



## LL.B (Hons) Law with Art History Programme Specification

Programme	LLB (Hons) Law with Art History	UCAS Code	M1V3
Programme Level	Level 6 (FHEQ)	HECoS Code	100485 100306
Relevant QAA Benchmark Statement	Law Art History	Programme Code	BNCHLAF
Awarding Body	Solent University	Language of Instruction	English
Teaching institution	New College of the Humanities	Date approved	June 2018
Mode of Study	Full Time	Duration of Study	3 years

### PROGRAMME STRUCTURE

Law has a long history. The common law can be traced back to the mediaeval period and beyond. Concepts from Roman Law can be found in our modern law. In all that time the law has developed. It has responded to changing social, political and economic factors. You will better understand those changes, and why the current law is what it is, if you understand the events, the ideas, the people and the institutions that have shaped not only our country but civilisation in general. The study of Art History gives an interpretational window on history. It facilitates an understanding of civilisation and culture over time. It will enhance your legal studies.

The programme is studied over three years and there are three terms each year: Michaelmas (autumn), Hilary (spring) and Trinity (summer). Michaelmas and Hilary terms are twelve weeks long and the Trinity term is eight weeks long.

The Michaelmas and Hilary terms each consists of twelve weeks of intensive study for the degree programme. They incorporate a Reading Week, generally taken in the seventh week of each term, where there are no formal teaching sessions. In the twelfth week of each term Collections are held, these being individual meetings between the student and their tutors to review the student's performance over the term.

The Trinity term consists of revision, informally and through formal sessions, followed by examinations. For continuing students preparation for courses to be studied in the year ahead will be undertaken.

Courses in the Law major will usually be taught over the whole of the academic year. The exceptions to this are the Elements of Company Law and Elements of Competition Law courses, which comprise the first and second halves respectively of the single honours Company Law and Competition Law courses; these courses will therefore be taught one each in Michaelmas or Hilary terms respectively. Other courses may exceptionally be taught in either the Michaelmas or Hilary term due to lecturer availability or other timetabling constraints.

The decision on whether a student has met the pre-requisites for a dissertation and which of their proposed dissertation titles is acceptable will be made by the Head of the Faculty of Law, in consultation with the dissertation Course Leader, if different.

Courses in Art History will be taught over the whole of the academic year.

### **STRUCTURE OF THE LAW MAJOR (270 credits)**

The **Law** major consists of nine courses:

#### **FIRST YEAR (LEVEL 4)**

**Core Courses:**

NCH423 English Legal System (30 credits)

NCH424 Contract Law (30 credits)

NCH425 Public Law (30 credits)

#### **SECOND YEAR (LEVEL 5)**

**Core Courses:**

NCH526 Criminal Law (30 credits)

NCH527 Equity and the Law of Trusts (30 credits)

NCH528 Law of Tort (30 credits)

#### **THIRD YEAR (LEVEL 6)**

**Core Courses:**

NCH634 Law of the European Union (30 credits)

NCH635 Law of Property (30 credits)

**Optional courses:**

Select **EITHER:**

NCH656 Elements of Competition Law (15 credits) **AND**

NCH640 Elements of Company Law (15 credits) **OR**

NCH638 Law Dissertation\* (30 credits)\***OR**

NCH655 Competition Law (30 credits)

\* A law dissertation will normally only be permitted in a subject already studied by

the student in their first or second years. A student taking a dissertation will be assigned a supervisor, who will give guidance to and review the student's work. In order to ensure academic integrity, this guidance and support will be limited, so the student must therefore have demonstrated sufficient academic ability and self-reliance to undertake the dissertation. This is normally satisfied by the student having attained a mark of C3 or higher in the course relating to the dissertation. A student who did not attain that mark may nevertheless be deemed suitable if there has been a marked increase in overall performance between the first and second years of study.

### **STRUCTURE OF THE ART HISTORY MINOR (90 credits)**

The Art History minor consists of three courses:

#### **FIRST YEAR (LEVEL 4)**

NCH421 Introduction to Art History (30 credits)

#### **SECOND YEAR (LEVEL 5)**

NCH522 The Industry of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers (30 credits)

#### **THIRD YEAR (LEVEL 6)**

NCH624 Modern Architecture from 1851 to the present (30 credits)

### **ENTRANCE REQUIREMENTS**

#### **AGE**

An applicant must normally be at least 17 years of age at the time of registration, and keeping in line with the College's [policy](#), normally turn 18 before December 31<sup>st</sup> of that academic year.

