

## Programme Specification Pro-forma (PSP)

### 1. GENERAL INFORMATION

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|-----------------------------------------------|-----------------------------------------------------------------------|
| 1. <b>Programme Title:</b>                    | Bachelor of Laws (Fast Track)                                         |
| 2. <b>Final Award:</b>                        | LLB                                                                   |
| 3. <b>Exit Awards:</b>                        | Certificate of Higher Education<br>Diploma of Higher Education<br>LLB |
| 4. <b>Awarding Body:</b>                      | Glasgow Caledonian University                                         |
| 5. <b>Approval Date:</b>                      | February 2014                                                         |
| 6. <b>School:</b>                             | Glasgow School <i>for</i> Business and Society                        |
| 7. <b>Host Department:</b>                    | Law, Economics, Accountancy & Risk (LEAR)                             |
| 8. <b>UCAS Code:</b>                          | M115                                                                  |
| 9. <b>PSB Involvement:</b>                    | Law Society of Scotland<br>Faculty of Advocates                       |
| 10. <b>Place of Delivery:</b>                 | GCU – Glasgow campus- Full time                                       |
| 11. <b>Subject Benchmark Statement:</b>       | Law (July 2015)                                                       |
| 12. <b>Dates of PSP Preparation/Revision:</b> | April 2018                                                            |

### 2. EDUCATIONAL AIMS OF THE PROGRAMME

The rationale for the degree is to capture, within a focused core of Law, the learning and skills outcomes of the subject benchmark statement for law (2015); the developing trends and best practice in the learning and teaching of Law; and the requirements of the 2010 Foundation Programme (Scottish Exempting Degree) Accreditation Guidelines issued by the Law Society of Scotland. By the end of the degree, students will be equipped with the knowledge, skills, values and attitudes necessary to achieve the learning outcomes of the Foundation Programme. The programme design reflects the QAA Subject Benchmark Statement for Law 2015. Beyond the core Law curriculum, students are free to develop their interests through a range of options.

The role of lawyers in society is changing – lawyers are increasingly expected to be pro-active in the prediction and prevention of unethical as well as unlawful behaviour across all areas of society. Thus, the delivery of the modules within the LLB (Fast Track) programme will embed PRME principles

including: developing graduates who care about social responsibility; developing learning and teaching which enables graduates to become responsible leaders and practitioners; and developing graduates who will advise businesses and other stakeholders to explore mutually beneficial responses to social and legal challenges. Given the growing internationalisation of all aspects of society, the delivery of the modules across the LLB (Fast Track) programme will set Scots, UK and EU law as appropriate in an international context.

The **main educational aims** of the programme are:

1. to provide 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 setting;
2. to provide a Scottish Exempting Degree, which is accredited by the Law Society of Scotland, in the context of the degree fulfilling the Foundation Programme of the route to qualification as a Scottish solicitor;
3. to prepare students for graduate employment in a wide range of contexts or for further study and a career where legal knowledge and skills will be applied;
4. to develop in students the necessary subject specific, intellectual, personal and key skills and values to enable them to develop, consistently with the Principles of Responsible Management (PRME), as independent, autonomous, articulate, reflective and ethical individuals and so enhance graduate employability.
5. To develop the skills required to evaluate, plan and implement research relevant to law and related issues.
6. To provide students with the opportunity to broaden their international perspectives and inter cultural knowledge through studying in a partner institution abroad.

### **3. INTENDED LEARNING OUTCOMES**

*The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:*

### **3A Knowledge and Understanding:**

- A1 an ability to demonstrate 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 setting;
- A2 an ability to demonstrate knowledge of a substantial range of major concepts, values, principles and rules of the Scottish legal system and explain the relationship between them in a number of areas;
- A3 an ability to explain the main legal institutions and procedures of the Scottish legal system;
- A4 an ability to demonstrate study in depth and in context of a number of substantive areas of Scots Law;
- A5 an ability to demonstrate knowledge and understanding of the principal sources of the law of Scotland, of how it is made and developed and of the personnel who practice law in Scotland;
- A6 an ability to demonstrate knowledge and understanding of the social, economic, moral and ethical context of law
- A7 an ability to apply theories and concepts as a means of understanding 'real life' legal and other issues in a variety of contexts, both nationally and internationally. In doing so, students must be able to identify sources and types of data, and the appropriate methods to collect them, as well as being able to critically assess the usefulness and limitations of such data.

