

Royal Holloway, University of London
Course specification for an undergraduate award
LLB Law with Philosophy (M1V5)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and polices can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in LLB Law with Philosophy provides progressive structures in which you will be able to gain ever-wider knowledge and understanding, and appropriate skills. Your course contains a combination of mandatory modules. In stage two and three, you are encouraged to develop your own interests through informed choice among specialist options. In stage three, students are also required to write long essays. Your courses aims to equip you with a range of personal attributes relevant to the world beyond higher education (HE), allowing you to engage in lifelong learning, to consider ethics and values, and to contribute to the wider community. Your degree courses at Royal Holloway, University of London, will be delivered over three years, each of which normally involves modules to the value of 120 credits.

While Royal Holloway keeps all the information made available under review, courses and the availability of individual modules, especially optional modules are necessarily subject to change at any time, and you are therefore advised to seek confirmation of any factors which might affect your decision to follow a specific course. In turn, Royal Holloway will inform you as soon as is practicable of any significant changes which might affect your studies.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

| Section 2 – Course details | | | |
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| Date of specification update | November 2023 | Location of study | Egham Campus |
| Course award and title | LLB Law with Philosophy | Level of study | Undergraduate |
| Course code | 3513 | UCAS code | M1V5 |
| Year of entry | 2024/25 | | |
| Awarding body | Royal Holloway, University of London | | |
| Department or school | School of Law and Social Sciences | Other departments or schools involved in teaching the course | |
| Mode(s) of attendance | Full-time | Duration of the course | 3 years |
| Accrediting Professional, Statutory or Regulatory Body requirement(s) | <p>For students starting their LLB degree after 21 September 2021, the Solicitors Qualifying Examination (SQE) is the new way to qualify as a solicitor in England and Wales. Doing the SQE provides more flexibility in how you train to become a solicitor and we have secured an agreement for our students with a provider of the training needed after your degree, subject to terms and conditions. For students wishing to qualify as a barrister, the Common Protocol on legal education agreed between the Solicitors Regulatory Authority and the Bar Standards Board recognises Royal Holloway as a qualifying law degree provider, which means that on successful completion of this course you will have fulfilled the academic stage of training to become a barrister. You must take and pass the mandatory non condonable modules listed in section 3.</p> | | |
| Link to Coursefinder for further information: | https://www.royalholloway.ac.uk/studying-here/ | For queries on admissions: | https://royalholloway.ac.uk/applicationquery |

| Section 3 – Degree course structure | | | | | |
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| 3.1 Mandatory module information | | | | | |
| The following table summarises the mandatory modules which students must take in each year of study | | | | | |
| Year | Module code | Module title | Credits | FHEQ level | Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC) |
| 1 | PY1002 | Introduction to Modern Philosophy | 15 | 4 | MC |

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| 1 | PY1101 | Problems of Knowledge | 15 | 4 | MNC |
| 1 | LL1001 | Public Law | 30 | 4 | MNC |
| 1 | LL1002 | Law of Contract | 30 | 4 | MNC |
| 1 | LL1005 | The English Legal System | 15 | 4 | MNC |
| 1 | LL1006 | Professional and Legal Skills | 15 | 4 | MNC |
| 2 | LL2001 | Land Law | 30 | 5 | MNC |
| 2 | LL2002 | The Law of Torts | 30 | 5 | MNC |
| 2 | LL2503 | Criminal Law | 30 | 5 | MNC |
| 3 | LL3001 | European Union Law | 30 | 6 | MNC |
| 3 | LL3002 | Equity and Law of Trusts | 30 | 6 | MNC |

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

In year 2 you must take 30 credits of Philosophy options.

In year 3 you must take 30 credits of Law options and 30 credits of Philosophy options.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year students on single, joint or combined honours courses offered all or in part by the School of Humanities, School of Performing and Digital Arts, or department of Politics, International Relations and Philosophy are required to pass a Moodle-based writing skills quiz in order to progress into the second year of study. The pass mark for the test is 60%. Certificates of Distinction are awarded to students who achieve at least 80% in the quiz. Students may attempt the quiz as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based quiz will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The aims of this course are:

- to expose you to a broad and coherent philosophical curriculum that draws on both the European and Anglo-American traditions;
- to present an appreciation of philosophy that stresses its pertinence to other areas of intellectual inquiry;
- to provide you with sufficient choice to allow you to pursue your philosophical interests where possible;
- to engender a range of subject-specific and general intellectual skills through a variety of learning activities geared to the study and practice of philosophy;
- to provide a sound and extensive knowledge in the foundations and content of the law of England and Wales;
- to provide a sound and extensive knowledge in the foundations and content of international law;
- to engage students in the process of reading and analysing legal texts, to develop independent thinking and judgement regarding sources of law and how it is made and developed;
- to encourage students to appreciate broader international and comparative perspectives of law;
- to promote critical dialogue on the role of law within a modern societal context and an appreciation of its continuing social and political importance;
- to offer a learning framework that will assist students in gaining those cognitive and social skills that will be part of their intellectual, vocational and personal development, and encourage them to achieve their full potential;
- to foster the intellectual development of students and, in particular, to encourage their capacity for critical analysis and independent thought both as a worthwhile educational goal in its own right and to provide employers with highly skilled and motivated graduates;
- to develop key legal communication skills;
- to develop legal research skills and e-resource search and IT techniques; and
- to provide a curriculum that draws on recent staff scholarship and a broader research culture of intellectual enquiry and debate

