



THE LONDON SCHOOL
OF ECONOMICS AND
POLITICAL SCIENCE ■



DEPARTMENT OF LAW

LLB Programme Handbook

2015/2016

GENERAL NOTES

LLB Key Dates (Year 1)

Welcome Week		
Monday 21 – Friday 25 September 2015	Complete registration, organise email and Moodle access, register on first year courses via LSE for You, attend orientation talks and library induction, get a copy of class timetable.	
Michaelmas Term	Weeks 1-2	Meet with your Academic Adviser. Familiarise yourself with the campus. Attend first lectures and classes.
	Weeks 3-5	Look out for the LAWS (Legal Academic Writing Skills) sessions to support your learning.
	Week 4	Staff Student Liaison Committee (SSLC) – Give your feedback to student reps so that they can inform the Department.
	Week 6 (2-6 November)	Reading week.
Lent Term	Week 1	Review class reports from MT and write up “student comments” section on LSE for You.
	Week 2	Meet with your Academic Adviser.
	Week 3	Staff Student Liaison Committee (SSLC) – Give your feedback to student reps so that they can inform the Department.
	Week 6 (15-19 February)	Reading Week.
	Week 8	Staff Student Liaison Committee (SSLC) – Give your feedback to student reps so that they can inform the Department.
	Week 10	Read the Law Undergraduate Course Guide and decide which options to take in Part 1.
Summer Term	Week 1	Review class reports from LT and write up “student comments” section on LSE for You.
	Monday 2 May	May Bank Holiday
	Monday 30 May	Spring Bank Holiday
	Thursday 16 June	Deadline for LLB Course Choices. Make sure that you have made your course selections on LSE for You for the 2016/17 year by this date.

LSE Term Dates and School Closures (for reference)

Academic year 2015/16

Michaelmas Term (MT)

Thursday 24 September - Friday 11 December 2015

Lent Term (LT)

Monday 11 January - Thursday 24 March 2016

Summer Term (ST)

Monday 25 April - Friday 10 June 2016

The School will also be closed on English public holidays. In 2015/16 these will be:

Christmas Closure	Wednesday 23 December – Friday 1 January 2016
New Year's Day Holiday	Friday 1 January 2016
Easter Closure	Friday 25 March – Thursday 31 March 2016
May Bank Holiday	Monday 2 May 2016
Spring Bank Holiday	Monday 30 May 2016
Summer Bank Holiday	Monday 29 August 2016

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Dear Incoming Law Student

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

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

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

Professor Jeremy Horder
Head of Department

PROGRAMME DIRECTOR WELCOME



Dear LLB Students

I want to extend a personal and very warm welcome to you all. As our new intake of LLB students you will play a vital and vibrant role in the department for the next three years.

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

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

In addition to our internationally renowned body of academics, there is also a team of people within the Department who work to support our undergraduate student body. These include Sarah Lee and Enfale Farooq in our administrative office, the Departmental Tutor Dr Emmanuel Voyiakis, and myself. If you ever need our advice or help please do get in touch directly with us. We are here to help and experience has taught us that whilst students' anxieties are commonplace they are often easily resolved!

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

Professor Andrew Murray
LLB Director

ABOUT THE LAW DEPARTMENT

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

In the 2014 Research Excellence Framework the Law Department was ranked the best department in the UK for research quality when ranked by grade point average or by the proportion of publications given a top 4* rating.

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

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

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

Widening Participation initiatives.

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

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

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

If you are interested in the early history of the Department, a good place to start is an essay by Professor Rick Rawlings, a former member of the Law Department:

"Distinction and Diversity: Law and the LSE" in R. Rawlings (Ed), *Law, Society and Economy* (1997), pp. 1-22.



THE LLB PROGRAMME

The LLB is a three year full-time degree.

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

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

In the second and third years, also known as *Part 1 and Part 2*, you are able to select your courses from a range of options. One of the attractions of the LSE law degree is the wide array of topics available, from human rights and environmental law, to taxation and global commodities law.

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

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



KEY STAFF

Administrative Team

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



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Core Academic Staff

	Academic	Contact details
LLB Programme Director	Professor Andrew Murray	Room: NAB 7.11 Email: a.murray@lse.ac.uk Tel: 020 7849 4645
Departmental Tutor	Dr Emmanuel Voyiakis	Room: NAB 6.17 Email: e.voyiakis@lse.ac.uk Tel: 020 7955 7243
Chair of LLB Examinations (Intermediate)	Dr Jo Murkens	Room: NAB 7.31 Email: j.e.murkens@lse.ac.uk Tel: 020 7955 6675
Deputy Chair of LLB Examinations (Intermediate)	Dr Orla Lynskey	Room: NAB 6.23 Email: o.lynskey@lse.ac.uk Tel: 020-7955-7726
Chair of LLB Examinations (Parts 1 and 2)	Dr Jacco Bomhoff	Room: NAB 6.29 Email: j.a.bomhoff@lse.ac.uk Tel: 020 7955 6221
Deputy Chair of LLB Examinations (Parts 1 and 2)	Dr Solène Rowan	Room: NAB 7.26 Email: s.rowan@lse.ac.uk Tel: 020 7955 6389

Fuller biographies of staff members can be found at:
lse.ac.uk/collections/law/staff/staff-firstpage.htm

ADMINISTRATIVE INFORMATION

Your First Week

Registration

In your first week at LSE, please make sure that you register for your degree programme. Information about registration can be found at:

lse.ac.uk/registration

At registration, you will be asked to provide proof of your eligibility to study in the UK in order to receive your LSE ID.

It is essential that you register before teaching begins, as you will not be able to receive teaching until you are a registered student.

Certificate of Registration

A certificate of registration provides proof to organisations, such as the Home Office, council tax offices and banks, that you are registered as a current student at LSE.

Once you are formally registered with the School you will be able to print out your certificate via LSE for You. The "Certificate of Registration" option can be found in the "Certification and Documentation" section of LSE for You. Please be aware it can take up to 4 hours for your change in Registration Status to be picked up by LSE for You so you may have to wait a short time if you've just registered. If you require this certificate to be signed and stamped, staff at the Student Services Centre will be happy to do this for you.

If you require a certificate with information beyond what is on the Certificate of Registration please see lse.ac.uk/registrydocuments.