### **3B Intellectual Skills:**

- B1 an ability to demonstrate analytical skills, an ability to identify issues, an awareness of problem solving techniques and an ability to apply his or her knowledge creatively to complex situations in order to provide arguable solutions to concrete problems (actual or hypothetical);
- B2 an ability to identify accurately the issue(s) which require researching and to formulate them with clarity;
- B3 an ability to identify and retrieve up-to-date legal and other information using paper and electronic sources;
- B4 an ability to use primary and secondary legal sources relevant to the topic under study;
- B5 an ability to recognise, analyse and rank items and issues in terms of relevance and importance;
- B6 an ability to bring together and integrate information and materials from a variety of different sources;
- B7 an ability to produce a synopsis of relevant policy issues in relation to a topic;
- B8 an ability to undertake the analysis of factual information in a systematic way;
- B9 an ability to make a critical judgement of the merits of particular arguments;
- B10 an ability to present and make a reasoned choice between alternative solutions;
- B11 an ability, with limited guidance, to act independently in planning and undertaking tasks in areas of law which he or she has already studied;
- B12 an ability to undertake independent research in areas of law which he or she has not previously studied starting from standard legal information sources.
- B13 an ability to utilise relevant information sources in an appropriate manner to generate alternative

- decisions and formulate creative, ethical solutions to legal challenges
- B14 demonstrate originality, insight and innovativeness in tackling and solving problems
- B15 an ability to reflect on personal learning and development.

### **3C Professional/ Practical Skills:**

- C1 demonstrate a commitment to the application of legal and ethical standards in his or her conduct and activities;
- C2 an ability to address the resolution of disputes by a variety of adversarial and non-adversarial skills;
- C3 an ability to communicate with others in a clear and meaningful manner;
- C4 an ability to read and discuss legal materials which are written in technical and complex language;
- C5 effective leadership and group working skills, including cross-cultural sensitivity, team-building, negotiation and conflict resolution;
- C6 career development, networking and continuing professional development skills.

### **3D Transferable/Key Skills:**

- D1 an ability to reflect on his or her own learning and to seek and make use of feedback;
- D2 an ability, both orally and in writing, to understand and use the English language proficiently in relation to legal matters;
- D3 an ability to present information, knowledge and argument in a way which is comprehensible to others and which is directed at their concerns;
- D4 an ability to organise and prioritise effectively the expenditure of his or her time and effort in the performance of all aspects of student work;
- D5 an ability where relevant and as the basis for an argument, to use, present and evaluate information provided in numerical or statistical form;
- D6 an ability to produce a word processed essay or other text and to present such work in an appropriate form;
- D7 an ability to conduct efficient searches of websites to locate relevant information and to exchange documents by e-mail;
- D8 an ability to use some electronic information retrieval systems;
- D9 an ability to work in groups as a participant who contributes effectively to the group's tasks.
- D10 inter-cultural awareness: understanding different perspectives, multi-cultural sensitivity and appreciation and development of a global mindset;
- D11 inter-personal skills including questioning and listening, influencing and persuading, advising others and giving feedback;
- D12 research skills: information retrieval and collection; data analysis and synthesis.

### **STRATEGY FOR LEARNING:**

The University adopted a new Strategy for Learning in 2013 which is designed to run up to 2020. It is framed around a single key goal: to develop graduates who will be proficient in their discipline, enterprising, responsible and capable of fulfilling leadership roles in different organisational and cultural contexts. The Strategy presents the following 10 curriculum design principles: engaged learning; divergent thinking; personalised learning; inclusive, accessible learning; broader and deeper learning; flexible learning; global learning; real world problem solving; entrepreneurship and employability; responsible leadership and professionalism.

The SfL for the programme is designed specifically to meet the overall educational aims of the programme as well as the specific learning outcomes expected of students. The teaching/learning approaches will be student-centred, practical, participative and relevant to the needs of the student and employers, taking into account the availability of resources and effective use of the time available. This implies a move away from the traditional teacher centred learning in which the student's role is passive receiver of knowledge towards a more independent learning approach where the student is able to generate and critically evaluate theory and practice. This 'shift' is designed in through a change in the balance of learning and teaching strategies adopted as students progress through their studies, culminating in the final year 40 credit dissertation.

