



<b>Professional, Statutory &amp; Regulatory Body accreditation</b>		
<b>Reference points:</b>	Internal	Corporate Strategy 2015-2020 Academic Quality and Enhancement Manual School Strategy LSBU Academic Regulations
	External	QAA Quality Code for Higher Education 2013 Framework for Higher Education Qualifications Subject Benchmark Statements (Dated) PSRB Competitions and Markets Authority SEEC Level Descriptors 2016
<b>B. Course Aims and Features</b>		
<b>Distinctive features of course</b>	<ul style="list-style-type: none"> <li>• The courses offers a blend of academic knowledge, professional skills and perspectives from legal professional practice.</li> <li>• Modules on Business, Human Rights &amp; Corporate Social Responsibility and Mediation &amp; Negotiation as well as substantive international commercial law modules.</li> <li>• Innovative teaching aimed at creating able, confident and reflective legal professional practitioners. The use of in-class exercises, group work and on-line activities combined with clinical legal practice enables students to become part of a professional learning community in which students are seen as partners in the learning process.</li> <li>• Blended learning with extensive online learning resources for all modules.</li> <li>• A variety of assessments (coursework, oral presentation, skills report and case study) that develop and test legal professional skills as well as knowledge.</li> <li>• An emphasis on practical legal problem solving and the development of professional skills, set in the context of international commercial law practice.</li> <li>• Strong links with the legal profession and local practitioners</li> </ul>	
<b>Course Aims</b>	<p><b>The LLM International Commercial Law aims to:</b></p> <ol style="list-style-type: none"> <li>1. Develop students' knowledge of the substantive principles and rules that underpin international commercial law practice through critical studies of law, practice and dispute resolution processes;</li> </ol>	

	<ol style="list-style-type: none"> <li>2. Develop students' theoretical knowledge of the principles that ground international commercial law practice through critical studies of law, practice and dispute resolution processes;</li> <li>3. Develop students' knowledge of current issues within international commercial law practice via lectures/workshops and research activities;</li> <li>4. Develop students' knowledge and understanding of the ethical issues arising from the practice of international commercial law</li> <li>5. Provide students with the necessary academic and professional skills to enable them to develop as able, confident, independent and reflective learners, researchers and legal professional practitioners; and</li> <li>6. Enhance student employability in the field of International Commercial Law practice.</li> </ol>
<p><b>Course Learning Outcomes</b></p>	<p><b>A Students will have knowledge and understanding of:</b></p> <ul style="list-style-type: none"> <li><b>A1</b> Principles of International Commercial Law</li> <li><b>A2</b> International Sale of Goods</li> <li><b>A3</b> Business, Human Rights &amp; Corporate Social Responsibility</li> <li><b>A4</b> Key areas of international commercial practice such as International Commercial Arbitration, International Trade Law and/or Mediation Negotiation</li> <li><b>A5</b> An international commercial law topic of the student's choosing (being a topic not otherwise studied or taught in depth on the programme)</li> </ul> <p><b>B Students will develop their intellectual skills so that they are able to:</b></p> <ul style="list-style-type: none"> <li><b>B1</b> Independently solve international commercial law problems by analysing complex and unpredictable fact situations and identifying, locating, selecting and applying law, procedure and practice and theory from primary and secondary sources</li> <li><b>B2</b> Independently analyse and critically evaluate conflicting interpretations of international commercial law, procedure and practice and dispute resolution strategies and practice</li> <li><b>B3</b> Independently analyse and critically evaluate international commercial law, procedure and practice, applying appropriate theoretical perspectives, in a variety of contexts including social, economic, political and ethical contexts</li> <li><b>B4</b> Argue cogently about international commercial law problems and issues, evaluating conflicting judicial, professional and academic authorities, evaluating the available evidence and offering reasoned opinions supported by evidence and/or authority</li> </ul>

	<p><b>C Students will acquire and develop practical skills so that they are able to:</b></p> <p><b>C1</b> Conduct effective international commercial law research</p> <p><b>C2</b> Read and understand complex technical international commercial law materials</p> <p><b>C3</b> Orally communicate complex international commercial law concepts and reasoning, making appropriate and effective use of professional and academic language</p> <p><b>C4</b> Communicate complex international commercial law concepts and reasoning in writing, making appropriate and effective use of professional and academic language and presenting their written work in a clear manner, using appropriate layout, style and referencing of sources</p> <p><b>C5</b> Employ effective advice, advocacy, drafting, negotiation, and mediation techniques</p> <p><b>(IT Skills)</b></p> <p><b>C6</b> Produce word-processed documents,</p> <p><b>C7</b> Conduct on-line research</p>
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### **C. Teaching and Learning Strategy**

A1-A4 are studied through lectures, workshops & seminars, directed reading, independent research supported by online learning materials.

