### LLB KEY DATES (YEAR 1)

<table>
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<tr>
<th><strong>Orientation Week</strong></th>
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<tr>
<td><strong>Monday 29 September – Friday 3 October 2014</strong></td>
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<tr>
<td>Complete registration, organise email and Moodle access, register on first year courses via LSE for You, attend orientation talks and library induction, get a copy of class timetable.</td>
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<tr>
<th><strong>Michaelmas Term (MT)</strong></th>
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<tr>
<td><strong>Thursday 2 October – Friday 12 December 2014</strong></td>
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| **Weeks 1-2** | Meet with your Academic Adviser.  
Familiarise yourself with the campus.  
Attend first lectures and classes. |  
| **Weeks 3-6** | Look out for the LAWS (Legal Academic Writing Skills) sessions to support your learning. |  
| **Week 5** | Staff Student Liaison Committee (SSLC) – Give your feedback to student reps so that they can inform the Department. |  

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<tr>
<th><strong>Lent Term (LT)</strong></th>
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<tr>
<td><strong>Monday 12 January – Friday 20 March 2015</strong></td>
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<td><strong>Week 1</strong></td>
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<td><strong>Week 2</strong></td>
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<td><strong>Week 3</strong></td>
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<td><strong>Week 6 (16-20 February)</strong></td>
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<td><strong>Week 10</strong></td>
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<th><strong>Summer Term (ST)</strong></th>
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<tr>
<td><strong>Monday 27 April – Friday 3 July 2015</strong></td>
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<tr>
<td><strong>Week 1</strong></td>
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<td><strong>Monday 4 May</strong></td>
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<td><strong>Monday 25 May</strong></td>
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<td><strong>Thursday 9 July</strong></td>
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Dear Incoming Student

Welcome to the Department of Law at the London School of Economics and Political Science. We are one of the largest and most vibrant departments at LSE, and one of the best places to study law in the UK. Our LLB programme has been designed to ensure that, as well as offering you all of the ‘exemption’ subjects for the purposes of the legal profession, you will also have the opportunity to take a very wide variety of optional courses. In your first year, you will follow compulsory foundational courses, but after that, you will be able to choose from a wide array of law options, as well as being able to take a course in another department at LSE.

University is very different from school and the transition can be challenging, but your teachers, your academic adviser and the academic support staff in the Department are all here to help. Do please ask if anything isn’t clear or you would like more advice.

During your time at LSE, do make sure you make the most of everything that LSE has to offer. I wish you every success in your studies and hope that your three years at LSE will be intellectually stimulating, inspiring and very enjoyable.

Professor Emily Jackson
Head of Department
Dear LLB Students

As our new intake of LLB students I want to extend a personal and very warm welcome to you all.

Making the decision to study law at LSE is one of the first of what I hope will be a number of good decisions on your part. At LSE we are proud of offering a distinctive programme which situates law as a social science in a cross-disciplinary institution. As such, your law degree will equip you in various ways in your future lives, and not solely enable you to pursue a career in law.

But it is important you appreciate that the transition from school to University-based studies also involves a step-up in the nature of the work you do. Staff in the Department of Law are here to facilitate your studies, but much of what you learn will be from one another, and critically from the reading and research you undertake. Whilst we are here to guide and challenge you, a great deal of what you gain from your LLB will depend on how much you put into it. And please be reassured that many generations of students have relished what we offer and look back on their time at LSE as some of the defining moments in their lives.

In addition to our internationally renowned body of academics, there is also a team of people within the Department who work to support our student body. These include Sarah Lee and Jen O’Connell in our administrative office, the Departmental Tutor Dr Emmanuel Voyiakis, and myself (albeit I am away for the Michaelmas term and Professor Jeremy Horder is acting LLB Director). Please do get in touch directly with us. We are here to help and experience has taught us that whilst students’ anxieties are commonplace they are often easily resolved!

Once again welcome, and I look forward to meeting many of you in due course.

Professor Jill Peay

LLB Director
About the Law Department

The LSE Department of Law is one of the leading law schools in the UK and attracts students from all over the world due to its international reputation for teaching and research.

According to the 2008 Research Assessment Exercise, LSE is the top UK research university in law, whether that assessment is based on the Department’s grade point average or on the proportion of its publications winning the highest accolade of 4*.

The Department owes much of its distinctive character to its location within Europe’s leading school of social sciences. As a result, much of its teaching and research has a strong interdisciplinary quality.

The Department organises a rich and diverse series of public lectures in which students are encouraged to play an active part. Department of Law academics have been involved as chairs and panellists in events featuring international figures such as Aung San Suu Kyi and the Dalai Lama.

We are also keen for students to engage with the wider community and there will be various opportunities arising during your time at LSE. This includes participating in Pro Bono work, the LSE Law Society and Widening Participation initiatives.

Events and opportunities will be publicised as they arise via Moodle (our Virtual Learning Environment) and also on our Facebook page facebook.com/LSELaw

The LSE Law Department is comprised of 65 full-time academics, approximately 65 Visiting Professors, Visiting Fellows and other part-time teachers, and 18 administrative staff. There are approximately 490 undergraduates and almost 400 postgraduates (Masters and PhD students).

Photographs and profiles of full-time staff are available on the Department’s website, lse.ac.uk/collections/law/

If you are interested in the early history of the Department, a good place to start is an essay by Professor Rick Rawlings, a former member of the Law Department: “Distinction and Diversity: Law and the LSE” in R. Rawlings (Ed), Law, Society and Economy (1997), pp. 1-22.

Twitter: @LSELaw
Facebook: facebook.com/LSELaw
Pinterest: pinterest.com/LSELaw
Instagram: Instagram.com/LSELaw
The LLB is a three year full-time degree.

The first year is known as the Intermediate year and consists of the following courses:

**LL104  Law of Obligations**
**LL105  Property I (Half unit)**
**LL106  Public Law**
**LL108  Criminal Law**
**LL109  Introduction to the Legal System (Half Unit)**

In the second and third years, also known as **Part I** and **Part II**, you are able to select your courses from a range of options. One of the attractions of the LSE law degree is the wide array of topics available, from human rights and environmental law, to taxation and global commodities law.

The Law Undergraduate Course Guide, which provides full information on course choices, is available on the Department of Law website and is updated at the end of Lent Term for the following academic year.

Please note that in order to gain a Qualifying Law Degree, which is necessary to practise law in the UK, there are certain courses which you must take.
KEY STAFF

Administration Team
The LLB administrative staff, Sarah Lee and Jen O’Connell, are located in NAB 6.22. Enquiries should be directed to law.llb@lse.ac.uk in the first instance. Questions relating to exams or dissertations should be sent to law.llbexams@lse.ac.uk

Sarah Lee
Service Delivery Manager – Undergraduate Programmes
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Email: s.lee33@lse.ac.uk
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Core Academic Staff

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<tr>
<th>Academic</th>
<th>Contact details</th>
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<tbody>
<tr>
<td>LLB Programme Director On leave Michaelmas Term</td>
<td>Professor Jill Peay Room: NAB 6.11 Email: <a href="mailto:j.peay@lse.ac.uk">j.peay@lse.ac.uk</a> Tel: 020 7955 6391 Administrative support: Ms Jen O’Connell Email: j.o’<a href="mailto:connell1@lse.ac.uk">connell1@lse.ac.uk</a></td>
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<tr>
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<td>Dr Emmanuel Voyiakis Room: NAB 6.17 Email: <a href="mailto:e.voyiakis@lse.ac.uk">e.voyiakis@lse.ac.uk</a> Tel: 020 7955 7243 Administrative support: Mr Bradley Barlow Email: <a href="mailto:b.barlow@lse.ac.uk">b.barlow@lse.ac.uk</a></td>
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<tr>
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<td>Dr Jacco Bomhoff Room: NAB 6.29 Email: <a href="mailto:j.a.bomhoff@lse.ac.uk">j.a.bomhoff@lse.ac.uk</a> Tel: 020 7955 6221 Administrative support: Miss Lewina Coote Email: <a href="mailto:l.coote@lse.ac.uk">l.coote@lse.ac.uk</a></td>
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Fuller biographies of staff members can be found at: lse.ac.uk/collections/law/staff/staff-firstpage.htm
Your First Week
In your first week at LSE, please make sure that you register for your degree programme. Information about registration can be found at: lse.ac.uk/registration
It is essential that you register before teaching begins, as you will not be able to receive teaching until you are a registered student.