A blended approach is adopted for learning and teaching with the use of both face-to-face contact in the form of lectures, seminars and workshops as well as directed and independent (including web-based) study. The nature of the classroom setting is a balance between knowledge transfer, interactivity and group activities; with students expected to contribute to the learning environment. A wide range of learning and teaching methods are utilised on the LLB such as small group and plenary discussions, group work, workshops, formal lectures, electronic discussion boards, filmed mock client interviews and mooting which utilises a dedicated room where performances can be filmed and analysed. The range of modules from theoretical to practical and skills-orientated is designed to equip students with a critical awareness of the role of law and legal practice in society and the wide range of knowledge and skills necessary for graduates taking positions in the legal profession, or in the pursuit of careers in alternative areas in the public and private sectors.

Digital literacies are developed, for example, in the Legal IT module where students are given the opportunity to engage in collaborative research supported by social bookmarking applications or to explore the use of Twitter to enhance their learning experience. The use of GCU Learn for the purposes of information delivery, information repository, interactive communication, assessment and feedback is embedded into all law modules.

At an applied level students are required to develop critical analysis of practical legal problems so as to provide practical and ethical solutions, and to formulate and deliver legal argument in moots which

mimic advocacy in “real life” courtroom scenarios.

As part of the internationalisation of the curriculum a clearly defined International exchange opportunity is provided for students at level 3.

In addition, in relation to the development of subject specific, intellectual, personal and key skills and values, each Law module descriptor provides statements of how these are developed within that module.

### ***Links with Industry***

Guest speakers from a range of sectors will be bring the real world into the classroom and, when possible, ‘live’ case study challenges are set for student assessments. This programme has an emphasis on connecting students with legal business and the legal profession using several methods:-

At a pedagogical level a number of experiential learning activities and projects are embedded within the curriculum ensuring that students are equipped to transfer their knowledge and skills from University to workplace.

At an applied level students are required to attend court and tribunal visits where there is the opportunity for reflective discussion with judges and sheriffs following observation of the process. Students also have the opportunity to apply and develop their learning within a real-life legal environment in a professional partner’s law office as part of the Professional Links module.

At a digital level students are encouraged to interact with legal professionals in some activities using Web 2.0 technologies. Wikis and Blogs employed in projects offer communication and knowledge sharing with legal professionals.

At a programme level students have access to internship information, various legal publications and other activity including internal and external mooting and external essay competitions. Students also benefit from the knowledge development and networking opportunities provided by research and CPD style seminars organised by the Law Subject Group.

### ***Supporting Research***

The SfL is underpinned by research activity and publications by staff in the subject area delivering the programme. Staff are active in the following:-

- Pedagogical research
- Industry, professional and contextual research

The LLB programme certainly is enhanced by research with 45% of the Law submission to the 2008 Research Assessment Exercise (RAE) being rated as either 'internationally excellent' or as work of 'internationally recognised quality'.

Law staff continue to research and produce outputs which underpin teaching at both undergraduate and postgraduate level. A range of peer-reviewed publications covering delict, human rights and citizenship, expert evidence, medical law, criminal law, health law and ethics, jurisprudence, media law, IT law and legal education have been produced since the previous Programme Re-approval in the form of, *inter alia*, journal articles, book chapters, books, and conference proceedings.

Staff also have undertaken additional research outreach programmes, such as summer scholarships for undergraduate students. In addition to developing enhanced research skills for the students, the scholarship projects have produced a range of outputs including external publications and internal teaching materials for a number of modules in the undergraduate portfolio.

A number of staff are completing PhDs (in standard (PT) mode and via the Professional Doctorate programme), which enhances the research-led nature of our teaching. This is further enhanced by the large group of non-staff PhD students in law, who where appropriate, participate in teaching and research connected with the LLB.

### **Assessment Strategies**

As Table 1 below illustrates, a range of assessment methods are used which are designed to provide the knowledge and understanding required of the aims of the programme and to develop the array of intellectual, professional and transferable skills demanded of the programme. As such, a balance of exams and coursework assessments has been created to ensure academic rigour in relation to knowledge and intellectual ability as well as the development of professional and transferable skills. The nature of coursework assessments range from: individual and group-based projects leading to individual and group reports, including online business simulations, 'live' business projects provided by industry clients, live and recorded group and individual presentations, self and peer review exercises.