#### **GENERAL ENTRANCE REQUIREMENTS**

The College reviews application forms, grades, personal statements, references, and interview performance, before making offers of places on its programmes. Typically offers will only be made to candidates with three subjects at GCE A level (normally holding or predicted not less than grade A) or the equivalent. Provisional admissions decisions are made by the Head of Faculty and/or Admissions Officer of the faculty of the major subject for which the student has applied. These decisions are approved by the Head of Faculty and/or Admissions Officer of the minor subject before formal offers are made.

#### **SPECIFIC ENTRANCE REQUIREMENTS**

Law Major: None

Art History Minor: None

## RECOGNITION OF PRIOR LEARNING

Where a student wishes to apply for the recognition of prior learning on the basis of certificated or experiential learning, they should follow the Solent University RPL procedure: Academic Handbook Section 2H, Recognition of Prior Learning and Credit Transfer. Credits obtained by students taking the University of London International Programme can apply to be transferred to this degree programme.

## AIMS OF THE PROGRAMME

The aims of the major (Law) part of the programme are to:

- Enable students to be awarded with a Qualifying Law Degree which acts as a qualification for those wishing to progress to the vocational and professional stages of training to become solicitors or barristers in England and Wales.
- Provide a thematic basis to academic legal studies which aligns to career paths which are attractive to alumni of the College, in particular careers in which knowledge and understanding of corporate, commercial and employment matters are valuable.
- Provide legal knowledge and skills in areas which align with the College's LAUNCH programme in developing entrepreneurial abilities.
- Prepare students for further study on postgraduate courses, whether academic (doctoral, masters or other), vocational or professional.

The aim of the minor (Art History) part of the programme is to:

- Enable students to develop methodologies for the identification and critical assessment of art objects.

The overall aim of the programme is to:

- Provide a teaching and learning environment which achieves the above aims by enabling students to demonstrate the learning outcomes below.

## LEARNING OUTCOMES

[Law (L); Art History (AH)]

### KNOWLEDGE AND UNDERSTANDING

A student will be able to:

- |          |  |
|----------|--|
| K1c (Lw) | demonstrate a systematic knowledge and contextual understanding of legal theories, principles, doctrines, concepts, values and rules which underpin the law of England and Wales through in depth study, particularly of the Foundations of Legal Knowledge; |
| K2c (Lw) | demonstrate detailed knowledge and understanding of the institutions of the English legal and justice systems;   |
| K3c (Lw) | demonstrate a systematic understanding of the English legal system and its processes in an academic, institutional, social, national and global context;   |

- K4c (AH) develop methodologies for the identification and critical assessment of art objects.

### **COGNITIVE SKILLS**

A student will be able to:

- C1c (Lw) apply knowledge and understanding to determine solutions to complex legal problems;
- C2c (Lw) critically analyse factual information, selecting and prioritising from possible alternatives using reasoned judgment and recognised legal arguments;
- C3c (Lw) recognise ambiguity with and deal with uncertainty in the law;
- C4c (AH) record and describe art objects with clarity and precision, using ordinary and specialist language as appropriate

### **TRANSFERABLE AND PROFESSIONAL SKILLS**

A student will be able to:

- T1c (Lw) communicate accurately and effectively, using a variety of media and technological resources whilst demonstrating care and accuracy in use of English and legal terminology;
- T2c (Lw) demonstrate a high level of ability to manage personal development by effective use of feedback, reflection, determination of needs, acquisition of knowledge and skills and collaborative working;
- T3c (Lw) undertake self-directed research using a wide range of legal and other information sources, evaluating and selecting information based on reasoned criteria;
- T4c (AH) produce written work to high standards in organisation, relevance, fluency of expression and referencing, including in the design, research and presentation of an independently conceived piece of writing.