Undergraduate Course Choice and Personal Timetables

You will need to choose all of your courses, including the compulsory first year LLB courses, using LSE for You.

Course choice will be open from 31st August for new students.

To choose your courses first visit lse.ac.uk/coursechoice. Here you will find links to the programme regulations for which outline your available course choices and a course guide for each of them. You will also find tutorials on how to select courses, including information on how to

select courses that are not listed in your programme regulations.

Personal Timetables will be published in LSE for You from Friday 25th September 2015.

Undergraduate Class Changes

The Timetables Office uses an automated process to allocate undergraduate students to classes. In order to request a change to a scheduled class, you should apply using the LSE for You (LFY) "class change request" function. Online change requests are not available for LSE100, due to the small size and group work element of classes. For more information, e-mail lse100@lse.ac.uk

If there are circumstances that prevent you from attending your scheduled class, you should include in your request full details of the dates and times that you are unavailable. The relevant department will then consider your request. You may be asked to provide documentary evidence in support of your application.

Once the department has made its decision you will be notified via your LSE email account. If your request is approved, your LSE for You personal timetable will be updated within three working days of the date of approval.

For more information please see: lse.ac.uk/programmeregistration

Academic Advisers

At the start of term all LLB students will be assigned an academic from the Department as their Academic Adviser. You will have the same Academic Adviser for the duration of your degree and they will be your first port of call in relation to academic and welfare matters such as:

- Providing students with academic guidance and feedback on their progress and performance and to discuss any academic problems he/she may experience.
- Providing students with career guidance, references for jobs or further training, and to refer students to the Careers Service for specialist advice, as appropriate.
- Providing pastoral support on non-academic issues and to refer students,

as necessary, to the appropriate support agencies within the School.

- Implementing the provisions outlined in individual student support agreements (ISSAs) for students with disabilities in liaison with the School's Disability and Wellbeing Service.
- Maintaining regular contact with the student on academic and pastoral issues through direct one-to-one meetings and other means of communication, such as emails.

Routine enquiries about the LLB programme are handled by the LLB administration team.

Academic Advisers will publish regular periods of time when they are available to meet with their students on the Office Hours section of LSE for You. In addition, where the circumstances so require, advisers will make every effort to be available to see their students outside these times by appointment.

Every year there should be a minimum of three formal meetings between adviser and student. These should generally take place at the start of each term. In addition, first year students have three meetings with their adviser at the start of the Michaelmas term.

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

During the Lent term, Academic Advisers are available to discuss Michaelmas Term reports, and advise on options for the following year. Class teachers' reports are available to students through LSE for You.

Early in the Summer term, Academic Advisers will be available to discuss Lent term reports and, where possible, at the end of term, examination results.

Any student who, in the period immediately before or during the exams, has had difficulty preparing for them should inform their Academic Adviser and/or Student Services and consider submitting an Exceptional Circumstances form

Academic Advisers are available to discuss career options with students, and will

provide them with references on request. Please see the next page for more information on references.

Any issues that cannot be resolved with your adviser can be taken to a member of your LLB administration team, the Departmental Tutor, your Programme Director or, ultimately, the Dean of Undergraduate Studies.

Should you feel that it is necessary to change your Academic Adviser, you must see the Departmental Tutor to discuss the problem. Sometimes difficulties can be sorted out relatively easily. If not, then an appropriate transfer can be considered.

The Departmental Tutor

Dr Emmanuel Voyiakakis is the Departmental Tutor. His role includes resolving matters that the Academic Adviser or class teacher cannot deal with. For example, the Departmental Tutor deals with requests to change from one class to another, or difficulties with an Academic Adviser.

At the beginning of the Lent term the Departmental Tutor will assess the progress of all first year students. Where it is considered, from comments on class registers, that a student is not making sufficient progress, is not attending classes/seminars or is failing to submit written work, a provisional exam bar may be considered.

Changing a class

Undergraduate classes are automatically allocated via the School's timetabling software. In order to request a change to a scheduled class, you should apply using the LSE for You (LFY) "Class Change Request" function.

If you have circumstances which prevent you from attending your scheduled class, you should include in your request full details of the dates and times that you are unavailable. Your request will then be considered by the department responsible for teaching the affected course. You may be asked to provide documentary evidence in support of your application.

Once a decision has been made, you will be notified via your LSE email account. If your request has been approved, it will be reflected in your LSE for You personal timetable within three working days of the date of approval.

For further information please read "A statement of normal practice on class changes in the Law Department" which can be found in the LLB section of Moodle.

Online change requests are not available for LSE100, due to the small size and group work element of classes. For more information email lse100@lse.ac.uk.

Teaching

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

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

There is a "reading week", the 6th week of the Michaelmas and Lent terms. Instead of formal teaching you will have some time during these weeks for extended reading, catching up and organising your notes.

Advice and feedback sessions

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

Advice and Feedback sessions for most academics can be booked online through LSE for You. Log into LSE for You, click on the "Student" tab and you should see the "Office Hours" application listed. Once you



have booked your appointment you will automatically receive an email notification confirming your booking. If you are unable to attend, you should cancel your appointment through the LSE for You application as this will free up slots for other students.

Interruption/deferral/withdrawal

Interruption: with approval from your department you can interrupt your programme by taking a break in your studies, normally from the end of one term and for one calendar year.

Deferral: if you complete the teaching year but have difficulties during the exams then in exceptional circumstances you can apply to defer an examination(s) to the following academic year.

Withdrawal: withdrawing means that you are leaving the programme permanently. Before withdrawing you may want to consider interruption so that you have some time to consider your options.

For more information, please see lse.ac.uk/registrationchanges

Print accounts

In place of hard copy teaching materials/handouts, the Law Department will add £40 of funds to your print accounts. This will allow you to choose which materials you print and which materials you read on electronic devices. It also allows us to save some trees! The funding will be added to your print accounts by the end of October 2015. This will happen automatically. You do not need to do anything. Please note that balances remaining at the end of the academic year are non-refundable.

Books

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

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

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

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

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

You should always ensure you order the right edition.

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

Communications

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

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

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

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

References

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

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

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

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

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

Class Reports

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

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

Failure to make satisfactory progress (ie, non-attendance or non-participation at

classes/seminars or non-submission of essays) can result in a student being barred from entering the examinations.

