Programme Specification

<table>
<thead>
<tr>
<th>Programme award and title:</th>
<th>LLB (Honours): LLB Single Honours programme</th>
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<tbody>
<tr>
<td>UCAS code:</td>
<td>M114</td>
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<tr>
<td>SCQF Qualification Level:</td>
<td>10</td>
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<tr>
<td>SCQF Credit Value:</td>
<td>484</td>
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Educational aims of the programme:
Concise (e.g. a few sentences), general statement of aims and broad purposes of the programme

- The main aims of the LLB (Honours) programme are to:
  - Develop fundamental and in-depth knowledge and understanding of:
  - the principles, concepts, values, substantive rules and development of the Scottish legal system and core areas of Scots law
  - the wider context within which the Scottish legal system operates
  - the main institutions and procedures of the Scottish legal system
  - Develop intellectual rigour, independence of mind, critical thought, and legal problem solving and research skills to a highly advanced level, as well as more general transferable intellectual skills which are of value in the practice of law and a wide range of careers.
  - Provide the in-depth knowledge, understanding and independent research skills needed to progress to further studies in law, or in multi-disciplinary areas involving law.
  - Provide our graduates with self-confidence, knowledge, understanding and skills that will provide added benefit to them as individuals, to the legal profession, and to society as a whole.

Intended programme learning outcomes:
Outline (e.g. one or two paragraphs) of what the student will know, understand and be able to do as a result of their learning, expressed in the categories below. Please consider the contribution made to the student's personal development planning (PDP) and future employability.

Knowledge and understanding

- By the end of the LLB, students should display a fundamental knowledge and understanding of the purpose and sources of law, and the main elements of public and private law in Scotland in the context of the UK, EU and wider international law setting through study of: the profession of law, legal systems and institutions affecting Scotland; Human Rights; freedoms and protections; persons; property; obligations; commerce; and crime.

Subject-specific skills and other attributes

- 1. Knowledge A student should have knowledge of the principal features of the Scottish legal system, including general familiarity with its institutions and procedures, viz s/he should: know principles & values in wide range of topics extending beyond the core; have some in-depth knowledge of specialist areas; and be able to demonstrate an insider's understanding of how law fits together and operates.
- 2. Application and problem-solving A student should be: able to apply knowledge to situations which engage with doctrinal disputes; conceive problems as opportunities to demonstrate familiarity with doctrinal and conceptual difficulties and to provide his/her own solution to unresolved debates; and be able to demonstrate this application over a wide number of legal areas.
- 3. Sources and research A student should be able to: identify and use primary legal sources and journals relevant to topic under study; and identify contemporary debates and engage with these while accurately reporting the law in an area.
- 4. Analysis, synthesis, critical judgement and evaluation A student should be able to: identify issues in terms of policy and doctrinal importance; produce clear doctrinal synthesis and summary of policy issues; evaluate law both independently in terms of doctrinal coherence and in relation to other policy perspectives which have been taught specifically; and to create new or imaginative solutions through approaching a problem or using material in different ways.

Generic skills (e.g. information skills, communication skills, critical, analytical and problem-solving)

ARO 029a: August 06  UG
abilities) and other attributes

- 1. Autonomy and ability to learn  A student should be able to: act independently in planning and managing tasks with limited guidance in areas which he/she has studied; identify his/her own resources; reflect on his/her own learning; and seek and make use of feedback.

- 2. Communication and Literacy A student should be able to: engage in academic debate in a professional manner; use a range of formats, mainly written, to present specialist material; write fluent and complex prose, using legal terminology correctly; read a range of complex works within and about law and to summarise their arguments accurately.

- 3. Other key skills: numeracy, information technology and teamwork  A student should be able to: make proficient use of word-processing, standard library and information retrieval systems, and WWW resources; specify technological tools needed for personal support; identify and collate relevant statistical or numerical information and use in a report; work in groups as a participant who contributes effectively to the group's task.

Learning, teaching and assessment strategies:
Outline (e.g. one or two paragraphs) on overall approach taken to develop and assess learning outcomes, including any distinctive features

- Assessment is not a ‘bolt on’ at the end of modules. It is an important learning process within modules. Diagnostic formative assessment and preparatory work are used to prepare for formal assessment. Reflective practice amongst students is encouraged as part of the cycle of assessment. There are specific points in the programme at which reflection is integrated into formative assessment. Students are encouraged to be proactive in completing their reflective journals within their e-portfolios as they progress through the programme.

- Although we have identified key pieces of formative feedback within the LLB, it is important to remember that this activity is ongoing and embedded within all modules and in particular, that it should inform the way in which tutorials are conducted and that all of this feeds into the final summative assessments.

Professional/statutory body accreditation or recognition:  The Law Society of Scotland and The Faculty of Advocates

Further details:

- Entry requirements: [http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php](http://www.external.stir.ac.uk/undergrad/entry_reqs/index.php)
- Programme structure: [http://www.calendar.stir.ac.uk/](http://www.calendar.stir.ac.uk/)
- Relevant Subject Benchmark statement: [http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp](http://www.qaa.ac.uk/academicinfrastructure/benchmark/default.asp)
- Introduction/revision date: Autumn 2011