

## Part 1 Programme details

<b>Proposed title</b>	Bachelor of Laws (LLB) with a Language
<b>Mode and duration of programme</b>	Full-time, 4 years
<b>ECTS</b>	240
<b>TU Dublin award(s) sought</b>	Bachelor of Laws (LLB) with a Language
<b>Classifications of award(s)</b>	First Class Honours; Second Class, First Division; Second Class, Second Division; Pass.
<b>School responsible</b>	School of Languages, Law & Social Sciences
<b>Professional body accreditation and relevant dates (where applicable)</b>	The Honourable Society of Kings Inns recognises TU Dublin's LLC as a qualifying law degree.
<b>External provider type (where applicable)</b>	NA
<b>Delivery location</b>	TU Dublin Aungier Street and Grangegorman

## Part 2 Programme approval information

<b>Date of initial approval (of Q1A) by ORC's Academic and Research Committee</b>	<b>23 April 2019</b>
<b>Date of validation event</b>	<b>24 January 2020</b>
<b>Date of approval by Academic Council and Governing Body</b>	
<b>Proposed date of commencement</b>	<b>September 2020</b>

## Part 3 Programme background/structure

**Background**

Legal Education has been provided by TU Dublin's predecessor organisations for over fifty years and a full-time Bachelor of Laws programme since 2012. The School of Languages, Law and Social Sciences is building upon these programmes, along with its language provision, to offer a full time Bachelor of Laws (LLB) with a Language. This Programme will provide students with an international perspective on law and legal cultures providing an opportunity to study, not only the Irish legal system, but also the language, literature, culture and legal system of another European country. The Programme will be delivered by combining existing law modules with existing language modules and requiring students to

spend one full academic year abroad under the Erasmus+ programme at a European partner university.

**Stated aims and learning outcomes of the programme**

The aim of the Programme is to produce graduates with a deep and critical understanding of the institutional framework and key principles of the Irish legal system, an appreciation of the key principles of the legal system of one other European country as well as competence in one foreign language to at least C1 level on the Common European Framework of Reference for Languages (CEFR). It aims to support graduates to take up professional roles in a range of businesses, public service, non-governmental and European institutions. It will also provide a foundation for further study in Ireland and overseas in a range of areas including the Irish legal profession and postgraduate programmes in law, translating and interpreting, humanities and business.

Having completed the Programme, students will be able to fulfil the learning outcomes presented below, aligned to the National Framework of Qualifications award level descriptor for Honours Degrees (Level Eight):

<b>Area</b>	<b>Outcome</b>	<b>Specific Learning Outcomes</b>
Knowledge: Breadth	An understanding of the theory, concepts and methods pertaining to a field (or fields) of learning	Demonstrate a thorough understanding of the institutional framework and key principles of the Irish legal system, and an appreciation of one other European legal system.
Knowledge: Kind	Detailed knowledge and understanding in one or more specialised areas, some of it at the current boundaries of the field(s)	Accurately identify and apply the legal rules relevant to individuals, state institutions and corporate bodies in a variety of personal, regulatory and commercial situations.
Know-how and Skill Range	Demonstrate mastery of a complex and specialised area of skills and tools; use and modify advanced skills and tools to conduct closely guided research, professional or advanced technical activity	Draw upon a range of legal sources and demonstrate an ability to synthesise them into coherent well-reasoned arguments.

<p>Know-how and Skill Selectivity</p>	<p>Exercise appropriate judgement in a number of complex planning, design, technical and/or management functions related to products, services, operations or processes, including resourcing</p>	<p>Apply appropriate legal concepts to problem solving in a practice based environment. Critically evaluate legal rules and processes within a doctrinal law framework.</p>
<p>Competence: context</p>	<p>Use advanced skills to conduct research, or advanced technical or professional activity, accepting accountability for all related decision making; transfer and apply diagnostic and creative skills in a range of contexts</p>	<p>Engage in legal research and apply research outcomes to formulate solutions to a range of novel legal problems.  Perform a range of work-related and academic tasks at C1 level on the CEFR in all four skills of Listening, Speaking, Reading and Writing in the language studied.</p>
<p>Competence: Learning to Learn</p>	<p>Learn to act in variable and unfamiliar learning contexts; learn to manage learning tasks independently, professionally and ethically</p>	<p>Explore issues that impact upon the effective application of legal rules.  Apply the concepts and skills learned in a variety of contexts appropriate to a graduate entrant to the workforce, in a variety of multi-disciplinary and multi-cultural settings.</p>
<p>Competence: Insight</p>	<p>Express a comprehensive, internalised, personal world view, manifesting solidarity with others</p>	<p>Reflect on how the concerns of the Irish and EU legal systems connect to, and interact with, wider issues in contemporary society.  Demonstrate knowledge and understanding of and an ability to evaluate critically, the legal environment and the institutions of the countries where the target language is spoken and be able to place these in their historical context.</p>