A5 is learnt by self-directed study with guidance from an assigned supervisor/tutor following induction sessions focussing on the task and research techniques.

By directed independent research and study, as for A above, with an emphasis on small group work and practical exercises specifically through modelling skilled practice and selecting activities and exercises to promote engagement with the skills, rendering the techniques explicit and requiring rigour in argument and explanation.

Providing feedback upon formative and summative assessments

C1-5 through the process of preparing and discussing with tutors seminar activities and feedback on formative and summative assessments, including Research Methods and the Dissertation

C6-7 Promote IT literacy training available through LIS/LRC.

C6 Require in-course assignments and dissertation to be word-processed.

C6 Personal tutors encourage contact through email and project/dissertation supervisors require that drafts and agendas are submitted to them by email prior to an appointment.

C7 All modules, particularly Research Methods and the Dissertation.

D1-4 All modules, particularly Research Methods and the Dissertation. The Dissertation requires independent research and preparation, meetings with a supervisor for guidance, review of and feedback on progress and, ultimately, presentation of the LLM dissertation.  
 D1-4 Highlighting, where possible, the transferable nature of skills derived from the study of the first discipline

**D. Assessment**

A1-4 by a mixture of coursework assignments, oral presentation and skills assessments.  
 A5 the LLM Dissertation.  
 A mixture of coursework assignments, oral presentation and skills assessments and the dissertation.  
 D1-4 Submission of the LLM Dissertation.

**E. Academic Regulations**

The University's Academic Regulations apply for this course. Any course specific protocols will be identified here.

**F. Entry Requirements**

In order to be considered for entry to the course(s) applicants will normally be required to have the following qualifications:

- Honours degree in Law or related subject (2:2 Hons or higher); **or**
- Non UK degree in Law or related subject (equivalent to 2:2 Hons or higher); **or**
- (Post) Graduate Diploma in Law/Legal Studies;

Individual applications for accreditation of prior learning and experience will be considered in accordance with the School's policy.

We welcome qualifications from around the world. English language qualifications for international students: IELTS score of 6.5, Cambridge Proficiency or Advanced Grade C.

**G. Course structure(s)**

**Course overview**

**Full Time (day and evening)** - 12 months (Taught stage: September-June; Dissertation: July-September)

	Semester 1		Semester 2	
	Principles of International Commercial Law	20 credits	International Business, Human Rights & CSR	20 credits
	Research Methods	20 credits	<b>Two from:</b>	20 credits

			Chinese Business Law International Commercial Arbitration OR International Trade Law OR Mediation & Negotiation <b>OR</b> Comparative Law	
	International Sale of Goods	20credits		
	Dissertation			60 credits

**Part Time (day and evening) – 24 months (Taught stage: September-September).**

	<b>Semester 1</b>		<b>Semester 2</b>	
<b>Year 1</b>	Principles of International Commercial Law	20 credits	International Business, Human Rights & CSR	20 credits
	International Sale of Goods	20 credits	Chinese Business Law <b>OR</b> International Commercial Arbitration <b>OR</b> International Trade Law <b>OR</b> Mediation & Negotiation <b>OR</b> Comparative Law	20 credits
<b>Year 2</b>	Research Methods	20 credits	Chinese Business Law <b>OR</b> International Commercial Arbitration <b>OR</b> International Trade Law <b>OR</b> Mediation & Negotiation <b>OR</b> Comparative Law	20 credits
		dissertation		60 credits

**Placements information**

**H. Course Modules**

[Provide information on:

- core and optional modules;
- the circumstances when optional modules may not run; and
- how and when students will be informed if optional modules are changed]

