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# 1. Introduction

## 1.1 The Law Department

Welcome to the London School of Economics and the Department of Law. We hope your time here will be both rewarding and stimulating. The LSE Law Department is one of the leading law schools in the UK: it received the highest ranking in the country in the 2008 Research Assessment Exercise. It attracts students from all over the world, and has an international reputation for teaching and research. It 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 inter-disciplinary quality.

If you are interested in the 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: Centenary Essays for the London School of Economics and Political Science* (Oxford University Press, 1997) pp 1-22.

## 1.2 Contact information

The LSE Law Department staff comprises 59 full-time academics, approximately 70 Visiting Professors, Visiting Fellows and other part-time teachers, and 12 administrative staff. There are approximately 520 undergraduates and almost 400 postgraduates (Masters and PhD students).

The Head of the Department, Professor Martin Loughlin, is responsible for the overall running of the Department. The Department Manager is Ms Joy Whyte.

During your time at the LSE you will have various opportunities, both academic and social, to meet many of the academics in the Law Department (and perhaps in other Departments at the LSE). You should make the most of all these opportunities—they will enrich your time here.

On p.32 of this booklet is a list of the academic staff and their areas of interest. Photographs of the full-time staff are on the Law Department's website, <http://www.lse.ac.uk/law>.

## 1.3 The LSE Environment

The School is located in a complex of buildings situated in the centre of London (off the Aldwych). It is close to the Royal Courts of Justice, the BBC World Service and the City of London. West End theatres are all near by, along with the shops and markets of Covent Garden. The National Gallery is a short walk down the Strand, while the South Bank Arts complex (containing the Royal Festival Hall, the Hayward Gallery, the National Theatre and the National Film Theatre) and Tate Modern are located on the opposite bank of the river. Last year the Law Department moved into new premises on Lincoln's Inn Fields – the 6<sup>th</sup> and 7<sup>th</sup> floors of the New Academic Building.

Within the School there is an exciting mix of students from all over the world and this generates a great deal of intellectual energy and excitement.

## 1.4 Your first week: orientation

You have already been given your timetable for your first week of study – Friday 2<sup>nd</sup> October to Friday 9<sup>th</sup> October. The first thing is the introductory meeting at 10 am. on 2 October. Later on 3<sup>rd</sup> October you will probably meet your academic adviser. Susan Hunt will have given you his or her name. At 3 p.m. on the 2<sup>nd</sup> Dr Tom Poole will talk about your first week and you will also have an opportunity to meet members of the Student Law Society Committee.

### *Teaching*

During the first week you will have lectures in three of your four subjects – Public Law, Criminal Law and Introduction to Legal System. Obligations lectures will start the week beginning 12<sup>th</sup> October. Property teaching does not begin until the Lent term (after Christmas). The full lecture schedule starts on Monday 12<sup>th</sup>. See Course Guides for First Year LLB Subjects, pp. 28 below. Class teaching also starts in the week beginning 12<sup>th</sup> October. Your timetable will be on your LSE FOR YOU and the LSE TIMETABLES webpage. From week two onwards, you will have one one-hour class in each of the four subjects every week.

### *Study Techniques*

The first week timetable lists four Academic Adviser Study Techniques sessions. You will attend two – session I on either Monday or Tuesday and session II on either Thursday or Friday. Your academic adviser will tell you what time he or she is holding them. If your adviser is unavailable at these times they will arrange another time during the opening week – but it will be a time when you are free!

## **2. General Advice**

### **2.1 Academic Advisers**

Each student has an Academic Adviser whose job it is to give a helping hand and keep a friendly eye on things. You should keep in regular touch with your adviser, and if you have any problems – academic, financial or personal – which you want to discuss, feel free to talk with him or her. Also, at the beginning of the Lent and Summer terms, you should discuss progress with your Academic Adviser on the basis of reports from class teachers.

Giorgio Monti is the Departmental Tutor. The Departmental Tutor's job includes sorting out 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.

### **2.2 Academics**

All the full time staff and many of those who are part time have personal research interests. You can expect those interests to feed into their lectures and classes with many of their books and articles appearing on your reading lists.

### **2.3 Administrators**

Each administrator works for a number of academics. You can find the administrator assigned to any academic you want to contact from the section on ADMINISTRATIVE ASSISTANCE at the end of this booklet

Academics should have regular office hours, displayed on LSE For You.

For routine enquiries about the LLB programme, you should contact the LLB Administrator, Mrs Susan Hunt.

### **2.4. Teaching**

We teach through lectures, seminars and classes.. Lectures are for the whole year group, seminars for large groups and classes usually for smaller groups of about twelve to fifteen students. In their first year, students have weekly lectures and classes in all subjects.

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 ask for essays, usually twice per term per subject..

There is also a 'reading week', the 6<sup>th</sup> week of the Lent (Spring) Term. Instead of formal teaching you have some time for catching up and organising your notes.

### **2.5 Second and Third Year Options**

One of the attractions of the LSE law degree is the range of options available in the second and third years. There is an Options Booklet, available on the intranet, which contains the formal prospectus for each course.

### **2.6 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 which books to buy. Second and third year students hold an annual second-hand book sale (the details will be announced later). Otherwise, most of the books you want you will find 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  
Hammick's, corner of Chancery Lane, 191/2 Fleet Street.

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

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

## **2.7 Communications**

All students have an LSE email account. Please check this frequently. Email is the normal method of communication to students. Please use your LSE email account for all correspondence with members of the School.

Please register your term time and home addresses via LSE For You. And remember to change it if you change address.

The details of lectures and classes are on the Timetables page of the LSE website. There are terminals on the ground floor of the old building and St. Clements where you can access the website.

## **2.8 Exams**

Nearer the time we will of course give you detailed guidance. 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 a system of moderation of the exams by academics from other Universities.

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. However, some exams do allow the use of a designated unmarked statute book. You will be informed about which material can be taken into the exam well in advance of the exam. Course 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. The first year exams usually start in the third week of May.

A student who fails in the first year is normally permitted to sit again in September. Where a student has failed more than one and a half subjects, or has a 'bad fail' in one subject, the student will be required to resit all five papers, even the ones that were passed at the first sitting. If there are particular personal or health issues which are likely to affect your exam performance, you should discuss these with your academic adviser as early as possible.

Past examination papers can be found on the Library website at <https://library-2.lse.ac.uk/protected-exam/index.html> (Access is from LSE campus only)

## **2.9 Academic Advisers and the Departmental Tutor**

### **2.9.1 Academic Advisers**

Each of you has been allocated an academic adviser. The main function of the academic adviser is as a friendly 'sounding board' with whom students can consider their own progress. You should meet your academic adviser at least once each term, and more frequently if you wish. They can also be contacted by email. Because your academic adviser is responsible for writing your references for job applications and applications for postgraduate study, it is important that they get to know you well, and you build up a good relationship with them. Your academic adviser will be able to give you information about course options, advice on time management and career advice, although as you get to know other members of staff you may also consult them. You are always free to consult your academic adviser about any academic or personal problems which might arise.

### **2.9.2 Office Hours**

All members of LSE teaching staff hold weekly **term-time** office hours in connection with each course they teach. This represents a means of additional guidance and support to individual students taking their course(s), and may be used for queries on assessed coursework.

Office hours for most academics can be booked on line through LSE For You. Log into LSE For You, click on the 'Student' tab and you should see the 'Office Hours' application listed. Once you have booked your appointment you will automatically receive an email notification confirming your booking. You can also cancel your appointment through Office Hours should you be unable to attend.

If the academic concerned does not have office hours listed on LSE For You, you should contact their secretary/administrator to make an appointment.

### **2.9.3 Class Reports**

Every class teacher writes a short report on each student for the Michaelmas and Lent terms. These reports, listing attendance, performance and essays marks, are on your LSE FOR YOU account where you can see them.

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 in the light of 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. In consultation with the Departmental Tutor (and, if necessary, the Dean of Undergraduate Students) the academic adviser, together with class/seminar teachers may set a work schedule which must be complied with by the student before the examination bar can be lifted.

### **2.9.4 References**

Academic advisers can always be relied on to write references, even after a student has graduated. However, students are also free to ask other members of staff to write references. 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 request a part time teacher to draft a reference and forward it to the course convenor, who will endorse the reference and sign it for you. You can find the names of the course convenors 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:

- 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.
- Never put down someone's name as a referee without asking them in advance.
- Provide all the information needed to write the reference. Make sure that you have filled out your part of any form you submit.
- It is helpful if you include all the information your academic adviser will need in a single email, with a clear subject line. You might, for example, wish to remind your academic adviser of scholarships awarded or internships undertaken.

- Sometimes an application requires a reference from the course convener. If so, the usual practice is for your academic adviser or 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.

### **2.9.5 The Departmental Tutor**

The Departmental Tutor is Giorgio Monti, room NAB 7.18.

### **2.9.6 Changing your academic adviser**

Should you wish 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 will be made.

### **2.9.7 Changing a class**

The Department discourages class changes. Students are expected to remain in the classes to which they have been assigned. They will only be permitted to change class in exceptional circumstances. If you consider that such circumstances exist you should apply to the Departmental Tutor for a transfer. You can apply on line via the 'Change Class Group' option on LSE For You.

#### *The procedure and criteria*

Any request for a class change must be reasoned. Work commitments must be confirmed by a copy of a work contract, or a confirmation by your employer. An email from the employer to the Departmental Tutor suffices. The Departmental Tutor decides on change of class requests, and may request advice from the student's academic adviser.

Class changes do not take effect until they appear on LSE for You.

Class changes are easier early in the academic year and become progressively more difficult. Each case is considered on its merits, but preferring not to get up early on a Monday morning, or preferring a different class teacher are not good reasons,

## **2.10 Academic Adviser Arrangements**

### *Statement of practice*

1. All students in the Law Department, including General Course students and ERASMUS students, are allocated to an Academic Adviser. The Academic Adviser's role is to provide general advice, guidance and assistance to students. Where possible, students retain the same Academic Adviser throughout their degree studies at the LSE.
2. Academic Advisers will publish regular periods of time when they are available to meet with their students. In addition, where the circumstances so require, advisers will make every effort to be available to see their students outside these times by appointment.
3. Every year there should be a minimum of two formal meetings between adviser and student which should take place near to the beginning of the Lent and Summer terms. In addition, first year students have three meetings with their adviser during the first year induction programme at the start of the Michaelmas term.
4. Routine enquiries about the LL.B. programme are not handled by Academic Advisers, but by the LL.B. Administrator, Mrs Susan Hunt, Room F6.14, phone – 020 7955 7685, email: s.hunt@lse.ac.uk.
5. At the beginning of the Lent Term the Departmental Tutor will assess the progress of all first year students. Where it is felt from comments on class registers that a

student is not making sufficient progress or is not attending classes/seminars or is failing to submit written work, a formal Academic Adviser or Departmental Tutor warning will be issued. This is entered on the student's file and will be taken into account when considering whether a student may be entered for the examination at the end of the year and in the consideration of allowing a student to re-sit failed examinations.