All of the above learning outcomes are mapped to the relevant QAA Subject Benchmark threshold statements - see [Appendix A1](#) and [A3](#) for Law and Art History respectively. The Law learning outcomes are also mapped to the learning outcomes in the SRA/BSB Academic Stage Handbook – see [Appendix A2](#). For learning outcomes of exit awards see [Appendix B](#).

**MAP OF COURSES TO LEARNING OUTCOMES**

Course Title	Knowledge & Understanding												Cognitive Skills												Transferable and Professional Skills												
	K1a	K1b	K1c	K2a	K2b	K2c	K3a	K3b	K3c	K4a	K4b	K4c	C1a	C1b	C1c	C2a	C2b	C2c	C3a	C3b	C3c	C4a	C4b	C4c	T1a	T1b	T1c	T2a	T2b	T2c	T3a	T3b	T3c	T4a	T4b	T4c	
<b>FHEQ Level 4</b>																																					
English Legal System	•			•			•						•			•			•						•			•			•						
Contract Law	•						•						•			•			•						•			•			•						
Public Law	•			•			•						•			•			•						•			•			•						
Introduction to Art History										•												•													•		
<b>FHEQ Level 5</b>																																					
Criminal Law		•												•						•						•						•					
Equity and the Law of Trusts		•			•									•						•						•						•					
Law of Tort		•			•									•						•						•						•					
The Industry Of Art: Renaissance and Baroque Patrons, Artists, Objects & Consumers											•											•														•	
<b>FHEQ Level 6</b>																																					
Law of the European Union			•			•									•					•							•					•					
Law of Property			•			•									•					•							•					•					
Elements of Competition Law			•			•									•					•							•					•					
Elements of Company Law			•			•									•					•							•					•					
Competition Law			•			•									•					•							•					•					
Law Dissertation			•			• <sup>1</sup>									•					•							•					•					
Modern Architecture											•												•													•	

<sup>1</sup> If applicable; depends on nature of dissertation.

## TEACHING AND LEARNING STRATEGIES

### STRATEGIES

The Law and Art History lecturers make use of various teaching and learning strategies to provoke interest, knowledge and skills in the courses being delivered.

The delivery methods are:

- Individual tutorials (based on essays or legal problem answers submitted by the student, with written and oral feedback on their progress)
- Seminars for small group discussion of legal issues and problem scenarios
- Lectures
- Informal discussion groups (including online discussion)
- Educational visits to courts and tribunals, including those with appellate jurisdiction
- Consolidation and revision sessions
- Examinations and examiners' reports
- Independent study and research

The style of teaching at the College exposes students to weekly lectures that capture their interest and excite their curiosity. These lectures are designed to allow interactivity and a short time of discussion and questioning (throughout or at the end of each lecture, as appropriate). One-to-one tutorials and small group tutorials sessions enable unparalleled focus on the individual student, prompt and encourage independent reading and research, and facilitate lively, structured discussion. Students receive detailed feedback, written and/or verbal, on their formative weekly assignments, and ideas and arguments are approached from new angles and in new contexts so as to enable the consolidation and review of material.

The programme is designed to progress steadily over the three years, and develop students' conceptual sophistication through cumulative experience and knowledge. If taken, the third-year dissertation course will allow students to develop their thinking in collaboration with a supervisor.

### RESOURCES

The students experience and study is supported by a Virtual Learning Environment, Moodle, where students can preview and download course descriptors, lecture handouts, reading lists, case lists and supplementary materials. Students also have access to Senate House Library and online research resources, such as Westlaw and Lexis Library.

Sample and/or past examination papers, as well as examiners' reports, are available to help students understand what is expected of them.

### WIDENING PARTICIPATION

The College is committed to widening participation, both through outreach programmes and through a teaching environment that is inclusive towards a variety of backgrounds and learning styles. The College visits schools, hosts lectures by academics, practising lawyers and past and present members of the judiciary, engages with mass and social media, and publishes in learned journals. Individual tutorials, and the high staff-student ratio, are especially important to our ability to be inclusive towards a variety of

backgrounds and learning styles. The faculty facilitates academic and social events in which academics and students are brought together. Students are encouraged to visit courts and tribunals and to network with practising lawyers. Those students who are considering a career at the Bar are encouraged to join one of the four Inns of Court and take part in its activities.