### ***Programme structure***

Students take 40 ECTS of Law modules (4 x 10 ECTS) and 20 ECTS of language modules (2 x 10 ECTS) in years one and two. In third year, students study at a European institution (in France, Spain or Germany) and must complete 40 ECTS there of which at least 20 must be law. For the remaining 20 ECTS credits, they also complete an online language module in their chosen language, run by the Languages lecturers at TU Dublin (10 ECTS credits) and a legal research project on a fundamental aspect of the legal system in their host country (10 ECTS credits). In year four, students return to TU Dublin and take a minimum 40 credits of law and 10 credits of language. They may choose their sixth module from either the law or language options available.

### ***Entry Requirements (see Conditions of the Panel)***

Minimum entry requirements are six Leaving Certificate passes, with a minimum H4 in English and a minimum H4 in the language they intend to study (French, German or Spanish).

### ***Procedures for advanced entry and recognised prior learning***

Entry for mature students is by interview. Application forms are received from mature applicants via CAO and the School has a policy of interviewing mature students who meet certain academic criteria. Such applicants are interviewed by two members of the academic staff and assessed on a standardised set of criteria as below. Offers are then made by CAO in round zero. The assessment of candidates is carried out using the following criteria:

- Education – level and suitability of previous qualification
- Work experience – relevant professional experience in the field
- Aptitude – level of proficiency in law or related discipline

There will be the additional requirement in this Programme that the applicant can demonstrate the requisite language aptitude (i.e. H4 or higher at Leaving Certificate or equivalent). Applicants who possess a minimum of a Level 5 qualification from any programme in which law or legal studies constitutes a significant proportion (at least 60 credits) of the curriculum, and can also demonstrate the requisite language aptitude, are also eligible and welcome to apply for admission to the Programme.

Those for whom English is not their first language must obtain an IELTS score of 6.5.

Alternatively, the completion of the Leaving Certificate or equivalent in English with at least a H4 is sufficient evidence of ability in the English language.

### ***Student assessment***

In accordance with TU Dublin's General Assessment Regulations (City)

### ***Derogations from the General Assessment Regulations, including rationale for derogation and view of the Panel:***

Students shall have a maximum of four attempts to pass a module. The Panel accept this derogation, and note that it is present on other Law programmes.

## **Part 4      Validation Details and Membership of Panel**

### **Schedule of meetings**

**Friday 24<sup>th</sup> January 2020**

**Venue:            Boardroom 2-048, TU Dublin Aungier Street**

- 09.00 am      Introductory meeting between Panel, Head of School and relevant Assistant Head of School of Languages, Law and Social Sciences, Chairperson and members of the Programme Committee as appropriate. Presentation from School.
- 09.30 am      Private meeting of Panel to discuss agenda.
- 10.30 am      Panel meets with Head of School, Assistant Head of School, Chairperson and appropriate members of the Programme Committee, to discuss specific issues raised by the Panel.
- 11.45 am      Meeting of Panel with staff teaching on both programmes to discuss such matters as syllabi, teaching methods and assessment issues.
- 12.30 pm      Lunch. Private meeting of Panel to consider draft report.
- 3.30 pm      Panel to report back orally to the Head of School, Assistant Head of School of Languages, Law and Social Sciences, Programme Chair and other staff as appropriate.