6. 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.

7. 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.

8. 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.

9. Academic advisers are available to discuss career options with students, and will provide them with references on request. Students should ensure that their Academic advisers are forewarned of impending reference requests and should provide the Academic adviser with any information necessary to complete the reference.

10. The Law Department provides funds to encourage advisers to hold social events with their students.

11. The relationship rests on reciprocity. However, it is the student's responsibility to arrange to meet their adviser on a regular basis, and to keep him or her informed of progress and difficulties.

## 3. Learning Law

### 3.1 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. However, 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: Bradney A et al, *How to Study Law*, 5<sup>th</sup> Edition (2005), Sweet and Maxwell

#### *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 what books to buy or consider buying, and you may be able to buy some of these second hand from 2<sup>nd</sup> or 3<sup>rd</sup> year law students. The following books may provide a useful taster for a prospective law student.

J. Adams & R. Brownsword, *Understanding Law* (Sweet and Maxwell, 2006)

C. Gearty, *Can Human Rights Survive?* (Cambridge UP, 2006)

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.

Tony Wright, *British Politics: A Very Short Introduction*, (2003) Oxford University Press

All of the recommended books can be found in Waterstone's in Clare Market, and at Wildey's in Carey Street and Hammick's in Fleet Street.

### 3.2 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

### 3.3 Learning Law, Learning Skills

Law places particular stress on the development of independent thought and analytical skills, and requires excellent communication skills, namely high levels of literacy and oral presentation. Consequently, students following law courses will be expected to undertake independent work and independent thinking, as well as a lot of reading and writing. They have to present the results of research both in independent work and in the context of group discussions. The need to come to terms with unfamiliar areas and materials facilitates 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. Broader 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, developing and justifying views and through developing skills of criticism and evaluation prioritising arguments and materials.

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.

### **3.3.1 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 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.

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, you will be graded throughout your career on class performance 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. 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 written work by a deadline set by the Departmental Tutor.

### **3.3.2 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 it both rewards good skills and penalises poor quality work. Writing essays forces you to practice these literacy skills, prompting you to develop greater clarity in structure and expression while also giving you the opportunity to refine your ability at putting 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.

Feedback from essays may include comments on your general standard of English. You should not ignore these comments. On the contrary, you should act on recommendations to improve. There are books which give helpful hints on essay writing. For more serious problems, the Language Centre can provide help. It is important to appreciate how poor spelling, poor grammar, poor syntax and poor presentation can affect your ability to present your arguments effectively, is likely to have an adverse effect on your examination marks and make you less attractive to future employers.

Essays 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.

### **3.3.3 Lectures**

The 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.

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

### **3.3.4 Dissertations**

A few Part I and Part II courses require you to produce an independent piece of work. Although we provide considerable support to help you define your subject and guidance on how to tackle an independent project of some length, ultimately this exercise is designed to allow you much greater freedom and independence. It is an exercise in setting a task and solving a problem; in formulating questions and providing convincing answers based on sound evidence. You are expected to work alone for the most part; to show initiative and follow references and lines of enquiry, as well as to produce a substantial, coherent and well-argued piece. Moreover, it is essential under these conditions to learn to organise time effectively, to work to your own deadlines as well as the ultimate deadline – putting into practice skills you should have already used under the more protective umbrella of taught courses.

### 3.3.5 Information Technology

Increasingly, many significant materials are only available 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

- a] Basic use of email [we do not issue letters with news or reminders etc. by post, but expect such communication with students and tutees to be done through email]
- b] Word-processing of essays, reports etc
- c] Familiarity with bibliographic databases available on the School's network, not least the various library catalogues, EASI, Electronic Journals and on-line CD-Roms such as Electronic Law Reports.
- d] Use of WWW for gathering of 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)
- e] Use of Moodle for online classes

### 3.4 Writing Notes

In order to complete any course in Arts 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 handout 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 on 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.

#### 3.4.1 Lectures

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 handout appears on the Public Folders or Moodle (see Using Online Resources, below) print it out 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.

### **3.4.2 Classes and Seminars**

The main purpose of classes and seminars is to talk and think; they are an opportunity to express your own ideas and to consider other ideas put forward in the discussion. They are not meant to serve as a source of information, and so the amount of notes you can take from classes may only be half a side or so. It will depend on the quality of discussion and its coherence. But again, write down any arguments and illustrations which do seem pertinent. Also write down any questions and the answers suggested to them. And try to sum up the main opposing arguments in any debate which takes place.

### **3.4.3 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.

Once you have taken notes from all the above 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 4 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.

## **3.5 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.

If papers are written out fully presenters should speak to the paper rather than read it. However 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 what is required. Brief headings which can be expounded upon during the presentation can also be helpful in developing good examination technique, as in 3 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.

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

### 3.6 Advice on Essay Writing

Most assessments will be based on essays and therefore 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 critical, 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 that 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.

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. A very informal language is usually inappropriate and can get in the way of 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

- (a) **Analyse:** Consider the various parts of the whole and describe the inter-relationship between them.
- (b) **Compare:** Examine the objects in question with a view to demonstrating their similarities and differences.
- (c) **Contrast:** Examine the objects in question for the purpose of demonstrating differences.
- (d) **Define:** Give a definition or state terms of reference.
- (e) **Discuss:** Present the different aspects of a problem or question and draw a reasoned conclusion.
- (f) **Evaluate:** Examine the various sides of a question and try to reach a judgment.
- (g) **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), synthesizing (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, (YEAR OF PUBLICATION, PUBLISHER)

AUTHOR, TITLE OF ARTICLE (IN INVERTED COMMAS), YEAR, VOLUME NUMBER, TITLE OF JOURNAL, OPENING PAGE

AUTHOR, TITLE OF ARTICLE (IN INVERTED COMMAS), BOOK IN WHICH THE ARTICLE APPEARS, (YEAR OF PUBLICATION, PUBLISHER, PLACE OF PUBLICATION)

AUTHOR, TITLE OF WEB PIECE, URL, DATE ACCESSED (IN BRACKETS)

7. Provide a footnote or an endnote showing the source (including page no.) 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. Be careful when cutting and pasting from different documents that you never include someone else's words as if they were your own. The penalties for doing this can be extremely serious.

One basic framework for an essay outline is the following

#### **(a) Introduction**

- (i) Comment on the subject of the essay. (What do you understand by it? How is it important? etc.).
- (ii) 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.
- (iii) 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 his comprehension. Do not waste your own and the reader's time with padding.

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

#### **(b) The Main Body**

- (i) Develop your line of argument through several main ideas.
- (ii) 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.

### **(c) Conclusion**

Summarise the main ideas.

(ii) 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 weak because the conclusion seems tacked on to the end of a long list of facts. A good conclusion should be based on arguments, and ideally involve some implications for the big debate mentioned in the introduction, and use the review of the question's subject matter to form the opinion expressed. Stating opinion alone without explaining why will appear biased. Remember this is an academic essay, not a magazine article or a debate in the pub. You have to base conclusions on evidence .

## **3.7. Dissertation Advice**

The guidelines for essay writing apply with equal force to dissertations. Dissertations require greater research and more detailed analysis on your part. There are a few further points you should consider.

### **3.7.1 Length**

You should note the number of words in the dissertation on the cover page. A dissertation which exceeds that limit will be penalised by the examiners.

You should also avoid losing marks needlessly through typographic, spelling and other technical errors. You should always leave yourself time to proof-read your final draft very closely. To perform this task properly requires considerable time and concentration.

While footnotes can be a useful way of including data which would break up the text, a good general rule of thumb is that if a point is worth making, it is worth making it in the main body of your text.

### **3.7.2 Substance**

The dissertation should contain original research or analysis, based either on primary or secondary data. A dissertation, just like a course essay, needs to have a central integrating argument. The argument should be logically developed, building up a case point by point, and displaying a critical and analytical approach to the subject. Descriptive material which does not contribute to such an argument should normally be omitted.

It is not enough simply to write about the collection of books and articles which you have read about the topic. A good dissertation needs to contain your assessment of existing knowledge about the topic (plus any contributions which you yourself may have made to that knowledge through original research from primary sources or fieldwork) and will be an expression of your thoughts and conclusions.

It follows that you are required to examine the evidence critically. Your task as the dissertation writer is to examine the evidence, assess the argument or analysis, and then come to your own conclusions.

Your argument must have depth and balance. Avoid making superficial claims which will not stand up to scrutiny. Do not make the mistake of regarding all possible counter-arguments as 'irrelevant'. Important alternative views must be met. Refute them if possible. If not, take them into consideration in your final assessment and give any reasons for having doubts about their validity. Similarly, do not ignore evidence that does not support your case. Examine the evidence. If you can find no fault there, and if you have no counter-evidence, then maybe something is wrong with your case.

Superficiality is a common defect identified by examiners. If candidates adopt a single perspective, they must demonstrate a critical awareness of its strengths and weaknesses. Your dissertation must have an analytical base rather than be solely a descriptive piece of work.

It is absolutely crucial that you always link your empirical work and legal material to the conceptual, academic or theoretical literature.

### **3.7.3 Planning and Guidance**

You should start planning your dissertation early. You should meet with your supervisor to discuss the general scope and approach of your dissertation as well as your proposed source materials with your supervisor as early as you can.

Once you have sketched and defined your topic, and done some initial reading, draw up a draft plan. In the first instance, the plan is likely to be simply a list of questions to be asked; new aspects will be added as you do more research. Often your dissertation will develop with a cyclical process: you begin with a rough idea of what might be found or argued, you modify this idea as you get into the topic, discard some ideas and concentrate on others, refine the research question, and so on.