Academic Advisers
At the start of term all LLB students will be assigned an academic from the Department as their Academic Adviser. You will have the same Academic Adviser for the duration of your degree and they will be your first port of call in relation to academic and welfare matters such as:
• Providing students with academic guidance and feedback on their progress and performance and to discuss any academic problems he/she may experience.
• Providing students with career guidance, references for jobs or further training, and to refer students to the Careers Service for specialist advice, as appropriate.
• Providing pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
• Implementing the provisions outlined in individual student support agreements (ISSAs) for students with disabilities in liaison with the School’s Disability and Wellbeing Service.
• Maintaining regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails.
Routine enquiries about the LLB programme are handled by the LLB administration team.
Academic Advisers will publish regular periods of time when they are available to meet with their students on the Office Hours section of LSE for You. In addition, where the circumstances so require, advisers will make every effort to be available to see their students outside these times by appointment.

Every year there should be a minimum of three formal meetings between adviser and student. These should generally take place at the start of each term. In addition, first year students have three meetings with their adviser at the start of the Michaelmas Term.
The relationship rests on reciprocity. However, it is the student’s responsibility to arrange to meet their Academic Adviser on a regular basis, and to keep him or her informed of progress and difficulties.
During the Lent Term, Academic Advisers are available to discuss Michaelmas Term reports, and advise on options for the following year. Class teachers’ reports are available to students through LSE for You.
Early in the Summer Term, Academic Advisers will be available to discuss Lent Term reports and, where possible, at the end of term, examination results.
Any student who, in the period immediately before or during the exams, has had difficulty preparing for them should inform their Academic Adviser and/or Student Services and consider submitting an Exceptional Circumstances form.
Academic Advisers are available to discuss career options with students, and will provide them with references on request. Please see the next page for more information on references.
Any issues that cannot be resolved with your adviser can be taken to a member of your LLB administration team, the Departmental Tutor, your Programme Director or, ultimately, the Dean of Undergraduate Studies.
Should you feel that it is necessary to change your Academic Adviser, you must see the Departmental Tutor to discuss the problem. Sometimes difficulties can be sorted out relatively easily. If not, then an appropriate transfer can be considered.

Changing a class
Undergraduate classes are automatically allocated via the School’s timetabling software. In order to request a change to a scheduled class, you should apply using the LSE for You (LFY) “Class Change Request” function.
If you have circumstances which prevent you from attending your scheduled class, you should include in your request full details of the dates and times that you are unavailable. Your request will then be considered by the department responsible for teaching the affected course. You may be asked to provide documentary evidence in support of your application.
Once a decision has been made, you will be notified via your LSE email account. If your request has been approved, it will be reflected in your LSE for You personal timetable within three working days of the date of approval.
For further information please read “A statement of normal practice on class changes in the Law Department” which can be found in the LLB section of Moodle.
Online change requests are not available for LSE100, due to the small size and group work element of classes. For more information email lse100@lse.ac.uk

The Departmental Tutor
Dr Emmanuel Voyiakis is the Departmental Tutor. His role includes resolving matters that the Academic Adviser or class teacher cannot deal with.
For example, the Departmental Tutor deals with requests to change from one class to another, or difficulties with an Academic Adviser.
At the beginning of the Lent Term the Departmental Tutor will assess the progress of all first year students. Where it is considered, from comments on class registers, that a student is not making sufficient progress, is not attending classes/seminars or is failing to submit written work, a provisional exam bar may be considered.
Teaching
We teach through lectures, seminars and classes. Lectures are for the whole year group, seminars are for large groups, and classes are usually for smaller groups of about fifteen students. In their first year, students have weekly lectures and classes in all courses.

In classes, which are compulsory, you test your ideas and knowledge, argue and discuss issues. Class teachers assign work on a weekly basis. They will also set essays, usually at least one per term per subject.

There is a “reading week”, the 6th week of the Lent term, ie, 16-20 February 2015. Instead of formal teaching you will have some time during this week for extended reading, catching up and organising your notes.

Advice and feedback sessions
All LSE teaching staff hold weekly term-time Advice and Feedback sessions. These offer a means of additional guidance and support to individual students taking their course(s), and may be used for queries on assessed coursework.

Advice and Feedback sessions for most academics can be booked online through LSE for You. Log into LSE for You, click on the “Student” tab and select your faculty. If you have booked your appointment you will automatically receive an email notification confirming your booking. If you are unable to attend, you should cancel your appointment through the LSE for You application as this will free up slots for other students.

Books
Law books are expensive and they go out of date fairly rapidly, so make sure you wait to be advised by your class teachers about which books to buy. Most of the books you want can be found at the Waterstones Bookshop in Clare Market. Alternatives are:

Wildy’s Lincoln’s Inn Archway, off Carey Street – they have a second hand section

Waterstones 1 Malet Street – very near the University of London Students’ Union

Hammicks Corner of Chancery Lane, 191/2 Fleet Street.

Online bookstores also carry most of the reading material you will need (sometimes at a lower price, though do bear in mind possible delivery charges).

You should always ensure you order the right edition.

Obviously you will spend a lot of time in the Library. We recommend one of the general tours which Library staff run in the first week of term, and you may also find a friendly second or third year student to help you.

Communications
All students have an LSE email account which should be checked frequently as email is the normal method of communication with students. Please use your LSE email account for all correspondence with the School.

If you would like to configure a smart phone to access LSE email and other online resources please visit the LSE Information Management and Technology webpage.

Please register your term time and home addresses via LSE for You and remember to change it if you move.

The details of lectures and classes are on the Timetables page of the LSE website.

References
Academic Advisers can always be relied on to write references, even after a student has graduated. Where more than one reference is required students are free to ask other members of staff, but the academic adviser should write the primary reference.

Part-time teachers cannot provide references independently. However, in the rare event that no other staff member can provide a reference (for instance, because all of your classes have been taught by part-time teachers), you can ask a part-time teacher to draft a reference and forward it to the Course Convener, who will endorse the reference and sign it for you. You can find the names of the Course Conveners in the Undergraduate Course Guide.

As a last resort, if there is no other appropriate member of staff in the Department, the Departmental Tutor will provide a reference.

If you are asking your Academic Adviser, or another academic, to write a reference for you, you should be aware of the following guidelines:

- Always ask in advance before putting down someone’s name as a referee.
- Please give referees at least three weeks’ notice before the reference is due. Senior members of staff in particular may well be asked to write a very large number of references every term. Often each reference requires updating or adaptation to a specific job or scholarship. It is in your own interest to give the referee enough time to do it justice.
- It is helpful if you include all the information your Academic Adviser will need in a single email, with a clear subject line. You should also include details of scholarships awarded or internships undertaken, in addition to the application deadline and instructions on where to send the reference. Make sure that you have filled out your part of any form you submit.
- Sometimes an application requires a reference from the Course Convener. If so, the usual practice is for your Academic Adviser to produce a draft which the Course Convener will then sign.
- By putting your CV on the CV builder on LSE for You, your referee will be able to see your work experience and extra-curricular activities, so enabling them to write a fuller reference for you.
Class Reports

Class teachers write a short report on each student for the Michaelmas and Lent terms. These reports constitute an important element of feedback on your work. These reports record your attendance, performance and coursework marks, and can be viewed online in your LSE for You account.

It is School policy that Academic Advisers should discuss these reports with students. You should arrange to see your Academic Adviser in the second or third week of both the Lent and Summer terms to discuss your progress with reference to your class reports.

Failure to make satisfactory progress (i.e., non-attendance or non-participation at classes/seminars or non-submission of essays) can result in a student being barred from entering the examinations.

For the bar to be lifted, provisionally barred students will be asked to meet a set of conditions, determined by the Departmental Tutor or, if appropriate, the Dean of Undergraduate Studies. Typically, conditions include a requirement of full attendance until the end of the teaching year, sometimes with evidence of class participation (confirmed by the teacher in the class register). Students who have failed to submit formative (coursework) essays will be expected to catch up on all outstanding work by a deadline set by the Departmental Tutor.