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

Staff-Student Liaison Committees (SSLC)

At the start of the year you will be asked by your department if you would like to represent your programme on the Staff Student Liaison Committee. These are important Committees as they provide a forum for feedback from students on their programme and for discussion of issues which affect the student community as a whole. The role of an SSLC representative is therefore central to ensuring that courses and programmes in the School work efficiently; and those elected or chosen as a representative will be given training.

The SSLC also elects one representative to attend the relevant School level Students' Consultative Forum. More information on the Consultative Fora can be found by following at: lse.ac.uk/studentrepresentation

Quality Assurance

The School's approach to quality assurance is set out in the document "Strategy for Managing Academic Standards and Quality": lse.ac.uk/intranet/LSEServices/TQARO/InternalQualityAssurance/StrategyForManagingAcademicStandards.aspx

It sets out broad principles and processes for assuring academic standards and for enhancing the quality of educational provision.

Student Teaching Surveys

The Teaching Quality Assurance and Review Office (TQARO) conducts two School-wide surveys each year to assess students' opinions of teaching, one in each of the Michaelmas and Lent Terms.

Teaching scores are made available to individual teachers, Heads of Departments, the Director of the Teaching and Learning Centre and the Pro-Director (Teaching and Learning). In addition to producing reports for individual teachers, TQARO produces aggregated quantitative data

for departments and the School, which provide important performance indicators. These can be found on the TQARO website: lse.ac.uk/intranet/LSEServices/TQARO/TeachingSurveys/Results/Home.aspx

Codes of Good Practice

The Codes of Practice for Undergraduates and Taught Masters Programmes explain the basic obligations and responsibilities of staff and students. They set out what you can expect from your Departments – and what Departments are expected to provide – in relation to the teaching and learning experience. The Codes cover areas like the roles and responsibilities of Academic Advisers and Departmental Tutors; the structure of teaching at the School; and examinations and assessment. They also set out your responsibilities, ie, what the School expects of you.

Undergraduate students:

lse.ac.uk/resources/calendar/academicRegulations/codeOfGoodPracticeForUndergraduateProgrammesTeachingLearningAndAssessment.htm

All students should read The Ethics Code and guidance. The Ethics Code and guidance sets out the core principles by which the whole School community (including all staff, students and governors) are expected to act www.lse.ac.uk/ethics.





We recommend that you also read the School's Student Charter. The Student Charter sets out the vision and ethos of the School - lse.ac.uk/intranet/LSEServices/policies/pdfs/school/stuCha.pdf

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 on a series of lectures given by a number of speakers, from the legal profession and academia. The lectures usually cover a diverse range of topics and disciplines, ranging from such things as international human rights and environmental protection to contemporary problems in company law and criminal justice reform.

In addition to the lectures, you will have plenty of free time to get to know your fellow students, stroll the grounds or visit the local attractions. This academic year, the weekend will take place on Friday 8

January to Sunday 10 January 2016. The trip is subsidised by the Law Department. Each student who attends will be required to contribute a sum of £100.00. This price includes accommodation, food and transportation to and from Cumberland Lodge. Students from previous years found the trip stimulating and entertaining, and a worthwhile break from London.

Registration information will be sent to you via email in the Michaelmas Term.

A very limited number of bursaries are available for students who wish to attend Cumberland Lodge but are experiencing financial hardship. Please note that applicants must register and pay in advance for Cumberland Lodge. If their application is successful, a refund will be given.

For more information on Cumberland Lodge please contact Rachel Yarham

email law.cumberlandlodge@lse.ac.uk.

Brief Guide: Preliminary Reading and Resources for Studying Law

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

T. Bingham, *The Rule of Law* (Penguin, 2011).

N. McBride, *Letters to a Law Student* (2nd edn, Pearson Longman, 2010).

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

Introductory week:

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

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

Core Courses:

We do not expect you to have purchased any books for your core courses prior to starting the first year. In their preliminary lectures staff will give you advice about which books to buy, and you may be able to purchase some of these second-hand from 2nd or 3rd 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 University Press, 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:

T. Wright, *British Politics: A Very Short Introduction*, (Oxford University Press, 2013).

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

Key Skills

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

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

Learning Law, Learning Skills

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

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

Law students are required to master a variety of courses, in different formats,

learning to deal with a wide intellectual and disciplinary range. Case studies and problems will require students to apply knowledge and theoretical concepts to complex legal situations, to analyse facts and master intricate detail, and to produce well-supported conclusions.

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

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

Classes

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

The legal profession and many other employers highly value oral presentation skills. You will have to make oral presentations in classes, but it is also important that you participate actively in

classes more generally. As part of your first year courses, you will take part in compulsory mooting (mock trials). We also strongly encourage you to participate in the various mooting competitions open to LSE law students.

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

Guidelines for Oral Presentations in Classes and Seminars

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

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

In oral presentations students are expected to express their own ideas and opinions. Merely to explain the views of others is not the mark of a good presentation unless this is specifically requested by your teacher.

In presentations which are not based on specific questions, presenters should draw attention to issues which are of particular interest or significance or have engendered controversy and disagreement. Clear explanations and arguments are vital.

In presentations geared to particular questions, the structure, relevance and logic of argument are more important. It is not enough to talk about general issues

or those which the presenter might find interesting. The ideas and arguments must be focused on and relevant to the question.

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

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

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

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

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

Essays

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



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

A common mistake is for students to consider an essay a test of their own opinion rather than a summary of all possible perspectives on the set topic. Whilst your opinion is important, you should include a review and evaluation of the debate on the question set. There is relatively little credit given for "right answers", even in problems. The majority of the marks will be awarded for how you reached 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.

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

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

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

1. Essay questions sometimes contain one or more of the following key words, which are your main guide as to what is required:

Analyse: Consider the various parts of the whole and describe the inter-relationship between them.

Compare: Examine the objects in question with a view to demonstrating

their similarities and differences.

Contrast: Examine the objects in question for the purpose of demonstrating differences.

Define: Give a definition or state terms of reference.

Discuss: Present the different aspects of a problem or question and draw a reasoned conclusion.

Evaluate: Examine the various sides of a question and try to reach a judgment.

