**UNIVERSITY OF ABERDEEN**

SCHOOL OF LAW

**INTERNAL TEACHING REVIEW**

SUMMARY REPORT AND RESPONSES OF THE LAW SCHOOL (NOVEMBER 2008)

This summary is extracted from the full report on the internal teaching review of the School of Law following the panel’s visit on 30 April and 1 May 2008. It includes the Panel’s overall impressions, of the provision, a record of the Panel’s commendations and recommendations and a list of the programmes which were revalidated.

**1. Overall Impressions**

The panel were grateful for the co-operation of staff and students throughout the ITR process and the panel **commended** the open and professional commitment of the School to the review and also **commended** the excellence of the documentation provided by the School.

The panel **commended** the sense of cohesion within the School and the awareness of administrative staff, academics and students as to which individuals were charged with which roles. Everyone appeared to be familiar with structures and responsibilities throughout the school’s organisational structure. The panel further **commended** the routine sharing throughout the School of examples of good practice.

The panel noted the commitment to easing the transition of new students to UK higher education. The comprehensive Induction Programmes available for both staff and undergraduate students were both **commended** and seen as examples of good practice.

The quality and diversity of teaching staff was **commended.** Thecommitment demonstrated to small group teaching was also **commended**. With regard to tutorials at levels 1 and 2, the panel **recommended** an earlier start of tutorials in each half session and closer monitoring of attendance by teaching staff to ensure that numbers remain below the maximum stated and are equally distributed.

Practice exams for level 1 students and the use of formative assessment at other levels were also **commended**.

The panel **recommended** to the School to look again at the joint teaching and assessment of level 3 and 4 students, and the levels of progression they experience.

**Response**: After consultation with student representatives, the shared view is that progression within the Honours’ years is not easily achievable since courses are necessarily freestanding maximising student freedom to choose according to interest and reflecting differing post-university student intentions. However students do progress from taking only two honours courses in year 3 to taking four honours courses in year 4.

The panel **commended** the School Director of Teaching and Learning both for his commitment and for his innovative practice. The panel **recommended** that the School place greater emphasis on innovative teaching and also on the learning experience of students. The panel further **recommended** efforts should be made to raise staff awareness of innovative teaching methods and to increase participation in staff development opportunities.

**Response:** This has been actioned. Innovation in teaching and enhancing the student learning experience are recognised as being important. After consultation with the University’s Learning and Teaching Centre, a school Learning and Teaching Forum will be held in Semester 2 of academic year 2008-9 to explore these issues. Students will be invited to the Forum.

The School recognises that there are difficulties within the MA Legal Studies programme and the panel **recommended** that the School take forward findings of the working group which recently reported.

**Response**: This has been done and the report of the working party has been partly implemented. One particular detail, concerning current entrance standards to this programme, is currently being reconsidered.

The panel **recommended** that the School take measures to improve co-ordination of the DLP programme, in order to remedy apparent inconsistencies in marking, materials and delivery of feedback. The panel further **recommended** the provision of more systematic and routine briefing of Solicitor tutors involved in the DLP.

**Response**: The School is looking to make two Teaching Fellow appointments, part of whose responsibilities will include DLP teaching and administration. This will go some way towards achieving in the School the kind of support for DLP which is in place in other DLP units and it is hoped that it will lead to improved co-ordination of the DLP overall. Further secretarial support for DLP would also assist in improving DLP co-ordination.

The School has already taken steps to improve the briefing of solicitor tutors through the attendance of a DLP director at revived pre-course tutor meetings (see also comments/response at para 5.4). For example, one of the DLP directors attended a revived pre-course meeting of Conveyancing tutors to give a briefing on changes/new procedures/reminder of important issues relating to existing procedures. It was not possible to hold such meetings in all first semester courses due to circumstances, but details of the briefing were circulated to tutors by e-mail (which many tutors have indicated they prefer) and it is intended to hold such meetings for second semester courses, some of which have already been arranged. The tutor handbook was also updated as normal and this year was circulated to tutors by e-mail. As an alternative, or in addition, consideration is being given to holding a general pre-term meeting for all tutors, perhaps followed by a social event (which would also help to address the issues raised in para 3.5), although this has resource implications.