## RESEARCH

The faculty aims to provide a lively, open, and interactive teaching environment, in which research and teaching are complementary. The faculty appreciates the breadth of knowledge that students must achieve, particularly in the Foundations of Legal Knowledge subjects but, where the syllabus allows for it, teaching is allocated in line with research interests and expertise and the faculty facilitates a wide range of academic and social events in which academics and students are brought together.

Students are taught research and digital literacy skills in two main ways:

- a) In Michaelmas term of the first year students are introduced, in the English Legal System course, to the sources of English Law and how those sources are accessed. Specific attention is paid to the Westlaw and Lexis Library databases. Students are shown how to access those databases and are encouraged to use facilities of the databases themselves to expand their knowledge of them and their capabilities. Students are also shown how to reference legal sources through use of OSCOLA.
- b) Subject librarians at Senate House Library give College students inductions on the use of the Senate House Library catalogue, other library catalogues, and other electronic resources relevant to the study of Law and Art History. Students need to know how to analyse their research topic when planning a literature and/or case search, identifying appropriate keywords, and alternative possibilities. They will be made aware of library databases that they can use to search for academic journal articles (such as JSTOR) and know how to use these databases effectively to find articles relating to their chosen keywords. Following their search, it will be necessary to evaluate the results and the quality and relevance of the articles critically. They will be made aware of the availability and value of other physical and online research tools. Students should also know how to access the online and in-person support available to them in this area, via Senate House Library.

## ASSESSMENT

Assessment in Law (major courses) aims to examine:

- knowledge and understanding of legal theories, principles, doctrines, concepts, values and rules;
- knowledge and understanding of the institutions of the English legal and justice systems, including an understanding of the English legal system and its processes in an academic, institutional, social, national and global context;
- ability to apply knowledge and understanding to determine solutions to complex legal problems;
- ability to critically analyse factual information, selecting and prioritising from possible alternatives using reasoned judgment and recognised legal

arguments;

- ability to recognise ambiguity with and deal with uncertainty in the law;
- ability to undertake self-directed research using a wide range of legal and other information sources, evaluating and selecting information based on reasoned criteria;
- ability to communicate accurately and effectively, using a variety of media and technological resources whilst demonstrating care and accuracy in use of English and legal terminology.

Assessment in Art History (minor courses) aims to examine:

- knowledge and understanding of different periods of art history;
- the ability to recognise, describe and contextualise art objects with appropriate art historical language.

Courses are assessed in a variety of ways, including:

**FORMATIVE:**

- Examinations
- Tutorial essays and legal problem questions
- Reports on court/tribunal visits
- Oral presentations/debates/advocacy

**SUMMATIVE:**

- Examinations
- Coursework essays and legal problem questions
- Reports
- Dissertation
- Portfolio

Appendix C contains the programme structure and assessment summary.

**ASSESSMENT REGULATIONS**

The assessment regulations are annexed to the College Assessment Policy, which can be found on the College [website](#).

**STUDENT SUPPORT**

**DISABILITIES AND/OR SPECIFIC LEARNING DIFFICULTIES (SPLDS)**

When students arrive they are asked to complete a Medical Disclosure Form, where they can list any medical conditions, disabilities and/or SpLDs and make a note of who can have access to this information. This data is managed and securely stored by the College. During Freshers' Week a number of talks and events are held which are designed to support and inform students with regard to mental health, disabilities, safety and learning support.

The Learning and Assessment Support Officer (LASO) meets with students soon after Freshers' Week to discuss their needs and help set up support systems both within the College (if appropriate) and externally. If requested by the student, the LASO will then arrange to meet with relevant academic staff to discuss the student's needs and the ways these might impact on their studies. If students request specific arrangements (for e.g. submission extensions, use of a laptop, special exam conditions, etc.) they are asked to submit approved medical documentation to Student and Academic Services.

If a student is undiagnosed but believes they may have an SpLD (e.g. Dyslexia) the LASO will help them to access support groups and assessment centres. If the assessment confirms an SpLD, the LASO will discuss further support options with the student and their tutors. The LASO is in contact with local dyslexia tutors for advice to the College or student referral. The College can help provide students with special learning equipment (e.g. coloured paper, reading pens, dictation software, etc.).