Summarise: Outline the main points briefly.

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

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

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

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

6. List books, articles and urls consulted at the end of the essay using the following form:

author, title of book, (publisher, year of publication)

author, title of article (in inverted commas), year (in brackets), volume number, title of journal, opening page

author, title of article (in inverted commas), book in which the article appears, (publisher, year of publication)

author, title of web piece, url, date accessed (in brackets)

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

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

One basic framework for an essay outline is the following:

Introduction

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

b) Introduce the points you are going to discuss, first stating your case in general



terms: the opinion you are going to support in the rest of the essay.

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

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

The Main Body

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

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

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

Conclusion

f) Summarise the main ideas.

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

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

Feedback

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, it is also likely to have an adverse effect on your examination marks and make you less attractive to future employers.

The Department also runs a Writing Coach Scheme for LLB students.

Further Support

The LAWS (Legal Academic Writing Skills) course, run in conjunction with Criminal Law (LL108), gives further advice and feedback – through one to one surgeries – on legal writing. The course is not compulsory but is a useful resource you may find helpful.

Essay Assessment Criteria: Undergraduate Mark Frame

First Class Honours (70- 100 per cent) This class of pass is awarded when the essay demonstrates clarity of analysis, engages directly with the question, and attempts an independent and critical interpretation of the issues raised by it. The essay shows exemplary skill in presenting a logical and coherent argument and an outstanding breadth and depth of reading. The essay is presented in a polished and professional manner, and all citations, footnotes and bibliography are rendered in the proper academic form.



Upper Second Class Honours (60-69 per cent)

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

Lower Second Class Honours (50-59 per cent)

This class of pass is awarded when the essay 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.

Third Class Honours (40-49 per cent)

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

Fail (0-39 per cent)

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

Lectures

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

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

Lecturers will often include the main lines of debate on any topic and provide some clear views on issues. The key piece of advice here is: if there is no hand-out,

write down these main arguments. If there is a hand-out, use notes to supplement it rather than to repeat it. If a hand-out appears on Moodle print it out or download it before the lecture.

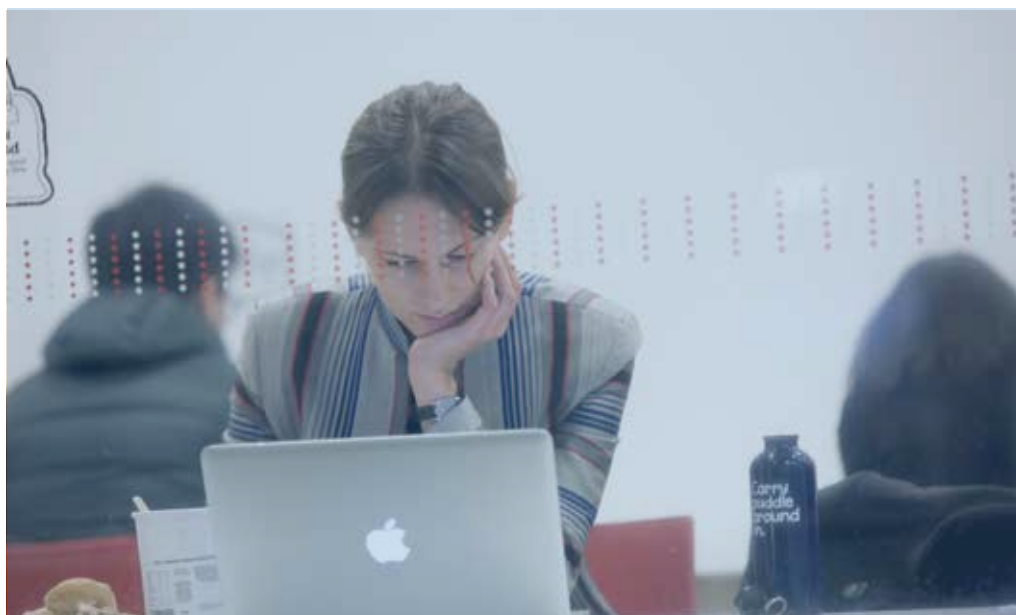
Again it is tempting in lectures to write down dates, events and other facts. But this alone serves little purpose: it is the arguments that matter. Arguments might be more difficult to grasp than facts, but you need to develop the ability to note them down. Sometimes it is advisable to stop writing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

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

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

Writing Notes

In order to complete any course in Arts, Humanities or Social Sciences it is vital to produce a set of notes, taken from lectures, tutorials and especially books and articles. These notes must eventually provide you with the necessary arguments,



ideas and facts with which to answer essay questions during the year and in examinations. The purpose of this section of the handbook is to give some general hints on how to go about writing notes.

As with essay writing, it is impossible to make any hard-and-fast rules about note making. Everyone will write different notes 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, eg, CA for Court of Appeal, C for Claimant, ECJ for European Court of Justice, TA for Theft Act). The more abbreviations you can make without making the notes difficult to decipher, the better;
- a clear introduction to the main elements under every topic, or in an article or chapter of a book. Again a balanced sub-division of notes into major headings will enable you to use one set of notes, with some quick restructuring, to answer several questions;
- a mixture of arguments and facts, but with the emphasis on argument and analysis. This will ensure that the essays you write are based on analysis first and foremost. Notes must avoid mere chronology and the simple repetition of facts. These should illustrate an argument, not become a substitute for it.

By the time of the examinations, you should aim to write a single set of notes on each topic you have selected but these will be taken from four main sources. You are well advised to boil them down into

a single, coherent, comprehensive set of notes, suitable for quick revision. These should not be long, no more than 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.

Information Technology

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

- Basic use of email (we expect communication with students and academic advisees to be done through email).
- Word-processing of essays, reports, etc.
- Familiarity with bibliographic databases available on the School's network, not least the various library catalogues, EASI, Electronic Journals and online CD-databases such as Westlaw.
- Use of the internet for gathering data (but please do not rely on Wikipedia; the web

is much more useful for downloading primary sources, like statutes, working papers or consultation papers).

- Use of Moodle for online classes.

Information Security: How to spot phishing emails

Always look out for scam emails which try to fool you into giving away information which can be used to hack your network account, perpetrate identity theft or compromise your financial accounts.