<b>Module Code</b>	<b>Module Title</b>	<b>Level</b>	<b>Assessment</b>	<b>Credit value</b>
New	Principles of International Commercial Law	7		20
New	International Sale of Goods	7		20
New	Research Methods	7		20
New	International Business, Human Rights & CSR	7		20
New	Comparative Law	7		20
New	International Commercial Arbitration	7		20
New	International Trade Law	7		20
LAW_7_MAN	Mediation & Negotiation	7		20
New	Chinese Business Law	7		20
New	Dissertation	7		60
New	Principles of International Commercial Law	7		20
New	International Sale of Goods	7		20
New	Research Methods	7		20
New	International Business, Human Rights & CSR	7		20
New	Comparative Law	7		20

#### **I. Timetable information**

[indicate:

Provide as much information as possible,

- when students can expect to receive a confirmed timetable for study commitments; and
- if there is a teaching-free afternoon set aside for e.g. sporting/cultural activities.
- Don't specify a day(s) when teaching will take place if it may be changed.
- Prospective students should be kept informed of any changes.]

#### **J. Costs and financial support**

**Course related costs**



- provide information about other course-related costs (explain what is and what is not included in the tuition fees, e.g. such additional expenses as cost of books or other learning materials, specialist equipment, uniforms, clothing required for work placements, field trips, bench fees).

#### **Tuition fees/financial support/accommodation and living costs**

- Information on tuition fees/financial support can be found by clicking on the following link - <http://www.lsbu.ac.uk/courses/undergraduate/fees-and-funding> or
- <http://www.lsbu.ac.uk/courses/postgraduate/fees-and-funding>
- Information on living costs and accommodation can be found by clicking the following link- <https://my.lsbu.ac.uk/my/portal/Student-Life-Centre/International-Students/Starting-at-LSBU/#expenses>

#### **List of Appendices**

Appendix A: Curriculum Map

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## Appendix A: Curriculum Map

This map provides a design aid to help course teams identify where course outcomes are being developed, taught and assessed within the course. It also provides a checklist for quality assurance purposes and may be used in validation, accreditation and external examining processes. Making the learning outcomes explicit will also help students to monitor their own learning and development as the course progresses.

Title	Principles of International Commercial Law	International Sale of Goods	Research Methods	Int. Business, Human Rights & CSR		International Commercial Arbitration	International Trade Law	Mediation & Negotiation	Dissertation
Level	7	7	7	7		7	7	7	7
Code									
A1	TA		TA	D				D	TA
A2			TA						
A3		TA	D	TA					
A4			D			TA	TA	TA	
A5			TA						TA
B1		TA	TA	TA				TA	TA
B2	TA		TA	TA		TA	TA	TA	TA
B3	TA	TA	TA	TA		TA		TA	TA
B4	TA	TA	TA	TA		TA	TA	TA	TA
	D								
C1	TA	TA	TA	TA				TA	TA
C2		TA	TA	TA		TA	TA	TA	TA
C3		TA	D	TA			D	D	D
C4	TA	TA	TA	TA		TA	TA	TA	TA
C5		TA	TA	TA		A	A	TA	TA

C6	A		TA	TA				TA	TA
C7	A		TA	TA		A	A	TA	TA
D1	TA	TA	TA	TA		TA	TA	TA	TA
D2	D		D	D		D	D	D	TA
D3		TA	TA	TA				TA	
D4			TA	D				D	TA

## **Appendix B: Embedding the Educational Framework for Undergraduate Courses**

The Educational Framework at London South Bank University is a set of principles for curriculum design and the wider student experience that articulate our commitment to the highest standards of academic knowledge and understanding applied to the challenges of the wider world.

The Educational Framework reflects our status as University of the Year for Graduate Employment awarded by *The Times and The Sunday Times Good University Guide 2018* and builds on our 125 year history as a civic university committed to fostering social mobility through employability and enterprise, enabling our students to translate academic achievement into career success.