The School were **commended** in involving students in quality assurance processes but the panel **recommended** that the School provide more widespread reporting back to students of measures taken in relation to issues raised by them, in order to encourage a wider dialogue and ‘closing of the circle’.

**Response:** This will be remitted to Staff Student Liaison Committee.

**2. Commendable features**

(Note: numbers in brackets e.g. [3.3] refer to the relevant paragraph of the Panel’s full report.)

With regard to the School of Law’s provision, the Panel commended the following aspects:

***Staffing***

2.1 The recent appointment of a School receptionist to deal with student enquiries and the reconfiguration done to create a Graduate Programmes Co-ordinator, which had appeared to work well not only to signpost students more effectively, but also to make better use of other staff time. [3.3]

2.2 The quality and international diversity of teaching staff employed by the School, including practicing Solicitors, and identified as a particular example of good practice - which could meaningfully be extended throughout the University - the presence of staff of foreign origin, available for the support of students of similar linguistic and cultural backgrounds. [3.4]

**Response**: It should be noted that the school does not allocate advisers of studies on the basis of common origin, since that is not necessarily appropriate or in the best interests of international students.

***School organisation***

2.3 The committee structures and quality of administrative support within the school, and the links by which information and examples of good practice could be shared between these law school staff. [4.1]

2.4 The sense of cohesion within the School and the awareness of administrative staff, academics and students about the roles of others. [4.3]

***Course and programme design, accessibility and approval***

2.6 With regard to the School’s approach to disability provision, the recognition that whilst student needs appear to be met, the School is not complacent. [5.1]

2.7 The School’s response to student needs and market demand by establishing the Legal Writing and Research course (LS 1516) for undergraduate students, and also the development of the programme LLM Oil and Gas law on the basis of the recognition of the popularity of the course. [5.3]

2.8 The commitment of the School to encourage student participation in the ERASMUS programme. [5.5]

***Teaching, learning and assessment***

2.9 The use of practice exams in the first half semester for first year students in order to support student transition to higher education assessment practices. [6.3]

2.10 The School’s clear commitment to tutorials at undergraduate level and small group/seminar teaching at postgraduate level to enhance informal student monitoring and support. [6.8]

***Course and programme monitoring and review***

2.11 The School’s constructive and professional relations with external examiners. [7.4]

***Personal development and employability***

2.12 The relationship the School has developed with the Careers Service, in particular the support available for LLB students. [10.2]

***Staff training and educational development***

2.13 The strength of the school-based Staff Induction Programme. [12.1]

2.14 The School’s Staff Peer Observation system, which was implemented as a result of student feedback. [12.1]

2.15 The process of distributing good practice examples to all members of teaching staff as identified in SCEF forms. [12.3]

***Student involvement in quality process***

2.16 The pro-activity of the School to involve students in School meetings where student representation was not officially required. [13.1]

2.17 The willingness of the School to act on student feedback where this was appropriate. [13.1]

***Public information/management information***

2.18 The good practice demonstrated by the School in the establishment its own database and informal system for monitoring postgraduate taught students more closely. [14.1]

***Student support, retention and progression***

2.19 The LLB Induction Programme for new students and its innovative nature. [15.3]

2.20 The willingness of the School administrative staff to participate regularly, although informally, with pastoral care of students in response to the increasing pressures on advisers, coupled with an increase in students who require significant levels of support. [15.5]

***Production and approval of self-evaluation document***

2.21 The excellence of the documentation provided by the School. [23.1]

**3. Recommendations**

(Note: numbers in brackets e.g. [3.3] refer to the relevant paragraph of the Panel’s full report.)

The Panel invites the School of Law to consider the recommendations in this section and asks that the Head of School and the Head of College, consulting the College Director of Teaching and Learning as appropriate, provide an agreed response to each.

The Panel recommended to the School of Law:

***Staffing***

3.1 In an effort to ensure that Solicitor tutors were recognised and felt valued for their work, that the School continue its practice of moving as many tutors as possible over to fractional contracts to which then rights to ID cards, parking permits etc. attach. [3.5]

**Response:** The School is looking to continue its practice of moving tutors to fractional contracts where appropriate and is also considering other ways in which tutors could be made to feel more valued for their work and more part of the School, including steps such as that identified in the previous response on this matter (see above).

***School organisation***

3.2 Increasing student representation on School committees and increasing the prominence of availability to students of committee reports. [4.2]

**Response:** This has been actioned for both the Staff-Student Liaison Committee and for the Learning and Teaching Committee. The matter is under consideration by other Law School Committees.

The PGT Committee has seen an increase in the number of student representatives over recent years commensurate with the increase in student numbers. Individual student representatives are now responsible for named programmes, thus increasing the visibility of the system.

***Course and programme design, accessibility and approval***

3.3 In an effort to improve the transferable skills of students, that oral presentation and group work should embedded into all levels. [5.2]

**Response:** This is under consideration by the Learning and Teaching Committee and will be one of the matters discussed at the School Teaching Forum.

Group work and presentations are a feature of courses taken by the majority of LLM students already. The review of programmes and courses being undertaken during the current academic year, will be an opportunity to see whether there are any significant gaps in this regard and what steps may be taken to address them.

3.4 That DLP pre-course meetings for each specialism should be re-established for all specialisms. [5.4]

**Response:** see DLP response to recommendations in “Overall Impressions” (above).

3.5 That the School organise meetings to bring together all Solicitor tutors to allow for planning and provide the opportunity for feedback to ensure consistency of provision. [5.4]

**Response:** see response to recommendations in “Overall Impressions”.

3.6 That the School consider how to further recognise the academic achievements of students involved with the ERASMUS programme whilst on their year abroad, within their degree programme. [5.5]

**Response:** The School has given careful consideration to this recommendation but is not convinced that change to the present system is necessary. The year abroad does not substitute for a year of study in Aberdeen. Students are, therefore, assessed on the basis of CAS and under a system which is familiar to them. To do otherwise would be to introduce problems attendant on conversion of marks gained abroad to no obvious benefit to students.

***Teaching, learning and assessment***

3.7 Teaching staff, in partnership with course co-ordinators, should consider how to make such large group teaching more engaging, innovative and interactive and to raise their ‘consciousness’ of other existing and emerging teaching methods. [6.1 and 12.2]

**Response:** These matters will be discussed at the Teaching Forum that will take place in the second semester.

3.8 That where possible, lecture attendance should be taken in an effort to identify those students who are consistently missing lectures and to feed this information into the student monitoring system. [6.1]

**Response:** This is accepted as a cause for concern; though it should be noted that it is a fairly recent problem. The use of PRS would not necessarily identify students who habitually miss lectures and taking an attendance register for level 1 and 2 courses, where some classes exceed 200 students, is simply impracticable. It may be that there are other ways of addressing this issue and these are currently being explored in consultation, for example, with the University’s Learning and Teaching Centre.

3.9 In response to increasing student intake, that staff actively look at different methods of teaching and learning to maximise the personal learning experience of students. [6.2]

**Response:** Agreed. It should, however, be noted that the traditional lecture may still have an important role to play in the efficient and effective dissemination of information to students.

3.10 That the School consider ways to encourage students to strive for high marks throughout their degree programme (rather than an apparent ‘acceptance’ of a pass or fail mark at levels 1 and 2) and to continue to emphasise the importance of level 1 and 2 marks with respect to the allocation of honours courses and admittance to the DLP. [6.4]

**Response:** This will be actioned by the School’s Learning and Teaching Committee and included in the Teaching Forum. The School is alert to the priority to be given to enhancing assessment and feedback, identified at institutional level as the least strong aspect of otherwise strong NSS outcomes.

3.11 To support the above, that the School move current formative assessment to an earlier date in the half session and consider increasing the proportion of formative assessment in levels 1 and 2. [6.4]

**Response:** See the response immediately above.

3.12 That the School consider means, such as making available examples of level 3 work, of further emphasising its guidance beyond the level 3 induction meeting regarding the higher level assessment criteria and subsequent expectations. [6.5]

**Response:** This School’s Learning and Teaching Committee will recommend that further consideration be given to addressing this problem at the induction meeting for Junior Honours’ students and explore further ways of easing the transition from Levels 1 and 2 to Honours.

3.13 That, while recognising the constraints imposed by the Law Society of Scotland, the School consider re-packaging the Law Society’s requirements into fewer credits within courses to allow for students to have more flexibility to study other subjects outwith the School of Law. [6.6]

**Response:** No action is proposed in this respect. It should be noted that the Accreditation Panel of the Law Society of Scotland would regard any change of the current curriculum relating to ‘professional subjects’ to constitute a ‘material’ change to our Undergraduate Programme which it accredited in its present form only in 2008. However we will be reviewing this when the Law Society’s reforms of Professional Legal Education are finalised in 2009.

3.14 That the School re-examine the joint teaching and assessment arrangements of level 3 and 4 students and consider the possibility of assigning different learning outcomes and assignment criteria to individual level 3 and 4 courses. [6.7]

**Response:** In addition to the response in “Overall Impressions”, this recommendation will be considered by the School’s Learning and Teaching Committee and also at its Teaching Forum in order to achieve as wide a consultation as possible.

3.15 That the School reviews the movement of undergraduate students between tutorial groups and more rigorously enforces its policy of ‘capping’ attendance to ensure that students receive the benefit of small group teaching. [6.8]

**Response:** The recommendation is agreed and is under active consideration.

3.16 That where possible, the School should start tutorials much earlier into the semester. [6.8]

**Response:** The recommendation is agreed and is under active consideration.

3.17 That the School ensure ‘core’ honours subjects are on offer each year. [6.9]

**Response:** There is a degree of opacity in the panel’s recommendation here. If the reference to ‘core’ subjects indicates a group of subjects which all Honours’ students must take, then such a notion is unworkable where our object is to permit students as wide a choice of subjects possible with a view to their future careers. Even for students taking, for example, Private Law courses with a view to entering the legal profession, the nature of practice is now so highly specialised it would be impossible to identify core or ‘common’ subjects. If, however, the panel is simply recommending that ample notice of the withdrawal of *popular* courses be given, then, this has already been implemented.

3.18 With regards to the above, where such provision would not be possible, that students receive notice as early as possible in addition to the Honours Prospectus, if popular courses were not going to be run. [6.9]

**Response:** This is being implemented by email, intimations and appropriate postings.

3.19 That the School implement the findings of MA Legal Studies Working Group. [6.10]

**Response:** Implementation is taking place.

3.20 That the School assigns MA Legal Studies students with an academic point of contact within the School. [6.11]

**Response:** See the response to the next recommendation.

3.21 That the School consider assigning two advisers - one from law and one from the MA programme - to MA Legal Studies students. [6.11]

**Response:** An academic point of contact for level 1 and 2 MA Legal Studies students within the School has been established and this is currently David Lessels. Since the MA Legal Studies is not a Law programme, it is felt that only a single adviser is necessary. There is also an official Law Adviser allocated to level 3 and 4 (Honours) MA Legal Studies students.

3.22 The ‘themeing’ of legal courses taken by MA Legal Studies students. [6.12]

**Response:** The Law School will take all reasonable steps to address this.

3.23 That the School take steps to rectify the cross-referencing made between course materials, particularly for MA Legal Studies students who do not take the whole range of law courses. [6.12]

**Response:** See the response immediately above.

3.24 That the School develop a more user-friendly version of the information given to international students on plagiarism. [6.14]

**Response:** The School in conjunction with the University’s Student Learning Service has run compulsory workshops on Avoiding Plagiarism for the first time this semester. The exercise appears to have been successful from the initial feedback from students and teachers involved. On the basis of this first experience, plans are already in hand to ensure that the exercise is completely focused on the needs of law students when the workshops run again in the next half-session.

3.25 Given the mix of students studying at postgraduate level, that course co-ordinators should use early diagnostic and formative assessment to further support international students. [6.15]

**Response:** This is a more challenging proposition, but the initial thinking is that the most appropriate location for such an assessment would be the Research Methods course, where a compulsory written test would highlight students with difficulties within the first few weeks of the start of their programme. This would also have the advantage of ensuring consistency across the whole cohort of LLM students.

3.26 That the School introduce a system to ensure students could make appointments with external DLP tutors to enable dialogue between the two - especially in cases where e-mail may not be appropriate. [6.16]

**Response:** The School has appointed one external tutor as an adviser this year and made appropriate arrangements for that adviser to have the use of a room for advising purposes on the days she is in the Law School. However, the School considers that in view of the number of students and external tutors involved in the DLP, it is not practical for the School to take responsibility for making appointments between students and external tutors. The School is not aware of difficulties being experienced generally by students in contacting tutors outwith class where necessary, and at a recent meeting with the DLP class representatives, it was confirmed that tutors have been found to be very open to student contact outwith class. The School encourages students who do experience such difficulty to tell the DLP directors or their advisers so that appropriate steps can be taken in such rare cases.

3.27 Where such materials are required, that the School should co-ordinate the production and dissemination of supplementary DLP materials centrally to allow for these to be distributed to all students and tutors. [6.18]

**Response:** The School is already taking steps to do this and periodically reminds tutors that such materials should be made available to the DLP secretary so that this can happen.

3.28 That the School should establish a formal policy of routine briefing of DLP tutors to ensure consistent feedback on assessments. [6.19]

**Response:** See response to recommendations in “Overall Impressions”.

3.29 That the School considers implementing a double-marking system for assessment of DLP essays and examinations. [6.19]

**Response:** The School considers that routine double-marking of assessments is simply not practical given the nature of the course and the assessments but that appropriate oversight is provided by the senior tutors in each subject reviewing the marking of assessments by other tutors and the strong external examining system.

***Course and programme monitoring and review***

3.30 That the School actively facilitate contact between reps. and students in order for students to have more opportunities to raise issues (also see section 13 of the full report). [7.1]

**Response:** This recommendation will be considered by the (LLB) Staff-Student Liaison Committee. In the interim the School is gathering information on the use of the Internet and virtual common-rooms as possible ways of addressing this point.

Student reps are given the opportunity to address classes at the end of lessons as the most direct means of ensuring that students are aware of their presence and of the dates of PGT Committee meetings. Senior staff are also active in emphasising to students that while the School (and the University more generally) offers a range of options for dealing with questions and problems, the student representatives are an important avenue, particularly in circumstances where for whatever reason students may feel that the response they have received is insufficient. The presence of a very active and successful LLM Society also ensures that there is a strong independent voice for students, with senior officers of the society able to communicate regularly with senior staff.

3.31 That the School and Class reps. make more use of a variety of methods to gather feedback such as focus groups. [7.3]

**Response:** See the response in the first paragraph of 3.30 immediately above.

This is a question that will be raised with student representatives at the next PGT Committee meeting.

***Training and supervision of research students***

3.32 That the ‘Research Student Training Programme’ run by the Law School and offered to both PhD and postgraduate research students be formalised and require students to attend. [9.1]

**Response:** This has been introduced in the current half-session.

***Personal development and employability***

3.33 That staff involved at postgraduate taught level investigate how LLM students could make use of Personal Development Planning (PDP) as a development tool. [10.4]

**Response:** This will be raised at the next PGT Committee meeting.

***Staff training and educational development***

3.34 Thatthe Law School management team actively promote staff development opportunities to all staff and more proactively encourage their involvement. [12.2]

**Response:** This will be considered by the Law School Executive in the first instance.

3.35 The requirement that initial training for DLP Solicitor tutors be strictly enforced. [12.4]

**Response:** The School is making every effort to enforce the requirement for tutor training and will review its training programme in the light of the recommendations.

3.36 That the training given to Solicitor tutors increase emphasis on ‘how to teach’ in relation to using the CAS scale, giving feedback etc. This advice should be supplemented by materials, such as a regularly updated handbook, to which tutors could refer to on an ongoing basis. [12.4]

**Response:** The School is making every effort to enforce the requirement for tutor training and will review its training programme in the light of the recommendations.

***Student involvement in quality process***

3.37 That a repository of committee minutes, especially from the Staff Student Liaison Committee, should be made available online. [13.1]

**Response:** Minutes of the School’s Learning and Teaching Committee will be put on the WEB CT.

3.38 In an effort to ensure that students are well represented, that the School should increase the number of undergraduate student reps. from 2 to 4 per year. [13.2]

**Response:** This has already been implemented.

***Student support, retention and progression***

3.39 That the School reinforce the importance of accurate and timely reporting of student attendance etc. to all teaching staff and tutors to ensure that the student monitoring system works well. [15.4]

**Response:** This has been done at LLB level.

Attendance at seminars and tutorials at the LLM level is already taken, but a more formalised system will be introduced by the next half-session, not least in response to UK Border Agency requirements.

3.40 That the School look at the role of advisers to consider how advisers can develop more effective, trusting and supportive relationships with their advisees. [15.5]

**Response:** This recommendation will be considered by the Staff-Student Committee with input from the Senior Law Adviser.

3.41 In order to offer the same level of information and support to incoming postgraduate students as undergraduate students, that the University develop a similar postgraduate student portal. [15.7]

**Response:** The School will await University developments in this regard.

3.42 That the School strengthen its emphasis on the fact that various components of the Induction Programme run for postgraduate students are targeted to different audiences: students familiar with Scots and English Law and European Law need not attend induction lectures, and students familiar with critical analysis and argument construction need not attend research skills classes. Students appear to need to be made more fully aware that it is a tiered programme, available on an ongoing basis, targeted at the particular needs of students. [15.8]

**Response:** Recent experience, not least discussions with the Student Learning Service, have led to a conclusion that compulsory attendance for all students may well be the best way forward, certainly in respect of the Research Methods components. Experience has shown that students who are familiar with these skills frequently value the opportunity to reassure themselves about the expectations of staff at the University of Aberdeen. Equally, it has become apparent that students who absent themselves from these classes on the basis that they already know about these issues, turn out to be the ones with problems later on. Compulsory attendance combined with an early written exercise mentioned previously (in response to 3.25) would appear to be the most secure method of ensuring that all students receive the guidance they require to operate effectively at this level.

***Matters to be taken up outside the School of Law***

3.43 That LLM advisers and postgraduate Registry Officers work more closely together to raise any issues earlier relating to individual students (for example, non-payment of fees etc.) but also with other services (e.g. accommodation service, DIT) to discuss issues faced by many postgraduate students and encourage a system of early intervention. [15.6]

**Response:** These are issues that will be taken forward over the coming year. It is expected that UK Border Agency requirements will have an impact on developments in this regard.

**4. Conclusions**

The panel considered the School of Law to have a strong sense of identity and cohesion. Staff and students demonstrated having both effective relationships and mutual respect for each other. Undergraduate students were positive about their experiences and postgraduate students were generally very satisfied. It was also clear to the panel that the School had both a highly effective and diverse teaching staff.

The School is aware of the difficulties faced by MA Legal Studies students and appears to be making moves to try to address these issues. DLP students did have concerns regarding the inconsistency and break down in communication they experienced and aspects of this were supported by comments from DLP Solicitor tutors.

The School is highly respected and it is clear that it produces graduates of a high calibre, but as was commented to the panel, the School has: *“…every reason to be proud, but no reason to be complacent.”* With increasing competition and pressure on resources, the School will need to remain vigilant and make efforts to maintain this high standard.

The panel would like to thank all members of staff within the Law School for the work that has gone into producing the ITR documentation and for their commitment to the review process. They would also like to thank all students, staff and Solicitor tutors whom they met during the visit.

**Response and Concluding Comments:** The Law School found the Internal Teaching Review (ITR) and the associated Programme Reviews a most valuable exercise, enabling the School to take a hard look at its learning and teaching provision. The ITR was particularly timely given that in the period since the last ITR the School has expanded significantly in terms of staff, student numbers, and range of courses/programmes. The School has always believed that it delivered programmes of high quality, and it is pleasing that the ITR report confirms this with its “award” of over 20 commendations (see section 2 of this Summary Report). However, the ITR exercise, with its requirement that the School take a critical approach in producing the Self Evaluation Document and Action Plan, also indicated to the School that there were certain weaknesses in the delivery of its programmes that required to be addressed. The ITR Report is valuable in confirming many of these identified weaknesses as well as highlighting areas that the School had not previously considered. In this connection the School would acknowledge the very professional and supportive manner in which the ITR Panel carried out its work. The comment in the ITR Report that the School has “… every reason to be proud, but no reason to be complacent” is one that resonates well with the School.

The School’s commitment to enhancing its standards can be measured by the responses in this document to the Panel’s recommendations, many of which the School has already, or is about, to implement (eg the MA-Legal Studies and the Diploma in Legal Practice). By the same token the responses to the Action Plan (attached hereto) demonstrate the School’s willingness to learn from the whole ITR experience and to continually reflect on how best to deliver to its students a high quality learning and teaching environment.

**5. Revalidation of Courses**

The panel revalidated the following programmes:

Undergraduate programmes:

**i. LLB/LLB (Honours)**

**ii. LLB/LLB (Honours) with options in** Accountancy

**iii. LLB/LLB (Honours) with options in** Economics

**iv. LLB/LLB (Honours) with options in** Management Studies

**v. LLB/LLB (Honours) with options in** Music

**vi. LLB/LLB (Honours) with options in** French language

vii. **LLB/LLB (Honours) with options in** Gaelic language

**viii. LLB/LLB (Honours) with options in** German language

ix. **LLB/LLB (Honours) with options in** Spanish language

**x. LLB/LLB (Honours) and** Belgian Law

**xi. LLB/LLB (Honours) and** French Law

**xii. LLB/LLB (Honours) and** German Law

**xiii. LLB/LLB (Honours) and** Spanish Law

**xiv. LLB/LLB (Honours) and** European Legal Studies

xv. LLB (2 year accelerated programme for graduates)

xvi. LLB (part-time)

xvii. Joint Honours MA Legal Studies with:

Accountancy, Anthropology, Divinity, Economics, English, Entrepreneurship, Finance, French, German, Hispanic Studies, History, International Relations, Management Studies, Philosophy, Politics, Psychology or Sociology.

Postgraduate programmes:

i. LLM (taught - with focus on):

* [Commercial Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=comm_law)
* [Public International Law and Globalisation](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_law_globalisation)
* [Private International Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=private_international_law)
* [Property Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=prop_law)
* [European Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=euro_law)
* [Criminal Justice](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=crim_just)
* [Intellectual Property Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_proplaw)
* [International Commercial Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_comlaw)
* [Human Rights and Criminal Justice](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=human_crim)
* [International Business Law (by Distance Learning)](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_buslaw)
* [Law and Sustainable Development](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=law_susdev)
* [International and European Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_eurolaw)
* [International Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=int_law)
* [Criminal Justice and Human Rights](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=crim_rights)
* [Human Rights](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=human_right)
* [General](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=gen_law)
* [Oil and Gas Law](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=oil_gas_law)

ii. LLM (research)

iii. [Professional Competence Course (PCC)](http://www.abdn.ac.uk/law/pcc.shtml)

iv. MPhil

v. PhD

vi. Diploma in [Legal Practice (DLP)](http://www.abdn.ac.uk/prospectus/pgrad/study/taught.php?code=legal_pract)