Cumberland Lodge

Cumberland Lodge is a royal house set in the picturesque surroundings of the Great Park, Windsor. Every January the Department arranges a weekend away for staff and students, the purpose of which is to create an informal and friendly environment where issues related to the law can be discussed. The discussions centre around a series of lectures given by a number of speakers, from the legal profession and academia. The lectures can cover a diverse range of topics and disciplines, ranging from such things as international human rights and environmental protection to contemporary problems in company law and criminal justice reform.

Registration information will be sent to you via email in the Michaelmas Term. The trip is subsidised by the Department. Each student who attends will be required to contribute a sum of £100.

A very limited number of bursaries are available for students who wish to attend Cumberland Lodge but are experiencing financial hardship.
LEARNING LAW

Brief Guide: Preliminary Reading and Resources for Studying Law

We do not expect students to have done any reading on law subjects prior to the start of term. For anyone keen to think about the nature and content of study in law before arriving we would recommend:


For those of you who want some advice about the kinds of tasks you will be set in your first week here and to take a preliminary look at some of the recommended texts you are welcome to explore the following options.

Introductory week:
New undergraduate students to the Law Department will have two sessions with their Academic Adviser on study skills. If you are interested, this book offers an introduction to studying law:

A. Bradney et al., *How to Study Law* (7th edn, Sweet and Maxwell, 2014).

Core Courses:
We do not expect you to have purchased any books for your core courses prior to starting the first year. In their preliminary lectures staff will give you advice about which books to buy, and you may be able to purchase some of these secondhand from 2nd or 3rd year law students. The following books may provide a useful taster for a prospective law student.


Finally, if you are a student with little prior knowledge of the British system of government, doing some introductory reading for the Public Law course may be helpful, and the following is a short and lively guide:


All of the recommended books can be found at the bookstores listed in the previous section.

Key Skills

The ideal graduate has recently been defined as someone who is adaptive, responsible and reflective, as well as possessing high level analytical and problem solving skills. The study of law is associated with a number of key skills, which have been identified as having both intrinsic value and as being regarded by employers as vital for the workplace:

- Communication (verbal and written),
- Problem-solving and fact management,
- The ability to engage in independent research,
- The use of information technology,
- The ability to bring information together, analyse it and display critical judgment,
- Time management.

Learning Law, Learning Skills

Law places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely literacy and oral presentation skills. Consequently, students following law courses will be expected to engage in independent work and independent thinking, as well as doing considerable reading and writing. They have to present the results of research both individually and in the context of group discussions. The need to come to terms with unfamiliar areas and materials facilitates the development of reflective skills and analytical insight.

Much of the law degree is taught in a contextual manner. It will rarely be sufficient merely to learn the rules. Rather, students are required to analyse the concepts, relations and values that underpin the law and to evaluate its wider impacts. Such analysis may involve reading not merely legal texts, but also historical,
anthropological, economic, political and sociological work. In this regard, each legal topic provides specific tasks and stretches the student in a different direction. Law degrees aim to widen the student’s experience and develop qualities of perception and judgment, while fostering intellectual independence, sharpness and maturity.

Law students are required to master a variety of courses, in different formats, learning to deal with a wide intellectual and disciplinary range. Case studies and problems will require students to apply knowledge and theoretical concepts to complex legal situations, to analyse facts and master intricate detail, and to produce well-supported conclusions.

Such broad perspectives will require students to relate law to historical and social processes and abstract ideas, drawing from a wide variety of primary and secondary sources. Gaining these perspectives also requires developing the skills of criticism, and evaluating and prioritising arguments.

All courses are challenging and will place considerable demands on your time. In preparing for classes or exams or in writing essays, problems or dissertations, you will invariably feel that you are up against the clock. You will have to learn time-management. You will need to learn to read in an effective and focussed manner, to prioritise your work, to produce written work under pressure, and to distinguish between primary and secondary reading.

**Classes**

Legal education encourages and develops both conceptual and thematic thinking and requires the results to be expressed coherently and persuasively. Classes and seminars at this level are not passive learning exercises. They are intended to allow you to discuss the reading you have done and to learn from others. They will help you to develop vital communication and critical skills. Here you are expected to bring up your problems with the set material, listen, engage in debate, offer reasoned arguments and learn to sustain or amend your own views in the light of the response of others. They are not meant to serve as a source of information, so you may only take half a page or so of notes depending on the quality of discussion and its coherence. Write down any arguments and illustrations which seem pertinent. Also write down any questions and the answers suggested to them. Try to sum up the main opposing arguments in any debate which takes place.

The legal profession and many other employers highly value oral presentation skills. You will have to make oral presentations in classes, but it is also important that you participate actively in classes more generally. As part of your first year courses, you will take part in compulsory mooting (mock trials). We also strongly encourage you to participate in the various mooting competitions open to LSE law students.

Although class participation does not count toward your final mark, it will be noted in your class report each term. Since employers invariably request comments on this area of a student’s performance, class participation forms a vital part of the references written for students. Moreover, students who fail to attend or participate in class, or who fail to submit essays, may face a provisional bar to the examinations.

**Guidelines for Oral Presentations in Classes and Seminars**

Oral presentations can be based on a general overview of a particular topic or an aspect of a topic. They can be focused on a specific question related to the topic for discussion or they may take some other form. In any event the development of good practice for ALL types of presentation involve similar principles.

It is important to develop an ability to speak from notes, even if English is not the presenter’s first language. Ideally these notes should be as concise as possible and be able to fit onto a large file card, given that short presentations are required. Brief headings, which can be expounded upon during the presentation, can also be helpful in developing good examination technique, as, in three hour papers, students have rapidly to articulate and develop ideas without reference to detailed notes.

In oral presentations students are expected to express their own ideas and opinions. Merely to explain the views of others is not the mark of a good presentation unless this is specifically requested by your teacher.
In presentations which are not based on specific questions, presenters should draw attention to issues which are of particular interest or significance or have engendered controversy and disagreement. Clear explanations and arguments are vital.

In presentations geared to particular questions, the structure, relevance and logic of argument are more important. It is not enough to talk about general issues or those which the presenter might find interesting. The ideas and arguments must be focused on and relevant to the question.

Presentations are not intended to be (and cannot be) fully comprehensive lectures on a particular topic. One of their most important functions is to raise central issues as an agenda for class discussion, and to stimulate debate by clarifying issues in a form which can generate productive disagreement.

Making presentations interesting enough to hold the attention of the class may depend on the topic but holding the attention of listeners is an important thing to aim for in terms of both content and style. With regard to the latter, the ability to change voice speed and tone is helpful in retaining the audience’s attention.

Clarity of thought and language is also important. All this will involve the presenter being confident in their own ideas and in the understanding of the ideas of others.

As with the written notes, conciseness is important in the delivery of any oral presentation. If you have been given a time limit for a presentation, it is worth practising delivering your presentation to see how long it takes. It is a common experience to find that an oral presentation takes longer than expected.

Students who are not native English speakers may find it helpful to attend the Presentation Skills workshops offered by the School Language Centre.

Essays

Legal education requires high levels of literacy. Employers too emphasise the need for high levels of proficiency in written work. The ability to describe accurately, to persuade through reasoned and clear argument is invaluable in many areas of life. Law courses require the production of essays and other forms of written work and they both reward good skills and penalise poor quality work. Writing essays forces you to practise these literacy skills, prompting you to develop greater clarity in structure and expression while also giving you the opportunity to refine your ability to put forward clear arguments. Demonstrating an understanding of material, having a good conceptual grasp, marshalling an argument, deploying ideas and information are some of the crucial skills you will need to develop.

Most formative assessments will therefore be based on essays and being able to write comprehensive and cogent essays is fundamental in order for you to do well in this degree. Don’t forget that the point of an academic essay is to discuss the complexity of a question and to develop an argument.