There are four key characteristics of LSBU's distinctive approach to the undergraduate curriculum and student experience:

- Develop students' professional and vocational skills through application in industry-standard facilities
- Develop our students' graduate attributes, self-awareness and behaviours aligned to our EPIIC values
- Integrate opportunities for students to develop their confidence, skills and networks into the curriculum
- Foster close relationships with employers, industry, and Professional, Statutory and Regulatory Bodies that underpin our provision (including the opportunity for placements, internships and professional opportunities)

The dimensions of the Educational Framework for curriculum design are:

- **informed by employer and industry** needs as well as professional, statutory and regulatory body requirements
- **embedded learning development** for all students to scaffold their learning through the curriculum taking into account the specific writing and thinking requirements of the discipline/profession
- **high impact pedagogies** that enable the development of student professional and vocational learning through application in industry-standard or authentic workplace contexts
- **inclusive teaching, learning and assessment** that enables all students to access and engage the course
- **assessment for learning** that provides timely and formative feedback

All courses should be designed to support these five dimensions of the Educational Framework. Successful embedding of the Educational Framework requires a systematic approach to course design and delivery that conceptualises the student experience of the curriculum as a whole rather than at modular level and promotes the progressive development of understanding over the entire course. It also builds on a well-established evidence base across the sector for the pedagogic and assessment experiences that contribute to high quality learning.

This appendix to the course specification document enables course teams to evidence how their courses meet minimum expectations, at what level where appropriate, as the basis for embedding the Educational Framework in all undergraduate provision at LSBU.

Dimension of the Educational Framework	Minimum expectations and rationale	How this is achieved in the course
Curricula informed by employer and industry need	<p><u>Outcomes focus and professional/employer links</u></p> <p>All LSBU courses will evidence the involvement of external stakeholders in the curriculum design process as well as plan for the participation of employers and/or alumni through guest lectures or Q&amp;A sessions, employer panels, employer-generated case studies or other input of expertise into the delivery of the course provide students with access to current workplace examples and role models. Students should have access to employers and/or alumni in at least one module at level 4.</p>	
Embedded learning development	<p><u>Support for transition and academic preparedness</u></p> <p>At least two modules at level 4 should include embedded learning development in the curriculum to support student understanding of, and familiarity with, disciplinary ways of thinking and practising (e.g. analytical thinking, academic writing, critical reading, reflection). Where possible, learning development will be normally integrated into content modules rather than as standalone modules. Other level 4 modules should reference and reinforce the learning development to aid in the transfer of learning.</p>	
High impact pedagogies	<p><u>Group-based learning experiences</u></p> <p>The capacity to work effectively in teams enhances learning through working with peers and develops student outcomes, including communication, networking and respect for diversity of perspectives relevant to <b>professionalism</b> and <b>inclusivity</b>. At least one module at level 4 should include an opportunity for group working. Group-based learning can also be linked to assessment at level 4 if</p>	

	appropriate. Consideration should be given to how students are allocated to groups to foster experience of diverse perspectives and values.	
Inclusive teaching, learning and assessment	<p><u>Accessible materials, resources and activities</u></p> <p>All course materials and resources, including course guides, PowerPoint presentations, handouts and Moodle should be provided in an accessible format. For example, font type and size, layout and colour as well as captioning or transcripts for audio-visual materials. Consideration should also be given to accessibility and the availability of alternative formats for reading lists.</p>	
Assessment for learning	<p><u>Assessment and feedback to support attainment, progression and retention</u></p> <p>Assessment is recognised as a critical point for at risk students as well as integral to the learning of all students. Formative feedback is essential during transition into university. All first semester modules at level 4 should include a formative or low-stakes summative assessment (e.g. low weighted in final outcome for the module) to provide an early opportunity for students to check progress and receive prompt and useable feedback that can feed-forward into future learning and assessment. Assessment and feedback communicates high expectations and develops a commitment to <b>excellence</b>.</p>	
High impact pedagogies	<p><u>Research and enquiry experiences</u></p> <p>Opportunities for students to undertake small-scale independent enquiry enable students to understand how knowledge is generated and tested in the discipline as well as prepare them to engage in enquiry as a highly sought after outcome of university study. In preparation for an undergraduate dissertation at level 6, courses should provide opportunities for students to develop research skills at level 4 and 5 and should engage with open-ended problems with appropriate support. Research opportunities should</p>	