For more information, please click [here](#).

### **CAREERS EDUCATION, INFORMATION AND GUIDANCE**

The College [Careers](#) Adviser will meet with each student in the first term, to work with the student to identify career goals and create a personal plan so that those goals might be realised on graduation. The College organises two employer evenings each year, where potential employers are invited into the College to meet with the students. In addition, staff at the College source on an ad hoc basis internships and work experience opportunities which are then promoted to College students.

The College runs [LAUNCH](#), which represents part of the NCH Diploma and has been designed in collaboration with the CBI – the Confederation of British Industry. This has been designed to develop the attitudes, behaviours and capabilities that will prepare students for the world of work. It consists of two substantial projects, where students are required to work in teams to address real world briefs, and weekly seminars covering financial literacy, negotiation skills, working in teams, writing and presenting and so on.

For more information, please click [here](#).

### **QUALITY EVALUATION AND ENHANCEMENT**

#### **AWARD STANDARDS**

Every programme of study is developed and approved by the College's Academic Board and then approved by Solent University.

#### **REVIEW AND EVALUATION MECHANISMS**

The College has robust procedures in place to assure the quality of the programme development, delivery, management, systematic monitoring and ongoing review and enhancement of all College programmes. Enhancements are made as necessary to ensure that systems remain effective and rigorous.

The College utilises constructive feedback from a variety of sources, internal and external, to inform its decision making process to enhance the programme and student experiences. These feedback sources are listed below:

- Annual programme reports, written by the Head of Faculty, are prepared in order to enhance individual programmes and to plan ahead.

- Annual Examiner reports are prepared by independent External Examiners, as appointed by the validating University, to confirm that a programme has been assessed in accordance with the approved documentation and that the student performance meets the appropriate academic standards.
- Formal student feedback mechanisms consist of course questionnaires on a termly basis, termly Student-Staff Liaison Committee and annual Student Satisfaction Survey.
- Informal student feedback is also valued by the College and this can take the form of students talking to their tutor or professional staff (Registrar, Student Wellbeing Coordinator, etc.). Students may also raise matters with their personal tutor.

### ABOUT THIS DOCUMENT

<b>Head of Faculty for Law</b>	Dimitrios Kyriazis
<b>Start date</b>	September 2019
<b>Date of approval</b>	
<b>Date(s) updated/amended</b>	June 2018 May 2019

## APPENDIX A1 – MAP TO QAA LAW SUBJECT BENCHMARK

	<b>Recommendation</b>	<b>Learning Outcomes</b>
	<i>The QAA benchmarking group for Law has recommended that a graduate of Law has demonstrated the following skills and qualities of mind. This list is expressed to be comprehensive but not intended to be exhaustive or definitive:</i>	
2.4	(i) intellectual independence including ability to ask and answer cogent questions about law and legal systems, identify gaps in their own knowledge and acquire new knowledge, and engage in critical analysis and evaluation.	T2c
	(ii) self-management, including an ability to reflect on their own learning, make effective use of feedback, a willingness to acknowledge and correct errors and an ability to work collaboratively.	T2c
	(iii) awareness of principles and values of law and justice, and of ethics.	K1c, K2c
	(iv) knowledge and understanding of theories, concepts, values, principles and rules of public and private laws within an institutional, social, national and global context.	K1c, K2c, K3c
	(v) study in depth and context of substantive areas of law.	K1c
	(vi) ability to conduct self-directed research including accurate identification of issue(s) which require researching, retrieval and evaluation of accurate, current and relevant information from a range of appropriate sources including primary legal sources.	T3c
	(vii) ability to work with a range of data, including textual, numerical and statistical.	T1c, T3c
	(viii) ability to recognise ambiguity and deal with uncertainty in law.	C3c
	(ix) ability to produce a synthesis of relevant doctrinal and policy issues, presentation of a reasoned choice between alternative solutions and critical judgement of the merits of particular arguments.	C2c
	(x) ability to apply knowledge and understanding to offer evidenced conclusions, addressing complex actual or hypothetical problems	C1c
	(xi) ability to communicate both orally and in writing, in relation to legal matters, including an ability to listen and respond to written and oral stimuli including questions and instructions.	T1c
	(xii) engagement with their own personal and professional development, and academic integrity.	T2c