A common mistake is for students to consider an essay a test of their own opinion rather than a summary of all possible perspectives on the set topic. Whilst your opinion is important, you should include a review and evaluation of the debate on the question set. There is relatively little credit given for “right answers”, even in problems. The majority of the marks will be awarded for how you reached the answer – the more sophisticated the route, which shows the broadest evaluation of the law and the literature and how it builds upon that, the higher the mark.

Essays therefore require independent research as well as coherent explanations. You are encouraged to do as much work independently as you can, to read widely and extensively. Having gathered information from various sources you must learn how to organise and assess it, even though it may often be contradictory or conflicting. This is why you are encouraged to explore the Library’s holdings independently, rather than just relying on information provided by your class teacher. Learning how to identify the main topics for your essay and how to find the relevant information are essential parts of your education.

In order to achieve academic rigour in your essay writing it is necessary that you link your argument to the academic and theoretical literature. It is also important that you take care with your style of language. Very informal language is usually inappropriate and can undermine a serious argument.

The following is advice on how to write a good essay, develop your argument, and find the relevant literature.

1. Essay questions sometimes contain one or more of the following key words, which are your main guide as to what is required:
   - Analyse: Consider the various parts of the whole and describe the inter-relationship between them.
   - Compare: Examine the objects in question with a view to demonstrating their similarities and differences.
   - Contrast: Examine the objects in question for the purpose of demonstrating differences.
   - Define: Give a definition or state terms of reference.
   - Discuss: Present the different aspects of a problem or question and draw a reasoned conclusion.
   - Evaluate: Examine the various sides of a question and try to reach a judgment.
   - Summarise: Outline the main points briefly.

2. Question the question itself. Consider its possibilities, scope and limitations. If you are unclear about what is wanted, ask your lecturer or tutor for clarification.

3. The most comprehensive form of research is performed in the library, where there is a wide selection of support systems, catalogues and indexes designed to assist you in the task of locating and using particular items. Always make a note of what you read – author, title, date, publisher, pages. It is your responsibility to provide complete and correct references.

4. Review all your materials and decide what your line of approach (argument, plan) will be. Sort your ideas into a pattern that will best support the development of your ideas. This is a very important part of your work. It is rarely sufficient to summarise material. You will be required to
use techniques such as analysing (detecting unstated hypotheses), synthesising (arranging ideas or information in such a way as to build a pattern or structure not clearly there before), and evaluating (making judgments about the value of material and methods for given purposes).

5. It is your responsibility, not that of your readers, to see that you make sense of your material. An introduction outlining the question and the organisation of your answer is necessary. In the same way, a conclusion that sums up and clinches your argument is necessary. Remember that side and sub-headings may be helpful in some subjects. This may be achieved by a carefully planned outline.

6. List books, articles and urls consulted at the end of the essay using the following form:
   – author, title of book, (publisher, year of publication)
   – author, title of article (in inverted commas), year (in brackets), volume number, title of journal, opening page
   – author, title of article (in inverted commas), book in which the article appears, (publisher, year of publication)
   – author, title of web piece, url, date accessed (in brackets)

7. Provide a footnote or an endnote showing the source (including page number) of any direct quotation you make in order to acknowledge the source of a particular argument.

Copying word for word from sources (primary or secondary) without putting the quotation in inverted commas and giving its source is plagiarism, and an examination offence. This is covered in more detail in the next section.

One basic framework for an essay outline is the following:

**Introduction**

a) Comment on the subject of the essay. (What do you understand by it? How is it important?).

b) Introduce the points you are going to discuss, first stating your case in general terms: the opinion you are going to support in the rest of the essay.

c) Very briefly summarise the overall theme of your essay, indicating the main points to be made and perhaps the order in which they are to be presented. This gives the reader an idea of what to expect and greatly increases comprehension. Do not waste your own and the reader’s time with padding.

Key aspect about the introduction: It should be snappy rather than long winded. The aim is to show that you understand the question and know how to structure your answer.

**The Main Body**

d) Develop your line of argument through several main ideas.

e) Support each idea with examples and illustrations drawn from the legal texts, books, articles and any other sources you have used.

Key aspect about the main body of the essay: It is fundamental that you argue a point. This means you present evidence for an opinion based on past research and facts. It also important that you link your argument and build it up from existing debates. You must show awareness of these. This is very much part of answering the question.

**Conclusion**

f) Summarise the main ideas.

g) Form a tentative answer by way of final comment to the question. Be prepared to write more than one draft – in the first you will concentrate on content rather than style.

Key aspect about the conclusion: Conclude by referring to your arguments. This is all part of arguing well. Some essays appear
Undergraduate Mark Frame

**Essay Assessment Criteria:**

**First Class Honours (70-100%)**

This class of pass is awarded when the essay demonstrates clarity of analysis, engages directly with the question, and attempts an independent and critical interpretation of the issues raised by it. The essay shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The essay is presented in a polished and professional manner, and all citations, footnotes and bibliography are rendered in the proper academic form.

**Upper Second Class Honours (60-69%)**

This class of pass is awarded when the essay attempts a systematic analysis of the issues raised by the question and shows some signs of independent thought. The essay shows some skill in presenting a clearly reasoned argument, and draws on a good range of relevant literature. The essay is well-presented and citations, footnotes and bibliography are rendered in the proper academic form.

**Lower Second Class Honours (50-59%)**

This class of pass is awarded when the essay shows awareness of the issues raised by the question, but relies primarily on description rather than on analysis. There may be some inconsistencies, irrelevant points and unsubstantiated claims in the argument, and the essay draws upon a limited range of literature. Presentation and referencing is adequate but may contain inaccuracies.

**Third Class Honours (40-49%)**

This class of pass is awarded when the essay lacks understanding of the question and demonstrates a partial familiarity with the issues raised by it. The essays contain a minimal attempt at analysis and argumentation and shows poor knowledge of the relevant literature. Presentation is poor and referencing is incomplete.

**Fail (0-39%)**

A fail is awarded to essays that demonstrate no understanding of the question nor of the relevant literature. The essay is likely to be poorly presented with little or no referencing.

**Lectures**

Lectures are not intended to be substitutes for reading. They are not an alternative to textbooks or other core material. They are meant to provide both information and analysis; frequently they provide you with the essential theoretical and analytical framework for the major themes which are to be tackled in class or in essay work. They are complementary to the class and are not merely a reiteration of the same theme.

In many instances lectures are also used to impart information not easily available – if at all. They are also very useful in terms of developing skills: taking notes from a live lecture helps you to develop a number of skills, most importantly, discriminating between important and less important details; distilling the main ideas from an oral report and rapidly noting them down so as to be able to reconstruct them at a later point.

Lecturers will often include the main lines of debate on any topic and provide some clear views on issues. The key piece of advice here is: if there is no hand-out, write down these main arguments. If there is a hand-out, use notes to supplement it rather than to repeat it. If a hand-out appears on Moodle print it out or download it before the lecture.

Again it is tempting in lectures to write down dates, events and other facts. But this alone serves little purpose: it is the arguments that matter. Arguments might be more difficult to grasp than facts, but you need to develop the ability to note them down. Sometimes it is advisable to stop writing and listen to the arguments for a time. (Some successful students prefer to listen to lectures all the way through and write notes later).

But lectures are never sufficient on their own to provide the answer to a question; they will generally only provide you with between one and three sides of notes and are a base to be built upon.

Class tutors will always proceed on the assumption that students have attended lectures and the exams reflect the breadth provided by lectures and classes.

**Writing Notes**

In order to complete any course in Arts, Humanities or Social Sciences it is vital to produce a set of notes, taken from lectures, tutorials and especially books and articles. These notes must eventually provide you with the necessary arguments, ideas and facts with which to answer essay questions during the year and in examinations. The purpose of this section of the handbook is to give some general hints on how to go about writing notes.