	<p>build student autonomy and are likely to encourage <b>creativity</b> and problem-solving. Dissemination of student research outcomes, for example via posters, presentations and reports with peer review, should also be considered.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning</p>	<p><u>Authentic learning and assessment tasks</u>  Live briefs, projects or equivalent authentic workplace learning experiences and/or assessments enable students, for example, to engage with external clients, develop their understanding through situated and experiential learning in real or simulated workplace contexts and deliver outputs to an agreed specification and deadline. Engagement with live briefs creates the opportunity for the development of student outcomes including <b>excellence, professionalism, integrity</b> and <b>creativity</b>. A live brief is likely to develop research and enquiry skills and can be linked to assessment if appropriate.</p>	
<p>Inclusive teaching, learning and assessment</p>	<p><u>Course content and teaching methods acknowledge the diversity of the student cohort</u>  An inclusive curriculum incorporates images, examples, case studies and other resources from a broad range of cultural and social views reflecting diversity of the student cohort in terms of, for example, gender, ethnicity, sexuality, religious belief, socio-economic background etc. This commitment to <b>inclusivity</b> enables students to recognise themselves and their experiences in the curriculum as well as foster understanding of other viewpoints and identities.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Work-based learning</u>  Opportunities for learning that is relevant to future employment or undertaken in a workplace setting are fundamental to developing student applied knowledge as well as developing work-relevant student outcomes such as networking, <b>professionalism</b> and <b>integrity</b>. Work-based learning can take the form of work experience, internships or placements as</p>	

	<p>well as, for example, case studies, simulations and role-play in industry-standards settings as relevant to the course. Work-based learning can be linked to assessment if appropriate.</p>	
<p>Embedded learning development</p>	<p><u>Writing in the disciplines: Alternative formats</u></p> <p>The development of student awareness, understanding and mastery of the specific thinking and communication practices in the discipline is fundamental to applied subject knowledge. This involves explicitly defining the features of disciplinary thinking and practices, finding opportunities to scaffold student attempts to adopt these ways of thinking and practising and providing opportunities to receive formative feedback on this. A writing in the disciplines approach recognises that writing is not a discrete representation of knowledge but integral to the process of knowing and understanding in the discipline. It is expected that assessment utilises formats that are recognisable and applicable to those working in the profession. For example, project report, presentation, poster, lab or field report, journal or professional article, position paper, case report, handbook, exhibition guide.</p>	
<p>High impact pedagogies</p>	<p><u>Multi-disciplinary, interdisciplinary or interprofessional group-based learning experiences</u></p> <p>Building on experience of group working at level 4, at level 5 students should be provided with the opportunity to work and manage more complex tasks in groups that work across traditional disciplinary and professional boundaries and reflecting interprofessional work-place settings. Learning in multi- or interdisciplinary groups creates the opportunity for the development of student outcomes including <b>inclusivity</b>, communication and networking.</p>	
<p>Assessment for learning</p>	<p><u>Variation of assessment</u></p> <p>An inclusive approach to curriculum recognises diversity and seeks to create</p>	



	<p>a learning environment that enables equal opportunities for learning for all students and does not give those with a particular prior qualification (e.g. A-level or BTEC) an advantage or disadvantage. An holistic assessment strategy should provide opportunities for all students to be able to demonstrate achievement of learning outcomes in different ways throughout the course. This may be by offering alternate assessment tasks at the same assessment point, for example either a written or oral assessment, or by offering a range of different assessment tasks across the curriculum.</p>	
<p>Curricula informed by employer and industry need</p>	<p><u>Career management skills</u>  Courses should provide support for the development of career management skills that enable student to be familiar with and understand relevant industries or professions, be able to build on work-related learning opportunities, understand the role of self-appraisal and planning for lifelong learning in career development, develop resilience and manage the career building process. This should be designed to inform the development of <b>excellence</b> and <b>professionalism</b>.</p>	
<p>Curricula informed by employer and industry need / Assessment for learning / High impact pedagogies</p>	<p><u>Capstone project/dissertation</u>  The level 6 project or dissertation is a critical point for the integration and synthesis of knowledge and skills from across the course. It also provides an important transition into employment if the assessment is authentic, industry-facing or client-driven. It is recommended that this is a capstone experience, bringing together all learning across the course and creates the opportunity for the development of student outcomes including <b>professionalism, integrity</b> and <b>creativity</b>.</p>	