Don't become a victim. Scam emails are often quick and easy to identify:

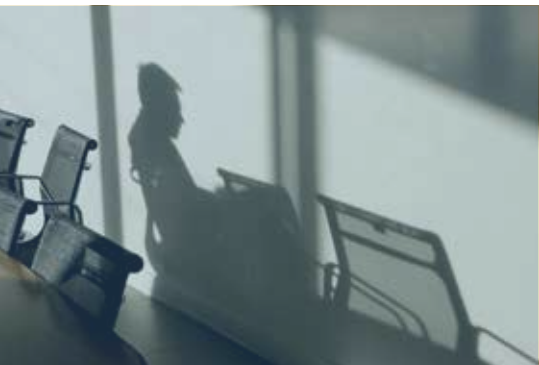
- Generic greetings,
- Urgent wording,
- Short, vague messages,
- Requests for your personal information,
- Poor spelling and grammar.

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

Books and Articles

The problem here is scale: there are numerous books and articles on any reading list and each can lead to long, detailed notes. You need to be selective





about what you note about them. Part of your university education means developing an ability to make judgments about what you should and should not read on the basis of what is important or relevant to your particular task. Most people initially take far too lengthy notes.

Using Online Resources

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

Online Resources in Teaching

Moodle:

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

Online full text resources - Legal research skills training:

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

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

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

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

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

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

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

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

Key resources

Westlaw and Lexis Library:

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

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

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

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

Journals online:

You will need to read many journal articles throughout your course. Teachers may include direct links to the most essential class readings in Moodle for convenience.

However you will also need to know how to locate and access online journal articles independently. Use the Library's search engine, Summon to search across our collections by subject or title, eg, Modern Law Review. It is the best place to start research on a legal topic.



It will show whether the journal is available in print, online or both and provide a link to the ejournal. Use your LSE username and password to access any online resources on and off campus.

EJournal portal:

The most commonly used journal databases for law students are:

- Westlaw and Lexis Library
- Cambridge Journals Online – published by Cambridge University Press
- Hart Journals – a specialist law publisher
- Hein Online - huge database of nearly all US law journals
- JSTOR – relevant to all LSE students, it contains US and European journals
- Kluwer Law Online – journals in arbitration, trade and business law
- Oxford Journals – Oxford University Press titles such as Statute Law Review, Oxford Journal of Legal Studies.
- Swetswise – extensive collection of social science titles including American Law and Economics Review, Howard Journal of Criminal Justice, Law and Society Review.

This list is not exhaustive.

Ebooks:

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

Using the internet as a research tool

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

The Library has a list of quality law related websites on the bookmarking site Delicious. It includes key websites that you will use regularly, such as BAILII which is used every day by lawyers and academics.

Google Scholar (part of Google) enables you to search across scholarly literature on the internet. This means you can find journal articles, academic research papers, theses, and book extracts. It is of value to students but do remember to use it

alongside other databases such as Westlaw as not everything is publicly available through Google Scholar.

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

Feedback

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

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

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

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

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

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

participation in class discussions and your submission of written work.

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

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

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

Here is an example of a feedback form used with essays (note: not all teachers use a form like this, but it is included here to give you some idea of criteria you might use to assess your own work.

ESSAY FEEDBACK FORM

Student name

		Excellent	Very Good	Satisfactory	Poor	Very Poor
1	Precise answer to question asked					
2	Legal accuracy and comprehensiveness					
3	Application of legal authorities and reference to academic and other sources					
4	Material organised into a coherent argument					
5	Absence of irrelevant material					
6	Evidence of wider reading beyond the textbook and lecture notes					
7	Distinctiveness: assimilation of the arguments in the literature through personal reflection					
8	Quality of writing (precise use of language, good grammar; accurate spelling etc.)					

Comments:

EXAMINATIONS

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

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

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

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

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

If you experience particular personal or health issues that are likely to affect your exam performance, you should discuss these with your Academic Adviser as early as possible. Your Academic Adviser is likely to recommend that you submit an Exceptional Circumstances form and associated evidence to Registry so that this can be passed to and considered by the LLB Examinations board. It is ultimately your responsibility to ensure that you submit exceptional circumstances, where appropriate. For more information, and the relevant form, see www2.lse.ac.uk/mitigation and in particular note the relevant deadlines.

Exam Preparation

There are a few golden rules to remember:

1. If you miss one question you lose all the marks for it. Make sure you answer all the questions required and divide your time equally between questions.

2. In the exam you are expected to write answers with an argument running through them (so much of the above advice on essay writing is also relevant for writing examination questions). It is not enough just to write a long list of facts and information that you have memorised. You need to show that you understand the key issues and that you can expose and argue those coherently.

3. You will typically have between 45 minutes and 1 hour per question. Most students can write between three and five pages in 45 minutes. Tailor your answer accordingly. Such a limit places a premium on clear, well-supported analysis rather than remembering facts.

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

Structure your preparation: The golden rule is to structure your preparations around what you think we expect of you. Guidelines as to how we mark the papers are set out below, but it should be clear that we are not interested in descriptive accounts, but clear, well-informed analysis.

By all means, look carefully at your lecture and revision notes, but simply re-reading your notes is poor preparation. 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.

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.

“Practice makes perfect”: We strongly advise that you practice some questions in exam conditions before the exams begin. This will ensure you will do better when the real exams take place. Your teachers might agree to mark and comment on one or two mock exam questions.

Have a revision timetable: Time management is central in your preparations. Have a time table which provides for manageable amounts of work each day and allows some time off each week. Bear in mind few are able to stick rigidly to their timetable, so, in planning it, allow for some slippage.

Common examination script problems:

Problem A: Answers off-track and not focused sufficiently on the question asked.

Advice: Read the question carefully! Do not simply start writing on the basis of identifying a key word. Make sure you answer the question – random facts loosely related to the question are not an answer.

Problem B: Not all questions are answered, either because of difficulties or because candidates ran out of time. Students who fail to complete the set number of 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.

Problem C: Poor communication skills or answers suffered from poor organisation.

Advice: Each answer should have a beginning, a middle, and an end. Take your time to plan your response to the question and try to organise your ideas into coherent and related packages (ie, paragraphs). Make a clear systematic plan of how you wish 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.