## **3.8. Using On-Line 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.

### **3.8.1 Online Resources in Teaching**

#### *Moodle*

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 <http://moodle.lse.ac.uk/>

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 on-line discussions, electronic posting of essays, quizzes and other resources of wider interest to the subject being taught.

### **3.8.2 Online Full Text Resources**

#### *ELibrary*

The LSE ELibrary provides an electronic database of the most important sites that you will need for your legal studies. You may access the ELibrary either via the Library Website or directly from the ELibrary link: <http://elibrary.lse.ac.uk/> To access the Law ELibrary simply open the folder marked 'Subject Lists of Electronic Resources' and from the following list select 'Law'. This will provide you with a menu of useful online legal resources including Westlaw UK (see below), Lexis, UK Acts and Statutory Instruments,

#### *Electronic Journals*

The Library subscribes to several databases providing full text electronic journals. These may all be accessed from the Library's eJournals page, and you will generally need only your LSE username and password.

Of particular value to Law students are the following:

Database	Journals
Cambridge Journals Online	Database of CUP journals. Includes many leading UK Journals such as Cambridge Law Journal Int. Journal of Law in Context
Hein Online	Huge database of nearly all US and many UK Journals. <u>Note</u> most recent issues not always available.
Ingenta Connect	Large European database. Provides access to over ninety journals inc European Law Journal Industrial Law Journal
JSTOR Arts and Sciences I Collection	Huge searchable database of most Law Journals from the US and many from Europe and elsewhere.
Kluwer Law International	Several journals in the areas of arbitration, business law and trade.
Metapress	Small database of over forty journals covering European Law and some specialist subjects inc Entertainment Law Law & Philosophy
Oxford Journals	Database of OUP journals. Includes many leading UK Journals such as Oxford Journal of Legal Studies Statute Law Review Medical Law Review
Swetswise	Huge Database of over 1200 Journals from around the world. Access is restricted to those journals library subscribes to. These include American Law & Economics Review Howard Journal of Criminal Justice Law and Society Review

### *Westlaw and Lexis/Nexis*

These are subscription Legal Databases which give electronic full text access to all significant British and US cases and many Law Journals. As a student you have free access. It is important to learn how to use these sites during your degree, and most lawyers rely considerably on Westlaw and Lexis/Nexis.

### **3.8.3 The Internet as a General Research Tool**

In addition to using the tools above, you should be prepared to use the Internet more broadly.

There are a number of ways of searching for information on the Internet; some are better than others.

Remember that the Electronic Library is a gateway of links to relevant Internet sites that the library has assembled. The Electronic Library combines online indexes; full text sources and the sites of organisations.

Another larger gateway to services which may be useful to law students is

<http://www.intute.ac.uk/law/>

Google provides Google Scholar, a search engine specifically designed to enable you to search specifically for scholarly literature, including peer-reviewed papers, theses, books, preprints, abstracts and technical reports from all broad areas of research.

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. If you find you are having difficulty with finding information on the Internet, the library holds skills sessions and there are also online training on Moodle.

## 4. Examination Matters

### 4.1 Exam Preparation

There are a few golden rules to remember.

If you miss one question you lose all the marks for it. Make sure you answer all the questions as evenly as possible.

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.

You will typically have between 45 minutes and 1 hour per question. Most students can only write between 3-5 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.

**1. Structure your Preparation:** The golden rule is 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.

By all means, look carefully at your lecture and revision notes, but simply re-reading your notes is poor preparation, however. It is boring, and exam preparation is not a memory test. Furthermore, you are unlikely to understand everything perfectly first time around. What counts is that you supplement and clarify your understanding. The test is whether at the end of revising a topic, you feel confident about it and your ideas about it, and whether you are able to write an exam question on it. Ways of achieving this include directing your revision towards answering a question, re-reading articles or cases, reading additional materials which may be found in 'further reading' lists in the course handouts.

**2. 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.

**3. "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 will normally mark and comment on one or two mock exam questions.

**4. 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.

#### **5. Common examination script problems**

(a) **Problem:** 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.

(b) **Problem:** 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 essay/problem 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.

(c) **Problem:** 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 which to answer the questions. Take about five minutes per question to formulate a plan.

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.

**6. Comprehensibility:** Comprehensibility and clarity is important.

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

## 4.2 Assessment Criteria

### Undergraduate Mark Frame

<p><b>First Class Honours (70- 100%)</b> 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.</p>
<p><b>Upper Second Class Honours (60-69%)</b> 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.</p>
<p><b>Lower Second Class Honours (50-59%)</b> This class of pass is awarded when the essays shows an 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.</p>

**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 contains 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.

### 4.3 Prizes

The following prizes are available to LL.B. students

- Sweet and Maxwell Law Prize - for best performance at Intermediate
- John Griffith Prizes - for best and second best overall performance at Intermediate
- Routledge Cavendish Award - for best performance overall
- Hughes Parry Prize - for best performance in Obligations
- Blackstone Chambers Prize – for best performance in Public Law
- Lovells Best Overall Performance - for best performance in Obligations and Property I
- Dechert Prizes - for best performance in Property I and best performance in Introduction to Legal System
- Slaughter & May Prizes - for Best Overall Degree; for best performance in Part I and for best performance in Part II
- Morris Finer Memorial Prize - for outstanding performance at Part I
- Herbert Smith Prize - for outstanding performance in Part I
- Linklaters LLP Prize - for best performance in Commercial Contracts
- Lauterpacht Higgins Prize in International Law - for best performance in Public International Law
- Lovells Prize for Business Associations - Two prizes for best performance in Business Associations
- Lecturers Prize in Jurisprudence - for best performance in Jurisprudence
- Blackstone Chambers Prize – or best performance in Law and Institutions of the EU
- Clifford Chance Prize – for best performance in Property II
- Rouse Legal Prize in IT Law – for best performance in Information Technology and the Law
- Bracher Rawlings Prize - for Best Performance in Conflict of Laws

### 4.4 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.

#### **4.5 Classification Scheme**

The LLB classification scheme can be found at <http://www.lse.ac.uk/resources/schoolRegulations/bachelorOfLaws.htm#regulationsForTheLLBAndLLBWithFrenchLawDegrees>

## 5. Course Guides for LLB first year subjects

### LL104 Law of Obligations

#### Timetable for Lectures

Michaelmas and Lent Terms

Day	Time	Room
Tuesday	10-11 a.m.	NAB LG08
Tuesday	3-4 p.m.	NAB LG08

#### Teacher responsible

Mr Giorgio Monti

#### Availability

This is a compulsory course for Intermediate LLB students and BA Anthropology and Law first year students.

#### Content

Introduction to the law of contract with particular application to consumer transactions, including formation of contracts, express and implied terms, misrepresentation, exclusion clauses, remedies for breach of contract, and regulation of consumer transactions. Introduction to the principles of the law of restitution. Introduction to the law of tort; negligence and other specific torts; causation, defences. Remedies for torts, including alternative compensation systems.

#### Teaching

The course is taught by means of two lectures (LL104) per week and one class (LL104.A) per week. The lectures will be given by a number of different teachers. The basic work is done through the classes, and the lectures are designed to introduce the topics on the syllabus.

#### Written work

Each student will be expected to produce at least four pieces of written work in the course of the year. This will be set, marked and returned by each class teacher.

#### Reading list

A general reading list will be issued at the commencement of each term. Students should follow the advice of their class teachers as to the textbooks to be read.

#### Assessment

Three-hour formal examination in the ST, which requires candidates to answer questions in contract, tort, and unjust enrichment (restitution).

There is a resit examination in this paper in September.

### LL105 Property I

#### Timetable for Lectures

Lent Term

Day	Time	Room
Thursday	12-1	E171

#### Teacher responsible

Mr R A Pottage

#### Availability

This is a compulsory course for Intermediate LLB students and 2<sup>nd</sup> year BA Anthropology and Law.

#### Core syllabus

The aim is to introduce students to the role of property concepts in legal and social thought. Particular attention is paid to the context, development and function of property forms in contemporary legal systems.

**Content**

The course encompasses a broad range of established and emergent property forms, ranging from questions of copyright and share ownership to aspects of real property. Extensive use will be made of historical and other general commentaries on the question of property.

**Teaching**

Two lectures a week (LL105) and one 2-hour seminar (LL105.A).

**Reading list**

Murphy & Roberts, *Understanding Property Law*; Ryan, *Property and Political Theory*; Rifkin, *The Age of Access*.

**Assessment**

A two-hour formal examination in the ST on which the entire assessment for the course is based.

**LL106 Public Law****Timetable**

Michaelmas and Lent Terms

Day	Time	Room
Monday	4-5 p.m.	NAB LG08
Wednesday	12-1	NAB LG08

**Teachers responsible**

Professor Martin Loughlin and Dr Thomas Poole

**Availability**

This is a **compulsory** course for Intermediate LLB and BA Anthropology and Law students.

**Course content**

The course covers: the conceptual framework of public law; central government and the executive; parliament; multilayered government (the European Union, devolution and local government); judicial review; and civil liberties and human rights.

**Teaching**

Lectures (LL106); MT, LT and ST, two lectures and one class a week (LL106.A).

**Written work**

Two non-assessed essays and other assignments, to be set by the class tutor, will be required.

**Reading list**

Basic texts: A.W. Bradley & K.D. Ewing, *Constitutional and Administrative Law* (London: Longman, 14th edn, 2007); C. Turpin & A. Tomkins, *British Government and the Constitution: Text, Cases and Materials* (Cambridge University Press, 2007); The course is delivered through Moodle and reading assignments and exercises will be fixed by class tutors.

**Assessment**

Three hour written examination in the ST.

## **LL108 Criminal Law**

### **Timetable for Lectures**

Michaelmas and Lent Terms

Day	Time	Room
Monday	10-12	Old Theatre

### **Teachers responsible**

Professor Nicola Lacey

### **Availability**

The course is compulsory for Intermediate LLB students and BA Anthropology and Law 3<sup>rd</sup> year students. There are no pre-requisites for it.

### **Core syllabus**

The course examines the 'general part' of criminal law and selected areas of the special part of criminal law in the context of theories of the aims and functions of criminalisation.

### **Content**

Justifying criminal law: what are the limits to criminalization?;  
the conceptual framework of criminal liability (conduct, responsibility, capacity, defences);  
criminal law's construction and regulation of interests in property (with particular reference to the offences of theft and fraud);  
attempts;  
regulatory offences (with special reference to drugs);  
homicide;  
sexual offences;  
non-fatal violence against the person;  
secondary participation in crime.

### **Teaching**

Teaching is by 40 hours of lectures (LL108) and 22 classes. Detailed reading lists are provided and students are expected to be fully prepared beforehand in order to be able to participate in class.

### **Written work**

This will be set by the teacher in charge of the class. A minimum of two pieces of written work will be required, usually one essay and one problem.

### **Reading list**

A detailed reading list will be distributed at the start of the course. A number of criminal law textbooks are available, and students will be expected to read the relevant parts of the most recent edition of one of these, e.g. Nicola Lacey, Oliver Quick & Celia Wells, *Reconstructing Criminal Law*; Andrew Ashworth, *Principles of Criminal Law*; or M Allen, *Introduction to Criminal Law*. They will also be expected to read all cases and materials marked as primary on the detailed reading lists provided.

### **Assessment**

Three-hour written examination in the ST.

## **LL109 Introduction to the Legal System**

### **Timetable for Lectures**

Michaelmas Term

Day	Time	Room
Thursday	11-1 p.m.	E171

### **Teacher responsible**

Dr Fauzia Shariff

### **Availability**

Compulsory for first year LLB and BA Anthropology and Law students.

**Course content**

The course is designed as a foundation course to familiarize law students with the basic characteristics and functioning of legal systems.

The course will include: 1. What is law and what are legal systems? 2. Sources of English law. 3. English legal profession and judiciary. 4. Court structure. 5. Criminal law process. 6. Civil law process including ADR; 7. Legal pluralism (religious law). 8. Sample global legal systems for comparison.

**Teaching**

Two lectures per week and one class per week MT.

**Written work:** One essay.

**Reading list**

The course is delivered through Moodle, with the course materials, lecture outlines, class reading and suggestions for further reading set out through links to relevant sites.

The main background text for the course is Alisdair Gillespie, *The English Legal System*

**Assessment**

A two hour essay-based written examination in the ST. Students must answer two questions.

## 6. Full-time Academic Staff in the Law Department

Below are contact details and areas of teaching and research interests of full-time members of the academic staff. Fuller biographies can be found on the Law Department web page.

Academic	Research and Teaching Areas
Eduardo Baistrocchi Room 7.33 e.a.baistrocchi@lse.ac.uk	Taxation, international tax law
Professor Robert Baldwin Room F7.08 r.baldwin@lse.ac.uk	Criminal Law; regulatory enforcement; the better regulation movement; and regulatory impact assessment processes
Anne Barron Room F6.05 a.barron@lse.ac.uk	Copyright and related rights; the legal regulation of culture and the arts; legal and social theory
Dr. Joanna Benjamin Room F6.07 j.benjamin@lse.ac.uk	Securities Law, International Business Law; legal risk in the international financial markets
Dr. Chaloka Beyani, Room F7.04 c.beyani@lse.ac.uk	Human Rights, Public International Law, International Criminal Law; International Law and the Protection of Refugees
Professor. Julia Black Room F7.09 j.black@lse.ac.uk	Financial Services regulation; regulation of risk; the nature, dynamics and legitimacy of regulatory regimes, both state and non-state.
Jacco Bomhoff Room F6.29 j.a.bomhoff@lse.ac.uk	Conflict of Laws, European Union Law, comparative constitutional law, 20 <sup>th</sup> century legal thought
Dr Jo Braithwaite Room F6.33 j.p.braithwaite@lse.ac.uk	Commercial law, financial law, the legal profession
Professor Michael Bridge Room F6.21 m.g.bridge@lse.ac.uk	Secured transactions; international and domestic sale of goods; private international law, comparative private law
Prof Damian Chalmers Room J106 d.chalmers@lse.ac.uk	European Union Law, the relationship between European Union law and political theory
Prof Christine Chinkin Room F6.15 c.chinkin@lse.ac.uk	Public International Law, Human Rights, Human Rights of Women; gender and post-conflict reconstruction
Professor Hugh Collins Room F7.10 h.collins@lse.ac.uk	Contract and Commercial Law, Labour Law, Jurisprudence and Legal Theory.
Professor Neil Duxbury Room F6.10 n.duxbury@lse.ac.uk	Jurisprudence, Property II; the development of law as an academic discipline in England; modes of authority in judicial decision making
Professor Vanessa Finch Room F6.09 v.finch@lse.ac.uk	Insolvency Law, corporate rescue and corporate accountability.
Dr Tatiana Flessas Room F7.27 t.flessas@lse.ac.uk	Property Law; cultural property; legal theory

Dr. Julian Fulbrook Room A368 j.fulbrook@lse.ac.uk	Tort Law and personal injuries law, Social Security Law
Dev Gangjee Room F6.20 d.gangjee@lse.ac.uk	Intellectual Property; laws governing signs and labels
Professor Conor Gearty Room F7.11 c.a.gearty@lse.ac.uk	Human Rights, Civil Liberties, terrorism
Dr Carsten Gerner-Beuerle Room F6.32 c.gerner-beuerl@lse.ac.uk	Company law, securities regulation
Dr Veerle Heyvaert Room F7.06 v.heyvaert@lse.ac.uk	European Community law; international, European and UK environmental law
Dr Florian Hoffman Room F7.05 f.hoffman@lse.ac.uk	Public International Law, International Protection of Human Rights
Dr Stephen Humphreys Room F6.04 s.j.humprheys@lse.ac.uk	Public International Law, human rights
Professor Emily Jackson Room F7.12 e.jackson@lse.ac.uk	Medical law and ethics
Dr David Kershaw Room F7.28 r.d.kershaw@lse.ac.uk	Company Law, corporate finance, accounting regulation
Dr Claire Kilpatrick Room F6.30 c.kilpatrick@lse.ac.uk	European Law, Labour Law
Dr Jan Kleinheisterkamp Room F7.34 j.kleinheisterkamp@lse	International Commercial Arbitration; contract law
Professor Nicola Lacey Room F6.12 n.lacey@lse.ac.uk	Criminal Law, criminal justice, legal and social theory, feminist theory.
Andrew Lang Room F6.19 a.lang@lse.ac.uk	International Law, international economic law, sociological and constructivist approaches to the study of international organisations
Professor Martin Loughlin Room F7.07 m.loughlin@lse.ac.uk	Public Law, administrative law, constitutional theory
Professor Susan Marks Room F 7.14	International law, international protection of human rights
Dr Emmanuel Melissaris Room F6.17 e.melissaris@lse.ac.uk	Philosophy and sociology of law, legal pluralism; criminal law theory
Dr. Eva Micheler Room F7.35 e.micheler@lse.ac.uk	Company Law, comparative and commercial private law, investment securities
Professor Niamh Moloney n.moloney@lse.ac.uk	Regulation of capital markets and investment services

Dr Kai Moller Room F7.01 k.moller@lse.ac.uk	Civil Liberties, human rights
Giorgio Monti Room F7.18 g.monti@lse.ac.uk	Obligations; competition law, especially EC competition law.
Professor Linda Mulcahy	Alternative dispute resolution, legal system, contract
Dr Jo Murkens Room F7.31 j.e.murkens@lse.ac.uk	European law; German and British constitutional law, theory and history
Professor Tim Murphy Room F7.22 w.t.murphy@lse.ac.uk	Law and Social Theory, history and theory of heritage; the history and governance of China
Andrew Murray Room F7.26 a.murray@lse.ac.uk	Information Technology Law, regulatory design within Cyberspace, particularly the role of non-State actors, the protection and promotion of Human Rights within the digital environment and the promotion of proprietary interests in the digital sphere, encompassing both intellectual property rights and traditional property models.
Dr. Jill Peay Room F6.11 j.peay@lse.ac.uk	Sentencing, Mental Health Law, treatment of mentally disordered offenders
Dr Thomas Poole Room F7.19 t.m.poole@lse.ac.uk	Public Law, Administrative Law, Civil Liberties; the conceptual foundations of constitutionalism
Alain Pottage Room F7.21 a.pottage@lse.ac.uk	Property Law, intellectual property (with particular reference to the field of biotechnology), theories of property, law and anthropology, and social theory.
Mr Peter Ramsay Room F6.27 p.ramsay@lse.ac.uk	Criminal Law and criminal justice; legal and social theory
Professor Mike Redmayne Room F6.13 m.redmayne@lse.ac.uk	Criminal Law, Evidence; criminal procedure
Helen Reece Room F6.24	Family Law, tort law
Professor Robert Reiner Room F6.34 r.reiner@lse.ac.uk	Criminology, Policing, criminal justice.
Anthea Roberts Room F6.23 a.e.roberts@lse.ac.uk	Public International Law; adjudication of international law before international courts and tribunals
Dr. Ian Roxan Room F7.25 i.roxan@lse.ac.uk	International and European taxation, corporate taxation, trusts
Kristen Rundle Room F6.06 k.a.rundle@lse.ac.uk	Jurisprudence, administrative law

Dr Margot Salomon Room Z126 m.e.salomon@lse.ac.uk	Public International Law, Human Rights; the legal dimensions of world poverty
Dr Andrew Scott Room F6.25 a.d.scott@lse.ac.uk	Media law and regulation, constitutional law and competition law.
Dr Fauzia Shariff Room F7.30 f.shariff@lse.ac.uk	Law and Anthropology, legal system, alternative dispute resolution
Bob Simpson Room F6.16 bob.simpson@lse.ac.uk	Labour Law, Advanced Tort Law
Dr. Igor Stramignoni Room F7.17 i.stramignoni@lse.ac.uk	Civil Law, social theory, cultural and social narratives of the present
Dr Siva Thambisetty Room F7.29 s.thambisetty@lse.ac.uk	Intellectual Property; Patent Law, Bioethics, IPRs and developing countries
Dr Stephen Watterson Room F7.24 s.w.watterson@lse.ac.uk	Commercial law; Banking law; insurance law
Dr Charlie Webb Room F6.26 c.e.webb@lse.ac.uk	Property Law; contract law, restitution, trusts and private law theory
Dr Gregoire Webber Room F7.03 g.webber@lse.ac.uk	Jurisprudence, human rights, constitutional theory
Dr Michael Wilkinson Room F6.28 m.wilkinson@lse.ac.uk	European constitutionalism and the theoretical dimensions of constitutionalism beyond the state; legal and political theory
Professor Sarah Worthington Room U1109 s.worthington@lse.ac.uk	Company Law, Commercial Law, Restitution, securities law, corporate governance

Fuller biographies of staff members can be found at  
<http://www.lse.ac.uk/collections/law/whosWho/Default.htm>

## 7. Administrative Assistance in the Law Department

If you want to ring an individual the dialling code is 020 955 followed by the extension number.

