

**PROGRAMME SPECIFICATION
(Taught Postgraduate)**



1	Awarding Institution	Newcastle University
2	Teaching Institution	Newcastle University
3	Final Award	LLM
4	Programme Title	LLM in Mediation and International Commercial Dispute Resolution
5	Programme Code	5890F/5890P 5897
6	Programme Accreditation	No
7	QAA Subject Benchmark(s)	
8	FHEQ Level	7
9	Last updated	February 2022

10 Programme Aims

Provide Masters level material, appropriate modes of instruction and assessment and develop critical understanding, self-reflection self-awareness and independent student study in the following areas

- 1 Mediation and Mediation Advocacy practice and skills development and the nature of different mediation models
- 2 The core values underpinning the practice of mediation including confidentiality, voluntariness, neutrality, and party empowerment and self-determination,
- 3 The application of mediation and related forms of dispute resolution in the context of commercial matters including those of an international nature
- 4 Theories of conflict resolution including preferred negotiation styles, the role of culture and biases and fallacies
- 5 The UK and international legal and regulatory environment within which commercial mediation and related processes are practiced
- 6 The role of technology in new online dispute resolution mechanisms and the legal/regulatory questions such developments pose

11 Learning Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, qualities, skills and other attributes in the following areas. The programme outcomes have references to the benchmark statements for Law.

Knowledge and Understanding

On completing the programme students should demonstrate a critical understanding of:

- A1 The place of mediation within the range of dispute resolution options in the commercial context
- A2 The potential benefits and limitations of mediation as a method of dispute resolution
- A3 The role of lawyers and other gatekeepers in mediation's development
- A4 The historical origins and theoretical underpinnings of modern mediation
- A5 The causes of disputes, theories of conflict resolution, the role of culture in negotiations, biases and fallacies in conflict resolution
- A6 UK and international legal and regulatory frameworks in the context of commercial and international disputes including those relating to channelling parties into mediation, mediation and civil courts, training and standard setting for mediators, confidentiality, enforceability of settlement and redress
- A7 The growing role of technology in dispute resolution methods and the policy and practice issues this engenders.

Teaching and Learning Methods
The teaching and learning methods designed to test these outcomes include non-synchronous interactive online materials in which there shall be in-built formative feedback, short directed readings and reflective learning as well as synchronous, small group online seminars in which students shall explore key themes in greater detail.
Assessment Strategy
Summative assessments designed to test knowledge and understanding include embedded, advanced multiple choice exercises, research papers and professional client briefs. Formative assessment is built into the nonsynchronous, online materials.
Intellectual Skills
<p>On completing the programme students should be able to:</p> <p>B1 digest and analyse academic literature, legal provisions and professional commentary in relevant areas</p> <p>B2 formulate and develop arguments for and against propositions</p> <p>B3 weigh up different policy factors in the determination of appropriate legal provisions, practice models and ethical/regulatory frameworks</p> <p>B4 develop abilities in self-reflection and the ability to apply theory to practical experiences</p>
Teaching and Learning Methods
The teaching and learning methods designed to test these outcomes include non-synchronous interactive online materials in which there shall be in-built formative feedback, short directed readings and reflective learning as well as synchronous, small group online seminars in which students shall explore key themes in greater detail. Directed discussion board activity shall also serve to develop these skills.
Assessment Strategy
Assessments designed to tests these skills include research papers, reflective logs, group presentations and capstone projects
Practical Skills
<p>On completing the programme students should be able to:</p> <p>C1 demonstrate legal problem solving and reflective skills, appropriate and relevant to the modules of study</p> <p>C2 critically evaluate legal and policy arguments in the context of commercial dispute resolution</p> <p>C3 demonstrate an ability to weigh up competing interests and needs of commercial clients and negotiate in pursuit of those interests</p> <p>C4 use legal databases, cases and legislation repositories and institutional websites to gather appropriate data</p>
Teaching and Learning Methods
The teaching and learning methods designed to test these outcomes include non-synchronous interactive online materials in which there shall be in-built formative feedback, short directed readings and reflective learning as well as synchronous, small group online seminars and directed, discussion board activity in which students shall be able to develop their skills in these areas.
Assessment Strategy
Students shall be tested against these criteria in formative assessment activity including within online seminars, in summative skills assessment, capstone projects and essays

Transferable/Key Skills
On completing the programme students should be able to: D1 demonstrate the ability to make persuasive arguments in oral and written form D2 effectively regulate their own learning, demonstrative skills of organisation, prioritisation, time management and independent study D3 communicate complex ideas and arguments to a range of different audiences D4 demonstrate professionalism, collegiality and teamwork, and maturity in their engagement with materials.
Teaching and Learning Methods
Engagement in classroom activities, including discussions, debates, practical simulations and seminar preparation shall help with the development of these skills. The Legal Skills: Theory and Methods module shall in particular provide students with the tools to enhance these skills.
Assessment Strategy
These key transferable skills are assessed in a formative manner throughout the course by conduct in assessments including group work, seminar engagement. Formatively and summatively these skills are assessed by a wide range of assessments used in this programme.

12 Programme Curriculum, Structure and Features
Basic structure of the programme
The programme shall be available full time and part time in which students shall take 120 credits of taught modules including 100 credits created for this programme plus the Legal Skills and Research Module (20 credits), and a dissertation (60 credits)
Key features of the programme (including what makes the programme distinctive)
This programme is first fully online programme launched by the Law School. It is designed for those overseas (and home) students who wish to study at a Russel Group law school without the ability or desire to travel. The programme is also one of the few launched in the emerging field of Mediation and dispute resolution – an area that is gathering pace professionally in a global sense. The programme is based on a partnership between Newcastle Law School academics with proven experience and reputation in the field and Mediator Academy, a well established online training provider with significant experience and links within the mediation field. The mode of delivery through a combination of sophisticated, video-based online, non-synchronous material and synchronous tutor led content also represents major innovation in the field. Finally the range of assessments are designed to help students become self-reflective professionals with a deep rooted understanding of relevant theory as well as gaining relevant practical skills of value to potential employers in the field.
Programme regulations (link to on-line version)
Programme Regulations 2025-26

13 Support for Student Learning
Generic information regarding University provision is available here .

14 Methods for evaluating and improving the quality and standards of teaching and learning

Generic information regarding University provision is available here .
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<i>Accreditation reports</i>

<i>Additional mechanisms</i>

15 Regulation of assessment

Generic information regarding University provision is available here .
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In addition, information relating to the programme is provided in:
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Degree Programme and University Regulations: http://www.ncl.ac.uk/regulations/
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Please note. This specification provides a concise summary of the main features of the programme and of the learning outcomes that a typical student might reasonably be expected to achieve if she/he takes full advantage of the learning opportunities provided.

Mapping of Intended Learning Outcomes onto Curriculum/Modules

Intended Learning Outcome	Module codes (Compulsory in Bold)
A1	Mediation Theory; Dispute Resolution and Conflict Studies
A2	Mediation Theory; Mediation Skills and Practice
A3	Mediation Skills and Practice
A4	Mediation Theory
A5	Mediation Theory; Dispute Resolution and Conflict Studies
A6	Mediation Law
A7	Technology and ODR
B1	ALL
B2	ALL
B3	Mediation Law; Technology and ODR
B4	Mediation Skills and Practice
C1	ALL
C2	Mediation Law; Mediation Theory; Technology and ODR
C3	Mediation Skills and Practice; Dispute Resolution and Conflict Studies
C4	ALL
D1	ALL
D2	ALL
D3	ALL
D4	ALL