Problem D: Comprehensibility

Advice: Comprehensibility and clarity are important.

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

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

Plagiarism

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

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

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

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

You must not employ a "ghost writer" to write parts or all of the work, whether in draft or as a final version, on your behalf. For further information and the School's Statement on Editorial Help, see link

below. Any breach of the Statement will be treated in the same way as plagiarism.

lse.ac.uk/resources/calendar/academicRegulations/statementOnEditorialHelp.htm

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

lse.ac.uk/resources/calendar/academicRegulations/RegulationsOnAssessmentOffences-Plagiarism.htm

Classification Scheme

Undergraduate degrees are awarded according to the classification scheme applicable to the year in which you started your programme of study. These schemes are applied by the Exam Boards at their meetings in June. The LLB classification scheme can be found here: lse.ac.uk/resources/calendar/academicRegulations/bachelorOfLaws.htm

Results and transcripts of results

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

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

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

For more information, please see lse.ac.uk/transcripts.

Exam Scripts

Exam scripts are not returned to students following exams. As mentioned previously, **the Department does not provide written feedback on exams and therefore markers do not write comments on the scripts.** While students are entitled to make a Freedom of Information request in relation to their exam script this will not result in written feedback being supplied.

Graduation Ceremonies

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

For more information, including the dates of future ceremonies and details of the School's overseas ceremonies, please see lse.ac.uk/ceremonies.

Prizes

The following prizes are available to LLB students:

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

IT, MOODLE AND LSE FOR YOU

IT Support

Student IT Help Desk – first floor, Library

Contact the IT Help Desk (it.helpdesk@lse.ac.uk) for support for school-owned hardware and software on the LSE network, network and email account issues, and general IT queries.

VITA (Virtual IT Assistance)

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

IT Support for students with disabilities

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

Email

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

Moodle

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

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

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

LSE for You

LSE for You is a personalised web portal which gives you access to a range of services. For example, you can:

- view or change your personal details
- reset your Library and network passwords
- monitor and pay your tuition fees online
- check your exam results

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



DEPARTMENT AND FACILITIES

Alumni Association

LSE's Alumni Association is the official voice of LSE's global alumni community, comprising more than 133,000 people in over 190 countries, 53 country groups, nine special interest groups and 30 contact networks.

Its primary role is to support the alumni programme co-ordinated by the LSE Alumni Relations team by developing and supporting the network of international and special interest alumni groups and contact networks, and representing the voice of the alumni community within the School.

You automatically become a member upon graduation and membership is free. By registering with LSE Alumni Online community, you will be able to stay connected with former classmates and the School after your graduation. You will also receive the monthly LSE Alumni Echo e-newsletter and the biannual LSE Connect alumni magazine.

LSE alumni also have access to:

- Alumni Professional Mentoring Network
- LSE Careers for up to two years after graduation
- An email forwarding address to continue using an LSE email address
- The Library's printed collections on a reference basis, and can borrow free of charge

For more information about the benefits and services available to alumni, please visit lse.ac.uk/alumni or contact the Alumni Relations team on alumni@lse.ac.uk

LSE Careers

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

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

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

For up-to-date information about events, booking, resources, news and vacancies follow us on facebook facebook.com/lsecareers and twitter [@LSECareers](https://twitter.com/LSECareers)

If you are interested in volunteering, visit the LSE Volunteer Centre website: lse.ac.uk/volunteercentre or follow us on Twitter [@LSEVolunteering](https://twitter.com/LSEVolunteering)

LSE Catering

Information about the wide range of restaurants and cafes available on campus can be found at

lse.ac.uk/intranet/LSEServices/cateringServices/

LSE Library

lse.ac.uk/library



SOURCES OF SUPPORT FOR STUDENTS

In the first instance, your first point of contact with any concerns should be your Academic Adviser. This handbook provides details of other contact points within the Department, such as the Programme Director, in the event that your Academic Adviser is not able to assist you. The list below gives a summary of other sources of support within the School.

Academic Support Services:

lse.ac.uk/intranet/students/academicSupportServices

Information about Library subject guides, Moodle and links to study advisers.

Careers and Vacancies:

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

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

Chaplaincy:

lse.ac.uk/chaplaincy

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

Disability and Well-being:

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

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

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

It runs several interest and support groups, for example the neurodiversity Interest group and the Circles network.

For further information please visit lse.ac.uk/disability or email disability-dyslexia@lse.ac.uk

Healthcare:

lse.ac.uk/intranet/students/supportServices/healthSafetyWellbeing

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

Student Wellbeing Service: One to one support

LSE's Student Counselling Service lse.ac.uk/counselling offers bookable one to one appointments and daily drop in sessions; its Peer Support scheme lse.ac.uk/peersupport enables students to talk with fellow students if they have any personal worries. The Disability and Wellbeing Service lse.ac.uk/disability provides advice to disabled students, makes Individual Student Support Agreements and helps with Individual Examination Adjustments.

Language Centre:

lse.ac.uk/language/EnglishProgrammes/EnglishHome.aspx

As well as degree options the LSE Language Centre provides a comprehensive programme of support if English is not your first language and a range of extra-curricular courses designed for students of the social sciences. Information about the Insessional support Programme, Learning support Workshops, and more.

Lesbian, Gay, Bisexual and Transgender Students:

lse.ac.uk/intranet/students/supportServices/LGBTstudents.aspx

For information about the students' Union LGBT society, the Lse Diversity Blog, external support services and more.

Money Matters:

lse.ac.uk/intranet/students/moneyMatters/home.aspx

For information about – fees office, table of fees, financial support, loans, part-time work, bank accounts, council tax, financial problems, and more.

Student Mentoring Scheme:

lse.ac.uk/intranet/students/supportServices/offCampusSupportScheme.aspx

Information about the scheme for new students (off-campus only) and those wishing to become a student mentor.

Student Services Centre (SSC)

The Student Services Centre is located on the ground floor of the Old Building. It provides advice and information on the following services:

- Certificates of Registration
- Course choice and class changes
- Examinations and results
- Fees – process fee payments and distribute cheques (drop-in service)
- Financial Support – Advice on scholarships, awards, prizes, emergency funding and studentships (drop-in service)
- Information for new arrivals
- Programme Registration
- Graduation Ceremonies
- Transcripts and Degree certificates
- Visa and immigration advice (drop-in service)

The SSC provides a counter service for students between 11am and 4pm every weekday.

You can also contact us by telephone. Details of who to contact and more information can be found on our website: lse.ac.uk/ssc

International Student Immigration Service (ISIS)

ISIS provides detailed immigration advice for International Students on their website which is updated whenever the immigration rules change. They can advise you by e-mail (if you complete a web query form on the ISIS website) or at the drop-in service in the Student Services Centre reception. ISIS run workshops to advise students applying to extend their stay in the UK; and in complex cases, they will make individual appointments.

For more information including drop in times and dates of workshops go to: lse.ac.uk/isis.

ISIS also manages staff and student exchanges through the Erasmus + programme at LSE. For more information on our exchanges, go to: lse.ac.uk/Erasmus.

Financial Support

The Financial Support Office (FSO) is responsible for the administration and awarding of scholarships, bursaries, studentships and School prizes. It is located within LSE's Student Services Centre with a daily drop in session during term time between 1pm and 2pm (Mondays, Wednesdays and Fridays during vacations). No appointment is necessary.

FSO provide information about funds such as the Student Support Fund, LSE Access Fund and the Postgraduate Travel fund.

Full details and application forms are available from lse.ac.uk/intranet/students/moneyMatters/financialSupport/Home.aspx

Deans of the School

The Deans have a wide range of duties relating to the School's student community. They are available to any student who wishes to discuss academic or personal issues. The Deans will see students by appointment or during their office hours. Appointments can be booked through their Executive Assistants.

Although the Deans are available to meet any student to discuss personal or academic matters, students should seek the advice and support of their Academic Adviser and Departmental Tutor/Programme Director before coming to the Deans.

For 2015/16, enquiries for the Dean of Undergraduate Studies should be directed to ssc.advice@lse.ac.uk and the Student Services Centre will ensure that appropriate support, guidance or onward referral is provided.

Students With Children:

lse.ac.uk/intranet/students/supportServices/studentsWithChildren.aspx

Advice on pregnancy, finances, accommodation and impacts on studies.

Teaching and Learning Centre:

LSE's Teaching and Learning Centre provides a range of events, resources and services that will complement your academic study and help you to make the most of your time here.

Learning development events

There is a year round series of workshops and lectures on topics such as effective reading strategies, exam preparation and participating in classes and seminars. You can just turn up, but booking guarantees you a place. More information at lse.ac.uk/tlc/development

One to one advice

Study advisers are available to offer free advice on aspects of both quantitative and qualitative subjects. LSE also hosts two Royal Literary Fund Fellows who can advise on writing style and structure. For details on all of these, see lse.ac.uk/tlc/taughtstudents

Maximise Your Potential

For undergraduates, LSE offers several two week intensive programmes at the end of Summer Term that enable you to broaden skills in research, languages, job searching and peer support. See lse.ac.uk/apd/maximise

LSE Personal Development Aide Memoire (PDAM)

This is a record that you can access and build in LSE for You and which enables you to keep track of the skills and experience you gain through any extra-curricular activity you undertake while you are at LSE, both within and beyond the School. The PDAM is automatically populated from a number of different LSE systems and can also be updated manually. Once completed, it will enable you to provide information and evidence about what you have done beyond your studies, making it useful for volunteering, internship and job applications. To find out more, see lse.ac.uk/apd/PDAM

Equality and Diversity at LSE

The School seeks to ensure that people are treated equitably, regardless of age, disability, race, colour, nationality, ethnic or national origin, gender reassignment, pregnancy and maternity, marriage and civil partnership, religion and belief, sex, sexual orientation or personal circumstances.

In practice, this means we expect you to:

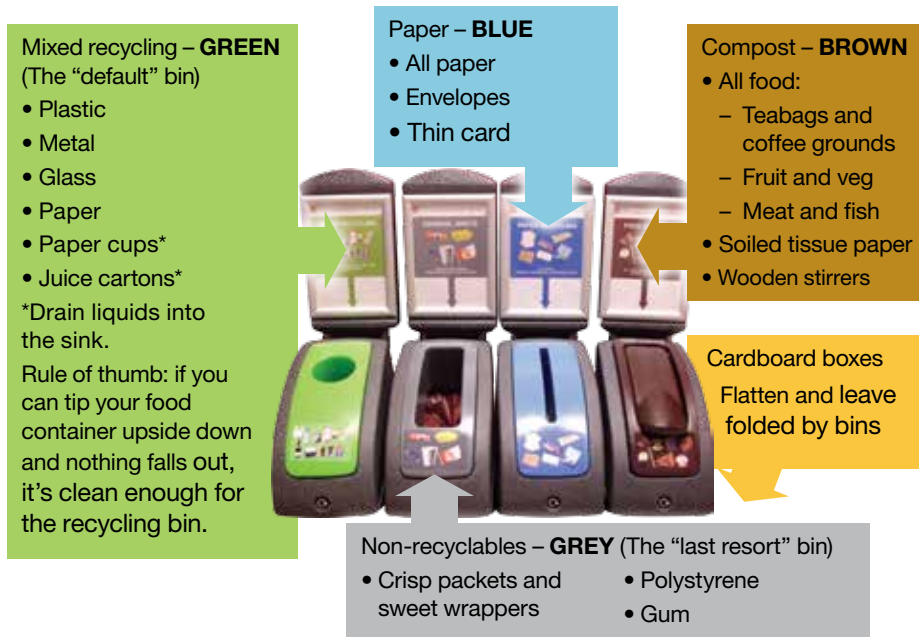
- Actively oppose all forms of discrimination and harassment;
- Reflect on prejudices, including examining the use of inappropriate language and behaviour;
- Strive to create an environment in which student goals may be pursued without fear or intimidation;
- Not victimise any fellow student who has complained, or who has given information in connection with such a complaint;
- Challenge and/or report unacceptable behaviour which is contrary to equality legislation and principles;
- Treat all peers fairly and with respect;

For further advice or information on Equality and Diversity, please visit the School's Equality and Diversity website lse.ac.uk/equalityanddiversity.

We have also set up the Equality and Diversity at LSE blog blogs.lse.ac.uk/diversity. To stay up to date, you can follow us on Twitter – [@lsediversity](https://twitter.com/lsediversity).

HOW TO LIVE SUSTAINABLY AT

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



Make your mark at LSE

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

Get in touch

Website: lse.ac.uk/sustainableLSE

Blog: blogs.lse.ac.uk/sustainability

Facebook: facebook.com/SustainableLondonSchoolofEconomics

Twitter: [@SustainableLSE](https://twitter.com/SustainableLSE)

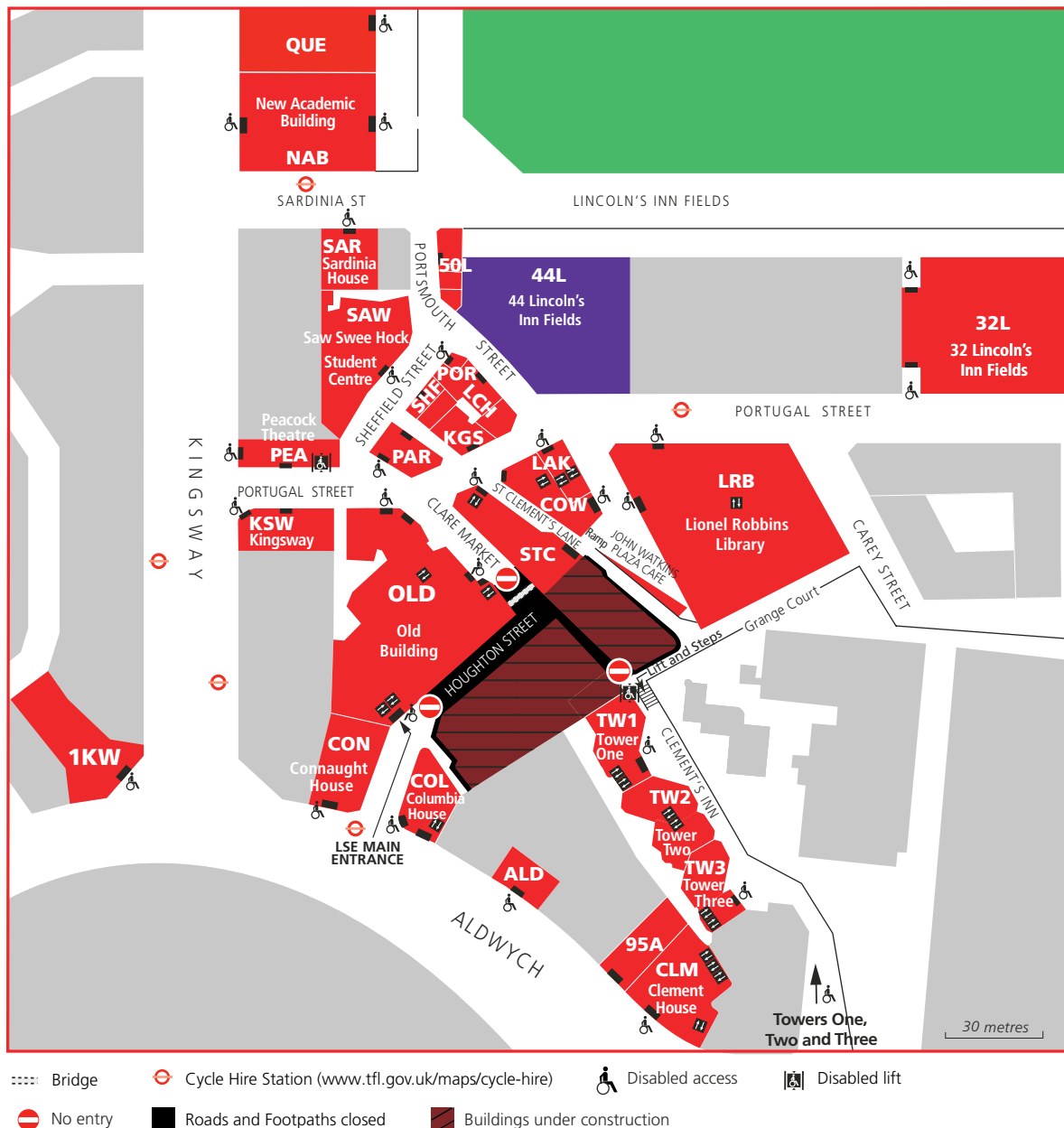
Top tips:

Switch off!

Use a reusable coffee cup / water bottle – available on campus.

ReLove your old stuff at the ReLove fair – see website for details.

Take a short shower.



Key to abbreviations

95A	95 Aldwych
ALD	Aldwych House
CLM	Clement House
COL	Columbia House
ON	Connaught House
COW	Cowdray House
KGS	King's Chambers
1KW	1 Kingsway
KSW	20 Kingsway
32L	32 Lincoln's Inn Fields
44L	44 Lincoln's Inn Fields (not occupied by LSE)
50L	50 Lincoln's Inn Fields
CH	Lincoln Chambers
LAK	Lakatos Building
LRB	Lionel Robbins Building, Library

NAB	New Academic Building
OLD	Old Building
PAR	Parish Hall
PEA	Peacock Theatre
POR	1 Portsmouth Street
QUE	Queens House
SAR	Sardinia House
SAW	Saw Swee Hock Student Centre
SHF	Sheffield Street
STC	St Clement's
TW1	Tower One
TW2	Tower Two
TW3	Tower Three

Academic Departments

Accounting OLD 3.20
 Anthropology OLD 6th floor
 Economic History CMK.C419
 Economics 32L 1.01
 European Institute COW 2.01
 Finance OLD 3.06
 Gender Institute COL 5.04g
 Geography and Environment STC.S406
 Government CON 3.18
 International Development CON 8.16
 International History EAS.E402
 International Relations CLM 6.07
 Law NAB 6th floor
 Management NAB 4th floor
 Mathematics COL 4.01
 Media and Communications STC.S116a
 Methodology COL 8.07

Philosophy, Logic and Scientific Method LAK 3.06
 Social Policy OLD 2.48
 Social Psychology STC.S304
 Sociology STC.S219a
 Statistics COL 6.11

This information can be made available in other formats, on request. Please contact: s.lee33@lse.ac.uk

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

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

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