A summary table of the nature of assessment detailing the balance between coursework and exam is provided below. An assessment loading matrix is provided in Appendix 2 at the end of this document to illustrate the timing of assessments over the year. A key part of the assessment strategy is to ensure that all modules contain a strategy for effective and timely assessment feedback to ensure students receive advice on how to improve their performance in future assessments.

**Table 1: Assessment Loading Matrix:**

Module Code	Module Title	Credits	Coursework (% weighting/Trim-wk)	Exam (% weighting)
<b>Level 1</b>				
M1M122744	Introduction to Legal Systems & Study	20	Group Case Study: Report and Presentation LO 2,4 and 6 (Tri A week 15) (50%) Speed Moot: Skeleton Argument LO 3,5,6,7 and 8. (Tri A week 11) (20%) Speed Moot LO 3,5,6,7 and 8. (Tri A exam period) (30%) Online MCQs (Threshold) (Tri B)	NONE
M1M122761	Obligations	20	Researched Class Test, formation of contract (Tri A wks 12-15) 16% Researched Class Test, delict, case study (Tri B week 8) 24%	2 hour Examination (Tri B exam period) 60% (incorporates 2 compulsory questions on seen case study)
M1M222773	Trusts, Succession & Family Law	20	Succession Computation/Essay – January Exam Period, 1000 words 24% Family Law Case Study – Tri B, Week 8, (600 words) 16%	2 hour Examination (Tri B exam period) 60%
M1M222605	Criminal Law & Evidence	20	Individual critical essay 1500 words (Tri A week 12) (40%) Individual Court Observation Report 1 A4 sheet + 5 min oral report (Tri B ongoing) (10%)	Individual Unseen examination 2 hours (Tri B exam period) (50%)
M1M222764	Public Law	20	Weekly tasks on Constitutional topics - submitted as workbook: 1500 words. 40%	2 hour Examination 60% (incorporates 1 seen question)
M1M222799	Scots Law, Human Rights & Accountability	20	Human Rights Case Study: 1500 words (Tri A Week 15) 40%	2 hour Examination (3 questions from choice of 10) (Tri B Exam Period) 60% (incorporates 2 seen case



				studies and 1 question following on from Tri A case study)	
<b>Level 2</b>					
M2M222614	Commercial Law	40	Assessed seminar presentation - Entrepreneurship & Property Law ( 5%) Coursework (Essay: 1200 words) Tri A, week 14 (15%) Coursework (Essay: 1200 words) Tri B, week 10 (15%) Group Project (ongoing) (20%) Individual Reflective Report: 750 words, Tri B Week 15 (10%) Assessed seminar presentation (Company law/Corporate Insolvency) (5%)	Two hour Examination (Exams Office – Exam period Tri B) (30%)	
M2M122808	Skills for Legal Employment	20	Digital recorded role play - client counselling (ongoing) 25% Reflective report on client counselling (1000 words) (Tri A week 12) 15% Draft professional letter (ongoing) 20% File note exercise (ongoing) 15% Portfolio of IT skills work (ongoing) 25% Self-assessment report on module (Week 15) Threshold	NONE	
M2M222602	The Law of the European Union	20	Coursework Class test – Week 6 (20%) Essay 1500 WORDS (Week 10 - 20%)	2 hour Exam (Trimester B Exam period) (60%)	
M2M122804	Law for the Built & Natural Environment	20	Seminar contribution (ongoing) 10% Coursework (1,200 words – A, week 6) 25% Group Presentation (A, week 11) 25%	Two Hours Semester A Exam Period 40%	
M2M122624	Law Option: Housing & Welfare Law	20	Group presentation on aspect of Welfare Law (ongoing) 10% 2000 word essay on Housing Law (Tri B Week 8) 30%	2 hour exam (Tri B exam period): 50%	
<b>Level 3</b>					