As with essay writing, it is impossible to make any hard-and-fast rules about note making. Everyone will write different notes from the same book or on the same lecture. Nevertheless, it is possible to lay down certain guidelines and to emphasise what you should not be doing.
Ultimately a set of notes should be:

- short enough so that you can revise from them quickly, but comprehensive enough to answer a range of questions fully;
- easy to understand – usually by being divided into several major headings, each of which may have a number of sub-headings, and with a wide range of short, clear analytical points, if necessary, backed up by some selected factual illustrations (dates and events, or statistics, etc.). In any notes you should include a form of shorthand as far as possible, e.g., CA for Court of Appeal, C for Claimant, ECJ for European Court of Justice, TA for Theft Act). The more abbreviations you can make without making the notes difficult to decipher, the better;
- a clear introduction to the main elements under every topic, or in an article or chapter of a book. Again a balanced sub-division of notes into major headings will enable you to use one set of notes, with some quick restructuring, to answer several questions;
- a mixture of arguments and facts, but with the emphasis on argument and analysis. This will ensure that the essays you write are based on analysis first and foremost. Notes must avoid mere chronology and the simple repetition of facts. These should illustrate an argument, not become a substitute for it.

By the time of the examinations, you should aim to write a single set of notes on each topic you have selected but these will be taken from four main sources. You are well advised to boil them down into a single, coherent, comprehensive set of notes, suitable for quick revision. These should not be long, no more than four sides per topic. Some students prefer not to do this, but others can become confused in examinations as they try to fuse together ideas drawn from several sets of notes. A single set of notes will iron out any discrepancies, knock out repetitions and expose any remaining gaps in your knowledge.

### Information Technology

Increasingly, many significant materials are available only electronically. In addition, many materials are posted on the web well before being available elsewhere. The internet can also provide a useful forum for broader discussion of issues that it is not possible to discuss in class. We expect all students to demonstrate familiarity with IT, notably:

- Basic use of email (we expect communication with students and academic advisees to be done through email).
- Word-processing of essays, reports, etc.
- Familiarity with bibliographic databases available on the School’s network, not least the various library catalogues, EASI, Electronic Journals and online CD-databases such as Westlaw.
- Use of the internet for gathering data (but please do not rely on Wikipedia; the web is much more useful for downloading primary sources, like statutes, working papers or consultation papers).
- Use of Moodle for online classes.

### Information Security: How to spot phishing emails

Always look out for scam emails which try to fool you into giving away information which can be used to hack your network account, perpetrate identity theft or compromise your financial accounts. Don’t become a victim. Scam emails are often quick and easy to identify:

- Generic greetings,
- Urgent wording,
- Short, vague messages,
- Requests for your personal information,
- Poor spelling and grammar.

If it matches the above criteria, it’s most likely a scam. If in doubt, don’t click. Report it to it.servicedesk@lse.ac.uk and help keep your accounts secure.
Books and Articles

The problem here is scale: there are numerous books and articles on any reading list and each can lead to long, detailed notes. You need to be selective about what you note about them. Part of your university education means developing an ability to make judgments about what you should and should not read on the basis of what is important or relevant to your particular task. Most people initially take far too lengthy notes.

Using Online Resources

Online tools are important for both the teaching of and research in Law. As a result you will be required to become familiar with a variety of online resources and tools. Some of these tools are designed to assist in the delivery of teaching materials while others provide research tools, including full text access to statutory materials, case law and academic journal articles. This section will introduce and discuss some of the electronic tools that you will use regularly.

Online Resources in Teaching

Moodle:

All courses have a corresponding Moodle page. Moodle is a Virtual Learning Environment (VLE) that brings together a range of resources and tools in a way that eases communication between you, your classmates and your instructors and enables you to work online. See Moodle. The format of the site will vary from class to class, but it will generally involve the posting of reading lists and resources, and it may include online discussions, electronic posting of essays, quizzes and other resources of wider interest to the subject being taught.

Online full text resources – Legal research skills training:

Building your legal research skills will be an important part of your studies and will continue to be a benefit if you pursue a legal career.

You will receive introductory lectures on legal research. The Library also runs a programme of legal research skills training classes throughout the year. You can book a place on these on the LSE Training and Development System.

In Moodle, use the Library Companion for Legal Research – select Library from the list of departments to locate the course.

The Library Companion for Students will also help you to identify, locate and use quality information for your studies.

Contact the Library, or your law librarian, Maria Bell if you need further support with legal research. Email m.bell@lse.ac.uk

The LSE Library provides the online resources that you will need for your legal studies. All online resources available to you can be accessed from the Library Catalogue – simply search by the database name, eg Westlaw UK and use the links provided.

All online resources are available both on and off campus simply by using your LSE username and password.

The Library’s subject guides are the best place to start. Select the Subject Guide red tab on the Library website and select Law from the list. It will introduce the key resources for researching case law, legislation, books and journals.

Key resources

Westlaw and Lexis Library:

These two large databases of legal materials are essential for legal research throughout your studies. It is important to learn how to use these two resources for your degree and even beyond – most lawyers in practice rely on these resources themselves.

They contain full text of primary resources such as significant UK and US court judgments (case law) and current legislation as well as journals and increasingly books.

Some of the links to readings in your courses on Moodle take you to Westlaw and Lexis Library but you can also access them both from the Library Catalogue.

In addition to Westlaw and Lexis Library, there are many other resources that you will use during your studies and depending on the courses that you do.

Journals online:

You will need to read many journal articles throughout your course. Teachers may include direct links to the most essential class readings in Moodle for convenience.
However you will also need to know how to locate and access online journal articles independently. Use the Library’s search engine, Summon to search across our collections by subject or title, eg, Modern Law Review. It is the best place to start research on a legal topic. It will show whether the journal is available in print, online or both and provide a link to the ejournal. Use your LSE username and password to access any online resources on and off campus.

**EJournal portal:**
The most commonly used journal databases for law students are:

- Westlaw and Lexis Library
- Cambridge Journals Online – published by Cambridge University Press
- Hart Journals – a specialist law publisher
- Hein Online – huge database of nearly all US law journals
- JSTOR – relevant to all LSE students, it contains US and European journals

This list is not exhaustive.

**Ebooks:**
You will find that some of your course books are available electronically. Locate ebooks in the same way that you would search for print books on Summon the Library Catalogue and follow the links provided. Use your LSE username and password to access.

**Using the internet as a research tool**
In addition to using the tools above, you should be prepared to use the internet more broadly. When studying law it is essential to be able to recognise reliable and up to date legal information on the web.

The Library has a list of quality law related websites on the bookmarking site Delicious. It includes key websites that you will use regularly, such as BAILII which is used every day by lawyers and academics. Google Scholar (part of Google) enables you to search across scholarly literature on the internet. This means you can find journal articles, academic research papers, theses, and book extracts. It is of value to students but do remember to use it alongside other databases such as Westlaw as not everything is publicly available through Google Scholar.

Wikipedia, if used at all, should be treated with great caution, as Wikipedia entries are supplied by volunteers and are not peer-reviewed. Hence the quality of the information is very variable, and at times heavily influenced by the political agenda of the contributor. You should not use Wikipedia as a formal reference in essays and dissertations.

**Feedback**
The assessment criteria for the programme are set out on the next page.

In the transition from school to university, you are expected to become more responsible for your own academic progress. You need to do a lot of work independently, plan an appropriate timetable to keep up with your courses and motivate yourself to do the required work. You also need to assess your own progress and to take appropriate steps to remedy any weaknesses.

To help you in this process, academic staff will provide you with feedback in a number of ways.

**Classes/seminars:** when you contribute to discussions in classes and seminars, or give a presentation, the teacher will usually offer some comment on what you say. Comments on LSE for You at the end of each term also reflect on performance in class. It will clearly be easier to provide such feedback if you are an active participant in class.

**Coursework:** coursework will be given a grade and will contain comments when it is returned to you. Some teachers use the assessment form below when returning work: even if they do not, it is useful for you to think in terms of these criteria when trying to understand the strengths and weaknesses of your work. You should also bear in mind the marking conventions (see next page) when considering your performance on written work.

**Academic Advisers:** Academic Advisers are available for individual appointments, which should, at the minimum, involve meetings at the start of Lent and Summer terms to discuss your course reports. This gives some opportunity for more general feedback, which will be informed by your participation in class discussions and your submission of written work.

**Exams:** You always have the opportunity to produce work for your courses during the year and to gain feedback on this. The questions set for coursework are often exam questions from previous years, and markers are looking for similar qualities to the ones they look for in exams.