**APPENDIX A2 – MAP TO SRA/BSB ACADEMIC STAGE HANDBOOK V1.4 JULY 2014**

	<b>Requirement</b>	<b>Learning Outcomes</b>
<i>The SRA/BSB require that curriculum content for an award to be recognised as a Qualifying Law Degree (QLD) must be as specified in the Joint Statement and Supplement, issued by the Law Society and General Council of the Bar in 1999.</i>		
Schedule 1(a) <b>Knowledge</b>	(i) Knowledge and understanding of the fundamental doctrines and principles which underpin the law of England and Wales particularly in the Foundations of Legal Knowledge;	K1c, K2c
	(ii) A basic knowledge of the sources of that law, and how it is made and developed; of the institutions within which that law is administered and the personnel who practice law;	K2c
	(iii) The ability to demonstrate knowledge and understanding of a wide range of legal concepts, values, principles and rules of English law and to explain the relationship between them in a number of particular areas;	K1c
	(iv) The intellectual and practical skills needed to research and analyse the law from primary resources on specific matters; and to apply the findings of such work to the solution of legal problems; and	T3c, C1c
	(v) The ability to communicate these, both orally and in writing, appropriately to the needs of a variety of audiences.	T1c
Schedule 1(b) <b>General Transferable Skills</b>	(i) To apply knowledge to complex situations;	C1c
	(ii) To recognise potential alternative conclusions for particular situations, and provide supporting reasons for them;	C2c
	(iii) To select key relevant issues for research and to formulate them with clarity;	T3c
	(iv) To use standard paper and electronic resources to produce up-to-date information;	T1c
	(v) To make a personal and reasoned judgement based on an informed understanding of standard arguments in the area of law in question;	C2c
	(vi) To use the English language and legal terminology with care and accuracy;	T1c
	(vii) To conduct efficient searches of websites to locate relevant information; to exchange documents by email and manage information exchanges by email;	T1c, T3c
	(viii) To produce word-processed text and to present it in an appropriate form.	T1c

## APPENDIX A3 - MAP TO QAA ART HISTORY SUBJECT BENCHMARK

	Recommendation	Learning Outcomes
<i>The benchmarking group for art history recommended that all students studying art history as part of their degree:</i>		
	Undertake a programme which fosters the skills and qualities of mind listed in paragraphs 4.2 - 4.14 of the HAAD subject benchmark statement.	K1-4, S1-S4, T1-3
<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.4	a broad and comparative knowledge and understanding of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated and systematic knowledge of one or more of the above.	K1
	a knowledge and understanding of the processes through which artefacts are constructed in the cultures studied	K3
	a familiarity with some substantive areas of current research in the field addressed by the degree programme.	K4
	an ability to engage with the concepts, values and debates that inform study and research in the subject area, including an awareness of the limited and partial nature of all historical knowledge.	K2
	an understanding of the development of the subject, and of its key intellectual tools.	K2
<b>Threshold</b> Level of Achievement		
6.5	On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	a knowledge of the visual and material culture of more than one geographical region and/or chronological period and a more concentrated knowledge of one or more of the above.	K1
	a knowledge of the processes through which artefacts are constructed.	K3
	some knowledge of current research in the field addressed by the degree programme.	K4
	some ability to engage with the concepts, values and debates that inform study and research in the subject area.	K2
	some knowledge of the development of the subject.	K2
<b>Subject-specific skills and abilities</b>		
6.6	<b>Typical</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:	
	the ability to use critical skills of visual observation, description and interpretation.	S1
	the ability to locate artefacts within appropriate historical, intellectual, cultural or institutional contexts.	S2