M3M122827	Jurisprudence & Social Theory	20	Seminar Contribution (10%) Coursework (Trimester A- Week 7) 2,000 words. (40%)	2 hour Exam Unseen (Trimester A – Exam period) (50%)	
M3M222615	Law Option: Employment Law (Level 3)	20	Case Synopsis (1000 words) and Presentation Synopsis -Trimester B, Week 4; Presentation in allocated week during session (25%) Article Repository post relevant to CW Essay topic (not included in aggregate). Tri B week 8 (Threshold) Essay (1500 words) Trimester B – Week 11 (15%)	3 hour Exam (Tri B exam period) (60%)	
M3M022828	Law Option: Mooting, Mediation and Negotiation (Level 3)	20	Active contested moot (1 hr) (ongoing): 20% Memorial (approx 12 pages – 2,000 words) (ongoing): 20% Self-reflective Mooting Blog (1,000 words): 10% Active contested mediation as party (1 hr) (ongoing): 20% Active mediation as mediator (1 hr) (ongoing): 20% Self-reflective mediation blog, including mediation and negotiation theory (1,000 words): 10%	NONE	
M3M122771	Law Option: Professional Links (Level 3)	20	Reflective Log (ongoing): 20% Placement appraisal (Tri B week 14): 40% Reflective Essay (2000 words) (Tri B week 14): 40% Attendance threshold (ongoing)	NONE	
M3M222695	Law Option: Health care Law & Ethics (Level 3)	20	Essay: Tri B Wk 8: 1500 words: 25% Written summary of discussion of online seminar: ongoing: 20%	2 hour exam: Tri B exam period: 55%	
M3M122814	Law Option: Communications Law & Regulation (Level 3)	20	Essay - Week 11 Tri B (2000 words) 50%	2 hour Exam (Tri B Exam period) (50%)	
M3M122628	Law Option: Immigration and Asylum Law (Level 3)	20	Drafting an Immigration appeal: Tri B wks 6-8: 20% Participation in Moot: Tri B Wk 10: 30%	2 hour Exam (Tri B Exam period) (50%)	

#### 4. PROGRAMME STRUCTURES AND REQUIREMENTS, LEVELS, MODULES, CREDITS AND AWARDS

##### SHE1 Level

Module Code	Module Title	Credit
M1M122744	Introduction to Legal Systems & Study	20
M1M122761	Obligations	20
M1M222773	Trusts, Succession & Family Law	20
M1M222764	Public Law	20
M1M222799	Scots Law: Human Rights, the State & Accountability	20
M1M222605	Criminal Law & Evidence	20
	ONE law option (level 2 or level 3)	20

##### Level 2 Law Option

M2M122624	Housing & Welfare Law
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##### Level 3 Law Options

M3M122814	Communications Law & Regulation
M3M222615	Employment Law
M3M222695	Health Care Law & Ethics
M3M122628	Immigration and Asylum Law
M3M022828	Mediation & Mooting

**Exit Award – Diploma of Higher Education**

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##### SHE2/3 Level

Module Code	Module Title	Credit
M2M222614	Commercial Law	40
M2M122808	Skills for Legal Employment	20
M2M122804	Law for the Built & Natural Environment	20
M2M222602	EU Law	20
M3M122827	Jurisprudence & Social Theory	20
	ONE law option (level 2 or level 3)	20

##### Level 2 Law Option

M2M122624	Housing & Welfare Law
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##### Level 3 Law Options

M3M122814	Communications Law & Regulation
M3M222615	Employment Law

M3M222695	Health Care Law & Ethics
M3M122628	Immigration and Asylum Law
M3M022828	Mediation & Mooting
M3M122771	Professional Links

**Exit Award – Bachelor of Laws (LLB)**

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## **5. SUPPORT FOR STUDENTS AND THEIR LEARNING**

The LLB programme team place high importance on providing a supportive environment for its students to help them make a successful transition to higher education at level one. During the academic year, support for students exists in the form of induction activities at the start of the year as well as a series of transition activities held during the first trimester that focus on academic writing, citation, referencing and plagiarism and, for international students, guidance on English language support.

In addition GSBS provides an integrated support network for all students. An Academic Advising Policy is in place in line with the GCU PPACT Standard (i.e. the advising system aims to be Personal, Professional, Academically informed, Consolidated, Transitional) whereby all students are allocated an Academic Advisor with whom they meet at key points in the academic year.

In addition, GSBS has a dedicated Learning Development Centre aimed at enhancing student learning capabilities and skills, with attention to both individual and collective needs, to enable students to maximise the learning on their respective programme of study. Services provided are wide ranging from academic writing and time management to presentation skills, referencing and plagiarism and English language support.

Recognising the challenges facing international students, induction and transition activities for international students will also focus on social networking (getting to know peers and teaching team) and student orientation and familiarisation.

With extensive experience in teaching overseas students, the teaching team is sensitive to cultural diversity, and within the curriculum draws on cross-cultural illustrations and ideas to enhance study and involve students. Contact staff will take steps to build trust, create a spirit of open inquiry in the student body and overcome cultural barriers to effective learning.