If you find that you do less well in exams than on coursework produced during the year, consider whether aspects of exam performance may be letting you down. Bear in mind that class teachers may be prepared to mark answers written under exam conditions, and this is a good way of testing how you cope under time constraints etc. (some class teachers also hold mock exams).

We are not able to give feedback on individual exam scripts, with one limited exception: where a student has failed, the Course Convener may be prepared to give some general indication of where things went wrong (eg a question was misunderstood; answers were vague and contained no discussion of relevant case law).

Here is an example of a feedback form used with essays (note: not all teachers use a form like this, but it is included here to give you some idea of criteria you might use to assess your own work.)
<table>
<thead>
<tr>
<th></th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Has answered the question</td>
<td>Has not answered the question</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>2</td>
<td>Legally accurate and comprehensive</td>
<td>Many errors and omissions</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>3</td>
<td>Applies authorities and refers to other materials</td>
<td>Assertive, opinions not backed up</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>4</td>
<td>Has good sense of relevance – no irrelevant material in essay</td>
<td>Has poor sense of relevance – much irrelevant material in essay</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>5</td>
<td>Organises the material into a coherent argument</td>
<td>Does not organise material well or present a coherent argument</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>6</td>
<td>Has identified the key issues</td>
<td>Has not identified the key issues</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Evidence of wider reading beyond the textbook and lecture notes</td>
<td>No evidence of wider reading</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Perceives the difficulties in the topic and analyses them</td>
<td>Superficial. Does not see the difficulties or analyse them</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>9</td>
<td>Distinctive: has assimilated the arguments through personal reflection</td>
<td>Not distinctive: has not assimilated the arguments</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>10</td>
<td>Well written (precise use of language and grammar; accurate spelling etc)</td>
<td>Poorly written (imprecise use of language and grammar; poor spelling etc)</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

Comments:
Nearer the time we will of course give you much more detailed guidance about examinations. Briefly, there is an exam at the end of the year in each subject. Your exams are set and marked within the Department. There is also a system of external moderation of exams by academics from other universities to ensure fair marking practices.

The first year exams usually start in the third week of May.

Most exams require that three, four or five questions be answered in three hours. Very few exams are “open book”, i.e., allow you to bring in texts. Some exams however, do allow the use of a designated unmarked statute book. You will be informed about which materials can be taken into each exam well in advance. Class work during the year generally does not count towards your final grade, although some subjects (though not those taken in the first year) are partly examined by long essays.

For the purposes of revision past examination papers can be found on the Library website (access can only be gained from the LSE campus).

A student who fails in the first year is normally permitted to sit the exam again in September. Where a student has failed more than one and a half subjects, or has a “bad fail” (under 30 per cent) in one subject, the student will be required to re-sit all five papers, even the ones that were passed at the first sitting. You can find more information about the rules around exams and the way your degree is classified by viewing the LLB Classification Scheme.

If you experience particular personal or health issues that are likely to affect your exam performance, you should discuss these with your Academic Adviser as early as possible. Your Academic Adviser is likely to recommend that you submit an Exceptional Circumstances form and associated evidence to Registry so that this can be passed to and considered by the LLB Examinations board. It is ultimately your responsibility to ensure that you submit exceptional circumstances, where appropriate. For more information, and the relevant form, see lse.ac.uk/mitigation and in particular note the relevant deadlines.

Exam Preparation

There are a few golden rules to remember:

1. If you miss one question you lose all the marks for it. Make sure you answer all the questions required and divide your time equally between questions.
2. In the exam you are expected to write answers with an argument running through them (so much of the above advice on essay writing is also relevant for writing examination questions). It is not enough just to write a long list of facts and information that you have memorised. You need to show that you understand the key issues and that you can expose and argue those coherently.
3. You will typically have between 45 minutes and 1 hour per question. Most students can write between three and five pages in 45 minutes. Tailor your answer accordingly. Such a limit places a premium on clear, well-supported analysis rather than remembering facts.

This section aims at identifying some of the common problems which seem to arise with exam writing and preparation:

- **Structure your preparation**: The golden rule is to structure your preparations around what you think we expect of you. Guidelines as to how we mark the papers are set out below, but it should be clear that we are not interested in descriptive accounts, but clear, well-informed analysis.
- **Write clear, coherent, well-informed analysis**: By all means, look carefully at your lecture notes, but clear, well-informed analysis.
- **Practice makes perfect**: We strongly advise that you practice some questions in exam conditions before the exams begin. This will ensure you will do better when the real exams take place. Your teachers might agree to mark and comment on one or two mock exam questions.
- **Have a revision timetable**: Time management is central in your preparations. Have a time table which provides for manageable amounts of work each day and allows some time off each week. Bear in mind few are able to stick rigidly to their timetable, so, in planning it, allow for some slippage.

Common examination script problems:

- **Problem A**: Answers off-track and not focused sufficiently on the question asked.
- **Advice**: Read the question carefully! Do not simply start writing on the basis of identifying a key word. Make sure you answer the question – random facts loosely related to the question are not an answer.
- **Problem B**: Not all questions are answered, either because of difficulties or because candidates ran out of time. Students who fail to complete the set number of essays/questions will often drop a grade. If you are required to write four answers and instead you write three 2:1 answers (gaining a mark of 60 each), your final mark will be 45 (180/4), a third. Even if you only received a pass mark (40) for your fourth question, your overall mark would instead be 55 (220/4), a 2:2.
- **Advice**: Make sure that you leave sufficient time to answer each question. Divide your time equally for each question and try not to overrun on questions you feel you are good at answering.
- **Problem C**: Poor communication skills or answers suffered from poor organisation.
- **Advice**: Each answer should have a beginning, a middle, and an end. Take your time to plan your response to the question and try to organise your ideas into coherent and related packages (i.e., paragraphs). Make a clear systematic plan of how you wish to answer the questions. Take about five minutes per question to formulate a plan.

Eat and sleep well: You have to be physically fit when you take the exam. Lack of sleep will impede your concentration and make you more nervous, as will a poor diet.
Your beginning should never be to copy out the question. It is a good idea to show how you have understood the question and how you intend to answer it.

**Problem D:** Comprehensibility

**Advice:** Comprehensibility and clarity are important.

**Problem E:** Neatness: Neatness is not a big issue in itself, but legibility is.

**Advice:** Corrections and crossed out sections are not a problem, provided the flow of the text is clear and easy to follow. Don’t waste your time on cosmetic changes; content is what counts.

**Plagiarism**

Plagiarism is cheating and will be heavily penalised. The penalty might be that you are not allowed to complete your degree. This means that if you plagiarise in your assessed work for one course, all your other work will be wasted. Plagiarism is defined below, and we explain how to avoid it.

All work submitted as part of the requirements for any examination must be expressed in your own words and incorporate your own ideas and judgements. Plagiarism – that is, the presentation of another person’s thought or words as if they were your own – must be avoided.

Direct quotations from the published or unpublished work of others must always be clearly identified as such by being placed inside quotation marks and a full reference to their source must be provided in proper form.

A series of short quotations from several different sources, if not clearly identified as such constitutes plagiarism just as much as a single unacknowledged long quotation from a single source. Equally, if you summarise another person’s ideas or judgments, you must refer to that person in your text and include the work referred to in your bibliography.

If you are still in any doubt how to avoid plagiarism, please consult your Academic Adviser or supervisor. Please see the Regulations on Assessment Offences: Plagiarism for further information.

[lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm](http://lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm)

**Classification Scheme**

The LLB classification scheme can be found here: [lse.ac.uk/resources/calendar/academicRegulations/bachelorOfLaws.htm](http://lse.ac.uk/resources/calendar/academicRegulations/bachelorOfLaws.htm)

**Results and transcripts of results**

The School releases confirmed marks once the relevant School Board of Examiners has ratified them. For further information, please see [lse.ac.uk/results](http://lse.ac.uk/results)

To ensure that your results are released as scheduled, please check your balance on LSE for You to see if you have any outstanding tuition, halls or library fees. You should contact the Fees Office on fees@lse.ac.uk if you have any queries, as the School will not release your results if you have an outstanding debt.

Transcripts for finalists are issued digitally within five working days of final results being officially published. Continuing students will be able to request an ‘intermediate transcript’ of results as soon as they are officially published.

For more information, please see [lse.ac.uk/transcripts](http://lse.ac.uk/transcripts)

**Graduation Ceremonies**

Graduation ceremonies are held in July for students who have followed undergraduate programmes.

For more information, including the dates of future ceremonies and details of the School’s overseas ceremonies, please see [lse.ac.uk/ceremonies](http://lse.ac.uk/ceremonies)
The following prizes are available to LLB students:

<table>
<thead>
<tr>
<th>Awards Title</th>
<th>Amount</th>
<th>Award Basis</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Intermediate</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Charltons Prize</td>
<td>£500.00</td>
<td>Best overall performance</td>
</tr>
<tr>
<td>Routledge Law Prize</td>
<td>£75.00</td>
<td>Best overall performance – given to winner of Charltons Prize</td>
</tr>
<tr>
<td>John Griffith Prize</td>
<td>£150.00</td>
<td>Best performance in Public Law</td>
</tr>
<tr>
<td>Hughes Parry Prize</td>
<td>£100.00</td>
<td>Best performance in Contract Law, half of Law of Obligations</td>
</tr>
<tr>
<td>Hogan Lovells Prize</td>
<td>£200.00</td>
<td>Best performance in Obligations and Property I</td>
</tr>
<tr>
<td>Dechert Prize</td>
<td>£100.00</td>
<td>Best performance in Property I</td>
</tr>
<tr>
<td>Dechert Prize</td>
<td>£100.00</td>
<td>Best performance in Introduction to the Legal System</td>
</tr>
<tr>
<td>Nicola Lacey Prize</td>
<td>£150.00</td>
<td>Best performance in Criminal Law</td>
</tr>
<tr>
<td><strong>Intermediate &amp; Part II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Sweet &amp; Maxwell Law Prize</td>
<td>£75.00</td>
<td>Best performance – to be divided between one Intermediate and one Part II student</td>
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<tr>
<td><strong>Part I</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Herbert Smith Prize</td>
<td>£150.00</td>
<td>Best performance in Part I</td>
</tr>
<tr>
<td>Slaughter &amp; May Prizes</td>
<td>£150.00</td>
<td>Best exam performance in Part I</td>
</tr>
<tr>
<td><strong>Part II</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Slaughter &amp; May Prizes</td>
<td>£150.00</td>
<td>Best exam performance in Part II</td>
</tr>
<tr>
<td><strong>Part I and Part II subjects</strong></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Morris Finer Memorial Prize</td>
<td>£200.00</td>
<td>Best performance in Family Law</td>
</tr>
<tr>
<td>Lecturers’ Prize</td>
<td>£100.00</td>
<td>Best performance in Jurisprudence</td>
</tr>
<tr>
<td>Hogan Lovells Prize in Business Associations</td>
<td>£200.00</td>
<td>Best performance – to be divided between a Part I and II student or two Part II students</td>
</tr>
<tr>
<td>Blackstone Chambers Prize</td>
<td>£150.00</td>
<td>Best performance in Law and Inst. Of EU</td>
</tr>
<tr>
<td>Clifford Chance Prize</td>
<td>£100.00</td>
<td>Best performance in Property II</td>
</tr>
<tr>
<td>Linklaters LLP</td>
<td>£100.00</td>
<td>Best performance in Commercial Contracts</td>
</tr>
<tr>
<td>Lauterpacht/Higgins</td>
<td>£100.00</td>
<td>Best performance in Public International Law</td>
</tr>
<tr>
<td>Old Square Chambers</td>
<td>£200.00</td>
<td>Best performance in Labour Law</td>
</tr>
<tr>
<td>Blackstone Chambers Prize</td>
<td>£150.00</td>
<td>Best performance in Human Rights</td>
</tr>
<tr>
<td>Slaughter &amp; May Prize</td>
<td>£300.00</td>
<td>Best overall degree performance (Part I &amp; II combined)</td>
</tr>
<tr>
<td>Departmental Dissertation Prize</td>
<td>£100</td>
<td>Outstanding dissertation in Part I or Part II (not awarded annually)</td>
</tr>
</tbody>
</table>
IT Support

**Student IT Help Desk – first floor, Library**
Contact the IT Help Desk (it.helpdesk@lse.ac.uk) for support for School-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

**VITA (Virtual IT Assistance)**
Double click on the “Virtual IT Assistance” icon on the desktop of a campus PC or visit lse.ac.uk/vita to get real-time assistance from an IT Help Desk Adviser during opening hours.

IT Support for students with disabilities

The School is committed to providing facilities and support for students with disabilities. Additional PCs and printing facilities for students with disabilities are provided in the public computer areas in the Library. Other facilities are available in three dedicated PC rooms in the Library (LRB.R25 and LRB.R26) and St Clements Building (STC.S073). We also provide one-to-one support for students with disabilities who wish to become familiar with assistive technologies and software. This can be arranged by contacting Sebastiaan Eldritch-Böersen via its.disabilities.support@lse.ac.uk to arrange an appointment.

Email

The School will use your LSE email address to communicate with you so you should check it regularly. The email program Microsoft Outlook is available on all student PCs on the LSE network. You can also access email off-campus using webmail and remote desktop or on the move, using email clients for laptops and mobile phones. For instructions on how to access your email off campus, visit lse.ac.uk/intranet/LSEServices/IMT/remote

Moodle

Moodle is LSE’s Virtual Learning Environment (VLE). It is a password protected web environment that contains a range of teaching resources, activities, assignments, information and discussions for your course. The content of Moodle is the responsibility of your teacher and so it will vary from course to course.

You can access Moodle from any computer connected to the internet, on and off campus. Go to moodle.lse.ac.uk/ and use your LSE user name and password to log in. This page also has links to help/advice on using Moodle.

If you have any technical problems with Moodle you should contact the helpdesk at it.helpdesk@lse.ac.uk

LSE for You

LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:
- view or change your personal details
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

You can also access online tutorials on how to navigate and personalise LSE for You via its login page. Use your LSE network username and password to login via lse.ac.uk/lseforyou
DEPARTMENT AND FACILITIES

Alumni Association
For information about the benefits and services available to alumni, please visit alumni.lse.ac.uk/olc/pub/LHE/home/home.jsp or contact the Alumni Relations team on alumni@lse.ac.uk

LSE Careers
LSE Careers offers a wide range of seminars, employer presentations, fairs and face-to-face career discussions to help you at every stage of your career planning process – from deciding what you want to do to preparing for interviews and settling into your first job. LSE Careers also works with your department to deliver events and services tailored to you.

For information about career planning, internships, part time vacancies and more, visit lse.ac.uk/careers

You can also browse our Graduate Destinations website (lse.ac.uk/GraduateDestinations) to find out what LSE graduates have gone on to do, organised by department or subject.

For up-to-date information about events, booking, resources, news and vacancies follow us on Facebook facebook.com/Lsecareers and Twitter @LSECareers

If you are interested in volunteering, visit the LSE Volunteer Centre website: lse.ac.uk/volunteercentre or follow us on Twitter @LSEVolunteering

LSE Catering
Information about the wide range of restaurants and cafes available on campus.
lse.ac.uk/intranet/LSEServices/cateringServices/Home.aspx

LSE Library
lse.ac.uk/library
In the first instance, your first point of contact with any concerns should be your Academic Adviser. In the event that your Academic Adviser is not able to assist you, other contact people within the Department are listed on page 8 of this handbook. The list below gives a summary of other sources of support (and the weblinks) within the School.

**Academic Support Services:**
[lse.ac.uk/intranet/students/academicSupportServices/home.aspx](http://lse.ac.uk/intranet/students/academicSupportServices/home.aspx)

Information about Library Subject Guides, Moodle and links to Study Advisers.

**Careers and Vacancies:**
[lse.ac.uk/careersService](http://lse.ac.uk/careersService)

Careers guidance, information on graduate employment, and vacancies exclusive to students and alumni, plus jobs at LSE and information on what it is like to work here.

**Chaplaincy:**
[lse.ac.uk/chaplaincy](http://lse.ac.uk/chaplaincy)

For information about religious services, events, support and the Interfaith Forum.