### **Panel Membership**

#### ***External Members***

- Dr Marie-Luce Paris                      Lecturer, UCD Sutherland School of Law
- Jonathan Claridge                      Head of Information & Communication Section, European Commission Representation in Ireland

#### ***Internal Members***

- Dr Eoin Langan (Chair)                      Head of School of Accounting & Finance, TU Dublin - City (Aungier Street)
- Patrick Flynn                      Head of Learning Development, College of Engineering & Built Environment, TU Dublin – City (Bolton Street)
- Anna Cruickshank                      School of Culinary Arts & Food Technology, TU Dublin - City (Cathal Brugha Street)

### **Quality Assurance Office**

- Jan Cairns                      Quality Assurance Officer, TU Dublin – City (Park House)

### Documentation submitted

The Panel received the Programme Overview and supporting information, the Student Handbook, a Handbook for the Year Abroad and guidance documentation.

### Part 5 Summary of Panel findings against key questions

Is the market demand and need for the programme clear and articulated?	Yes
Are the aims, objectives and learning outcomes of the programme well-founded and clearly formulated?	Yes
Are the entry requirements clear and appropriate?	See Conditions of the Panel
Are the arrangements for access, transfer and progression in accordance with University policy and NFQ?	Yes. See recommendation of the Panel in respect of transfer.
Are the programme learning outcomes at the appropriate level as set out by the NFQ requirements?	Yes
Do the individual modules 'add up' to a coherent programme?	Yes
Are Graduate Attributes embedded within the programme?	Yes. See recommendation regarding how Graduate Attributes align to learning outcomes.
Will the accumulation of the module learning outcomes result in the attainment of the programme learning outcomes?	Yes
Is there appropriate use of student-centred learning, teaching and assessment strategies, including the First Year Framework for Success checklist, which recognise the needs of diverse student groups?	Yes. See recommendation regarding embedding FYEF further within the first year.
Do the curricula and teaching schemes in each module descriptor give realisable substance to the module's aims, objectives and learning outcomes?	Yes
Are the assessment methods and criteria aligned to the learning outcomes in each module?	Yes
Are facilities and resources, including staff, in place to support the delivery of the programme at the standard proposed?	Yes
Is there parity between off-campus/on-campus delivery (if applicable)?	NA
Are the roles and responsibilities of each partner clearly specified (if applicable)?	NA

## **Part 6 Recommendations of the Panel**

The Panel is pleased to recommend to Academic Council approval of the programme leading to the award of Bachelor of Laws (LLB) with a Language, at Level Eight on the National Framework of Qualifications, subject to two conditions and with thirteen recommendations.

The Panel considers that there will be a demand for graduates of this programme, including within EU institutions. It commends the Team on the documentation submitted and in particular the programme learning outcomes and their mapping with module learning outcomes. It also thanks the Team for the positive engagement with the Panel.

### **Conditions**

- The language competency (CEFR) level on successfully completing the programme should be clarified. It is currently inconsistently stated within the documentation. The Panel considers that this level should be set at C1, being the minimum requirement for EU employment.
- The minimum entry requirements for the programme should be clarified in line with TU Dublin Level Eight standard requirements.

### **The Panel also recommends that:**

1. The Programme Team demonstrate how Graduate Attributes are encompassed within programme learning outcomes;
2. The Team clarify how the First Year Experience for Success is part of the students' learning experience throughout the first year and beyond;
3. the indicative schedule of assessment including submission dates and feedback points should be incorporated into the Student Handbooks;
4. the teaching, learning and assessment strategy for the programme should be incorporated into the Student Handbooks;
5. a mechanism for formal preparation of students for the third year study abroad should be provided in the year prior to departure, to include an introduction to legal system of the destination country and cultural awareness and to provide an induction for the legal project to be completed within that year;
6. a formal method for allocating students in partner institutions that is fair and transparent should be included within the documentation;
7. the module descriptors should be reviewed to ensure there is greater consistency in terms of the number of module learning outcomes and volume of content included in each field;
8. the reading lists should be reviewed to ensure that the latest editions of all text books is employed;
9. the programme documentation should be reviewed to correct errors throughout;
10. the mechanism in the event that a student wishes to transfer to another programme should be clearly stated;
11. the repeat mechanisms for the study abroad year should be clarified;
12. relationships with EU institutions, the embassies of destination countries and the Department of Foreign Affairs should be developed to build awareness of the programme

as well as networks for students and graduates of the programme. In this regard, the building of alumni networks is also recommended;

13. Staff should also be encouraged and facilitated to undertake Erasmus mobility opportunities;