	the ability to locate and evaluate evidence from a wide range of primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	the ability to evaluate a range of different methodologies and approaches within the subject.	S3
	the ability to produce well-structured and relevant arguments supported by visual, textual or other evidence as appropriate.	S4
	the ability to balance and present alternative points of view held within the subject, to use unfamiliar arguments and artefacts constructively, and to engage critically with familiar or established ideas.	S4
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be able to demonstrate:		
6.7	the ability to use basic skills of visual observation, description and analysis.	S1
	some ability to locate artefacts within appropriate historical, intellectual or cultural contexts.	S2
	the ability to locate evidence from primary and secondary sources (visual, oral or textual) and interpret it in relation to relevant issues and enquiries.	S3
	an awareness of a range of different methodologies and approaches within the subject.	S3
	the ability to produce relevant arguments supported by evidence.	S4
	the ability to present alternative points of view held within the subject.	S4
<b>Generic intellectual skills</b>		
6.8	<b>Typical</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	developed skills of analysis, synthesis and effective summary.	S4, T2
	critical judgement: the ability to discriminate between alternative arguments and approaches.	S4,T2
	problem-solving: the ability to apply knowledge and experience resourcefully in complex and open-ended contexts.	S4,T2
	research: the capacity for critical, effective and verifiable information retrieval and organisation relevant to a given task.	S4,T2
	open-mindedness: the ability to be open and receptive to unfamiliar artefacts, issues and ideas and to deploy these constructively; the ability to deploy productive criticism of familiar artefacts and arguments.	S1, T2
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.9	skills of analysis, synthesis and summary.	S4, T2
	critical judgement: awareness of the difference between alternative arguments and approaches.	S4,T2

	problem-solving: the ability to apply knowledge and experience to address problems.	S4,T2
	research: the ability to locate and record information relevant to a given task.	S4,T3
	open-mindedness: some ability to be receptive to unfamiliar artefacts, issues and ideas.	S1, T2
<b>Transferable skills</b>		
6.10	<b>Typical</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:	
	the ability to communicate ideas and arguments cogently and effectively in written, spoken or other form, with appropriate use of visual aids.	T1
	the ability to listen effectively and so to learn from and participate constructively in discussion.	T2
	the ability to work constructively and productively in groups.	T2
	the ability to work diligently, to fulfil briefs and deadlines, and to take responsibility for one's own work.	T3
	the ability to make effective use of IT for research and communication.	T1
	the ability to update knowledge and skills, seek and use feedback, reflect on, and improve performance.	T3
<b>Threshold</b> On graduating with an honours degree in HAAD, students should be capable of demonstrating:		
6.11	the ability to communicate adequately in written and spoken form, using visual aids where necessary.	T1
	the ability to listen effectively and to learn from discussion.	T2
	the ability to work in groups.	T3
	the ability to work to briefs and deadlines.	T3
	the ability to make effective use IT.	T1
	some ability to use feedback to improve performance.	T3

## **APPENDIX B – LEARNING OUTCOMES FOR EXIT AWARDS**

### **1. LEARNING OUTCOMES FOR AWARD OF CERT HE:**

#### **Knowledge and Understanding**

A student will be able to:

- K1a (Lw) demonstrate knowledge and understanding of legal theories, principles, doctrines, concepts, values and rules which underpin the law of England and Wales, through study of several of the Foundations of Legal Knowledge;
- K2a (Lw) demonstrate knowledge and understanding of the institutions of the English legal and justice systems;
- K3a (Lw) demonstrate an understanding of the English legal system and its processes;
- K4a (AH) have knowledge and understanding of several periods of art history

#### **Cognitive Skills**

A student will be able to:

- C1a (Lw) apply knowledge and understanding to evaluate approaches to solving legal problems;
- C2a (Lw) Evaluate factual information, selecting and evaluating from possible alternatives using reasoned judgment and basic recognised legal theories and concepts;
- C3a (Lw) recognise ambiguity in the law;
- C4a (AH) record and describe art objects with clarity and precision, using ordinary and specialist language.

#### **Transferable and Professional Skills**

A student will be able to:

- T1a (Lw) communicate accurately and reliably, using a variety of media and technological resources whilst demonstrating structure and coherence in use of English and legal terminology;
- T2a (Lw) demonstrate ability to manage personal development by structured development of new skills;
- T3a (Lw) undertake self-directed research using legal and other information sources, evaluating and selecting information based on reasoned criteria;
- T4a (AH) find, synthesise and summarise evidence and present it coherently.