**Support and guidance** is offered at a number of levels on the programme, via the:

- Programme Leader;
- Module Leaders;

- Programme Administrator;
- Academic Advisers;
- School Learning Development Centre and Academic Development Tutors.

#### **Programme Specific Examples:**

Level 1 students - Induction programme

Level 2 students – Enrolment & Transition

Programme handbooks for students

Module Descriptors and Module Handbooks (hard copy or via GCU Learn)

Theme/Options Briefing Packs and Theme/Options Choice Briefings

Development of study skills, legal research, reading and writing skills

Academic Adviser to assist with academic issues and to refer student for specialist pastoral care and/or effective learning support as appropriate

Law Librarian support

Access to Programme Team – Programme Organiser and other programme officers;

all staff have either open access or dedicated office hours

Programme Administrator for queries relating to programme administration

Access to E-Learning via GCU Learn

Specialist Moot Room facilities

Links with Professional Body and local professional associations

Royal Faculty of Procurators, Glasgow - sponsorship in the form of student prize

Specialist guest lecturers

Visits to Courts and Tribunals

Student Staff Consultative Group

Student representation on Programme Board

#### **Glasgow School for Business and Society / University:**

The state-of the-art Saltire Centre with access to other local and national library resources;

Law Librarian support for students;

Student e-mail

'My Caledonian' portal

Open access to University computer facilities

Web based learning facilities via GCU Learn

School Learning Development Centre which provides specific study skills support and guidance

University Learning Services Department which provides a variety of non-academic services including careers advice

Positive Living Service providing confidential counselling,

Central University student services providing funding advice, recreational services, accommodation services and international students' support  
Student representation on Senate and its standing committees  
Student representation on the Student Representative Council  
Student representation on the School Board

## 6. CRITERIA FOR ADMISSION

***Candidates must be able to satisfy the general admissions requirements of Glasgow Caledonian University***

### ***Programme Admission Requirements:***

#### Programme Entry Requirements for LLB Fast Track at Level 1:

The admission of a student to the programme is based on the Programme Board's reasonable expectation that the student will be able to fulfil the objectives of the programme and achieve the standard required for the programme.

Upper second Class (2:1) Honours degree or higher (any discipline); or

Lower Second Class (2:2) Honours/unclassified degree with an average of 65% or above may be considered.

References/interview may be required.

Overseas Students – Admission is dependant upon competence in the English language and equivalent qualifications as defined by the 'International Guide to Qualifications in Education' – British Council Publication

### **English Language Qualifications**

IELTS: 7 with no individual element less than 6.5

### **Additional Requirements:**

None

**NOTE:**

It should also be drawn to the attention of applicants from outwith Scotland that Scotland is a separate jurisdiction from those which apply elsewhere in the UK, including England and Wales. Any qualification in Scots Law would enable a graduate to proceed to further education and training to enable them to practise only in the Scottish jurisdiction and they may have to undertake a conversion course in order to be able to practise elsewhere.

***Flexible Entry - Credit Transfer and RPL:***

See above.

***Entry with Advanced Standing:***

Not applicable to the LLB (Fast Track).

**7. METHODS FOR EVALUATING AND IMPROVING THE QUALITY AND STANDARDS OF TEACHING AND LEARNING*****Mechanisms for review and evaluation of teaching, learning, assessment, the curriculum and outcome standards:***

- Annual Programme Monitoring Process
- Annual Module Monitoring Process
- Module Feedback Questionnaire
- External Examiners' Reports
- Annual monitoring (required by Professional and/or Statutory Bodies)
- Professional Body Accreditation
- Reporting requirement – professional body
- Programme Board
- Programme Review involving external panel members
- Internal and external moderation of instruments of assessment and marking

***Committees with responsibility for monitoring and evaluating quality and standards:***

- Student-Staff Consultative Group (SSCG)
- Programme Board (PB)
- School Board
- Assessment Board (AB)

- University Learning and Teaching Sub-Committee (LTSC)
- University Academic Policy & Practice Committee (APPC)
- University Senate
- Law Subject Group