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

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| <ol style="list-style-type: none"> 1. a grounding in many of the central theories in the fields of logic, epistemology, metaphysics, moral and political philosophy, aesthetics and philosophy of mind (K); 2. a critical engagement with some of the topics that are of interest to philosophers working today (K); 3. a critical appreciation of the wide application of the techniques of philosophical reflection to the concerns of contemporary society (K); 4. the knowledge to situate historically and conceptually the central figures in the history of philosophy, and the diversity of philosophical methods, styles and problems (K); 5. an ability to interpret and critically engage with key philosophical texts, constituting a variety of traditions and ranging historically from the Ancient through to the contemporary (K); 6. Knowledge of the principal foundations and features of the English Legal System, including its legal institutions, procedures, and sources of law. Included in this is European Union (EU) Law and the legal relationship of the various EU institutions to the United Kingdom and EU Member States; (K) 7. Knowledge of the core foundations, concepts, values and rules operating in a range of substantive areas within the English Legal system, drawing on the fundamental principles underpinning the common law, as well as an in depth knowledge of selected specialist areas of law; (K) 8. Knowledge of the relationship between the law and society within its historical, socioeconomic and contemporary political context;(K) | <ol style="list-style-type: none"> 9. an ability to summarise complex philosophical arguments and to present critical evaluations both orally and writing (S); 10. command of a wider vocabulary and appropriate critical and theoretical terminology (S); 11. the capacity to work in groups in order to further understanding, and to communicate and defend arguments to peers (S*); 12. competence in the analysis of arguments, and an awareness of such features as persuasion and intended audience (S*); 13. bibliographical skills appropriate to the subject including accurate citation of sources and consistent use of conventions in the presentation of scholarly work (S); 14. the capacity to evaluate and adjudicate between competing normative claims (S*); 15. the ability to assimilate and communicate complex ideas (S*); 16. The ability to provide an informed and reasoned opinion based on case law and statute of the possible legal solutions; (S) <p>The ability to produce a legal opinion using a variety of practitioner skills, including a synthesis of relevant legal issues, concise argument and critical judgment; (S)</p> |
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Section 7 - Teaching, learning and assessment

Teaching, learning and assessment methods serve the course aims by recognising your expanding knowledge and command of correlated skills as you progress from stage one to stage three and both acknowledging and encouraging your increased intellectual independence. Consequently, at stages one and two the primary method of teaching is to combine lectures, which are used to map out a conceptual area and help orientate you in it, with small-group seminars where you are able to test your developing understanding through presentations and discussion and focussed learning tasks (précis, timed analysis, etc). These formative modes are supplemented with summative essays and examinations. From stage two onwards the emphasis on independent learning arising from your growing knowledge, and your desire to follow your interests is reflected in more specialised modules for which a formal distinction between lecture and seminar is no longer entirely appropriate. Here the shift in formative assessment is towards presentations of work-in-progress and one-to-one advice on essay planning at both the conceptual and structural level.

Students are expected to be active partners in their studies with shared responsibilities for their learning and achievement. The course is designed to meet the academic needs of the students, and to producing students who engage fully with the intellectual challenges of undertaking a degree in Law. The course focuses on developing key (transferable) skills outcomes relevant both to the specific modules and to the overall Law course as a whole, encompassing both classroom-based teaching methods such as traditional seminars and lectures, and also directed independent study.

A feature of this degree is employability for professional practice whereby students are expected to engage with the legal world outside their degree course by working with the Careers Centre to engage in understanding the legal professions within their contemporary context and by engaging in a range of legal-related activities, for example, court visits (reflecting on the proceedings), shadowing legal professionals, prison visits, as well as a wide range of other extra-curricular activities, such as attending guest lectures and engaging with practitioners in the field. Students will participate and engage with numerous opportunities provided by the Careers team as an integral part of their overall educational experience, including developing a professional portfolio and developing their cv.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, for the assessments listed as 'summative', you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

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| Section 8 – Additional costs |
| There are no single associated costs greater than £50 per item on this degree course. |
| These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website. |

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| Section 9 – Indicators of quality and standards | |
| QAA Framework for Higher Education Qualifications (FHEQ) Level | 4-6 |
| Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study. | |
| QAA Subject benchmark statement(s) | http://www.qaa.ac.uk/quality-code/subject-benchmark-statements |
| Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated. | |

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| Section 10– Intermediate exit awards (where available) | | |
| You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below. | | |
| Award | Criteria | Awarding body |
| Diploma in Higher Education (DipHE) | Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5 | Royal Holloway and Bedford New College |

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| Certificate in Higher Education (CertHE) | Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4 | Royal Holloway and Bedford New College |
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