## Appendix C: Terminology

[Please provide a selection of definitions according to your own course and context to help prospective students who may not be familiar with terms used in higher education. Some examples are listed below]

<b>awarding body</b>	a UK higher education provider (typically a university) with the power to award higher education qualifications such as degrees
<b>bursary</b>	a financial award made to students to support their studies; sometimes used interchangeably with 'scholarship'
<b>collaborative provision</b>	a formal arrangement between a degree-awarding body and a partner organisation, allowing for the latter to provide higher education on behalf of the former
<b>compulsory module</b>	a module that students are required to take
<b>contact hours</b>	the time allocated to direct contact between a student and a member of staff through, for example, timetabled lectures, seminars and tutorials
<b>coursework</b>	student work that contributes towards the final result but is not assessed by written examination
<b>current students</b>	students enrolled on a course who have not yet completed their studies or been awarded their qualification
<b>delivery organisation</b>	an organisation that delivers learning opportunities on behalf of a degree-awarding body
<b>distance-learning course</b>	a course of study that does not involve face-to-face contact between students and tutors
<b>extracurricular</b>	activities undertaken by students outside their studies
<b>feedback (on assessment)</b>	advice to students following their completion of a piece of assessed or examined work
<b>formative assessment</b>	a type of assessment designed to help students learn more effectively, to progress in their studies and to prepare for summative assessment; formative assessment does not contribute to the final mark, grade or class of degree awarded to students

<b>higher education provider</b>	organisations that deliver higher education
<b>independent learning</b>	learning that occurs outside the classroom that might include preparation for scheduled sessions, follow-up work, wider reading or practice, completion of assessment tasks, or revision
<b>intensity of study</b>	the time taken to complete a part-time course compared to the equivalent full-time version: for example, half-time study would equate to 0.5 intensity of study
<b>lecture</b>	a presentation or talk on a particular topic; in general lectures involve larger groups of students than seminars and tutorials
<b>learning zone</b>	a flexible student space that supports independent and social learning
<b>material information</b>	information students need to make an informed decision, such as about what and where to study
<b>mode of study</b>	different ways of studying, such as full-time, part-time, e-learning or work-based learning
<b>modular course</b>	a course delivered using modules
<b>module</b>	a self-contained, formally structured unit of study, with a coherent and explicit set of learning outcomes and assessment criteria; some providers use the word 'course' or 'course unit' to refer to individual modules
<b>national teaching fellowship</b>	a national award for individuals who have made an outstanding impact on student learning and the teaching profession
<b>navigability (of websites)</b>	the ease with which users can obtain the information they require from a website
<b>optional module</b>	a module or course unit that students choose to take
<b>performance (examinations)</b>	a type of examination used in performance-based subjects such as drama and music
<b>professional body</b>	an organisation that oversees the activities of a particular profession and represents the interests of its members
<b>prospective student</b>	those applying or considering applying for any programme, at any level and employing any mode of study, with a higher education provider

<b>regulated course</b>	a course that is regulated by a regulatory body
<b>regulatory body</b>	an organisation recognised by government as being responsible for the regulation or approval of a particular range of issues and activities
<b>scholarship</b>	a type of bursary that recognises academic achievement and potential, and which is sometimes used interchangeably with 'bursary'
<b>semester</b>	either of the parts of an academic year that is divided into two for purposes of teaching and assessment (in contrast to division into terms)
<b>seminar</b>	seminars generally involve smaller numbers than lectures and enable students to engage in discussion of a particular topic and/or to explore it in more detail than might be covered in a lecture
<b>summative assessment</b>	formal assessment of students' work, contributing to the final result
<b>term</b>	any of the parts of an academic year that is divided into three or more for purposes of teaching and assessment (in contrast to division into semesters)
<b>total study time</b>	the total time required to study a module, unit or course, including all class contact, independent learning, revision and assessment
<b>tutorial</b>	one-to-one or small group supervision, feedback or detailed discussion on a particular topic or project
<b>work/study placement</b>	a planned period of experience outside the institution (for example, in a workplace or at another higher education institution) to help students develop particular skills, knowledge or understanding as part of their course
<b>workload</b>	see 'total study time'
<b>written examination</b>	a question or set of questions relating to a particular area of study to which candidates write answers usually (but not always) under timed conditions

