literature reviews
- Log books

How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

Students are required to take 120 credits each year. Modules are either 30 credits or 15 credits.

Year one consists of the following core modules: Public Law (30 credits); Elements of Contract Law (30 credits); Historical Perspectives on Law and Legal Thought (30 credits) and Law in context (15 credits). Students also take a second semester 15 credit elective module in History such as, for instance, Introduction to Intellectual History, Unravelling Britain or Europe in a Global Context since 1800.

In year two, there are 75-credits of core law modules and 30-credits of elective History modules. The core modules are Land Law (30 credits), Criminal law (30 credits) and Law of the European Union (15 credits).

In the final year, there are 60-credits of core modules and one of the 60-credit Special Subjects in History. The core law modules are Tort law (30 credits) and Equity and Trusts (30 credits).

Each year of study must include at least 15 credit of designated QMUL-model compliant modules. In year 1, Law in Context is the QMUL-model compliant module. In year 2 Criminal Law is QM Model compliant.

Students are permitted to take any elective QMUL Model module outside of the Law school in their final year.

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Public Law	LAW4001	30	4	Core	1	Semesters 1 & 2	<input type="checkbox"/> No
Elements of Contract Law	LAW4005	30	4	Core	1	Semesters 1 & 2	<input type="checkbox"/> No
Historical Perspectives on Law and Legal Thought	LAW4007	30	4	Core	1	Semesters 1 & 2	<input type="checkbox"/> Yes
Elective History module(s)		30	4	Elective	1	Semesters 1 & 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Land Law	LAW4006	30	4	Core	2	Semesters 1 & 2	<input type="checkbox"/> No
Criminal Law	LAW5005	30	5	Core	2	Semesters 1 & 2	<input type="checkbox"/> Yes
Law of the European Union	LAW5105	15	5	Core	2	Semester 2	<input type="checkbox"/> Yes
Elective level 5 History module(s)		30	5	Elective	2	Semesters 1 & 2	<input type="checkbox"/>
Elective Law module		15	6	Elective	2	Semester 1	<input type="checkbox"/>

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Tort Law	LAW5001	30	5	Core	3	Semesters 1 & 2	<input type="checkbox"/> No
Equity and Trusts	LAW6056	30	6	Core	3	Semesters 1 & 2	<input type="checkbox"/> No
Elective History module(s)		60	6	Elective	3	Semesters 1 & 2	<input type="checkbox"/>

What are the entry requirements?

Required AAA, one of which must be in history (GCE A-Level).

Information for applicants from outside the United Kingdom, including English language qualifications [link to : <http://www.qmul.ac.uk/international/international-students/englishlanguage/requirements//index.html>]

How will the quality of the programme be managed and enhanced?

The Programme Convenor is responsible for the academic content and quality of the programme and any changes to the curriculum, in addition to ensuring the maintenance of a consistent quality of teaching across the programme.

The Law undergraduate office is responsible for the overall administrative delivery of the programme, including any issues relating to registration, complaints, pastoral care, appeals, and award for the programme.

The overall management and enhancement of the programme lies with the Department of Law's undergraduate Teaching and Learning Committee chaired by the Director of Taught Programmes.

How do we listen to and act on your feedback?

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

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

All schools/institutes operate an Annual Programme Review of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Taught Programmes Action Plan (TPAP) which is the summary of the school/institute's work throughout the year to monitor academic standards and to improve the student experience. Students' views are considered in this process through analysis of the NSS and module evaluations.

What academic support is available?

Feedback on progress in each module is provided throughout the year in various ways (for example, comments on written assignments, and guidance given in lectures and tutorials). In addition, every student has a designated academic adviser, who is a member of academic staff responsible for having an overview of progress and helping with any problems that impact on academic progress. Academic advisers and module tutors have 'office hours' during which students can consult them.

In addition, The Law Department Graduate Student Advisers (GSAs) are experienced and friendly postgraduate law students who are available to offer confidential one-to-one guidance and support to undergraduates in the Department as well as workshops on study skills.

Programme-specific rules and facts

In order to progress to the next year of study, you must pass all your examinations. This applies even when you are absent due to events outside your control: under no circumstances can a student be allowed to progress to the next stage of the degree unless all examinations have been passed.

You are normally expected to pass all your examinations in a year in one sitting. This means that, when you fail some examinations (or you are unable to attend them for any reason), you must normally sit all of them again, including those that you already passed. There are some limited exceptions to this rule. Unlike most other programmes at Queen Mary, resit marks on undergraduate law programmes are not capped. There is a maximum of three attempts at the examinations: one sit and two resits.

Specific support for disabled students

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

Students can access advice, guidance and support in the following areas:

- Finding out if you have a specific learning difficulty like dyslexia
- Applying for funding through the Disabled Students' Allowance (DSA)
- Arranging DSA assessments of need
- Special arrangements in examinations
- Accessing loaned equipment (e.g. digital recorders)
- Specialist one-to-one study skills tuition
- Ensuring access to course materials in alternative formats (e.g. Braille)
- Providing educational support workers (e.g. note-takers, readers, library assistants)
- Access to specialist mentoring support for students with mental health issues and Autistic Spectrum Disorders.

Links with employers, placement opportunities and transferable skills

When you arrive, you will meet the School of Law's dedicated Careers Adviser, part of the Queen Mary Careers Team, who is regularly available in the department for one-to-one support. The Law Adviser also manages Careers Brief, the School's careers website, and arranges employer workshops in areas such as commercial awareness, applications, interview skills and choosing the right LPC and BPTC provider.

The Legal Advice Centre provides undergraduate law students with the opportunity to place law into a practical legal context under the supervision of volunteer lawyers. Lawyers from Allen & Overy, Field Fisher Waterhouse Mishcon de Reya, Nabas Legal and Reed Smith work closely with students, providing guidance and supervision, as well as training and careers advice.

The Queen Mary Student Pro Bono Group (QMSPBG) is a student group created by students for students. More than 250 students are involved in the QMSPBG from their first year through to their final year at Queen Mary. As students develop their skills and legal knowledge, they are able to become involved in increasingly challenging and hands-on projects. The Queen Mary Student Pro Bono Group has well-developed links with the London legal community. Students have the opportunity to volunteer at organisations that provide pro bono legal advice and to 'shadow' solicitors. Placement programmes operate through partnerships with leading law firms such as Berwin Leighton Paisner LLP, SNR Denton, Clifford Chance and Reed Smith LLP. Queen Mary runs a Streetlaw Programme, which is based on a US model to provide an outreach volunteer programme to local schools and communities. Students visit primary and secondary schools to teach pupils relevant parts of the law. The Group also offers exciting opportunities in international law, in the past students have worked with organisations such as A4ID and Lawyers Without Borders.

The Pro Bono Group publishes a monthly student newspaper called 'The Advocate', which includes articles from Queen Mary academics and students as well as external lawyers.

The Queen Mary Mooting Society plays an active part of undergraduate life at Queen Mary. Under the auspices of the Student

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Moot Master and Student Mooting Committee, students have the opportunity to become involved in both internal and external mooting competitions.

Programme Specification Approval

Person completing Programme Specification:

Rod Edmunds

Person responsible for management of programme:

Mira Siegelberg

Date Programme Specification produced / amended by School / Institute Learning and Teaching Committee:

31 Jan 2018

Date Programme Specification approved by Taught Programmes Board: