

The University of Edinburgh

Internal Periodic Review

School of Law

Undergraduate, Postgraduate Taught and Postgraduate Research
provision

11-14 October 2021

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Executive summary

This report comprises the outcomes from the internal review of undergraduate, postgraduate taught and postgraduate research provision in the School of Law.

The review team found that the School has effective management of the quality of the student learning experience, academic standards, and enhancement and good practice.

The report provides commendations on the School's provision, recommendations for enhancement on which the School will be asked to report progress to the Senate Quality Assurance Committee, and suggestions on how to support developments.

Key commendations

The review team commended the School for the dedication of its academic and professional services staff, the School's clear commitment to student support, and the very positive feedback given to the review team by students. Further commendations are included in the report.

Key recommendations

The top three recommendations identified by the review team for the School to prioritise were:

- The review team **recommend** that the School reflect on where responsibility sits for delivering change across the range of School goals, including within the management structure, roles and responsibilities of other post holders, and how this includes the student voice.
- In relation to issues of programme development / renewal, programme structure and assessment strategy, the review team **recommend** that the School develop a structure for a programme level approach to planning and delivery.
- The review team **recommend** that the School ensure that mainstreaming accessibility requirements are being met for all levels of study, and that the School is aware of and implements best practice around inclusivity. The review team recognises that automated captions may not be sufficient for lectures using technical language, and further **recommend** that Information Services prioritise improving automated lecture captioning. While the current system is in place, however, the School must address this issue in order to ensure accessibility. In some Schools, tutors have been employed to correct automated lecture captioning.

Commendations, recommendations and suggestions

Commendations

Key strengths and areas of positive practice for sharing more widely across the institution.

No	Commendation	Section in report
1	The review team commend the School on having adapted to and successfully managing the challenges created by the pandemic. The School had considerable experience that it could draw on from delivering fully online PGT programmes but it was a considerable effort by all staff to create emergency measures and still run their programmes effectively under very difficult circumstances.	1
2	The review team commend the positive relationships between Professional Services and the School Management team, which is likely to be of benefit to students and staff. The good relationships were evident throughout the review	1

	team meetings with staff; the School Management team were thought to be approachable, responsive to issues, committed to advocating on behalf of their staff, and setting appropriate expectations about the culture of the School.	
3	Staff workload was a recurring theme. Staff frequently attributed the high numbers of students on some programmes as a contributing factor on their workload but this did not appear to affect the satisfaction levels of the students in relation to the quality of teaching and access to support. The review team commend School staff for delivering a very high quality experience to students despite their workload.	1
4	The review team commend the commitment and engagement of the external tutors that they met, and note that students on the programme clearly highly value the opportunity to work with these external experts.	2.1
5	The review team commend the quality of formative feedback provided to students, which the students in the meetings with us highlighted as being particularly useful.	2.2
6	The review team were impressed by the commitment of the PGR Director to continuous improvement, and by the very positive student feedback for the support of the PGR Director and Research Office. The review team commend the PGR Director and the Research Office.	2.1
7	The review team commend support offered to students by the Law Teaching Offices (UG, PGT, Diploma and Research Office) across the range of programmes. The excellent support by professional services staff was a recurring theme throughout the review team meetings with staff, tutors and students.	2.3
8	The review team commend the School commitment to student support, including the appointment of two Disability Officers, and planned appointment of additional student support for PGT students.	2.3
9	The review team also commend the School on the initiatives to build community; the students clearly felt part of, and wanted to contribute to the academic community within the School.	2.3
10	The review team commend LawPals (Peer-Assisted Learning Scheme for new UG students); the students were appreciative of the advice received at the sessions and in particular with help adapting to online learning.	2.3
11	The review team commend the work of the Student Council in giving students an opportunity to raise concerns in a structured but accessible context. The students that the review team met with were appreciative of the efforts made by the Student Council to address the issues that they raised on their behalf.	2.4

Recommendations

Areas for development and enhancement – progress to be reported.

Priority	Recommendation	Section in report	Responsibility of
1	The review team recommend that the School reflect on where responsibility sits for delivering change across the range of School goals, including within the management structure, roles and responsibilities of other post holders, and how this includes the student voice. The purpose of this recommendation is to encourage the School to ensure that it can work through and deliver planned changes, including large-scale change projects such as LLB curriculum review.	1	School

2	In relation to issues of programme development / renewal, programme structure and assessment strategy, the review team recommend that the School develop a structure for a programme level approach to planning and delivery that involves subject area leads, course organisers, tutors and students in a meaningful way, and that takes account of student experience and staff workload. The aim of this recommendation is to ensure effective interactions between senior management planning and subject area planning, and to ensure that the School planning and delivery facilitates a cohesive and coherent programme-level experience for students. Programme-level planning is likely to cut across subject areas, and this recommendation is relevant to the LLB, the Diploma, and PGT Masters programmes to the extent that students take courses from across the suite of PGT programmes.	1	School
3	The review team recommend that the School ensure that mainstreaming accessibility requirements are being met for all levels of study, and that the School is aware of and implements best practice around inclusivity. In particular, regard should be had to <ul style="list-style-type: none"> - obligations around captions on recorded materials. Students reported that some pre-recorded lectures did not have captions, and this included lectures for students with adjustment schedules requiring captions; - the University policy regarding provision of reading lists and course materials appropriately in advance of classes; (accessible and inclusive learning policy.pdf (ed.ac.uk)); - whether the time given to receive and complete assessments is appropriate and enables students to plan and balance workloads and other commitments and needs. 	2.5	School
4	The review team recognises that automated captions may not be sufficient for lectures using technical language, and further recommend that Information Services prioritise improving automated lecture captioning. While the current system is in place, however, the School must address this issue in order to ensure accessibility. In some Schools, tutors have been employed to correct automated lecture captioning.	2.5	Information Services
5	The review team appreciate that there are many logistical barriers to change, but recommend that the School instigate a programme of curriculum renewal for the LLB and Honours programmes, taking into account the needs of the Law Society while also ensuring that the requirements of the Law Society are not over-interpreted as a barrier to change.	2.1	School
6	The review team noted that the School plans to draw on SSLC feedback to inform the next iteration of the School Learning and Teaching Strategy. The review team recommend that the School identify complementary opportunities to engage with students to improve their experiences, to enhance student participation beyond participation in School committees, and to more actively engage students in course and programme review.	2.4	School

7	<p>The review team recommend a number of actions in relation to supporting student career development:</p> <p>The review team recommend that the School ensure UG students are made aware of the entry requirements for the Diploma at an early stage in their UG programme. Students who the team spoke to had not been aware of the significance Year 1-2 results, indicating that current methods of communicating about this may not be effective.</p> <p>While students spoke very positively about career support from programme staff, some reported that advice from the University Careers Service was too general for their specific needs: the review team recommend the School work with the Careers Service to improve provision for these students, involving the Law Society and the profession as appropriate.</p> <p>The review team recommend that the School ensure that PGR students receive career development support for non-academic, as well as academic, careers, and that all opportunities are taken to give students access to career development and networking opportunities beyond Scotland and UK.</p>	2.6	School and Careers Service
8	<p>The review team note that the School provide a tutor induction at the start of the academic year, but recommend that the School offer additional training opportunities for tutors, specifically PGR tutors, including raising awareness of Advance HE accreditation opportunities. The review team also recommend that tutors, including PGR students, could be given a greater role in course and programme development. This relates to the recommendation 2 above.</p>	2.7	School

Suggestions

For noting – progress reporting is not required.

No	Suggestion	Section in report
1	<p>The review team suggest that the School work to consult a wide range of stakeholders (staff and students) at an early stage in planning processes, and consult via other means than formal committees. Dr Ruth McQuillan would be a useful contact: her team have created a PG Hub for the Usher Institute, and their collaborative approach to planning and delivery could provide a useful example of effective practice.</p>	1
2	<p>The review team suggest that the School consider introducing a year lead academic role, with responsibility for the student experience at that stage.</p>	1
4	<p>The review team suggest that the School look to other areas of the University for examples of good practice in curriculum renewal and change processes, including that related to the Curriculum Transformation Project. The Bachelor of Medicine and Surgery (MBChB) programme in Edinburgh Medical School may be able to provide valuable reflection on their recent experience of restructuring that programme. The School of Engineering, which also offers externally accredited programmes, have recently restructured the early years of their MEng and BEng degrees and are continuing the renewal process into honours years, and may be able to</p>	2.1

	offer examples of effective practice. The School could consider the use of approaches such as ELDeR , which is a practical, team based approach to programme design.	
5	The review team suggest , in addition to the recommendation on programme-level approaches in section 1, that the School ensure that external and internal tutors and course organisers receive appropriate and regularly updated briefings or training. In particular, the School should ensure that new tutors or course organisers receive an appropriate induction. The review team also suggest that the School engage with external tutors to find out how, and to what extent, they would wish to be involved in programme review and development. The review team suggest that the Diploma team consider examples of good practice in other areas of the University that deliver programmes in association with external professional staff, for example the Master of Public Health(online), co-directed by Dr Rosemary Geddes and Dr Neneh Rowa-Dewar.	2.1
6	In relation to the PG Diploma, the review team also suggest that the School ensure they are complying with the requirement for all programmes to have a Programme External Examiner (externalexaminerstaught.pdf (ed.ac.uk)).	2.1
7	In relation to comments on ensuring the security of online exams, the review team suggest the School seek information on best practice elsewhere in the University, and consider how best to balance the open book format of online exams and the duration of the online exam, to reduce the risk of academic misconduct.	2.2
8	The review team suggest that School consider how best to support external tutors and course organisers in ensuring that the assessment and feedback on the Diploma is continuously improved, taking into account their commitments out with the University, and that therefore they may require alternative forms of support.	2.2
9	The review team suggest that the School review the provision of assessment information to students on the Diploma, at programme and course level, to ensure that this is clear, consistent and provided in a timely fashion.	2.2
10	The review team suggest that the School reflect on possible alternative formats for PGR annual conferences and look to practices in other areas of the University for examples and inspiration.	2.2
11	The review team suggest that the PGR Director continues to explore alternative opportunities for PGR students to share their work with colleagues.	2.3
12	The review team suggest the PGR Director and Research Office team to continue to develop induction events for PGR students, and to continue to seek student feedback on the most relevant content for these events. Some students noted that while they felt the induction covered a great deal, they would like it to focus more on key information: information about the first year review was highlighted as a possible gap.	2.3
13	The review team suggest that the School engage students more in programme development: Cathy Bovill in the Institute of Academic Development would be a good contact for advice on how to facilitate this.	2.4
14	In line with the recommendation in section 1 to develop a programme-level approach, the review team suggest that the School find ways to engage PGT students, potentially including recent graduates, in discussions on changes to course choices on PGT programmes.	2.4

15	The review team suggest that the School use the SSLC, and recent graduates, to proactively seek specific student feedback on course assessment and their programme-level experience.	2.4
16	The review team recognise that Equality, Diversity and Inclusion information is included in student induction information, and that there is a BAME group within the Law School, and an active EDI Committee. The review team suggest that the School also look to examples of practice in other parts of the University: for example, Mohini Gray has developed a mentoring programme for BAME students within the Medical School.	2.5
17	The review team suggests that the School foster opportunities for peer support among UG Tutors building on some excellent good practice in the School. Some of the tutors met regularly and shared their experiences, discussed practices including tutoring techniques and marking.	2.7

Section A – Introduction

Scope of review

Range of provision considered by the review (see Appendix 1).

The Internal Periodic Review of the School of Law in 2021/22 consisted of:

- The University's remit for internal review (see Appendix 2)
- The subject specific remit items for the review:
 1. Undergraduate LLB: the structure and assessment of the Ordinary years of the LLB degree
 2. Postgraduate Diploma in Professional Legal Practice: developing an assessment strategy for courses on the Diploma
 3. Postgraduate Masters: developing a more flexible programme structure for PGT programmes to spread students' demand for courses and dissertation supervision
 4. Postgraduate Research: improving the sense of connection between PGR students and the larger academic life of the School
- The Reflective Report and additional material provided in advance of the review
- The meeting of the review team including consideration of further material (see Appendix 3)
- The final report produced by the review team
- Action by the School and others to whom recommendations were remitted following the review

Review Team Members

Convener	Dr Jeni Harden
External Member	Professor Abbe Brown
External Member	John Logue
Internal Member	Dr Stewart Smith
Student Members	Rosa Santibañez Nuñez and Marlee Merson
Review Team Administrators	Kathryn Nicol and Cathy Campbell

The School

The School of Law is one of 12 Schools in the College of Arts, Humanities and Social Sciences (CAHSS). The School has 11 subject areas:

- Commercial Law
- Private Law
- Criminology
- Criminal Law
- Public Law
- Legal History
- Legal Theory

- Public International
- European Union Law
- IP, Media and Technology Law
- Medical and Ethics

Physical location and summary of facilities

The School of Law is primarily located at Old College, which also houses the Law Library. The Postgraduate Diploma in Professional Legal Practice is based in the University Outreach Centre on Holyrood Road.

Date of previous review

11-13 November 2014

Reflective Report

This report was written during July and August 2021 by Professor David Fox, Academic Lead, and Convenor of the Board of Studies.

Contributions and assistance were provided by:

- Ms Eirlys Armstrong, Undergraduate Office Manager
- Ms Kay Barbour, University Careers Service
- Professor David Cabrelli, incoming Convenor of the Board of Studies
- Ms Jane Cornwell, Director of Quality
- Ms Lucy Gaunt, Head of Postgraduate Taught Programmes
- Professor Martin Hogg, Head of the School of Law
- Dr Annie Sorbie, Senior Tutor for Undergraduates
- Mrs Lindsay Jack, Director of the Student Experience
- Dr Robert Lane, Director of Undergraduate Studies
- Ms Laura McBrien, Director of the Diploma in Professional Legal Practice
- Dr Kasey McCall-Smith, Deputy Director of Internationalisation
- Dr Euan MacDonald, Director of Postgraduate Research
- Ms Katy Macfarlane, Student Disability Officer
- Ms Shauna Thompson, Head of Research, Knowledge Exchange and Impact Office

Dissemination and consultation:

Owing to the postponement of the Review from the 2020-21, it is planned to share the document with undergraduate, PGT and PGR students early in the 2021-22 academic year.

Section B – Main report

1. Strategic overview

The School of Law offers a range of provision across learning and teaching. This includes an LLB Hons and a graduate-entry LLB Ordinary, both of which cover the substantive courses required to enter the legal profession in Scotland. The School also offers a Diploma in Professional Legal Practice, a wide range of Postgraduate Taught Masters programmes, including some online distance learning programmes, and Postgraduate Research opportunities across the 11 subject areas.

Undergraduate student numbers have remained relatively steady since the last review: there has been an increase in Law and International Relations (LLB Hons) entrants, but students on this programme are also more likely to revert to single-honours Law in later years. Numbers on the Diploma in Profession Legal Practice (the Diploma) have also remained relatively steady. Postgraduate Taught Masters student numbers increased significantly in 2018-19 and 2019-20: this increase was unplanned and was considered unsustainable by the School. The School have worked with College Admissions to adopt a gathered field approach to applications. The School views this as a success and the number of entrants in 2020-21 is lower than the previous two years. However, demand on course places and resource requirements for PGT dissertation supervision remain a concern. Decisions on Postgraduate Research admissions are made within the relevant subject area.

Subject Area Heads have delegated responsibility for the leadership and administration of activities, workload allocation and planning within the subject area, and for the development and implementation of the subject area's teaching and research plans. Subject Area Heads submit annual plans to the Senior Management Group, and these are considered during an annual planning round. A whole-School committee is also convened to give final approval to School plans. Course and programme proposals are reviewed and approved by the School Learning and Teaching Committee, and the School Board of Studies. Initiatives to develop or review programmes typically come from specialist subject areas.

In recent years, the School has prioritised responding effectively to the impact of the Covid-19 pandemic on teaching and learning. The School has also been through a major project to refurbish the physical estate, and the School has now returned to its primary location in Old College.

The School Learning and Teaching Strategy is scheduled for review, and the School have noted that this coincides usefully with this IPR. The current Head of School is stepping down at the end of October 2021, with an interim Head of School taking over.

The review team **commend** the School on having adapted to and successfully managed the challenges created by the pandemic. The School had considerable experience that it could draw on from delivering fully online PGT programmes but it was a considerable effort by all staff to create emergency measures and still run their programmes effectively under very difficult circumstances. Staff were very committed and willing to engage with technology and systems for teaching and supporting students. The review team also **commend** the positive relationships between Professional Services and the School Management team, which is likely to be of benefit to students and staff. The good relationships were evident throughout the review team meetings with staff; the School Management team were thought to be approachable, responsive to issues, committed to advocating on behalf of their staff, and setting appropriate expectations about the culture of the School.

Three of the subject-specific remit items put forward by the School related to programme development/renewal or programme structure and assessment strategy. Rather than make recommendations in relation to each of these specific and detailed remit items, the review team considered whether there were barriers within the School that may be inhibiting the School in making progress on these issues, some of which appear to be recurrent or long-standing. While the review team recognise that some issues have impacted on the ability of the School to implement longer term plans, such as the Covid 19 pandemic, and are not wholly within the control of the School, the review team felt that the School should consider the extent to which its ability to plan and deliver change may be impeded by internal as well as external factors. Therefore, the review team **recommend** that the School reflect on where responsibility sits for delivering change across the range of School goals, including within the management structure, roles and responsibilities of other post holders, and how this includes the student voice. The purpose of this recommendation is to encourage the School to ensure that it can work through and deliver planned changes, including large-scale change projects such as LLB curriculum review.

More specifically in relation to issues of programme development / renewal, programme structure and assessment strategy, the review team **recommend** that the School develop a structure for a programme level approach to planning and delivery that involves cluster leads, course organisers, tutors and students in a meaningful way, and that takes account of student experience and staff workload. The aim of this recommendation is to ensure effective interactions between senior management planning and subject area planning, and to ensure that the School planning and delivery facilitates a cohesive and coherent programme-level experience for students. Programme-level planning is likely to cut across subject areas, and this recommendation is relevant to the LLB, the Diploma, and PGT Masters programmes to the extent that students take courses from across the suite of PGT programmes.

The review team **suggest** that the School work to consult a wide range of stakeholders (staff and students) at an early stage in planning processes, and consult via other means than formal committees. Dr Ruth McQuillan would be a useful contact: her team have created a PG Hub for the Usher Institute, and their collaborative approach to planning and delivery could provide a useful example of effective practice. The review team also **suggest** that the School consider introducing a year lead academic role, with responsibility for the student experience at that stage.

Staff workload was a recurring theme. Staff frequently attributed the high numbers of students on some programmes as a contributing factor on their workload but this did not appear to affect the satisfaction levels of the students in relation to the quality of teaching and access to support. The review team **commend** School staff for delivering a very high quality experience to students despite their workload.

The comments in section 2 below are primarily presented under the headings 'Undergraduate', 'Postgraduate Taught', 'PG Diploma' and 'Postgraduate Research', to enable more focused comments on these areas of provision. The comments on these specific areas of provision are also intended to provide further context for the recommendations above (section 1).

2. Enhancing the student experience

2.1. The approach to enhancing Learning and Teaching

Undergraduate

The School requested that the structure and assessment in the Ordinary years of the LLB degree be considered as a specific remit item. The review team considered that the School had already conducted two reviews, a LEAF review of their assessment practices by the Institute for Academic Development, and a study in 2019 of how other Law Schools in Scotland provide the Law Society's required syllabus in their LLB degrees. The reflective report indicated that the reviews supported a case for curriculum renewal to address the concerns of students regarding overassessment. A number of complex barriers have been identified by the School including; lack of control over student numbers, operational issues that had been created by the Covid-19 pandemic; ensuring the Ordinary years prepared students for Honours years; ensuring the curriculum met the requirements of the Law Society; whether different methods of assessment would meet the required learning outcomes; as well as practical considerations including the time required to mark different forms of assessment for large cohorts.

The review team appreciate that there are many logistical barriers to change, but **recommend** that School instigate a programme of curriculum renewal for the LLB and Honours programmes, taking into account the needs of the Law Society while also ensuring that the requirements of the Law Society are not over-interpreted as a barrier to change. The review team **suggest** that the School look to other areas of the University for examples of good practice in curriculum renewal and change processes, including that related to the Curriculum Transformation Project. The Bachelor of Medicine and Surgery (MBChB) programme in Edinburgh Medical School may be able to provide valuable reflection on their recent experience of restructuring that programme. The School of Engineering, which also offers externally accredited programmes, have recently restructured the early years of their MEng and BEng degrees and are continuing the renewal process into honours years, and may be able to offer examples of effective practice. The School could consider the use of approaches such as [ELDeR](#), which is a practical, team based approach to programme design.

Postgraduate Taught

The School asked the review panel to consider the following remit item: “developing a more flexible structure for PGT programmes to spread students’ demand for courses and dissertation supervision”. The School had prepared a paper proposing a review of the portfolio considering both the student and staff experience and how the offering was perceived by the market. The paper had been approved by the School Management group. Temporary changes were going to be made to the programme structure to restrict some course choice within the Degree Programme Tables. The unpredictability and large volume of student numbers was identified as an issue and the School was working with Admissions to address this: they had brought in the payment of a deposit for PGT programmes and started to use the “gathered field” tool as a method of reviewing candidate applications. Some PGT courses were very popular; some classes were double/triple streamed which put pressure on specific staff.

Course availability within the PGT programmes was clearly an issue for the students, PGT students were confused as to how the courses were allocated and were concerned that some students could not take the core courses. The School has been exploring whether to offer fewer programmes but with different options to specialise within them and the review team thought there would be merit in developing a more simplified structure. The review team support the School in their intention to address the issues of course choice and student numbers on popular courses, and refer to the School to the recommendations in section 1, on programme-level approaches and change management.

PG Diploma

The School asked the review panel to consider the following remit item: “developing an assessment strategy for courses on the Diploma”.

The Diploma is a long-standing programme that has to some extent evolved over time. A new Director was appointed relatively recently, and an interim Director is currently in place, with the permanent Director set to return after a period of leave. The permanent Director had begun a process of reviewing the Diploma programme before going on leave, and the remit item above emerged from that process.

The Diploma involves a large number of external legal specialists as course organisers and tutors, and students highly value this opportunity for contact with professional specialists. The Diploma is a required professional qualification and serves as a bridge between professionally-required undergraduate courses (offered in the LLB Hons and the graduate entry LB Ordinary) and a post-Diploma work-based traineeship. The programme is intensive, and feedback from students was generally very positive.

There is a clear challenge in ensuring that external tutors and course organisers have sufficient knowledge of University policies and guidance, and that this knowledge is kept up to date. The review team recognised that the School is working with a small pool of external experts, and that often, external staff are contributing through professional goodwill, but nonetheless this is a University programme and subject to the same expectations and requirements as other programmes in the School. Student feedback to the review team indicated a lack of clarity and consistency at a programme-level: for example, inconsistency in the use of course Learn pages, leading to students spending additional time looking for information; course materials being uploaded at the last minute; not being notified of assessment deadlines early in the semester, which impedes workload planning; spending excessive time locating and collating assessment deadlines across the programme, in order to plan workload and ensure deadlines are not missed. The overall impression was that students are engaging primarily with a collection of courses, not a programme. While the academic standards of the programme are not in doubt, the School should ensure that they are able to address issues of coordination and coherence in the student experience.

The review team **commend** the commitment and engagement of the external tutors that they met, and note that students on the programme clearly highly value the opportunity to work with these external experts. The review team **suggest**, in addition to the recommendation on programme-level approaches in section 1, that the School ensure that external and internal tutors and course organisers receive appropriate and regularly updated briefings or training. In particular, the School should ensure that new tutors or course organisers receive an appropriate induction. The review team also **suggest** that the School engage with external tutors to find out how, and to what extent, they would wish to be involved in programme review and development. The review team **suggest** that the Diploma team consider examples of good practice in other areas of the University that deliver programmes in association with external professional staff, for example the Master of Public Health, co-directed by Dr Rosemary Geddes and Dr Neneh Rowa-Dewar.

The review team also **suggest** that the School ensure they are complying with the requirement for all programmes to have a Programme External Examiner ([externalexaminerstaught.pdf \(ed.ac.uk\)](http://externalexaminerstaught.ed.ac.uk)).

Postgraduate Research

The review team were impressed by the commitment of the PGR Director to continuous improvement, and by the very positive student feedback for the support of the PGR

Director and Research Office. The review team **commend** the PGR Director and the Research Office.

2.2. Assessment and Feedback

Undergraduate

The review team **commend** the quality of formative feedback provided to students, which the students in the meetings with us highlighted as being particularly useful. The students that the review team met with found feedback constructive and reported that some lecturers were very approachable and willing to discuss the feedback further. There were no reported issues relating to feedback turnaround times.

Assessment should be considered in relation to the curriculum review of the LLB programmes (recommendation 4).

In relation to comments on ensuring the security of online exams, the review team **suggest** the School seek information on best practice elsewhere in the University, and consider how best to balance the open book format of online exams and the duration of the online exam, to reduce the risk of academic misconduct.

Postgraduate Taught

No particular issues were noted.

PG Diploma

The School highlighted assessment on the Diploma as a particular area for attention. The School's own comments indicate that assessment on the courses on the Diploma has developed over time, and has not been coordinated or developed strategically at a programme level. While course organisers are clearly highly engaged with and committed to their courses, considerations such as the appropriate weighting of assessments, does not appear to have been kept under review. Issues that cut across courses, such as the range and timing of assessments, and possible over-assessment, cannot be effectively addressed by course teams working in isolation. These comments are intended to provide context for the recommendation in section 1 on programme-level approaches.

The review team also suggest that the School consider the 'assessment literacy' of external staff who are unlikely to have access to developments in higher education or access to training, such as that provided by Advance HE, as part of their professional experience. The review team **suggest** that the School consider how best to support external tutors and course organisers in ensuring that the assessment and feedback on the Diploma is continuously improved, taking into account their commitments out with the University, and that they may require alternative forms of support.

The review team **suggest** that the School review the provision of assessment information to students at programme and course level, to ensure that this is clear, consistent and provided in a timely fashion.

Postgraduate Research

The review team **suggest** that the School reflect on possible alternative formats for annual conference and look to practices in other areas of the University for examples and inspiration.

2.3. Supporting students in their learning

The review team **commend** support offered to students by the Law Teaching Offices (UG, PGT, Diploma and Research Office) across the range of programmes. The excellent support by professional services staff was a recurring theme throughout the review team meetings with staff, tutors and students.

The review team **commend** the School commitment to student support, including the appointment of two Disability Officers, and planned appointment of additional student support for PGT students. The review team also **commend** the School on the very positive feedback the review team heard from students: the students clearly felt part of a community and want to contribute to their School community.

The review team noted that the University is in the process of developing a new Personal Tutor and Student Support system, and that the School of Law plans to engage with this process.

There is a dedicated student support office for UG students and staff also appreciated the PGT and Diploma Offices for their role in supporting students. Programme Directors are normally Personal Tutors (PTs) for the PGT and Diploma students but on larger programmes other staff had to be brought in as PTs; PTs were being allocated increasing numbers of students.

Undergraduate

There is a dedicated student support office for UG students. The School's Personal Tutor and Student Support System was thought to be working well and efforts had been made to standardise the service. It was noted that numbers of student per Personal Tutor is increasing, and this is something that the School should keep under review.

Some students raised issues with receiving reading lists after the start of their courses, or receiving reading lists including reading materials that are not accessible, for example out of print, or not yet in print. Students appeared to struggle to get advice on what to do if resources were not available. Student also reported that course materials were not consistently made available on Learn sufficiently in advance of classes, and that uncertainty about when materials will be available makes it difficult to plan and manage their workload. Please see the recommendation to the School in section 2.5 on ensuring that requirements on mainstreaming accessibility and inclusion are being met in relation to the provision of reading lists and course materials.

Feedback from students indicated no clear preference for in-person, hybrid or online teaching. In relation to online teaching, students felt that there could be more careful consideration and planning of the time required for them to engage with online teaching: in some cases, more than 50 minutes worth of material is being provided online in the place of a single in-person lecture. Students expressed a preference for online material to be broken down into shorter chunks than a 50 minute lecture, and would appreciate clearer guidance on how long they were expected to spend on different parts of the course. The review team noted that some Schools have audited the time students are expected to allocate to different parts of a course, including online engagement, to ensure that the move online is managed and does not have the unintended consequence of inflating the time commitment required for courses.

The review team **commend** LawPals (a Peer-Assisted Learning Scheme for new UG students) which is clearly a valuable source of advice and support for UG students; the students were appreciative of the advice received at the sessions and in particular with help adapting to online learning.

Postgraduate Taught

The PGT Office supports students and staff. At present, there is no dedicated student support, and this is folded into teaching administration, but this has recently been reviewed and there are plans to recruit to an additional dedicated student support. Personal Tutor roles are carried out by Programme Directors.

PG Diploma

While students on the Diploma were very positive about the programme, and feel very supported by the Diploma support staff, they also highlighted ways in which they felt they could be better set up to succeed. Their comments were primarily about ensuring that course and programme information is communicated clearly and consistently, and introducing more standardisation across courses, where appropriate. A review of course handbooks, and course Learn sites, could support this.

Diploma students felt they had a lot of contact with students in their tutorial group, but fewer opportunities to meet other students on the programme. An optional social meeting for all students on the programme later in semester 1, similar to a 'free coffee and muffins' event held earlier in the semester, was suggested by students.

Postgraduate Research

The PGR students that met with the review panel were content with the student support structures; they could raise pastoral issues with their supervisors, they appreciated the support of the PGR Director and they were also aware that they could receive support from University Support Services. The PGR students were appreciative of other services including the Law Library and University Support Services including the Main Library and Disability Service.

The PGR Director has also worked to ensure that PhD students in different research areas have similar opportunities to present their work to academic staff. The review team **suggest** that the PGR Director continues to explore alternative opportunities for PGR students to share their work with colleagues.

The review team **suggest** the PGR Director and Research Office team to continue to develop induction events for PGR students, and to continue to seek student feedback on the most relevant content for these events. Some students noted that while they felt the induction covered a great deal, they would like it to focus more on key information: information about the first year review was highlighted as a possible gap.

Some students highlighted access to courses in other Schools, particularly the School of Social and Political Science, as highly beneficial, but also noted that getting access to these courses had not been straightforward.

In relation to the subject specific remit item on 'Postgraduate Research: improving the sense of connection between PGR students and the larger academic life of the School', the review team had no specific recommendations and felt there was evidence that the PG Director is already working effectively on this issue.

2.4. Listening and responding to the Student Voice

The School has appropriate Student Staff Liaison Committees (SSLC) in place, and these appear to function well. Students are represented on all School committees.

The review team noted that the School plans to draw on SSLC feedback to inform the next iteration of the School Learning and Teaching Strategy. The review team

recommend that the School identify complementary opportunities to engage with students to improve their experiences, to enhance student participation beyond participation in School committees, and to more actively engage students in course and programme review.

The review team heard several useful examples describing student input being proactively sought on specific issues: for example, seeking PGR students' preferences for induction, and surveying PGT students about their experiences of online versus in-person support. The review team encourage the School to continue to make use of this energy and resource, and to balance communications out to students with opportunities for students to feedback and contribute.

Undergraduate

The review team **commend** the work of the Student Council in giving students an opportunity to raise concerns in a structured but accessible context. The students that the review team met with were appreciative of the efforts made by the Student Council to address the issues that they raised on their behalf. However they also noted that they were not always clear about the outcomes of issues that were raised.

Opportunities exist to consult with students in any future plans for curriculum renewal and also plans around hybrid learning/ retention of online teaching delivery and assessments. The students that the review met with had a range of views on online examinations and it was an interesting discussion meriting further exploration. The review team **suggest** that the School engage students more in programme development: Cathy Bovill in the Institute of Academic Development would be a good contact for advice on how to facilitate this.

Postgraduate Taught

In line with the recommendation in section 1 to develop a programme-level approach, the review team **suggest** that the School find ways to engage PGT students, potentially including recent graduates, in discussions on changes to course choices on PGT programmes.

PG Diploma

The review team **suggest** that the School use the SSLC, and recent graduates, to proactively seek specific student feedback on course assessment and their programme-level experience.

Students mentioned that they had raised some issues with tutors in relation to information about assessments and assessment deadlines, but did not receive follow-up to help them understand if their comments had been passed forward or would be acted on.

Postgraduate Research

Students were satisfied that the PGR Student Board was an effective vehicle for communications between students and staff, and felt that the PGR Director and Research Office were very responsive.

2.5. Accessibility, Inclusivity and Widening Participation

The review team noted the School's commitment to Widening Participation. One strand of the Widening Participation work is that of the Advancement Committee, and plans to support upskilling and network opportunities for WP students. The review team also

noted the recent addition of a second Disability Officer, both of whom act as named contacts for students with adjustment schedules.

The review team **recommend** that the School ensure that mainstreaming accessibility requirements are being met for all levels of study, and that the School is aware of and implements best practice around inclusivity. In particular, regard should be had to obligations around captions on recorded materials; the University policy regarding provision of reading lists and course materials appropriately in advance of classes ([accessible and inclusive learning policy.pdf \(ed.ac.uk\)](#)); and whether the time given to receive and complete assessments is appropriate and enables students to plan and balance workloads and other commitments and needs.

Students have made some reports of experiencing micro-aggressions and racial abuse, though there was no suggestion that this was specific to their experience in the School of Law. The School should ensure that staff are aware of University support and reporting processes ([Racial Harassment and Hate Crime | The University of Edinburgh; Equality, Diversity and Inclusion for Students | The University of Edinburgh](#)) and support available within the School. The review team recognise that Equality, Diversity and Inclusion information is included in student induction information, and that there is a BAME group within the Law School, and an active EDI Committee. The review team **suggest** that the School also look to examples of practice in other parts of the University: for example, Mohini Gray has developed a mentoring programme for BAME students within the Medical School.

Undergraduate

Students reported that some pre-recorded lectures did not have captions, and this included lectures for students with adjustment schedules requiring captions. The review team **recommend** that the School address this as a priority. The review team recognises that automated captions may not be sufficient for lectures using technical language, and further **recommends** that Information Services prioritise improving automated lecture captioning. While the current system is in place, however, the School must address this issue in order to ensure accessibility. In some Schools, students and tutors have been employed to correct automated lecture captioning.

Postgraduate Taught

Concerns about the language skills of international students were raised at several points. While the School may wish to review programme entry requirements, the review team also **suggest** that the School consider how teaching and assessment might be adapted to address this issue, rather than viewing this primarily as a deficit in the students, given the diverse international profile of the PGT cohort. Relevant resources to support students and staff are available from the Institute for Academic Development, and the English Language Education unit.

PG Diploma

The review team felt that there is a perceived tension in the School between the professional requirements and standards of the Diploma programme, and University policies on accessibility and inclusion. While the Diploma acts as a bridge into the workplace, the review team noted that it is not a workplace-training programme, and students are not workplace trainees.

Staff noted that, at times, it was not possible to put in place adjustments for students with disabilities, and this could create issues when students expected these adjustments to be made. In line with recommendation 3 above, the School should review the Law Society requirements, to ensure that in cases where adjustments cannot be implemented, that this is in line with the Law Society requirements, and in particular the

Law Society position on diversity and inclusion, to ensure that the School is not over-interpreting Law Society requirements, or potentially reinforcing outdated modes of professional practice.

Students noted that on one course, assignments are released on a Thursday with a deadline on the immediately following Monday. While staff considered that this was in line with professional expectations, it was not clear how this practice took account of students with caring or work responsibilities. Staff suggested that students with specific issues could, in the past, have approached them for individual extensions, but this is not in line with the University's new centralised approach for extensions, nor to proactively build inclusion and accessibility into courses and programmes. As above, and in line with recommendation 3, the School should review its understanding of professional requirements against the Law Society requirements, and the Law Society position on diversity and inclusion in the profession.

The comments on accessibility and inclusion above should also be taken into account in considering the review team feedback on the Diploma in sections 2.1 and 2.2.

Postgraduate Research

Students were extremely positive about their experiences of using the Student Disability Service (SDS), and about the way that the SDS and the Research Office interacted to put agreed adjustments in place.

2.6. Development of Employability and Graduate Attributes

Undergraduate

The review team **recommend** that the School ensure UG students are made aware of the entry requirements for the Diploma at an early stage in their UG programme. Students who the team spoke to had not been aware of the significance Year 1-2 results, indicating that current methods of communicating about this may not be effective.

Postgraduate Taught

No specific issues were noted.

PG Diploma

While students spoke very positively about career support from programme staff, some reported that advice from the University Careers Service was too general for their specific needs: the review team **recommend** the School works with the Careers Service to improve provision for these students, involving the Law Society and the profession as appropriate.

Postgraduate Research

The School has a system in place for recruiting PGR students as tutors. The review team **suggest** that the School consider expanding opportunities for PGR tutors to teach on honours courses, or supervise dissertations, with appropriate support. This would provide valuable experience, and may build on the involvement of PGR tutors in the Advanced Legal Writing seminar.

The review team note that the School provides a tutor induction at the start of the academic year, but **recommend** that the School offer additional training opportunities for PGR tutors, including raising awareness of Advance HE accreditation opportunities.

The review team **recommend** that tutors, including PGR students, could be given a greater role in course and programme development. This relates to recommendation 2, to develop a programme-level approach to planning and delivery.

The review team **recommend** that the School ensure that PGR students receive career development support for non-academic, as well as academic, careers, and that all opportunities are taken to give students access to career development and networking opportunities beyond Scotland and UK.

2.7. Supporting and developing staff

The review team **suggests** that the School foster opportunities for peer support among UG Tutors building on some excellent good practice in the School. Some of the tutors met regularly and shared their experiences, discussed practices including tutoring techniques and marking.

Please see section 2.6 for further comments on UG Tutor induction and training.

Please see section 2.1 for comments on engagement with external tutors and course organisers.

Academic staff workloads were highlighted in the last Internal Periodic Review, and the School continues to keep this issue under review. The School are using Simitive, a system introduced by CAHSS, to record and manage workloads and this should allow subject areas Heads to review workloads across staff in their area.

Some staff were concerned about being allocated high numbers of PhD supervisees, but during discussion with staff it was suggested that this was not typical, that staff could normally control the number of PhD students they take on, and that individual issues should be raised with the relevant Head of Subject Area.

Professional services workloads were impacted by the pandemic, and the School has taken some steps to address this, such as planning to recruit dedicated PGT Support Staff. Professional Services and Personal Tutors both reported an increase in students with significant and complex support needs, and while it was recognised that to some support needs will have been exacerbated by the pandemic, it was not felt to be likely that such support needs will necessarily decrease in the post-pandemic context. Both Professional Services staff and Personal Tutors felt that in some cases, students were presenting needs that were beyond their competence to address, and highlighted the importance of available, accessible and properly resourced specialist services such as the Student Counselling Service.

The University is planning changes to the Personal Tutor and Student Support system, and the School intends to engage with this review.

2.8. Learning environment (physical and virtual)

The School of Law is primarily housed in Old College, with the Diploma offices located nearby in the Outreach Centre, Holyrood Road. The School has a dedicated Library, also located in Old College.

The School appear to have successfully managed the transition to online delivery during the pandemic.

Please see comments on library resources for UG students in section 2.4, comments on consistency of Learn course sites for the Diploma in section 2.4, and comments on accessibility and online resources in section 2.5.

Diploma students and staff, including external tutors, noted the loss of a physical hub in the Diploma Office during the pandemic, in particular the loss of opportunities for informal information sharing and networking. While the return to more on-campus activity will go some way to addressing this, the School may also want to consider how to ensure effective communications and information sharing in addition staff and students meeting physically in the Office: this is particularly relevant to ensuring external tutors have access to on-going guidance and training (see also section 2.1).

3. Assurance and enhancement of provision

The School operates within the University's Quality Framework and the review team is confident that academic standards are high. The School's approach to setting, maintaining and reviewing academic standards is appropriate. Standards are continually reviewed through External Examiner reports, student feedback and annual monitoring.

Appendices

Appendix 1: Range of provision considered by the review

Programmes

Subject Area	Programme Code	Programme Name	Notes
Law	UTLLBLAWOG1F	Law (LLB Ord) (Graduate Entry)	
Law	UTLLBLAWHO1F	Law (LLB Hons)	
Law	UTLLBINT	Law and International Relations (LLB Hons)	
Law	UTLLBHLAWB1F	Law and Business LLB (Hons)	
Law	UTLAWSY	Law and Social Policy (LLB Hons)	
Law	UTLAWSP	Law and Spanish (LLB Hons)	
Law	UTLAWSG	Law and Sociology (LLB Hons)	
Law	UTLAWSA	Law and Social Anthropology (LLB Hons)	
Law	UTLAWPO	Law and Politics (LLB Hons)	
Law	UTLAWHI	Law and History (LLB Hons)	
Law	UTLAWGE	Law and German (LLB Hons)	
Law	UTLAWFR	Law and French (LLB Hons)	
Law	UTLAWEC	Law and Economics (LLB Hons)	
Law	UTLAWCE	Law and Celtic (LLB Hons)	
Law	UTLAWAC	Law and Accountancy (LLB Hons)	
Law	PTPGDPROLP1P	Professional Legal Practice (PgDip) (Part-time)	
Law	PTPGDPROLP1F	Professional Legal Practice (PgDip) (Full-time)	
Law	PTPGCLAWAA1P	Law (Online Learning) (PgCert) (Part-time)	
Law	PTPGCLAWAA1F	Law (Online Learning) (PgCert) (Full-time)	
Law	PTMSCGLCJS1P	Global Crime, Justice and Security (MSc) (Part-time)	
Law	PTMSCGLCJS1F	Global Crime, Justice and Security (MSc) (Full-time)	
Law	PTMSCCRIMJ3F	Criminology and Criminal Justice (ESRC track) (MSc) - 1 Year (Full-time)	
Law	PTMSCCRIMJ1P	Criminology and Criminal Justice (MSc) (Part-time)	
Law	PTMSCCRIMJ1F	Criminology and Criminal Justice (MSc) (Full-time)	
Law	PTLLMELDL5P	Medical Law and Ethics (LLM) 2 Years (Part-time)	
Law	PTLLMELDL4P	Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 32 Months	
Law	PTLLMELDL3P	Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 2 Years	
Law	PTLLMELDL2P	Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 20 Months	
Law	PTLLMELDL2F	Medical Law and Ethics (LLM) (Full-time)	
Law	PTLLMELDL1P	Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 3 Years	
Law	PTLLMELDL1F	Medical Law and Ethics (Online Learning) (LLM) (Full-time)	
Law	PTLLMLAWAB4P	Law (Online Learning) (LLM) (Part-time) - 3 Years	
Law	PTLLMLAWAB3P	Law (Online Learning) (LLM) (Part-time) - 2 Years	
Law	PTLLMLAWAB2P	Law (Online Learning) (LLM) (Part-time) - 32 Months	
Law	PTLLMLAWAB1P	Law (Online Learning) (LLM) (Part-time) - 20 Months	
Law	PTLLMLAWAB1F	Law (Online Learning) (LLM) (Full-time)	
Law	PTLLMLAWAA1P	Law (LLM) (Part-time)	
Law	PTLLMLAWAA1F	Law (LLM) (Full-time)	
Law	PTLLMITLDL4P	Information Technology Law (Online Learning) (LLM) (Part-time) - 32 Months	
Law	PTLLMITLDL3P	Information Technology Law (Online Learning) (LLM) (Part-time) - 2 Years	
Law	PTLLMITLDL2P	Information Technology Law (Online Learning) (LLM) (Part-time) - 20 Months	
Law	PTLLMITLDL1P	Information Technology Law (Online Learning) (LLM) (Part-time) - 3 Years	
Law	PTLLMITLDL1F	Information Technology Law (Online Learning) (LLM) (Full-time)	
Law	PTLLMINTPR1P	Intellectual Property Law (LLM) (Part-time)	
Law	PTLLMINTPR1F	Intellectual Property Law (LLM) (Full-time)	
Law	PTLLMINTLA1P	International Law (LLM) (Part-time)	
Law	PTLLMINTLA1F	International Law (LLM) (Full-time)	
Law	PTLLMINTEL1P	International Economic Law (LLM) (Part-time)	
Law	PTLLMINTEL1F	International Economic Law (LLM) (Full-time)	

Law	PTLLMINFTL1P	Innovation, Technology and the Law (LLM) (Part-time)	
Law	PTLLMINFTL1F	Innovation, Technology and the Law (LLM) (Full-time)	
Law	PTLLMINFTD4P	Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 32 Months	
Law	PTLLMINFTD3P	Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 2 Years	
Law	PTLLMINFTD2P	Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 3 Years	
Law	PTLLMINFTD1P	Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 20 Months	
Law	PTLLMINFTD1F	Innovation, Technology and the Law (Online Learning) (LLM) (Full-time)	
Law	PTLLMINCLP4P	International Commercial Law and Practice(Online Learning) (LLM) - 3 years (part-time)	
Law	PTLLMINCLP3P	International Commercial Law and Practice(Online Learning) (LLM) - 32 months (part-time)	
Law	PTLLMINCLP2P	International Commercial Law and Practice(Online Learning) (LLM) - 20 months (part-time)	
Law	PTLLMINCLP1P	International Commercial Law and Practice(Online Learning) (LLM) - 2 years (part-time)	
Law	PTLLMINCLP1F	International Commercial Law and Practice(Online Learning)(LLM)	
Law	PTLLMIBLF1F	International Banking Law and Finance (LLM) (Full-time)	
Law	PTLLMHUMR1P	Human Rights (LLM) (Part-time) - 2 Years	
Law	PTLLMHUMR1F	Human Rights (LLM)	
Law	PTLLMGLENV1P	Global Environment and Climate Change Law (LLM) (Part-time)	
Law	PTLLMGLENV1F	Global Environment and Climate Change Law (LLM) (Full-time)	
Law	PTLLMEULAW1P	European Law (LLM) (Part-time)	
Law	PTLLMEULAW1F	European Law (LLM) (Full-time)	
Law	PTLLMCRILJ1P	Criminal Law and Criminal Justice (LLM) (Part-time)	
Law	PTLLMCRILJ1F	Criminal Law and Criminal Justice (LLM) (Full-time)	
Law	PTLLMCORPL1P	Corporate Law (LLM) (Part-time)	
Law	PTLLMCORPL1F	Corporate Law (LLM) (Full-time)	
Law	PTLLMCOMLA1P	Commercial Law (LLM) (Part-time)	
Law	PTLLMCOMLA1F	Commercial Law (LLM) (Full-time)	
Law	PTLLMCOMEP1P	Comparative and European Private Law (LLM) (Part-time)	
Law	PTLLMCOMEP1F	Comparative and European Private Law (LLM) (Full-time)	
Law	PRPHDLAWRC6F	Law (ESRC) (PhD)	
Law	PRPHDLAWRC5F	Law (AHRC) (PhD) - 3.5 Years (Full-Time)	
Law	PRPHDLAWRC4F	Law (AHRC) (PhD) - 4 Years (Full-Time)	
Law	PRPHDLAWAA2P	Law (PhD) (Part-time) - 6 Years	
Law	PRPHDLAWAA1F	Law (PhD) (Full-time)	
Law	PRLLMLAWAA1P	Law (LLM by Research) (Part-time)	
Law	PRLLMLAWAA1F	Law (LLM by Research) (Full-time)	

Courses

Course Code	Course Name	UG/PG	Normal Year	Credits	Notes (e.g. core/elective or reason for course not running)
LAWS08104	Civil Law Ordinary	UG	1	40	Running - required for Faculty of Advocates
LAWS08114	International Law Ordinary (semester 1)	UG	1	20	Running - elective course
LAWS08118	Revenue Law	UG	2	10	Running - elective course
LAWS08119	International Private Law Ordinary	UG	2	10	Running - required for Faculty of Advocates
LAWS08120	Employment law	UG	1	20	Running - elective course
LAWS08123	Public Law of the UK and Scotland	UG	1	20	Running - compulsory course.
LAWS08125	European Union Law (Ordinary) A	UG	1	10	Running - compulsory course.
LAWS08126	Family Law (Ordinary)	UG	1	10	Running - compulsory course.
LAWS08127	Contract and Unjustified Enrichment	UG	1	10	Running - compulsory course.
LAWS08128	Scottish Legal System	UG	1	20	Running - compulsory course.
LAWS08129	Jurisprudence	UG	2	10	Running - compulsory course. Not required for Law Society but required for award of LLB
LAWS08130	Succession and Trust Law	UG	2	10	Running - compulsory course.
LAWS08131	Commercial Law (Ordinary)	UG	2	20	Running - compulsory course.
LAWS08132	Public Law and Individual Rights	UG	2	10	Running - compulsory course.
LAWS08133	Property Law (Ordinary)	UG	2	20	Running - compulsory course.
LAWS08134	Business Entities	UG	2	10	Running - compulsory course.

LAWS08135	Delict	UG	2	10	Running - compulsory course.
LAWS08136	Introduction to Criminal Justice	UG	1	20	Running - elective course
LAWS08139	Critical Legal Thinking	UG	1	10	Running - compulsory course.
LAWS08141	Evidence (Ordinary)	UG	2	10	Running - compulsory course.
LAWS08142	Criminal Law (Ordinary)	UG	2	10	Running - compulsory course.
LAWS10044	European Institutions	UG	4	40	Not running - last ran in 2017-18. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10048	International Law A: The Individual and International Law	UG	3	40	Not running - last ran in 2019-20. Elective Honours course. Confirm with PIL SA however I think Int'l Law courses have been repackaged and this course is no longer needed.
LAWS10056	Criminology	UG	3	40	Not running - last ran in 2018-19. Elective Honours course. Confirm with Criminology SA however I think Criminology courses have been repackaged and this course is no longer needed.
LAWS10057	Punishment and Society	UG	3	40	Running - elective Honours course
LAWS10059	Gender and Justice	UG	3	40	Elective Honours course. Not running - last ran in 2018-19. Confirm with Criminology SA however I think Criminology courses have been repackaged and this course is no longer needed.
LAWS10062	Justice, Ethics and Law	UG	3	40	Running - elective Honours course
LAWS10064	Law, Democracy and Citizenship	UG	3	40	Running - elective Honours course
LAWS10073	Labour Law	UG	3	40	Running - elective Honours course
LAWS10075	Family Law	UG	3	40	Running - elective Honours course
LAWS10078	Contract	UG	3	40	Not running - last ran in 2019-20. Elective Honours course. Suspended for 2020-21 due to reduced staff availability & sabbatical. Temporarily replaced by 20 credit alternative LAWS10222 Contract.
LAWS10083	Company Law	UG	3	40	Running - elective Honours course
LAWS10084	Property Law	UG	3	40	Running - elective Honours course
LAWS10086	Commercial Law	UG	3	40	Running - elective Honours course
LAWS10087	Intellectual Property	UG	3	40	Running - elective Honours course
LAWS10093	Media Law	UG	3	40	Running - elective Honours course
LAWS10096	Trusts and Succession Law	UG	3	40	Running - elective Honours course
LAWS10097	Dissertation in Law	UG	4	40	Running - compulsory Honours course on LLB Hons programme and some Joint LLB Hons programmes
LAWS10104	Criminology 1	UG	3	20	Elective Honours course. Not running - last ran in 2018/19. Confirm with Criminology SA however I think Criminology courses have been repackaged and this course is no longer needed.
LAWS10107	European Studies Dissertation 1	UG	3	20	Not running - last ran in 2016/17. Dissertation course which I think has been replaced with LAWS10097 - Dissertation in Law
LAWS10108	European Studies Dissertation 2	UG	4	20	Not running - last ran in 2016/17. Dissertation course which I think has been replaced with LAWS10097 - Dissertation in Law
LAWS10122	Criminal Law B: Doctrine and Theory	UG	3	40	Not running - last ran in 2018-19. Elective Honours course. Confirm with Criminal Law SA but I believe this course has been sidelined due to staff capacity & specialisation gaps.
LAWS10123	Criminal Law A: Harm, Offence and Criminalisation	UG	3	40	Not running - last ran in 2018-19. Elective Honours course. Confirm with Criminal Law SA but I believe this course has been sidelined due to staff capacity & specialisation gaps.
LAWS10126	Law study abroad	UG	3	60	Not running - last ran in 2019-20. I believe this course has been replaced by a centralised Study Abroad generic course.
LAWS10133	Criminal Law	UG	3	40	Running - elective Honours course
LAWS10134	Delictual Liability	UG	3	40	Running - elective Honours course
LAWS10135	European Union Regulation of Culture and the Mass Media	UG	3	40	Not running - last ran in 2016-17. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10137	EU Law Honours	UG	3	40	Not running - last ran in 2016-17. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10139	Law 3rd Year Abroad (60 credits)	UG	3	60	Not running - last ran in 2018-19. I believe this course has been replaced by a centralised Study Abroad generic course.
LAWS10140	Law 3rd Year Abroad (120 credits)	UG	3	120	Not running - last ran in 2018-19. I believe this course has been replaced by a centralised Study Abroad generic course.
LAWS10148	Gender and Justice 1	UG	3	20	Elective Honours course. Not running - last ran in 2018-19. Confirm with Criminology SA however I think Criminology courses have been repackaged and this course is no longer needed.
LAWS10156	Fundamentals of Competition Law	UG	3	20	Running - elective Honours course
LAWS10157	Advanced Legal Methods	UG	3	20	Not running - last ran in 2016-17. I believe this course has been replaced with Advanced Legal Writing.
LAWS10160	Issues in Child Law	UG	3	20	Running - elective Honours course
LAWS10165	Contemporary Issues in Medical Jurisprudence	UG	3	20	Running - elective Honours course
LAWS10166	Fundamental Issues in Medical Jurisprudence	UG	3	20	Running - elective Honours course
LAWS10169	WTO Law	UG	3	20	Not running - last ran in 2019-20. Elective Honours course. Confirm with PIL SA however I think Int'l Law courses have been repackaged and this course is no longer needed.
LAWS10171	International Law and Global Affairs	UG	3	40	Not running - last ran in 2019-20. Elective Honours course. Confirm with PIL SA however I think Int'l Law courses have been repackaged and this course is no longer needed.
LAWS10172	Private Law Theory	UG	3	20	Running - elective Honours course
LAWS10174	Trade, Commerce and Society in the Roman Empire	UG	3	20	Running - elective Honours course
LAWS10175	Asylum and Refugee Law and Policy	UG	3	20	Running - elective Honours course
LAWS10176	Neuroscience and the Law	UG	3	20	Running - elective Honours course
LAWS10182	Advanced Legal Methods (online)	UG	3	10	Not running - last ran in 2016-17. I believe this course has been replaced with Advanced Legal Writing (Online).
LAWS10185	Slavery in Eighteenth-Century Scotland	UG	3	20	Running - elective Honours course

LAWS10186	Lords and Vassals in Medieval Scotland	UG	3	20	Running - elective Honours course
LAWS10188	Foundations of Modern Sovereignty	UG	3	20	Running - elective Honours course
LAWS10189	Current Issues in EU Law	UG	3	20	Not running - last ran in 2015-16. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10190	Freedom of Expression Law Clinic	UG	3	40	Running - elective Honours course
LAWS10192	Centralizing Justice: Scotland in Early Modern Europe	UG	3	20	Running - elective Honours course
LAWS10194	Advertising, Commercial Speech and the Law	UG	3	20	Running - elective Honours course
LAWS10195	International Civil and Commercial Litigation	UG	3	20	Running - elective Honours course
LAWS10196	Robotics and the Law	UG	3	20	Running - elective Honours course
LAWS10197	Law, Legitimacy and Globalisation	UG	3	20	Running - elective Honours course
LAWS10198	International Law: The Individual and International Law	UG	3	40	Not running - last ran in 2016-17. Elective Honours course. Replaced with LAWS10048: International Law A: The Individual and International Law
LAWS10200	Governance of the European Union	UG	3	20	Running - elective Honours course
LAWS10201	Studying Law in Context	UG	3	20	Running - elective Honours course - for students on Study Abroad only with a credit deficit
LAWS10202	Advanced Legal Writing	UG	3	20	Running - compulsory Honours course on most LLB Hons programmes. Some Joint Hons exceptions.
LAWS10204	Crime and Punishment in Enlightenment Scotland	UG	3	20	Not running - last ran in 2018-19. Elective Honours course. I believe this is temporarily suspended due to a research buy-out.
LAWS10205	Mental Health Law	UG	3	20	Running - elective Honours course
LAWS10208	Brexit: Legal Issues around an Exit from the EU	UG	3	20	Not running - last ran in 2019-20. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10209	EU Law Honours (20 credit)	UG	3	20	Not running - last ran in 2019-20. Elective Honours course. Confirm with EU Law SA however I think EU Law courses have been repackaged and this course is no longer needed.
LAWS10210	The Changing Constitution	UG	3	20	Running - elective Honours course
LAWS10211	Fundamental Issues in Comparative Constitutional Law	UG	3	20	Running - elective Honours course
LAWS10212	Human Rights Honours (20 credit)	UG	3	20	Running - elective Honours course
LAWS10213	Reasoning Using Civilian Authority	UG	3	20	Running - elective Honours course
LAWS10214	Advanced Legal Writing (Online)	UG	3	10	Running - compulsory Honours course for students studying abroad in Year 3 on most LLB Hons programmes. Some Joint Hons exceptions.
LAWS10216	Commercial Trust Law	UG	3	20	Running - elective Honours course
LAWS10217	Sentencing and Judicial Culture	UG	3	20	Running - elective Honours course
LAWS10218	Criminologies of Atrocity	UG	3	20	Running - elective Honours course
LAWS10219	Trusts and Succession	UG	3	20	Not running - last ran in 2019-20. Elective Honours course. This course is only required in years when the Full Year LAWS10096: Trusts and Succession Law course does not run
LAWS10220	Sexual Relations and the Law	UG	3	20	Running - elective Honours course
LAWS10221	Legislation (Honours)	UG	3	20	Running - elective Honours course
LAWS10222	Contract	UG	3	20	Running - elective Honours course
LAWS10223	International Economic Law	UG	3	40	Running - elective Honours course
LAWS10224	International Human Rights Law	UG	3	20	Running - elective Honours course
LAWS10225	Scots Law of Evidence: Principles, Policy and Practice	UG	3	20	Running - elective Honours course
LAWS10226	EU Law Honours I: Foundations	UG	3	20	Running - elective Honours course
LAWS10227	EU Law Honours II: Substantive	UG	3	20	Running - elective Honours course
LAWS10228	International Law in Global Affairs	UG	3	20	Running - elective Honours course
LAWS10229	Advanced Legal Reasoning	UG	3	20	Running - elective Honours course
LAWS10230	Precedent in Legal Reasoning	UG	3	20	Running - elective Honours course
LAWS11016	Company Law	PG	P	40	On-Campus / Commercial Law. Core Course - Commercial Law (LLM) & Corporate Law (LLM).
LAWS11024	Fundamental Issues in International Law	PG	P	40	On-Campus / International Law. Core Course - International Law (LLM) & Human Rights (LLM).
LAWS11028	International Criminal Law	PG	P	40	On-Campus / International Law
LAWS11030	International Environmental Law	PG	P	40	On-Campus / International Law. Replaced in 2020/21 by LAWS11422 Introduction to International Environmental Law.
LAWS11041	Criminal Justice and Penal Process	PG	P	20	On-Campus / Criminology
LAWS11046	Gender, Crime and Criminal Justice	PG	P	20	On-Campus / Criminology
LAWS11047	Police and Policing	PG	P	20	On-Campus / Criminology
LAWS11058	Theoretical Criminology	PG	P	20	On-Campus / Criminology
LAWS11067	Dissertation LLM General	PG	P	60	On-Campus
LAWS11070	Dissertation LLM Commercial Law	PG	P	60	On-Campus / Commercial Law. Compulsory Course - Commercial Law (LLM).
LAWS11071	Dissertation LLM International Law	PG	P	60	On-Campus / International Law. Compulsory Course - International Law (LLM).

LAWS11072	Dissertation MSc Criminology and Criminal Justice	PG	P	60	On-Campus / Criminology. Compulsory Course - Criminology and Criminal Justice (MSc).
LAWS11074	Criminological Research Methods	PG	P	20	On-Campus / Criminology
LAWS11100	Media and Crime	PG	P	20	On-Campus / Criminology
LAWS11101	Contract Law in Europe	PG	P	40	On-Campus / Commercial Law - Full-Year version of course
LAWS11104	Theories and Philosophies of Legal Research	PG	P	20	On-Campus / Legal Theory
LAWS11113	Regulatory Governance in the European Union	PG	P	20	On-Campus / European Law
LAWS11114	Mental Health and Crime	PG	P	20	On-Campus / Criminology
LAWS11119	Law and the Enlightenment	PG	P	20	On-Campus / Legal History
LAWS11122	Traditions of Legal Inquiry	PG	P	20	On-Campus / Legal History
LAWS11123	Principles of International Tax Law	PG	P	20	On-Campus / Private Law
LAWS11124	Principles of European Tax Law	PG	P	20	On-Campus / European Law
LAWS11125	Intellectual Property Law 1: Copyright and Related Rights	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11126	Dissertation LLM by Research	PG	P	180	Research
LAWS11127	Dissertation LLM in Legal Research	PG	P	100	Research
LAWS11129	Intellectual Property Law 2: Industrial Property	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11131	International Investment Law	PG	P	20	On-Campus / International Law
LAWS11132	International Law of the Sea	PG	P	20	On-Campus / International Law. Replaced in 2020/21 by LAWS11424 International Ocean Governance and the Protection of the Marine Environment.
LAWS11137	The legal challenges of information technologies	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11142	International Intellectual Property System	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11151	EU Constitutional Law	PG	P	20	On-Campus / European Law
LAWS11156	Banking and Finance Law	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11163	Information Technology Law	PG	P	20	Online
LAWS11174	Forensic Computing and Electronic Evidence	PG	P	20	Online
LAWS11177	Dissertation LLM Innovation, Technology and the Law	PG	P	60	Online
LAWS11179	International Intellectual Property System	PG	P	20	Online
LAWS11180	Information: Control and Power	PG	P	20	Online
LAWS11183	Dissertation LLM Intellectual Property Law	PG	P	60	Online
LAWS11184	Dissertation LLM Information Technology Law	PG	P	60	Online
LAWS11188	Data Protection and Information Privacy	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11190	International Private Law: Jurisdiction and Enforcement of Judgments	PG	P	20	On-Campus / Private Law
LAWS11201	Principles of Insurance Law	PG	P	20	On-Campus / Commercial Law
LAWS11202	Intellectual Property - Law and Society	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11203	Corporate Social Responsibility and the Law	PG	P	20	On-Campus / Commercial Law
LAWS11205	Dissertation LLM Medical Law and Ethics	PG	P	60	Online
LAWS11207	International Commercial Arbitration (one semester)	PG	P	20	On-Campus / Commercial Law
LAWS11208	European Environmental Law	PG	P	20	On-Campus / International Law
LAWS11212	Dissertation LLM Intellectual Property Law	PG	P	60	On-Campus / Intellectual Property, Media and Technology Law. Compulsory Course - Intellectual Property Law (LLM).
LAWS11213	Dissertation LLM Global Environment and Climate Change Law	PG	P	60	On-Campus / International Law. Compulsory Course - Global Environment and Climate Change Law (LLM).
LAWS11214	The Anatomy of Public Law	PG	P	20	On-Campus / Public Law
LAWS11215	Penal Politics	PG	P	20	On-Campus / Criminology
LAWS11216	EU Competition Law	PG	P	40	On-Campus / European Law
LAWS11217	Principles of Internal Market Law	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11219	International Criminal Law (one semester)	PG	P	20	On-Campus / International Law. Single semester version of course.
LAWS11221	Inter-state Conflict and Humanitarian Law	PG	P	20	On-Campus / International Law
LAWS11223	The Law of International Trade	PG	P	40	On-Campus / Commercial Law. Full-Year version of course.
LAWS11224	International Law of the Marine Environment	PG	P	20	On-Campus / International Law *replaced in 2020/21 by LAWS11424 International Ocean Governance and the Protection of the Marine Environment
LAWS11229	Delict and Tort	PG	P	20	On-Campus / Private Law

LAWS11231	Surveillance and Security	PG	P	20	On-Campus / Criminology
LAWS11234	Dissertation LLM International Economic Law	PG	P	60	On-Campus / International Law. Compulsory Course - International Economic Law (LLM).
LAWS11236	Dissertation LLM Comparative and European Private Law	PG	P	60	On-Campus / Private Law. Compulsory Course - Comparative and European Private Law (LLM).
LAWS11237	Regulation of Innovation: Advanced Issues in Competition and Intellectual Property Law	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11240	Comparative Property Law	PG	P	20	On-Campus / Private Law
LAWS11241	History and Theory of International Law	PG	P	20	On-Campus / International Law
LAWS11242	EU External Economic Relations Law	PG	P	20	On-Campus / European Law
LAWS11243	Comparative and International Trust law	PG	P	20	On-Campus / Private Law
LAWS11245	International Climate Change Law	PG	P	20	On-Campus / Public Law
LAWS11246	Information: Control and Power	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11249	Financial Services and Related Skills	PG	P	15	Diploma core course
LAWS11250	Company and Commercial	PG	P	15	Diploma
LAWS11251	Criminal Court Practice	PG	P	15	Diploma core course
LAWS11252	Civil Court Practice	PG	P	15	Diploma core course
LAWS11253	Private Client	PG	P	15	Diploma core course
LAWS11254	Conveyancing	PG	P	15	Diploma core course
LAWS11257	Intellectual Property Law: Industrial Property	PG	P	20	Online
LAWS11258	Intellectual Property Law: Copyright and Related Rights	PG	P	20	Online
LAWS11262	Dissertation LLM Criminal Law and Criminal Justice	PG	P	60	On-Campus / Criminal Law. Compulsory Course - Criminal Law and Criminal Justice (LLM).
LAWS11264	Sexual Offending and the Law	PG	P	20	PGT On-Campus / Criminal Law
LAWS11267	WTO Law	PG	P	40	PGT On-Campus / International Law. Replaced in 2019/20 by LAWS11402 WTO Law 1 and LAWS11403 WTO Law 2.
LAWS11268	Contract Law in Europe	PG	P	20	Online
LAWS11269	International Commercial Arbitration	PG	P	20	Online
LAWS11270	Dispute Resolution Methods	PG	P	20	Online
LAWS11271	European Competition and Innovation	PG	P	20	Online
LAWS11273	Corporate Compliance: Case Studies in Law & Ethics	PG	P	20	Online
LAWS11275	International Climate Change Law	PG	P	20	On-Campus - Public Law
LAWS11276	Dissertation LLM in Law	PG	P	60	Online
LAWS11282	Dissertation LLM Corporate Law	PG	P	60	On-Campus / Commercial Law. Compulsory Course - Corporate Law (LLM).
LAWS11283	Comparative Corporate Governance	PG	P	20	On-Campus / Commercial Law. Compulsory Course - Corporate Law (LLM).
LAWS11284	Corporation Law and Economics	PG	P	20	On-Campus / Commercial Law. Compulsory Course - Corporate Law (LLM).
LAWS11285	Regulation of International Finance: the Law, the Economics, the Politics	PG	P	40	On-Campus / Commercial Law. Compulsory Course - International Banking Law and Finance (LLM).
LAWS11288	Risk Society & Regulatory Frameworks	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11289	Rhetoric, Law and Literature	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11292	Global Crime and Insecurity	PG	P	20	On-Campus / Criminology
LAWS11293	Responding to Global Crime and Insecurity	PG	P	20	On-Campus / Criminology
LAWS11294	European Labour Law	PG	P	20	On-Campus / Commercial Law
LAWS11296	Dissertation MSc Global Crime, Justice and Security	PG	P	60	On-Campus / Criminology
LAWS11297	Insolvency Law	PG	P	20	On-Campus / Commercial Law
LAWS11300	Communications Law	PG	P	20	Online
LAWS11301	Law of Climate Change	PG	P	20	Online
LAWS11304	International Oil and Gas Law	PG	P	20	Online
LAWS11306	Comparative and International Corporate Governance	PG	P	20	Online
LAWS11307	Principles of International Taxation	PG	P	20	Online
LAWS11308	Dissertation LLM International Commercial Law and Practice	PG	P	60	Online
LAWS11310	Professional Skills and Responsibility	PG	P	15	Diploma core course
LAWS11311	Communications, networks, and the law	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11312	Willem Vis International Commercial Arbitration Moot (LLM)	PG	P	40	On-Campus / Commercial Law

LAWS11313	Electronic Commerce Law	PG	P	20	Online
LAWS11318	Human Rights and Conflict Resolution	PG	P	20	On-Campus / Public Law
LAWS11319	Diplomatic Law	PG	P	20	On-Campus / International Law
LAWS11321	Practice of Corporate Finance and the Law	PG	P	40	On-Campus / Commercial Law. Compulsory Course - International Banking Law and Finance (LLM).
LAWS11322	Practice of International Banking and the Law	PG	P	40	On-Campus / Commercial Law. Compulsory Course - International Banking Law and Finance (LLM).
LAWS11323	EU Fundamental Rights Law	PG	P	20	On-Campus / European Law
LAWS11325	International Human Rights Law	PG	P	20	On-Campus / International Law. Core course - International Law (LLM) & Human Rights (LLM).
LAWS11326	Human Rights Law in Europe	PG	P	20	On-Campus / Public Law. Optional course - International Law (LLM) & Human Rights (LLM).
LAWS11327	Project-Based Report (LLM Human Rights)	PG	P	60	On-Campus - International Law. Core Optional Course - Human Rights (LLM).
LAWS11328	Fundamental Issues in Medical Jurisprudence	PG	P	20	On-Campus / Medical Law
LAWS11329	Contemporary Issues in Medical Jurisprudence	PG	P	20	On-Campus / Medical Law
LAWS11330	Robotics and the Law	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11333	Comparative Family Law: Adult Relationships	PG	P	20	CP note: 05/11/20 - this was designated online but it isn't an online course
LAWS11334	Reasoning with Precedent	PG	P	20	On-Campus / Legal Theory. Optional Course - Law (LLM).
LAWS11336	Medical Negligence	PG	P	10	On-Campus / Medical Law
LAWS11338	Regulation of autonomous systems: the law of robotics	PG	P	20	Online
LAWS11339	Legal Aspects of Managing Intellectual Property	PG	P	20	Online
LAWS11341	International law, human rights and corporate accountability	PG	P	20	Online
LAWS11342	Risk and Regulation: Health and the Environment	PG	P	20	On-Campus / Medical Law
LAWS11344	Environmental Law Clinic	PG	P	20	On-Campus / International Law
LAWS11347	International and European Media Law	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11348	International and European Media Law	PG	P	20	Online - renamed as LAWS11453 - International and European Law of the Media
LAWS11349	EUCOTAX Wintercourse	PG	P	20	On-Campus / Private Law
LAWS11357	Principles of Corporate Finance Law	PG	P	20	On-Campus / Commercial Law

LAWS11358	Contemporary Issues in the Law and Policy of e-Commerce, the Digital Economy and International Information Governance	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11359	Family Law in Comparative Perspectives	PG	P	20	On-Campus / Private Law
LAWS11360	The Law of Secured Finance	PG	P	20	On-Campus / Commercial Law
LAWS11361	Criminological Research Methods	PG	P	40	On-Campus / Criminology
LAWS11362	Advanced Issues in International Economic Law	PG	P	20	On-Campus / International Law. No longer running. Replaced in 2020/21 by LAWS11431 Law and Development.
LAWS11363	General Principles of Criminal Law	PG	P	20	On-Campus / Criminal Law
LAWS11364	Current Issues in Criminal Law	PG	P	20	On-Campus / Criminal Law
LAWS11368	Migration and Refugee Law	PG	P	20	On-Campus / International Law
LAWS11369	Intellectual Property and Human Rights	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11370	Intellectual Property Law, Innovation and Creativity	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11371	Biotechnology, Bioethics and Society	PG	P	10	On-Campus / Medical Law
LAWS11372	Biotechnology, Bioethics and Society	PG	P	20	Online
LAWS11373	Natural Law: An Historical Introduction	PG	P	20	On-Campus / Legal History
LAWS11374	Robotics, AI and the Law	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11375	The Law of Advertising and Commercial Speech	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11376	EU Criminal and Immigration Law	PG	P	20	On-Campus / European Law
LAWS11377	European Law Moot Court	PG	P	20	On-Campus / European Law
LAWS11378	Brexit: Withdrawal from the European Union	PG	P	20	On-Campus / European Law
LAWS11379	The Law of International Trade (one semester)	PG	P	20	On-Campus / Commercial Law - single semester version of course.
LAWS11380	Fundamentals of Comparative Private Law	PG	P	20	On-Campus / Private Law
LAWS11381	Governance of Innovative Medicine	PG	P	20	On-Campus / Medical Law
LAWS11383	Contemporary Issues in Exploiting Intellectual Property	PG	P	20	On-Campus / Intellectual Property, Media and Technology Law
LAWS11384	EU Data Protection Law	PG	P	20	Online

LAWS11385	Advanced Comparative Constitutional Law	PG	P	20	On-Campus / Public Law
LAWS11386	The Fundamentals of Law and Medical Ethics	PG	P	20	Online
LAWS11387	Global Health: Law and Policy	PG	P	20	Online
LAWS11388	Governance of Innovative Medicine	PG	P	20	Online
LAWS11389	Intellectual Property and Human Rights	PG	P	20	Online
LAWS11390	Fundamentals in Bioethics	PG	P	20	Online
LAWS11391	Withdrawal from the EU and the Law (Brexit)	PG	P	20	Online
LAWS11392	EU Law	PG	P	20	Online
LAWS11393	European Health Law and Policy	PG	P	20	Online
LAWS11394	Law and Ethics at the Start and End of Life	PG	P	20	Online
LAWS11395	Advanced Issues in Human Rights	PG	P	20	On-Campus / International Law - no longer running. Replaced in 2020/21 by LAWS11425 Human (In)Security.
LAWS11396	Cybercrime and Cyber Security	PG	P	20	On-Campus / Criminology
LAWS11397	Fundamentals in Bioethics	PG	P	20	On-Campus / Medical Law
LAWS11398	Public Health Ethics and Law	PG	P	20	On-Campus / Medical Law
LAWS11399	Risk and Regulation: Theories and Practices	PG	P	20	On-Campus / Medical Law
LAWS11400	International Investment Arbitration: Theory and Practice	PG	P	20	On-Campus / International Law
LAWS11402	WTO Law 1	PG	P	20	On-Campus / International Law
LAWS11403	WTO Law 2	PG	P	20	On-Campus / International Law
LAWS11405	Trusts across the Common Law World	PG	P	20	On-Campus / Private Law
LAWS11406	EU Criminal Law	PG	P	20	On-Campus / European Law
LAWS11407	EU Immigration Law	PG	P	20	On-Campus / European Law
LAWS11408	Shaping Modern Healthcare	PG	P	10	Online
LAWS11409	Regulating Health and Social Care Professionals	PG	P	10	Online
LAWS11410	Human Rights Clinic	PG	P	20	On-Campus / International Law

LAWS11412	Theories of the International Legal Order	PG	P	20	On-Campus / International Law
LAWS11413	Prisons and Places of Confinement	PG	P	20	On-Campus / Criminology
LAWS11414	Genocide and the Law	PG	P	20	On-Campus / International Law
LAWS11415	The Integrity of the EU's Internal Market	PG	P	20	On-Campus / European Law
LAWS11416	Child Law in Comparative Perspectives	PG	P	20	On-Campus / Private Law
LAWS11417	The EU's Changing Constitution	PG	P	20	On-Campus / European Law
LAWS11418	Legal Decision-Making	PG	P	20	On-Campus / Legal Theory
LAWS11420	New Classics of EU Law	PG	P	20	On-Campus / European Law
LAWS11421	Climate Change Litigation: Practice and Theory	PG	P	20	On-Campus / Public Law
LAWS11422	Introduction to International Environmental Law	PG	P	20	On-Campus / International Law - new course created for 2020/21.
LAWS11423	Principles of Commercial Law	PG	P	40	On-Campus / Commercial Law - new course created for 2020/21.
LAWS11424	International Ocean Governance and the Protection of the Marine Environment	PG	P	20	On-Campus / International Law - new course created for 2020/21.
LAWS11425	Human (In)Security	PG	P	20	On-Campus / International Law - new course created for 2020/21.
LAWS11429	Advanced Private Client (Practical Elective)	PG	P	5	Diploma
LAWS11430	Advanced Commercial Leasing (Practical Elective)	PG	P	5	Diploma elective course
LAWS11431	Law and Development	PG	P	20	On-Campus / International Law - new course created for 2020/21
LAWS11433	Commercial Litigation (Practical Elective)	PG	P	5	Diploma elective course
LAWS11434	Construction Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11435	Corporate Finance (Practical Elective)	PG	P	5	Diploma elective course
LAWS11436	Scottish Contemporary Public Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11437	Personal Injury (Practical Elective)	PG	P	5	Diploma elective course
LAWS11438	Mediation (Practical Elective)	PG	P	5	Diploma elective course
LAWS11439	Intellectual Property Law in Business (Practical Elective)	PG	P	5	Diploma elective course
LAWS11440	Human Rights (Practical Elective)	PG	P	5	Diploma elective course
LAWS11441	Family Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11442	Environmental and Renewable Energy Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11443	Employment Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11444	Banking Law (Practical Elective)	PG	P	5	Diploma elective course
LAWS11445	Criminal Advocacy (Practical Elective)	PG	P	5	Diploma elective course
LAWS11446	E-Governance, Digital Change and Democratisation	PG	P	10	On-Campus / Intellectual Property, Media and Technology Law - new course created for 2020/21.
LAWS11447	Human-Computer Interaction and Governance	PG	P	10	On-Campus / Intellectual Property, Media and Technology Law - new course created for 2020/21.
LAWS11448	Legal and Ethical Issues in Digital Journalism	PG	P	10	On-Campus / Intellectual Property, Media and Technology Law - new course created for 2020/21.
LAWS11449	Space Law	PG	P	10	On-Campus / Intellectual Property, Media and Technology Law - new course created for 2020/21.
LAWS11450	Selected Issues in Communications Law	PG	P	10	On-Campus / Intellectual Property, Media and Technology Law - new course created for 2020/21.
LAWS11451	Dissertation LLM Comparative and European Private Law	PG	P	60	On-Campus / Private Law. Compulsory Course - Comparative and European Private Law (LLM).
LAWS11452	Economic and Social Rights	PG	P	20	On-Campus / International Law - new course created for 2020/21.
LAWS11453	International and European Law of the Media	PG	P	20	Online
LAWS11454	Dissertation LLM International Banking Law and Finance	PG	P	60	On-Campus / Commercial Law. Compulsory Course - International Banking Law and Finance (LLM).
LAWS11455	Dissertation LLM Criminal Law and Criminal Justice	PG	P	60	On-Campus / Criminal Law. Compulsory Course - Criminal Law and Criminal Justice (LLM).
LAWS11456	Dissertation LLM European Law	PG	P	60	PGT On-Campus / European Law. Compulsory Course - European Law (LLM).
LAWS11457	Dissertation LLM Human Rights	PG	P	60	PGT On-Campus / International Law. Core Optional Course - Human Rights (LLM).
LAWS11458	Dissertation LLM Innovation, Technology and the Law	PG	P	60	On-Campus / Intellectual Property, Media and Technology Law. Compulsory Course - Innovation, Technology and the Law (LLM).
LAWS11459	Dissertation LLM International Law	PG	P	60	On-Campus / International Law
LAWS11460	Dissertation LLM Law General	PG	P	60	On-Campus
LAWS11461	Dissertation LLM Medical Law and Ethics	PG	P	60	On-Campus / Medical Law and Ethics
LAWS11462	Contract Law in Europe	PG	P	20	On-Campus / Commercial Law. New course created for 2020/21. Semester 1 version of course.

Appendix 2 – University remit

The University remit provides consistent coverage of key elements across all of the University's internal reviews (undergraduate and postgraduate).

It covers all credit bearing provision within the scope of the review, including:

- Provision delivered in collaboration with others
- Transnational education
- Work-based provision and placements
- Online and distance learning
- Continuing Professional Development (CPD)
- Postgraduate Professional Development (PPD)
- Provision which provides only small volumes of credit
- Joint/Dual Degrees
- Massive Open Online Courses MOOCs (even if non-credit bearing)

1. Strategic overview

The strategic approach to:

- The management and resourcing of learning and teaching experience,
- The forward direction and the structures in place to support this.
- Developing business cases for new programmes and courses,
- Managing and reviewing its portfolio,
- Closing courses and programmes.

2. Enhancing the Student Experience

The approach to and effectiveness of:

- Supporting students in their learning
- Listening to and responding to the Student Voice
- Learning and Teaching
- Assessment and Feedback
- Accessibility, Inclusivity and Widening Participation
- Learning environment (physical and virtual)
- Development of Employability and Graduate Attributes
- Supporting and developing staff

3. Assurance and Enhancement of provision

The approach to and effectiveness of maintaining and enhancing academic standards and quality of provision in alignment with the University Quality Framework:

- Admissions and Recruitment
- Assessment, Progression and Achievement
- Programme and Course approval
- Annual Monitoring, Review and Reporting
- Operation of Boards of Studies, Exam Boards, Special Circumstances
- External Examining, themes and actions taken
- Alignment with SCQF (Scottish Credit and Qualifications Framework) level, relevant benchmark statements, UK Quality Code
- Accreditation and Collaborative activity and relationship with Professional/Accrediting bodies (if applicable)

Appendix 3 Additional information considered by review team

Prior to the review visit:

- Written comments from external tutors

During the review visit

- Questionnaire responses – PG Diploma students, Diploma tutors and UG tutors
- School management structure

Appendix 4 Number of students

Undergraduate students

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Law (LLB Hons)	134	125	131	160	147	151	0
Law (LLB Ord) (Graduate Entry)	52	66	71	46	63	47	0
Law and Accountancy (LLB Hons)	4	2	6	4	2	1	0
Law and Business LLB (Hons)	3	10	7	5	7	10	0
Law and Celtic (LLB Hons)	1	0	0	0	1	0	0
Law and Economics (LLB Hons)	7	5	5	4	1	4	0
Law and French (LLB Hons)	19	12	15	9	2	4	0
Law and German (LLB Hons)	2	3	4	2	1	1	0
Law and History (LLB Hons)	8	6	2	4	4	6	0
Law and International Relations (LLB Hons)	11	21	21	15	16	24	0
Law and Politics (LLB Hons)	8	13	11	4	12	9	0
Law and Social Anthropology (LLB Hons)	0	2	0	2	3	2	0
Law and Social Policy (LLB Hons)	1	1	2	0	1	0	0
Law and Spanish (LLB Hons)	2	10	7	9	7	13	0

Postgraduate taught students

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Commercial Law (LLM) (Full-time)	53	35	39	46	49	23	0
Commercial Law (LLM) (Part-time)	1	0	0	0	0	0	0
Commercial Law and Chinese (LLM)	1	1	0				
Comparative and European Private Law (LLM) (Full-time)	6	8	7	7	10	8	0
Comparative and European Private Law (LLM) (Part-time)	0			0	1		
Corporate Law (LLM) (Full-time)	11	14		22	42	13	0
Corporate Law (LLM) (Part-time)	0	0		0	0	0	0
Criminal Law and Criminal Justice (LLM) (Full-time)	14	5	12	9	19	22	0
Criminal Law and Criminal Justice (LLM) (Part-time)	0	1		1	0	0	0
Criminology and Criminal Justice (ESRC track) (MSc) - 1 Year (Full-time)				0	1	1	0
Criminology and Criminal Justice (MSc) (Full-time)	11	9	17	17	15	20	0
Criminology and Criminal Justice (MSc) (Part-time)	4	1	2	3	1	3	0
European Law (LLM) (Full-time)	12	6	13	11	15	13	0
European Law (LLM) (Part-time)	0	0		0			
Global Crime, Justice and Security (MSc) (Full-time)	21	13	25	14	31	14	0
Global Crime, Justice and Security (MSc) (Part-time)	2	1		2	0	1	0
Global Environment and Climate Change Law (LLM) (Full-time)	18	20	17	19	17	32	0
Global Environment and Climate Change Law (LLM) (Part-time)	2	1	0	1	1	0	0
Human Rights (LLM)	24	27	17	41	36	19	0
Human Rights (LLM) (Part-time) - 2 Years		0	1	0		0	0
Information Technology Law (Online Learning) (LLM) (Full-time)	0	1	2	0	1	6	0
Information Technology Law (Online Learning) (LLM) (Part-time) - 2 Years	2	0	3	5	2	4	0
Information Technology Law (Online Learning) (LLM) (Part-time) - 20 Months	0	1	4	2	6	6	0
Information Technology Law (Online Learning) (LLM) (Part-time) - 3 Years	1	1	0	4	1		0
Information Technology Law (Online Learning) (LLM) (Part-time) - 32 Months	0	2	1	2	3	2	
Innovation, Technology and the Law (LLM) (Full-time)	13	11	31	20	21	22	0
Innovation, Technology and the Law (LLM) (Part-time)	0	1	0	0		2	0
Innovation, Technology and the Law (Online Learning) (LLM) (Full-time)	0	0	3	4	2	2	0
Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 2 Years	1	3	7	3	3	8	0
Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 20 Months	1	4	2	5	2	5	0
Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 3 Years	3	1	2	0	1	1	0
Innovation, Technology and the Law (Online Learning) (LLM) (Part-time) - 32 Months	0	1	4		0	2	
Intellectual Property Law (LLM) (Full-time)	22	13	17	40	48	20	0
Intellectual Property Law (LLM) (Part-time)		0	1	0	1	1	
Intellectual Property Law (Online Learning) (LLM) (Full-time)	0	1					
Intellectual Property Law (Online Learning) (LLM) (Part-time) - 2 Years	2	2	1	1	5		
Intellectual Property Law (Online Learning) (LLM) (Part-time) - 20 Months	2	2					
Intellectual Property Law (Online Learning) (LLM) (Part-time) - 3 Years			2	1	0		
Intellectual Property Law (Online Learning) (LLM) (Part-time) - 32 Months	2	2	3	2	3		
International Banking Law and Finance (LLM) (Full-time)	28	17	25	24	41	16	0
International Commercial Law and Practice(Online Learning) (LLM) - 2 years (part-time)	3	3	6	5	7	5	0
International Commercial Law and Practice(Online Learning) (LLM) - 20 months (part-time)	5	4	5	1	1	4	0
International Commercial Law and Practice(Online Learning) (LLM) - 3 years (part-time)							
International Commercial Law and Practice(Online Learning) (LLM) - 32 months (part-time)	2	3	4	3	4	2	
International Commercial Law and Practice(Online Learning)(LLM)	6	2	1	3	4	0	0
International Economic Law (LLM) (Full-time)	28	19	19	38	53	21	0
International Economic Law (LLM) (Part-time)		0		0	0		
International Law (LLM) (Full-time)	29	29	28	35	47	38	0
International Law (LLM) (Part-time)	1	1	0	1	0	0	0
Law (LLM) (Full-time)	27	18	43	82	40	52	0
Law (LLM) (Part-time)	0	0		0	0	0	0
Law (Online Learning) (LLM) (Full-time)	1	4	3	1	2	0	0
Law (Online Learning) (LLM) (Part-time) - 2 Years	3	4	3	1	2	0	0
Law (Online Learning) (LLM) (Part-time) - 20 Months	7	1	4	1	2	2	0
Law (Online Learning) (LLM) (Part-time) - 3 Years	2	1	0	0	1	2	0
Law (Online Learning) (LLM) (Part-time) - 32 Months	2	1	1	0	1	0	
Law (Online Learning) (PgCert) - 4 months	5						
Law (Online Learning) (PgCert) (Full-time)	3	3	7	3	7	1	0
Law (Online Learning) (PgCert) (Part-time)	20	10	5	9	2	5	0
Law (Online Learning) (PgCert) Part-time 12 months	11						
Medical Law and Ethics (LLM) (Full-time)	4	11	14	9	12	25	0
Medical Law and Ethics (LLM) 2 Years (Part-time)	0	2	1	1	2	2	0
Medical Law and Ethics (Online Learning) (LLM) (Full-time)	2	3	3	4	2	4	0
Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 2 Years	3	7	6	11	14	13	0
Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 20 Months	7	7		5	8	14	0
Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 3 Years	4	11	8	9	2	3	0
Medical Law and Ethics (Online Learning) (LLM) (Part-time) - 32 Months	3	5		5	4	4	0
Professional Legal Practice (PgDip) (Full-time)	134	149	137	121	108	124	
Professional Legal Practice (PgDip) (Part-time)	3	4	6	8	6	2	

Postgraduate research students

Entry Programme Name	2015/6	2016/7	2017/8	2018/9	2019/20	2020/1	2021/2
Law (LLM by Research) (Full-time)	4	4	5	5	4	4	0
Law (LLM by Research) (Part-time)	0	1		1	2	2	0
Law (PhD) (Full-time)	16	24	15	19	22	27	0
Law (PhD) (Part-time) - 6 Years	1	3	2	2	1	3	0