**Disability and Well-being:**
[lse.ac.uk/intranet/LSEServices/disabilityService/Home.aspx](http://lse.ac.uk/intranet/LSEServices/disabilityService/Home.aspx)

The Disability and Well-being Service (DWS) runs three specialist services, all of which are free and confidential:

- The Disability Service, for students with physical/sensory impairments and those with long-term or chronic medical conditions
- The Neurodiversity Service, for students with dyslexia, dyspraxia, Asperger syndrome and other neurodiverse conditions
- The Mental Health and Well-being Service, for students with mental health concerns

The DWS can also set up Individual Student Support Agreements (ISSAs), outlining reasonable adjustments such as extended library loans, negotiated deadlines and rest breaks in exams.

It runs several interest and support groups, for example the Neurodiversity Interest Group and the Circles Network.

For further information please visit [lse.ac.uk/disability](http://lse.ac.uk/disability) or email disability-dyslexia@lse.ac.uk

**Healthcare:**
[lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/healthissues.aspx](http://lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/healthissues.aspx)

For information about registering with a doctor or dentist, finding an optician, and where to go for help with emergency health issues.

**Health, Safety and Wellbeing:**
[lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/home.aspx](http://lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing/home.aspx)

For information about the Student Counselling Service, the Disability and Wellbeing Office, the Students’ Union Advice and Support service, and more.

**Language Centre:**
[lse.ac.uk/language/EnglishProgrammes/EnglishHome.aspx](http://lse.ac.uk/language/EnglishProgrammes/EnglishHome.aspx)

Information about the Insessional Support Programme, Learning Support Workshops, and more.
Lesbian, Gay, Bisexual and Transgender Students:
Ise.ac.uk/intranet/students/supportServices/LGBTstudents.aspx
For information about the Students’ Union LGBT Society, the LSE Diversity Blog, external support services and more.

Money Matters:
Ise.ac.uk/intranet/students/moneyMatters/home.aspx

Student Mentoring Scheme:
Ise.ac.uk/intranet/students/supportServices/schoolWideMentoringScheme.aspx
Information about the scheme for new students and those wishing to become a student mentor.

Student Services Centre:
Ise.ac.uk/intranet/students/supportServices/studentServicesCentre/Home.aspx
Access to a range of services and advice related to admissions, registration, fees, financial support, course choice, exams and results, graduation, and more.

Students With Children:
Ise.ac.uk/intranet/students/supportServices/studentsWithChildren.aspx
Advice on pregnancy, finances, accommodation and impacts on studies.

Teaching and Learning Centre:
Ise.ac.uk/intranet/LSEServices/TLC/Home.aspx
For information about Development and Training, online learning support from Learning World and more.

Visas and Immigration:
Ise.ac.uk/intranet/students/ISIS/Home.aspx
For advice on immigration options and support while studying at LSE.
HOW TO LIVE SUSTAINABLY AT LSE

LSE Recycles! Make sure your waste sorting is first class:

Mixed recycling – GREEN (The “default” bin)
- Plastic
- Metal
- Glass
- Paper (including paper cups)
- Juice cartons
- Drain liquids into the sink.

Rule of thumb: if you can tip your food container upside down and nothing falls out, it’s clean enough for the recycling bin.

Paper – BLUE
- All paper
- Envelopes
- Thin card.

Compost – BROWN
- All food:
  - Teabags and coffee grounds
  - Fruit and veg
  - Meat
- Soiled tissue paper
- Wooden stirrers.

Cardboard boxes
Flatten and leave folded by bins.

Non-recyclables – GREY (The “last resort” bin)
- Crisp packets and sweet wrappers
- Polystyrene
- Gum.

Want to make your mark at LSE?
- Join a Green Impact team in your academic department.
- Join the Student Switch Off competitions in halls.
- Contribute your research and views to the LSE Sustainability Blog.
- Get your hands dirty at the roof gardens.
- Volunteer at green events.
- Apply for funding for your own project through the Sustainable Projects Fund.

Get in Touch
Website: lse.ac.uk/sustainableLSE
Blog: blogs.lse.ac.uk/sustainability
Facebook: facebook.com/SustainableLondonSchoolofEconomics
Twitter: @sustainableLSE

Top tips – live sustainably in halls
Switch Off!
Use a reusable coffee cup/water bottle – available on campus.
ReLove your old stuff at the ReLove Fair. See pages 14-15 for details.
Take a short shower.
This information can be made available in other formats, on request. Please contact: s.lee33@lse.ac.uk

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation or personal circumstances.

Freedom of thought and expression is essential to the pursuit, advancement and dissemination of knowledge. LSE seeks to ensure that intellectual freedom and freedom of expression within the law is secured for all our members and those we invite to the School.

The London School of Economics and Political Science is a School of the University of London. It is a charity and is incorporated in England as a company limited by guarantee under the Companies Acts (Reg No 70527)
### Academic Departments

<table>
<thead>
<tr>
<th>Department</th>
<th>Location</th>
</tr>
</thead>
<tbody>
<tr>
<td>Accounting</td>
<td>OLD 3.20</td>
</tr>
<tr>
<td>Anthropology</td>
<td>OLD 6th floor</td>
</tr>
<tr>
<td>Economic History</td>
<td>CMK.C419</td>
</tr>
<tr>
<td>Economics</td>
<td>32L 1.01</td>
</tr>
<tr>
<td>European Institute</td>
<td>COW 2.01</td>
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<tr>
<td>Finance</td>
<td>OLD 3.06</td>
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<tr>
<td>Gender Institute</td>
<td>COL 5.04g</td>
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<tr>
<td>Geography and Environment</td>
<td>STC.S406</td>
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<tr>
<td>Government</td>
<td>CON 3.18</td>
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<tr>
<td>International Development</td>
<td>CON 8.16</td>
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<tr>
<td>International History</td>
<td>EAS.E402</td>
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<tr>
<td>International Relations</td>
<td>CLM 6.07</td>
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<tr>
<td>Law</td>
<td>NAB 6th floor</td>
</tr>
<tr>
<td>Management</td>
<td>NAB 4th floor</td>
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<tr>
<td>Mathematics</td>
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<tr>
<td>Media and Communications</td>
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<td>Methodology</td>
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<td>Philosophy, Logic and Scientific Method</td>
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<td>Sociology</td>
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</tr>
<tr>
<td>Statistics</td>
<td>CCL 6.11</td>
</tr>
</tbody>
</table>

### Key to Abbreviations

- **95A**: 95 Aldwych
- **ALD**: Aldwych House
- **ANC**: The Anchorage
- **CMK**: Clare Market Houghton Street
- **CMKM**: Clement House Aldwych
- **COL**: Columbia House Aldwych
- **CON**: Connaught House Aldwych
- **COW**: Cowdray House Portugal Street
- **EAS**: East Building Houghton Street
- **KINGSWAY**: King’s Chambers Portugal Street
- **KML**: 20 Kingsway
- **KSW**: 32 Lincoln’s Inn Fields
- **PAR**: 44 Lincoln’s Inn Fields (not occupied by LSE)
- **POR**: 50 Lincoln’s Inn Fields
- **QUE**: Lincoln Chambers
- **QUE**: Portsmouth Street
- **50L**: 50 Lincoln’s Inn Fields
- **32L**: 32 Lincoln’s Inn Fields
- **95A**: 95 Aldwych
- **SAR**: Sardinia House
- **SAW**: Sardina Street
- **SHF**: Saw Swee Hock Student Centre
- **STC**: Sheffield Street
- **TW1**: St Clement’s Clare Market
- **TW2**: Tower One Clement’s Inn
- **TW3**: Tower Two Clement’s Inn
- **CLM**: Tower Three Clement’s Inn

### Academic Departments

- **Accounting**
- **Anthropology**
- **Economic History**
- **Economics**
- **European Institute**
- **Finance**
- **Gender Institute**
- **Geography and Environment**
- **Government**
- **International Development**
- **International History**
- **International Relations**
- **Law**
- **Management**
- **Mathematics**
- **Media and Communications**
- **Methodology**
- **Philosophy, Logic and Scientific Method**
- **Social Policy**
- **Social Psychology**
- **Sociology**
- **Statistics**