***Mechanisms for gaining student feedback on the quality of teaching and their learning experience:***

- Student-Staff Consultative Group (SSCG)
- Student representation on Programme Board (PB)
- Student representation on School Board
- Module Feedback Questionnaire
- GCU Learn
- Open access to members of Programme Team e.g. Module Leaders, Programme Leader, Academic Advisor, Year Tutor

***Staff development priorities include:***

- Postgraduate Certificate in Learning and Teaching
- Continuous Professional Development (CPD)
- Performance and Development Annual Review (PDAR)
- Peer support for teaching
- Mentoring scheme for new teaching staff
- Conference and seminar attendance and presentation
- Research Excellence Framework (REF) submission
- Membership of Higher Education Academy (HEA)
- Membership of and involvement with Professional Bodies
- Training for Graduate Teaching Assistants
- Take-up of internal courses offered by Organisational Development, e.g. GCU Learn advanced training
- Discipline Research Seminar Programme with internal and visiting speakers
- Refereed journal and textbook publications
- Conference presentations



## 8. ASSESSMENT REGULATIONS

The Glasgow Caledonian University Assessment Regulations

### Undergraduate Programmes

[https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/University\\_Assessment%20Regulations\\_2017\\_18\\_Undergraduate.pdf](https://www.gcu.ac.uk/media/gcalwebv2/theuniversity/aqd/University_Assessment%20Regulations_2017_18_Undergraduate.pdf)

apply to this programme, **with the following approved exceptions:**

- The minimum pass mark is 40% for each module
- The LLB deviates in part from the standard University Assessment Regulations, such deviation having been approved by the Exceptions Committee. Such deviation is necessary because the programme is subject to accreditation by a professional or statutory body.
- Firstly, to comply with the requirements of the Law Society of Scotland, compensation and condonement do not apply to students on the LLB programme.
- In order to gain credit on the LLB, where a 'pass' is referred to, it should be neither a compensated nor condoned pass. Specifically, a 'pass' on the LLB relates to a pass in terms of satisfactory completion of the GCU module concerned or else an exemption granted on the basis of a pass in equivalent certificated learning.
- Again, having been approved by the Exceptions Committee, some Law modules continue to require students to achieve a minimum mark of 35% in individual coursework elements rather than a minimum mark of 35% for the coursework aggregate as a whole.

## 9. INDICATORS OF QUALITY AND STANDARDS

**In addition to the points detailed in Section 8, the following are indicators of quality and standards:**

- LLB/LLB (Hons) Bachelor of Laws full approval Event in February 2014
- Student progression rates
- Student Staff Consultative Meetings
- Annual Programme Analysis
- External Assessor Reports
- Subject Group monitoring of programme and module quality and performance
- Accreditation by Professional Bodies
- Legal profession sponsorship in the form of student prizes

## 10. INFORMATION ABOUT THE PROGRAMME

Key information about the programme can be found in:

- Approved Programme Document
- Programme Handbook
- Student Handbook
- Level Handbook
- University Website <http://www.gcu.ac.uk>
- School Website
- GCULearn
- My Caledonian
- University Prospectus
- Module Descriptors and module handbooks
- Law Subject Group Literature

This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning assessment methods of each module can be found in the University Module catalogue which can be accessed from the University website. The accuracy of the information in this document is reviewed by the University and may be checked by the Quality Assurance Agency for Higher Education.

A curriculum map is attached showing how the outcomes are being developed and assessed within the programme. This relates the modules from Section 4 to the outcomes in Section 3.

**DATE: April 2018**

# Curriculum Map for LLB (Fast Track) Bachelor of Laws

The curriculum map links the modules (Section 4) to the Outcomes listed in Section 3

**PSMAP**

This map provides both a design aid to help academic staff identify where the programme outcomes are being developed and assessed within the course. It also provides a checklist for quality assurance purposes and could be used in approval, accreditation and external examining processes. This also helps students monitor their own learning, and their personal and professional development as the course progresses. The map shows only the main measurable learning outcomes which are assessed. There are additional learning outcomes (e.g. attitudes and behaviour) detailed in the module specifications which are developed but do not lend themselves to direct measurement