The Departmental Manager is **Joy Whyte**  
Room F6.03, extension 7278, e.mail: [j.m.whyte@lse.ac.uk](mailto:j.m.whyte@lse.ac.uk). She works with the **Head of Department, Professor Martin Loughlin**

**Mr Bradley Barlow, Room F6.08, Ext 7687, [b.barlow@lse.ac.uk](mailto:b.barlow@lse.ac.uk) (External Relations Administrator)**

Secretary to: Dr Tatiana Flessas, Dr Stephen Humphreys, Professor Niki Lacey, Dr Eva Micheler, Dr Jo Murkens, Dr Ian Roxan, Mr Bob Simpson, Professor Sarah Worthington

**Mrs Dianne Delvaille, Room F6.14, Ext 7266, [d.delvaille@lse.ac.uk](mailto:d.delvaille@lse.ac.uk) (LLM Student Administrator)**

Secretary to: Professor Emily Jackson, Mr Giorgio Monti, Professor Jill Peay, Mr Alain Pottage, Ms Anthea Roberts, Dr Igor Stramignoni, Dr Michael Wilkinson

**Mrs Susan Hunt, Room F6.14, Ext 7685, [s.hunt@lse.ac.uk](mailto:s.hunt@lse.ac.uk) (LLB Administrator)**

Secretary to: Ms Anne Barron, Professor Christine Chinkin, Professor Vanessa Finch, Dr Veerle Heyvaert, Professor Niamh Moloney, Professor Tim Murphy, Ms Helen Reece, Dr Andrew Scott

**Miss Amanda Tinnams, Room F6.08, Ext 7684 (Estates Officer and Short Course Administrator)**

Secretary to: Professor Rob Baldwin, Dr Chaloka Beyani, Professor Julia Black, Professor Michael Bridge, Professor Hugh Collins, Professor Martin Loughlin, Dr Manolis Melissaris, Dr Kai Moller

**Ms Gillian Urquhart, Room F6.14, Ext 7271, [g.urquhart@lse.ac.uk](mailto:g.urquhart@lse.ac.uk) (MSc Administrator)**

Secretary to: Dr Julian Fulbrook, Dr Jan Kleinheisterkamp, Dr Thomas Poole, Professor Robert Reiner, Dr Kristen Rundle, Dr Siva Thambisetty, Dr Gregoire Webber

**Ms Lucy Wright, Room F6.14, Ext 6888, [lucy.wright@lse.ac.uk](mailto:lucy.wright@lse.ac.uk) (LLM Admissions and Exams Administrator)**

Secretary to: Dr Joanna Benjamin, Dr Jo Braithwaite, Dr Carsten Gerner-Beuerle, Professor Conor Gearty, Dr Andrew Lang, Professor Susan Marks, Professor Mike Redmayne

**Mrs Rachel Yarham, Room F6.14, Ext 7683, [r.yarham@lse.ac.uk](mailto:r.yarham@lse.ac.uk) (Doctoral Programme Administrator)**

Secretary to: Dr Eduardo Baistrocchi, Dr Dev Gangjee, Dr Florian Hoffman, Dr Claire Kilpatrick, Mr Andrew Murray, Dr Fauzia Shariff, Mr Charlie Webb

**Finance Officer (appointment to be confirmed):** Room 6.08, Extension 6166

Secretary to: Mr Jacco Bomhoff, Professor Neil Duxbury, Dr David Kershaw, Professor Linda Mulcahy, Dr Peter Ramsay, Dr Margot Salomon, Dr Stephen Watterson

## 8. Administrative Guide

### **Academic Year 2009-10**

Orientation week: Monday 28 September – Friday 2 October 2009

### **Michaelmas Term**

Thursday 1 October - Friday 11 December 2009

### **Lent Term**

Monday 11 January - Friday 19 March 2010

### **Summer Term**

Monday 26 April - Friday 2 July 2010

School closures: all School offices closed but some buildings open  
Wednesday 23 December 2009 – Sunday 3 January 2010 inclusive  
Thursday 1 April – Wednesday 7 April 2010 inclusive

### **Academic Advisers**

At the start of term all students will be assigned an Academic Adviser who is a member of the staff of the Department. LSE defines the role of the academic adviser as follows:

- To provide students with academic guidance and feedback on the students' progress and performance and to discuss any academic problems they may experience.
- To provide pastoral support on non-academic issues and to refer students, as necessary, to the appropriate support agencies within the School.
- To implement the provisions outlined in individual student support agreements (ISSAs) for students with disabilities in liaison with the School's Disability Office.
- To maintain regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails. The number and nature of meetings may vary between departments and programmes as detailed in relevant handbooks.

The onus is on you to make arrangements to see your adviser and you should aim to do so at least once each term, or more frequently if you are having particular difficulties.

Students should regard their Academic Advisers as their first port of call in relation to both academic and welfare matters. Any issues that cannot be resolved with your adviser can be taken to a member of your Programme Team, the Departmental Tutor, your Programme Director or, ultimately, the Director of Undergraduate Studies.

### **Accommodation Office**

<http://www.lse.ac.uk/accommodation>

The LSE Accommodation Office (V210, Tower 2) can provide advice on finding accommodation in London for you and your visitors. You can e-mail [accommodation@lse.ac.uk](mailto:accommodation@lse.ac.uk) or telephone 020 7955 7531.

### **Alumni Services**

[www.alumni.lse.ac.uk](http://www.alumni.lse.ac.uk)

LSE's 92,000 alumni in over 190 countries worldwide provide a lifelong network of support to each other and to LSE. They are a key part of the LSE community and serve the School by making available their time, expertise and networks. They participate in Court, Council and School committees as well as speaking and chairing events in the Public Lectures programme and at careers, departmental and student society events, organising and supporting LSE's 72 alumni country and special interest groups and networks.

Alumni offer the School financial support through the Annual Fund for unrestricted giving and through major gifts for School projects such as the New Academic Building. The Annual Fund supports School projects such as departmental initiatives, research and teaching, the Students' Union, student support, events and campus facilities that would not otherwise receive funding. The new Chair of African Development in DESTIN, academic trips for the Grimshaw Club LSESU Society, student hardship and welfare funds, the annual Ralph Miliband lecture series in LSE's Public Events programme and the external café furniture for the forecourt in the New Academic Building.

If you would like to find out more about LSE's alumni, please contact [alumni@lse.ac.uk](mailto:alumni@lse.ac.uk) or visit our website.

## **Assessments**

Students at the School are usually expected to do two types of assessment during their studies. Class work or course work is submitted to the class teacher for formative assessment, to help students develop their skills and understanding. This work may be graded, to give students a feel for how they are progressing. In addition students are also required to produce assessed essays and take unseen written examinations for summative assessment, designed to evaluate the student's current level of academic achievement (for grading). Each LSE course will be summatively assessed or examined, most often by a 2 hour or 3 hour examination.,.

## **Auditing Courses**

You may wish to audit some courses which are not part of your programme, and for which you will not gain credit. You may audit the lectures of any courses in the School in which you are interested, subject to the approval of the teacher responsible, but you may not normally attend the associated classes or seminars if you are not registered on the course. It is courteous to introduce yourself to the teacher responsible for any course you intend to audit regularly.

## **Careers Service**

[www.lse.ac.uk/careers](http://www.lse.ac.uk/careers)

LSE Careers Service offers support and guidance for all stages of your future career via a comprehensive annual programme of careers fairs, presentations, forums, seminars, alongside individual careers advice and extensive information resources. The Careers Service website is the first place to check for up to date information on all events and services: [www.lse.ac.uk/careers](http://www.lse.ac.uk/careers) but these are a few highlights:

**Fairs and Forums** - we hold numerous sector-specific fairs and forums which attract a wide range of top employers who come to discuss their opportunities with students. Hundreds of employer presentations take place on campus throughout Michaelmas offering a chance to get the inside track directly from the employer.

**JobShop** and LSE Internships - our online Job Shop advertises part-time work that you could do whilst at LSE, including on-campus positions. We also run internships schemes in parliament, policy and media: <http://www.lse.ac.uk/collections/LSEInternships/>

Careers advice – our team of specialist careers advisers offer one to one appointments in which you can discuss anything careers related, from application forms, to employer information, to where to start when you don't know what to do. A team of trained CV checkers will look over your curriculum vitae and cover letter to help you promote yourself to an employer.

Careers research - To help you research the world of work our Information Room in W610 has stacks of free brochures and leaflets and a library of invaluable publications. Our extensive website has more information, video and online tests and downloadable pdfs of all our publications.

Your personal “My Careers Service” is the place online to find jobs, make appointments and book attendance at events. My Careers Service includes the vacancy board where you can search for JobShop postings, graduate and voluntary positions and internships.

Skills development - our core programme of careers seminars covers applications, CVs, interviews, assessment centres and more. Employers take the lead in skills sessions, which are designed by recruiters to help you develop what they're looking for in candidates. When you've got an interview, book a practice interview session with an adviser to put your skills into practice.

We run a host of other projects, including Venture – the entrepreneurial support zone; the Volunteer Centre, so you can support your local community while developing skills; and many unique events including International Organisations' Day, City Fast Track, LSE India Day and Development month.

To find out more log on to [www.lse.ac.uk/careers](http://www.lse.ac.uk/careers) or visit us during the opening week on the 6<sup>th</sup> floor of Tower Three.

## **Catering**

<http://www.lse.ac.uk/collections/cateringServices/venues/Default.htm>

For details of catering facilities located around the School, please see the above website. LSE Catering Services became the first London university to achieved Fairtrade status in 2004. Fairtrade refreshments are available in all the School's catering outlets.

## **Change of address**

If you change your term-time address, you must inform the Student Services Centre. This change can be made by you, using LSE for You, located on the front page of the LSE website. Your address is protected information and will not be disclosed to a third party without your permission unless it is for reasons of official School business. It is important that you keep us informed of your private address (and telephone number).

## **Chaplaincy**

The Chaplaincy at LSE is there for everybody, of whatever national, political or indeed religious or non-religious background. You will always be welcome and listened to. We can put you in touch with local mosques, synagogues and temples. It is also a

place where students of no faith are welcome to come for confidential conversations and, if they so wish, to explore religious faith. It also provides opportunities for retreats, for visits to London's many tourist attractions and to meet other students from all over the world. The Chaplaincy is situated in room G9 of 20 Kingsway, the door to which is directly opposite the Peacock Theatre on Portugal Street. There is a full time Anglican Chaplain, who is the Revd David Peebles ([d.peebles@lse.ac.uk](mailto:d.peebles@lse.ac.uk)) and a part-time Roman Catholic Chaplain, Fr Iain Matthews and part-time Free Church Chaplain, the Revd John Scott. The telephone number is 020 795 57965. We look forward to meeting you!

### **Cumberland Lodge**

Cumberland Lodge is a Royal House set in the picturesque surroundings of the Great Park, Windsor. Every year the Law Department arranges a weekend away for staff and law department 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 notable speakers, some of whom come from the legal profession. In previous years, we have had a number of High Court Judges, members of the Press Council, Her Majesty's Chief Inspector of Prisons and the Prisons Ombudsman. The lectures usually cover a great diversity of topics and disciplines, ranging from, for instance, international human rights and environmental protection to contemporary problems in company law and criminal justice reform.

In addition to all this serious stuff, you will have plenty of free time to get to know your fellow students, stroll the grounds or visit the local public house!

This academic year, the weekend will take place on Friday 8 January to Sunday 10 January 2010. The trip is subsidised by the Law Department, but each student who attends will be required to contribute a sum of £90.00. This price includes accommodation, food and transportation to and from Cumberland Lodge. **Places are limited, so if you wish to go, please sign up as soon as possible.** Students from previous years found the trip stimulating and entertaining, and a worthwhile break from London.

Registration will take place on Monday 12 October 2009 from 9.00am-5.00pm at the Reception Desk on the 6<sup>th</sup> Floor of the New Academic Building. If you are unable to attend on this day, please contact Rachel Yarham ([r.yarham@lse.ac.uk](mailto:r.yarham@lse.ac.uk)).

Payment must be made upon registration in the form of cash, a cheque, supported by a cheque guarantee card or a postal order (available from the Post Office for a small charge) will also be accepted.

A very limited number of bursaries are available for students experiencing particular financial hardship. Application forms for bursaries can be obtained from Rachel Yarham.

For more information on Cumberland Lodge and its surroundings, visit their website: [www.cumberlandlodge.ac.uk](http://www.cumberlandlodge.ac.uk).

## **Disability equality or students with long-term medical conditions, dyslexia and disabilities [www.lse.ac.uk/disability](http://www.lse.ac.uk/disability)**

If you think you may need specific arrangements in order fully to access your programme of study at LSE, then do contact the Disability and Well-being Office, if you have not already done so and arrange to see one of the advisers.

Together, you can draft an 'Individual Student Support Agreement' which will set out what reasonable adjustments need to be put in place and by whom. This includes any alternative arrangements for exams and assessment, alternative resources for fire alarms, emergency evacuation of buildings, hearing support systems, rest rooms, study support and assistance in the library. Practical study and social support for students with disabilities can be provided through peer group support co-ordinated by LSE Circles Network.

Confidentiality: information regarding disabilities will not be shared without the explicit, signed permission of the student. You are urged to make an initial appointment with the Disability Office to discuss any disability-related concerns: you should note that it may not be possible to make reasonable adjustments for you unless key personnel are made aware of your situation, but every effort will be made to maintain anonymity and discretion.

The Disability and Diversity Consultative Forum meets termly to monitor and advise on disability-related issues as part of the LSE's commitment to disability equality and fulfilling the duties required by public bodies in the disability discrimination legislation. (DDA, 2005). We are always interested to know how practice and provision can be improved for disabled students and staff, so please make your comments and suggestions known through your student representatives.

Further information can be found at: <http://www.lse.ac.uk/collections/disabilityOffice/>

### **Contact details:**

email: [disability-dyslexia@lse.ac.uk](mailto:disability-dyslexia@lse.ac.uk)

Sue Haines, Disability and Well-being Officer manager: 0207 955 7767

SU Education and Welfare, [Su.Edwelfare@lse.ac.uk](mailto:Su.Edwelfare@lse.ac.uk)

SU Disability Officer, [Su.disability@lse.ac.uk](mailto:Su.disability@lse.ac.uk)

SU Advice Centre: 0207 955 7145

Medical Centre: 0207 955 7016

Advisor to staff with disabilities: 0207 955 6672

### **ELSA London – an Association of London Law Students**

ELSA London was formed in February 2005. We are an intercollegiate, not-for-profit, non-political Association of London Law Students. ELSA London is an inclusive association - we welcome under graduates and postgraduates, UK and international students. In particular, we encourage membership from those who have an international outlook or those who are interested in improving the world around them by becoming active citizens. As well as gaining a further insight into legal issues within a wider, international context, ELSA London organises visits to courts, parliament, and the EU institutions. Our purpose is to add value to that which is studied at our law schools by enabling our members to participate in (and organise!) extra curricular activities. Our association aims to do the following:

- promote the activities and achievements of London law students

- promote the activities and achievements of London law schools
- encourage the development soft skills which can be transferable to any profession
- establish an independent, friendly, non-political network of London law students
- organise social events and activities for our members
- create new projects which allow London law students to develop entrepreneurial skills
- organise seminars, panel discussions, legal research groups and other academic activities
- focus on human rights issues
- participate in international study visits / exchanges
- provide opportunities to participate in pro bono work experience both in the UK and abroad
- forge links and partnerships with other student groups such as ILSA, ALSA and ELSA International

If you are interested in joining ELSA London, please email [info@elsalondon.org](mailto:info@elsalondon.org) Tel: 0870 116 2788

If you are willing to become part of the ELSA Committee or helping in any other way, we would be especially glad to hear from you. Projects for 2009/10 include launching the ELSA online Student Law Review and hosting an international law event in summer 2010.

Website: <http://www.elsalondon.org>

### **Equality and diversity**

<http://www.lse.ac.uk/resources/raceEquality/faq.htm>

The Department and the School are committed to promoting equality and diversity in order to deliver the best possible service to its students, staff and the wider community, in accordance with LSE's Articles of Government.

Equality of opportunity means that the School views the diverse origins and backgrounds of its employees positively; and that it seeks to become as varied an employment community as it can. In recognising that everyone is different, equal value is given to the unique contribution that all employees' skills, knowledge and experience enable them to make.

The School will seek to ensure that people are treated equitably, regardless of age, disability, race, nationality, ethnic or national origin, gender, religion, sexual orientation, personal circumstances, political affiliation or trade union membership.

### **Finding your way around LSE**

The geography of the School can seem complicated at first, but you will find direction signs spread around the buildings, and maps and diagrams in various School publications. Maps are available at <http://www.lse.ac.uk/resources/mapsAndDirections/>

### **Health and welfare services**

<http://www.lse.ac.uk/collections/medicalCentre/>

- *St Philips Medical Centre*

The Medical Centre is a general NHS practice which LSE students can use if they live within the practice's catchment area. The Centre also provides dental facilities, an

osteopath, an acupuncturist, and more general first aid, vaccination, travel and contraceptive advice. Register online at: [www.spmc.info](http://www.spmc.info) for NHS registration.

- *LSE student counselling service*

**<http://www.lse.ac.uk/collections/studentCounsellingService/>**

There are counselling and psychotherapy services available to all students, including an emergency drop-in service. Further information can be found under 'counselling' on the A-Z of Services on the Centre's web page. Full details are available on registration.

The Health Centre also runs Examination Stress Workshops during the exam period each year. You can find details of these on posters displayed around the School during the exam period. Also see: <http://learning.lse.ac.uk/studyskills.asp>

- *Adviser to women students*

The Advisor is available to discuss issues of concern to women students in the School and to offer advice and support to women students with personal problems. (Dr Shani Orgad, S106B, ext 6493, [s.s.orgad@lse.ac.uk](mailto:s.s.orgad@lse.ac.uk))

- *Adviser to male students*

The Advisor is available to discuss issues of concern to male students and provides a confidential point of contact. (Dr Matthew Engelke, A609, ext 6494, [m.engelke@lse.ac.uk](mailto:m.engelke@lse.ac.uk))

## **IT Services**

Students are encouraged to make full use of the School's computing and word processing facilities. LSE has over 1000 computers in computer classrooms, open access computer areas around the School and the student residential halls' computer rooms. All public computer rooms and areas have printing facilities. The opening hours of these rooms and areas vary, but are detailed on the IT Services website. The IT Help Desk is located in the Library on the Lower Ground Floor and details of computer courses for new and continuing students are posted on notice boards. To access IT facilities at LSE you need a *Username* and *Password*. Following registration, all students can obtain these from the IT Help Desk. The School offers IT training in word-processing, use of email, spreadsheets, graphics packages and the common statistical programmes.

## **Language support**

As well as a range of Language & Society and Literature & Society degree options available on most, if not all, undergraduate programmes the LSE Language Centre also offers an extra curricular programme in a range of modern foreign languages which is open to all LSE members. To help you choose the most appropriate course there are a series of information sessions and individual appointments held during the first weeks of term. Courses start in week 5 of the Michaelmas Term and the cost of a standard course in 2008-09 is £205.00. Please see [www.lse.ac.uk/languages](http://www.lse.ac.uk/languages) for information on the *Modern Foreign Language (MFL) Certificate Course Programme*.

If English is not your first language the Language Centre is on hand to give you advice and support throughout your time at LSE. The support is free and starts as soon as your main course starts. There are specific classes for academic units and information sessions are held during the first days of term to advise you on the most appropriate classes to take. Classes begin in week 2 of the Michaelmas Term. Please see

[www.lse.ac.uk/languages](http://www.lse.ac.uk/languages) for information on the *English for Academic Purposes (EAP) Insessional Support Programme*.

Along with LSE Careers and the Teaching and Learning Centre the Language Centre also contributes to the *Study Skills Programme*. This programme, including advice on how to prepare for examinations and how to write essays is aimed at those whose first language is English or have no real problems. It is advertised throughout the year on [www.lse.ac.uk/training](http://www.lse.ac.uk/training) along with many other Academic, Personal and Professional Development Courses.

## **The Library**

**[www.lse.ac.uk/library/](http://www.lse.ac.uk/library/)**

LSE Library is the world's largest social sciences library, with over four million printed items and 1,740 study places including 450 networked PCs and over 200 laptop drop-in points. The whole Library is a wireless zone.

Library collections include the Main Collection, and the 'Course Collection'. The Course Collection includes essential texts from course reading lists with texts set aside for short-term loans allowing better access to key titles. Loan periods for the Course Collection vary from one week to 24 hours. The loan periods are the same regardless of who is borrowing and some of the fines for special Course Collection books (set texts) can be high, and so be sure to pay attention to the loan labels when you begin to use this collection.

The Library houses 32,000 past and present journal titles in print and also subscribes to over 20,000 online journals. The Library website provides the gateway to a wide range of electronic resources .

Special short courses are available in the Library on reference skills (e.g. Endnote bibliographic software, accessing e-journals, using government materials etc.). Check with the Help Desk on the first floor or on the Library's website for more information. A series of Library Companions are also available via Moodle. The Library is open in the evenings and at weekends, including during vacation. 24 hours opening is available during Lent and Summer terms.

## **The Shaw Library**

This is a small lending collection of general literature, daily newspapers and magazines, and a substantial collection of recorded music. It is housed in the Founders' Room on the sixth floor of the Old Building, serving as a quiet room where lunchtime concerts are held on Thursdays in the Michaelmas and Lent terms.

## **Institute of Advanced Legal Studies Library (Russell Square)**

IALS Library is not normally available to undergraduate students. However, on application law undergraduates internally registered at University of London colleges are allowed access for 7 days (i.e. 7 calendar days including Sundays) on a temporary reference ticket to consult specialist materials in a particular area of foreign or international law for their research essay. Access is permitted in order for the student to find, select and copy these specialist materials rather than to use our facilities for long term study.

Students need to bring with them a signed letter from their supervisor or law librarian stating that the student needs access to consult specialist materials in a particular area of foreign or international law that are not available at their college library. It is not necessary to list the specific items to be consulted. IALS reserves the right to re-direct the student to another, more appropriate library for their needs.

If the undergraduate requests a further period of access within the same academic year, we can issue a second temporary reference ticket for a further 7 days to them (either consecutively or at a separate time) and, if requested, a third temporary ticket for a further 7 days. No new letter is necessary each time, but the undergraduate would need to say each time that they need the extensions to enable them to find, select and copy specialist material rather than simply use our facilities for long term study.

### **LSE100 The LSE Course: Understanding the causes of things**

LSE100 is an innovative new course aimed at introducing undergraduates to the fundamental elements of thinking as a social scientist by exploring real problems and real questions, drawing on a range of disciplines across the social sciences. This distinctive course will actively challenge students to analyse questions of current public concern and of intellectual debate from a rigorous social science perspective.

Focusing on ‘big’ questions – such as ‘What are the challenges of tackling climate change?’, ‘How does “culture” matter?’ and ‘Might the Cold War not have ended?’ – students will explore the different types of evidence, alternative forms of explanation and different strategies for abstraction and modelling that are used in the different social sciences. In this way, the course aims not only to broaden the intellectual experience of undergraduates at the School, but also thereby to deepen students’ understanding of their own discipline. The course also aims to help students develop the critical skills that underpin the study and application of the social sciences. Students will learn research skills, including information skills and analysis of evidence, and communication skills, including both writing and presentation skills.

This course will run as a pilot in 2009–10 and will be open to first year undergraduates. However places will be limited in the pilot and students are advised to register as soon as bookings open. Look out for more information in Michaelmas Term 2009.

### **LSE for you**

LSE for You is an online facility that enables students to view or update their personal details from inside or outside the School. Access is controlled and available content determined by employing the individual’s network login. This safeguards their data from other users.

LSE for You enables students to access a wide range of facilities such as searching for accommodation, paying fees online, registering for courses, checking examination timetables and results as well as finding study rooms, and requesting certificates and transcripts. It is accessible via any of the LSE web pages.

### **Moodle**

Moodle is a type of *Virtual Learning Environment*, which allows for each course to have a protected website bringing together a range of resources and tools. It is

available anytime and from anyplace via the Internet. Moodle is flexible and the way individual lecturers use it will vary from course to course. Common features include:

- Course information and reading lists
- Access to electronic readings
- Discussion boards
- Online quizzes
- Multimedia content including video

Moodle is accessed from <http://moodle.lse.ac.uk> where you will also find information on logging in and using Moodle. *Please note:* most courses in the law department now use Moodle but there are still some that don't. You can check which of your courses are on Moodle at the website above.

### **Nursery**

<http://www.lse.ac.uk/collections/nursery/>

LSE runs a Nursery for babies and children of staff and students from six months to school age. Contact the Nursery directly to discuss fees and access/waiting lists. You should be aware that demand for places is usually very high. The University of London Union (ULU) also runs a nursery.

### **Paid employment during your studies**

Having to take paid employment during the academic year will not normally be accepted by examiners as a legitimate mitigating circumstance in the event of a performance at a lesser level than could otherwise have been expected. In the event that a student has no choice but to take some paid employment, under School regulations the total hours cannot exceed 15 per week.

### **Public lectures**

<http://www.lse.ac.uk/collections/LSEPublicLecturesAndEvents/>

Throughout the year there are special School lectures, open to everyone, usually held in the Old Theatre. Upcoming lectures are advertised on the large computer screens around the School and on the School homepage under 'Events'. You can also keep up to date with the latest information through the LSE Events email information service which enables you to receive email notification of new events and public lectures at LSE when they are announced.

### **Staff student liaison committees**

The *Staff/Student Committee* is an open forum for discussing issues of common concern. Meetings are normally held once a term. By tradition both students and staff share the job of chairing the meetings, but it is the student's responsibility to record the minutes.

Students elect year-representatives to coordinate matters, attend these meetings and voice general concerns, although the meetings are open to all. Items can be put on the agenda by any member of the Department, staff or student.

The Student Representative also attends Department Staff Meeting to convey student views. The Student Representative is free to participate in most matters discussed,

although he or she is excluded from the meeting for a small number of confidential items, e.g. a particular staff appointment. The Student Representative also attends and represents the department at relevant School's committee meetings (e.g. the School Committee on Undergraduate Studies).

## **Student Services Centre**

<http://www.lse.ac.uk/collections/studentServicesCentre/>

The Student Services Centre offers advice on administrative services relating to admissions, registration, courses and assessment, examinations, ceremonies, paying tuition fees and financial support. If staff are unable to deal with your query, you may be referred to a colleague with more specialised knowledge. Staff can also answer basic queries related to services provided elsewhere in the School.

Counter service is available from:

- 10.00 to 17.00 weekdays during Term time
- 10.00 to 15.00 on Wednesdays during Term time
- 10.00 to 16.00 weekdays during School vacations
- 10.00 to 15.00 on Wednesdays during School vacations

They also offer specialist drop-ins. The timetable for these can be found at:

[www.lse.ac.uk/collections/studentServicesCentre/Drop\\_in.htm](http://www.lse.ac.uk/collections/studentServicesCentre/Drop_in.htm)

### **1. What services does the Student Services Centre provide?**

The Centre's main functions are as follows:

#### **(i) Programme Registration**

The SSC is responsible for registering students on their degree / diploma programmes. If you want to apply to change your programme or mode of study, request leave of absence or interrupt your studies, you will need to complete the relevant form which you can download from the SSC website.

#### **(ii) New Arrivals Information and Induction**

The SSC website provides information for all new students which will help you to settle in and make the transition to studying at the LSE. A number of induction events and activities are put on for new students at the beginning of each academic session, and you can find out about these on the SSC's website.

#### **(iii) Fees**

You can enquire about your fees, make a payment, or collect a cheque from the Centre. The Fees Office is part of the Finance Department and holds drop-in sessions in the SSC every day in term time, and on Monday, Wednesday and Friday during vacations for more complex enquiries.

For more information, visit the SSC homepage and go to **Fees Office** or visit <http://www.lse.ac.uk/collections/financeDivision/>

#### **(iv) Financial Support**

The Financial Support Office (FSO) is responsible for administering School funds and a variety of scholarships, studentships, prizes and awards.

Students who register on a programme of study at the School are expected to ensure that they have secured adequate funding for their fees and living costs. The FSO cannot normally assist students who knowingly register under-funded. However, students who have registered with sufficient funding but who later experience unforeseen circumstances which leave them in financial difficulty can apply for help from the School.

#### (v) Course Choice

Students are required to take the number of courses prescribed by their programme regulations which is normally the equivalent of four full units per year. All courses are subject to approval. Selection of any course is also subject to availability and timetabling constraints.

You can choose and register for courses online using LSE for You. Look at the course guides and make your selection.

#### (vi) Certificate of Registration

Currently registered students can print off a Certificate of Registration which is useful for a variety of purposes, e.g. for council tax, visa extensions or your bank. You can generate a Certificate of Registration immediately via LSE for You. Simply log into LSE for You and select the "Certificate of Registration" option. To get your certificate validated, take it to the SSC counter where a member of staff will sign and stamp it. If you try this and you cannot print a certificate, or need one with additional information, please email [registry@lse.ac.uk](mailto:registry@lse.ac.uk).

Please remember to keep your term time and permanent address up to date in LSE for You.

#### (vii) Examinations and Results

Examinations for all courses take place during the summer term (May/June). There are a few exams held outside this period and you will be informed if this applies to any of your courses.

The examination timetable will be available at the end of the Lent Term. You must be available to sit your examinations and answer any queries about your script up to the end of the Summer Term (early July).

You can obtain your unique candidate number and personal examination timetable via LSE for You from the end of the Lent Term.

To help you prepare effectively for your examinations you should make yourself fully aware of the format and syllabus to be covered in the examinations. Specimen papers or guidelines to any changes are provided where appropriate and permitted materials specified early in the year. Past papers can be found at [Past Exam Papers](#) (access restricted to LSE network only).

Students cannot resit any exam that they have already passed, because they think they might do better on a second sitting.

### (viii) Presentation Ceremonies

Presentation ceremonies are held in the Peacock Theatre, in Portugal Street, in mid-July for undergraduate students and nine-month MSc programmes, and in mid-December each year for twelve-month MSc programmes. Each ceremony is followed by a reception held at the School for students and their guests, giving the opportunity for you to mix with fellow graduands and academic staff from your department.

### (ix) Transcripts and Degree Certificates

A transcript and degree certificate are automatically sent to every student at their permanent home address after the exam results have been ratified by the School Board of Examiners. Registered students and alumni can order subsequent transcripts through LSE for You.

### (x) Student Visa Applications and Advice

The Visa Office can assist students with visa extension applications. The SSC offers advice about visa extensions, and will check your application and send it to the UK Border Agency for you.

### (xi) Information, Advice and Guidance

The Student Services Centre is accredited by **matrix** for its information, advice and guidance services. If you are uncertain who to contact about an issue affecting your studies, please take a look at the SSC homepage (<http://www.lse.ac.uk/collections/studentServicesCentre/>) or visit the Centre in person on the Ground Floor of the Old Building.

## **2. School Regulations**

The School has a wide range of Regulations relating to: academic study; assessment offences; appeals, complaints and disciplinary matters; School services; and student activity. You will find them in a document called the Calendar, which you can find online at:

<http://www.lse.ac.uk/resources/calendar/>

The Calendar is the authoritative collection of the School's Regulations. The School advises you to read these Regulations thoroughly, particularly those Regulations governing examinations.

The Student Services Centre is the main source of authority on many of these Regulations, and especially concerning the School's examination regulations and classification schemes.

You should especially note the Regulations relating to:

- **General Academic Regulations**

These Regulations apply to all persons having registered for a course or programme of study at the School.

- Your Programme of Study

There are separate Regulations for Undergraduate, Masters and Diploma students. "Your Programme of Study" provides information relating to registration, conditions of study, financial matters, working and examinations

- Codes of Good Practice for Undergraduate, Masters and Diploma Students: Teaching, Learning and Assessment

These Codes explain the basic reciprocal obligations and responsibilities of staff and students.

- Assessment offences

The School has two sets of regulations in this area: one covering plagiarism and one covering all other academic offences (such as exam cheating). The School applies severe penalties to students who are found guilty of assessment offences.

- Appeals

The grounds for making an appeal are limited. There is no appeal against the academic judgement of the examiners, and no re-marking of papers.

- Complaints and disciplinary matters

These set out the ways that you can seek to resolve any problems that may arise during your programme of study, and the standards to which the School expects you to keep and makes it possible for an investigation to take place if those standards are breached.

## **Student Tutoring Scheme**

All students are invited to take part in the LSE student tutoring scheme, which will run from early November 2009.

The scheme has been running for more than 16 years and involves volunteers from the LSE acting as classroom assistants in primary and secondary schools in the London area. Students can choose the type of school they wish to volunteer in and which subject they would like to assist with. Students must commit to a **minimum of half a day for 12 weeks** in order to qualify. Training and guidance is provided and Tutors receive an induction at their school before starting.

The main purpose of the scheme is to provide state school pupils with a positive role model and help with their academic work, whilst under the supervision of the classroom teacher. By doing so, Student Tutors help to raise aspirations, encourage pupils to aim for higher education when they leave school, and increase the amount of contact time they experience in the classroom. The personal benefits for the Student Tutors include developing their communication, organisational and problem-solving skills, gaining important work experience and taking part in a valuable community programme.

The scheme has proved to be a great success over the years and all pupils, teachers and students involved have found it helpful, enjoyable and rewarding.

The LSE Coordinator is Joanna Tolfree (J.Tolfree@lse.ac.uk). If you are interested in finding out more, please contact Joanna via email. Alternatively, further details of how to apply and dates of forthcoming information sessions will be emailed to all students in mid-October. There will also be a stall at the Freshers' Fair in October where you can pick up information and speak to Joanna in person.

## **LSE Students' Union**

<http://www.lsesu.com/>

LSE Students' Union is dedicated to the welfare and representation of its 9,000 students. Responsible not only for representing students, it also runs numerous commercial services, an Advice and Counselling Centre and is home to a vast array of sports clubs and societies. In essence it's responsible for almost every aspect of the social experience at LSE.

Every LSE student is a member and with that membership comes the ability to get involved in all aspects of the Students' Union. Even if politics isn't your thing, you can still hold officers to account and make sure they're representing you on the issues you care most about at the weekly Union General Meeting, the only one of its kind in the country. Beyond this your membership gives you opportunities to write for our weekly newspaper, The Beaver, join societies, or play for any of the sports clubs.

### **Campaigns**

The Students' Union aims to improve the day-to-day lives of students through lobbying the School. Recent successes include getting a commitment from the LSE to invest an extra £2m in order to improve teaching standards across the university as well as pressuring the LSE to deliver much needed improvements to the library.

LSE is famous, or perhaps infamous, for the political activism of its students. Many former students maintain that they learn more discussing in the bar and the Quad than they ever did in class. The crucible for debate is the weekly Union General Meeting where left, right and centre compete for the hearts and minds of the uncommitted – few students can resist at least one visit to this hotbed of revolution, reaction and intrigue.

### **Student activities**

With over 170 societies in the Students' Union, you can be sure that there is something to cater to your interests. From Knitting to Business, the variety of societies and activities change with the interests and initiative of each new group of students. The diverse nature of the LSE student body is also reflected in the wide range of national and cultural societies on offer. The Students' Union also runs a weekly newspaper, a radio station, TV network and journal.

### **Sports**

Sports enthusiasts won't be disappointed by the activities on offer. Our Athletics Union is home to some 30-plus clubs covering a wide range of sports. The standard of sport is high, with teams regularly reaching the final stages of the national BUCS leagues.

Many use the School's 25 acre sports ground at New Malden, Surrey, a short train journey away from campus. There are pitches for football, rugby, hockey (both men's and women's), cricket, together with a multi-use games area and grass tennis courts, plus a restaurant and well appointed bar are open on match days. On campus, there are facilities for judo, table tennis, floorball, karate and boxing; a gymnasium and three squash courts. Nearby, there are facilities for basketball, rowing, cricket and swimming.

## Not for profit, just for students

One of the most visible aspects of the Students' Union is its commercial services and entertainments. The gym, bars, shops and cafés serve a dual function: to provide every one of our members with cheap, friendly and convenient services and - just as importantly - to generate additional money to reinvest in the wide range of welfare services we provide that aim to help and support you through your time at LSE. On Friday nights, the bars provide a venue for one of London's top student nights, Crush, which is a popular, cheap and fun night out.

## Student welfare

The combination of living in London and studying at a world class institution can at times be a stressful business. The Advice & Counselling Centre is here so that if the worst does happen, there is someone to help you out. From problems with your course and exam results to issues with accommodation and immigration, the ACC is there to offer free and confidential advice and support whenever you need it most.

## Student Study Support

The Teaching and Learning Centre (TLC) offers a popular series of lectures throughout the academic year on subjects such as essay writing, dissertation planning, time management and memory techniques. Usually on Wednesday afternoons, these sessions are geared towards undergraduate and MSc students in all departments. A full schedule of events is available on the Moodle course <sup>Learning World</sup> (LW). Students are encouraged to register for this course from the beginning of the academic year and to regularly check LSE Training (<http://training.lse.ac.uk/>) for full details of resources and courses to support their learning. TLC sessions are listed in the central <sup>LSE timetable</sup> under the course code SS (Study Skills) and posters are put up around the School to advertise events. A hard copy of the schedule is available from the TLC (5<sup>th</sup> Floor, G Building) and the Students' Union (SU).

TLC also offers one-to-one study support concerning problem-solving, essay writing, reading skills, exam preparation, etc. Group sessions are available for some topics. Experienced and sympathetic, advisers Dr Tony Whelan (quantitative) and Lynne Roberts offer confidential tutorial sessions independently of departments. Students are expected to contact the TLC with specific issues they need help with, having spoken with class teachers/lecturers first. The advisers can direct students to other professionals within the LSE should further assistance be required. The TLC is also pleased to offer one-to-one writing tutorials with the Royal Literary Fund Fellow Sarah Salway. Ms Salway is a published writer who expertly assists students in finding the best way to express their thoughts and ideas. If students have any difficulties expressing themselves in writing, then they may benefit from a session (or two).

To book an appointment with one of the advisers, email [studentsupport@lse.ac.uk](mailto:studentsupport@lse.ac.uk) or call TLC reception on 020 7852 3627. Students are also welcome to come to the TLC reception (G Building, 20 Kingsway) in person. Please note that there is high demand for this service and there may be a wait for an appointment.

## Timetables

<http://www.lse.ac.uk/collections/timetables/>

Timetables for all courses are available on the LSE Website, listed according to course code.

### **University of London Facilities: Lectures and Libraries**

The LSE is a part of the University of London, and as such has links to some University of London libraries. If the need should arise to research special topics that go beyond the LSE Library collection, students are advised to check if Senate House or School of Oriental and African Studies libraries hold the required items. Readers' tickets are available by filling out a form distributed through the Library information desk (first floor). Both libraries are within walking distance from the LSE (Russell Square tube station).

Students in the past have enjoyed special lectures held by various University of London hosts. Whilst you are studying at LSE, it is worth investigating if there are any particular lectures being given by Goldsmiths, School of Oriental and African Studies or University of London departments

### **Vacations**

During LSE vacation periods, academic staff will not necessarily be available to meet with students, though they may be available via email. It is important that you organise your workload to allow time to see your academic adviser or teachers during term-time. Administrative staff are available all year round, but generally do not hold official office hours during vacations.

LSE closes for a few days over Christmas and Easter. During this time, all the Department's offices will be closed, and there will be minimal facilities available throughout the School. Details will be published online closer to the time.

### **Volunteer to represent LSE**

Although your graduation day may seem a long way off, over the next year or so your thoughts may turn to what you will do after you leave LSE. Before you forget about your days on Houghton Street, you may be interested to know that, as an alumnus / alumna, you can use your own experience of studying at the School to help advise prospective LSE students. The Student Recruitment Office runs an Alumni Recruitment Volunteer (ARV) programme which supports a network of LSE alumni around the world who have volunteered to offer information to prospective students on what it is like to study at the School, to live in London and the UK and to answer general enquiries on particular courses of study. Opportunities for volunteering range from delivering a presentation to students at your old school or university to representing LSE at a recruitment fair.

We hope that you will enjoy your time at LSE and that you will want to recommend studying at the School to other potential students. If this is the case, please visit the Alumni Recruitment Volunteers website and complete the application form to join our worldwide network of volunteers: <http://www.lse.ac.uk/AlumniRecruitmentVolunteers>