### **2. LEARNING OUTCOMES FOR AWARD OF DIP HE:**

### **Knowledge and Understanding**

A student will be able to demonstrate:

- K1b (Lw) a wide knowledge and understanding, in some contexts, of legal theories, principles, doctrines, concepts, values and rules which underpin the law of England and Wales, through study of the majority of the Foundations of Legal Knowledge;
- K2b (Lw) a wide knowledge and critical understanding of the institutions of the English legal and justice systems;
- K3b (Lw) a wide understanding of the English legal system and its processes in some contexts outside those in which they were first studied;
- K4b (AH) a command of substantial and varied body of art historical knowledge and understanding.

### **Cognitive Skills**

A student will be able to:

- C1b (Lw) apply knowledge and critical understanding to determine solutions to legal problems;
- C2b (Lw) critically evaluate factual information, selecting and prioritising from possible alternatives, within understood limits of knowledge, using reasoned judgment and recognised legal arguments;
- C3b (Lw) recognise ambiguity with and understand limits of knowledge when dealing with the law;
- C4b (AH) show the ability to set art objects within their appropriate historical, intellectual, cultural contexts.

### **Transferable and Professional Skills**

A student will be able to:

- T1b (Lw) communicate information, arguments and analysis effectively to specialist and non-specialist audiences, using a variety of media and technological resources whilst demonstrating accurate use of English and legal terminology;
- T2b (Lw) demonstrate a high undertake further development of personal skills and competences by effective use of feedback, reflection, determination of needs, acquisition of knowledge and skills and collaborative working;
- T3b (Lw) further develop skills in self-directed research using a wide range of legal and other information sources, evaluating and selecting information based on reasoned criteria;
- T4b (AH) synthesise, analyse and summarise information to produce rational and critical conclusions.

**APPENDIX C - PROGRAMME STRUCTURE AND SUMMATIVE ASSESSMENT SUMMARY**

Code	Course Title	Credit	Type	Mode	Assessment Weighting % & Activity Type (code overleaf)					
					AE1	Activity type	AE2	Activity type	AE3	Activity type
<b>Level 4</b>										
NCH423	English Legal System	30	C	CD	40%	A	60%	Ex		
NCH424	Contract Law	30	C	CD	40%	A	60%	Ex		
NCH425	Public Law	30	C	CD	40%	A	60%	Ex		
NCH421	Introduction to Art History	30	C	CD	40%	A	60%	A		
<b>Level 5</b>										
NCH526	Criminal Law	30	C	CD	40%	A	60%	Ex		
NCH527	Equity and the Law of Trusts	30	C	CD	40%	A	60%	Ex		
NCH528	Law of Tort	30	C	CD	40%	A	60%	Ex		
NCH522	The Industry of Art	30	C	CD	40%	A	60%	A		
<b>Level 6</b>										
NCH634	Law of the European Union	30	C	CD	40%	A	60%	Ex		
NCH635	Law of Property	30	C	CD	40%	A	60%	Ex		
NCH656	Elements of Competition Law	15	O	CD	100%	A				
NCH640	Elements of Company Law	15	O	CD	100%	Ex				
NCH655	Competition Law	30	O	CD	40%	A	60%	TEEx		
NCH638	Law Dissertation	30	O	CD	70%	Diss	30%	Oral		
NCH624	Modern Architecture	30	C	CD	40%	A	60%	A		

**Course type:** C = Core/Compulsory; O = Option.

**Course mode:** CD = Campus Delivery; BK = Block Delivery; BL = Blended Learning; DL = Distance Learning and Self-Directed Learning; EL = E-Learning; EX = Experiential; PL = Placement; WB = Work Based Learning,

**Assessment weighting:** AE1 = Assessment Element 1; AE2 = Assessment Element 2; AE3 = Assessment Element 3;

AE4 = Assessment Element 4

**Assessment activity type**

Written exam

Take home exam

Written assignment

Report

Dissertation

Portfolio

Project output (other than dissertation)

Oral assessment and presentation

Practical skills assessment

Set exercise

**Code**

Ex

TEEx

A

R

Diss

F

P

Oral

Pract

Set