Modules		Programme outcomes																						
	Code	Title	A1	A2	A3	A4	A5	A6	A7	B1	B2	B3	B4	B5	B6	B7	B8	B9	B10	B11	B12	B13	B14	B15
LEVEL 1	M1M122744	Introduction to Legal Systems & Study	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M1M122761	Obligations	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M1M222773	Trusts, Succession & Family Law	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M1M222605	Criminal Law & Evidence	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M1M222764	Public Law	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEVEL 2	M1M222799	Scots Law, Human Rights & Accountability	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2M222614	Commercial Law	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2M122808	Skills for Legal Employment	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2M222602	The Law of the European Union	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M2M122804	Law for Built & Natural Environment	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
LEVEL 3	M2M122624	Housing & Welfare Law (option)	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M122827	Jurisprudence & Social Theory	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M122827	Law Option: Communications Law & Regulation	X	X	X	X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M122827	Law Option: Employment Law	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M222695	Law Option: Health Care Law & Ethics	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M122628	Law Option: Immigration & Asylum Law	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M022828	Law Option: Mediation & Mooting (option)	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
	M3M122771	Law Option: Professional Links	X	X		X		X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X

# Assessment Loading Matrix Map for LLB (Fast Track) Bachelor of Laws

Feedback is normally delivered to students within three weeks of assessment submission deadlines. Feedback strategies are set out in the descriptors for each module.

C o d e	Module Title	Trimester A													Trimester B													
		T=Threshold On=ongoing	1	2	3	4	5	6	7	8	9	10	11	12	Exam Period	1	2	3	4	5	6	7	8	9	10	11	12	Exam Period
	LEVEL 1																											
M1M122744	Introduction to Legal Systems & Study														50%	T on							20%					30%
M1M122761	Obligations														16%							24%						60%
M1M222773	Trusts, Succession & Family Law														24%							16%						60%
M1M222605	Criminal Law & Evidence													40%		10% on												50%
M1M222764	Public Law	40% on																										60%
M1M222799	Scots Law, Human Rights & Accountability														40%													60%

LEVEL 1 (contd)																											
Code	Module Title	Trimester A													Trimester B												
		1	2	3	4	5	6	7	8	9	10	11	12	Exam Period	1	2	3	4	5	6	7	8	9	10	11	12	Exam Period
M2M222614	Commercial Law			5% on										15%						5% on	20% on			15%			40%
M2M122808	Skills for Legal Employment	25% on		15% on		20% on		25% on					15%	T													
M2M222602	The Law of the European Union																			20%				20%			60%
M2M122804	Law for Built & Natural Environment	10% on					25%					25%		40%													
M2M122624	Housing & Welfare Law (option)															10% on						30%					60%
LEVEL 3																											
Code	Module Title	Trimester A													Trimester B												
		1	2	3	4	5	6	7	8	9	10	11	12	Exam Period	1	2	3	4	5	6	7	8	9	10	11	12	Exam Period
M3M122827	Jurisprudence & Social Theory	10% on						40%						50%													

[illegible]

### Completion of Programme Specification

Programme teams:

- are expected to review the programme specification as part of the annual programme monitoring process
- will use this amended pro-forma for new programmes approved from September 2004
- will be expected to modify the current specifications on the next occasion programmes are re-approved

Each Programme Specification should be accompanied by a Curriculum map (PSMAP).

### Intended Learning outcomes

The University Senate has approved the framework for employability assets shown below.

1. The set of “Traditional Academic Skills” should be addressed via sub-headings A, B and C of Section 3 of the Programme Specification.
2. “Personal Development Skills” and “Enterprise or Business Skills” should be substituted for the list under sub-heading D.

#### NB.

- The expectation is that not all of the learning outcomes are necessarily directly assessed e.g. a task might be undertaken as a team but individually assessed.
- Programme teams will decide when developing programmes which of the Enterprise or Business Skills assets described below are relevant to their programme.

## FRAMEWORK FOR EMPLOYABILITY ASSETS

**TRADITIONAL ACADEMIC SKILLS** - including specialist knowledge, ability to apply knowledge, logical thinking, critical analysis, problem-solving, written and spoken communication, ability to use numerical data, computer literacy and research skills

**PERSONAL DEVELOPMENT SKILLS** - including self-confidence, self-discipline, self-reliance, awareness of strengths and weaknesses, creativity, independence, knowledge of international affairs, desire to go on learning, ability to reflect, reliability, integrity, honesty and regard for others

**ENTERPRISE OR BUSINESS SKILLS** - including entrepreneurial skills as appropriate, ability to prioritise tasks, time management, interpersonal skills, presentational skills, ability to work in teams and leadership skills, commercial awareness, flexibility, innovation, independence and risk-taking