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Disclaimer

This document was published in September 2017 and was correct at that time. The Department* reserves the right to modify any statement if necessary, make variations to the content or methods of delivery of programmes of study, to discontinue programmes, or merge or combine programmes if such actions are reasonably considered to be necessary by the College. Every effort will be made to keep disruption to a minimum, and to give as much notice as possible.

* Please note, the term ‘Department’ is used to refer to both ‘Departments’ ‘Centre’s and ‘Schools’. Students on joint or combined degree programmes will need to use two departmental handbooks.

An electronic copy of this handbook can be found on your departmental website (www.royalholloway.ac.uk/law) where it will be possible to follow the hyperlinks to relevant webpages.
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Introduction to the Department

1.1 Welcome

Welcome message from the Head of School – Professor Rosie Meek

On behalf of all of us I would like to extend a warm welcome to all incoming students. We are delighted that you have chosen to pursue a degree with us and we will do all in our power to ensure that your learning experience is a positive one.

This handbook provides all students with a wealth of information. It provides you with information about what we expect from you whilst you study here and what you can reasonably expect from your tutors. The handbook is updated and revised each year to keep everyone informed of the essential information for study and the smooth running of your courses and assessments. It is your responsibility to make yourself conversant with them.

Professor Rosie Meek
Head of School

Welcome message from the Programme Director- Robert Jago

Welcome to Royal Holloway, the School of Law and specifically to the LLB Law, your programme of study. Once you have familiarized yourself with the contents of this handbook then do contact your personal adviser in the first instance if you have any additional queries. Your personal adviser is your key contact during your time with us and is there to guide and support you throughout your studies. As Programme Director I have responsibility for the LLB Law programme and I am here to assist with any queries that you may have. We are unable to respond to any difficulties you may be encountering if we are not aware of those difficulties so do keep in touch with us all. My office door is often open.
so do pop in and say hello.

Robert Jago
Programme Director

1.2 How to find us: the Department

The School of Law departmental office is located in ABF10 in the Arts Building. The academic staff for the School of Law are located in the Arts Building on the first floor, number 16 on the campus map.
Student parking is limited and a parking permit is required. This can be obtained via Security. You will need proof of insurance and ID before a permit will be issued.
## CONTACT DETAILS

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1.4 How to find us: the Departmental office

The departmental administrative office is located in ABF10 in the Arts Building. The office hours for the Administration Department are 9:30-4:00pm Monday-Friday. If you need to arrange an appointment outside these hours then please contact CrimSoc-AdminStaff@rhul.ac.uk

1.5 The department: Practical Information

The LLB Law is a three-year, full time degree programme. Each year involves a recommended total of 1200 hours of student learning time on College courses, made up of teaching contact time, private study and assessment. Courses are organised as predominantly full units (300 hours learning time) taught over two terms or occasionally half units (150 hours learning time) taught within one term.

The LLB Law degree offers students a broad introduction to law which focuses on the seven foundational subjects of law whilst offering students the opportunity to undertake specialist legal and criminological options as the course progresses. Our degree programme has been designed to promote both disciplinary specific knowledge and transferable skills. The four mandatory units in year one focus on introducing students to the English legal system, legal method and legal skills. Students will also assimilate and apply knowledge in areas of both public (Constitutional Law and Criminal Law) and private (Contract) law.

In the second year, the course continues to require an understanding of
two mandatory areas of private law. Tort Law builds on the work undertaken in the first year of study whilst students are also introduced to the concepts of property ownership through the study of Land Law. Students are also able to select two full units of specialist options in the areas of Public International Law, Family Law, International and Comparative Human Rights Law and the Law of Evidence. In the final year students are required to undertake the two final mandatory units of study in European Union Law and the Law of Trusts. The remaining two units of study are made up of optional courses, which may include the study of Medical Law, Company Law, Dissertation, Advocacy and Court Practice along with those optional subjects not selected in the second year. The School also offers other specialist criminology options including Prisons and Sentencing and Penal Policy. The strong research profile of staff is utilized in this year to ensure that our undergraduates acquire standard legal skills along with an understanding of a particularly diverse range of multi-disciplinary areas of study.

Overall this degree is a qualifying law degree, which enables students to complete the academic stage of training and move on to professional training if they so wish. However this degree also enables students to build up a range of skills and knowledge within an unusually multi-disciplinary School and develop a critical appreciation of the law and related subjects which will enhance their employability whatever their chosen profession. The School and the College are committed to ensuring equality of opportunity for all students.

1.6 Staff research interests

Detailed information on staff profiles and their interests can be found online at:
http://www.rhul.ac.uk/criminologyandsociology/staffdirectory/home.

**Rosie Meek (Head of School)**

Professor Meek is a chartered psychologist and conducts qualitative and quantitative research in criminal justice settings, with a particular focus on prisons, prison staff, and prisoners. She has researched and published widely on issues associated with the management and resettlement of offenders and the design and evaluation of interventions, particularly those that promote desistance from crime. Her recent projects include a focus on the physical and mental health of prisoners, narcissistic personality disorders, and the application of social psychology to criminological concerns, with her most recent book exploring the role of sport and physical activity in prisons. Rosie’s work involves collaborations with a broad range of community and criminal justice organisations, prisons and probation trusts, and she
uses these professional links to inform and enhance her teaching. She holds honorary appointments at John Jay College of Criminal Justice New York, and the Institute of Criminology at Cambridge University, and is a Fulbright Distinguished Scholar (University of California, San Diego).

**Ravinder Barn**

Professor Ravinder Barn’s academic base is inter-disciplinary and spans social policy, sociology, social work, and criminology. She is the author or editor of eight books and over 85 journal papers or book chapters. Ravinder writes on race, gender, child/youth welfare, crime, and criminal justice. Her recent paper on sexual violence and criminal justice is among the top 10 'most read' papers in the British Journal of Criminology (August 2015). Her research on child welfare and migrant groups is highly regarded nationally and internationally. Her latest book, *Child Welfare Systems and Migrant Children: A Cross Country Study of Policies and Practice*, published by Oxford University Press, analyses child welfare systems in 11 countries to promote theoretical and empirical understandings of contemporary concerns surrounding globalisation, migration, and child rights.

As Principal Investigator, she has successfully led on a number of externally funded research studies. Ravinder has worked with many organisations including the Joseph Rowntree Foundation, the former Commission for Racial Equality, the Canadian High Commission, the Department of Health, the Family Rights Group, National Children’s Bureau, the Youth Justice Board, the Council of Europe, and the European Union. Her research is empirically and theoretically grounded and key findings are disseminated to a wide variety of potential beneficiaries ranging from academic researchers, central and local government, international organisations including the Council of Europe and the European Union, and third sector organisations.

**Lindsey Bell**

Lindsey joined the School of Law in August 2015, after previously teaching Personal Property & Trusts, Land Law, and Jurisprudence at Bristol. Her first degree and PhD were in Law, also at Bristol, and post-PhD she worked as a civil servant before returning to academia. Lindsey’s academic interests have an inter-disciplinary focus. Her doctoral thesis was on the subject of trial by ordeal and included aspects of legal history, anthropology and jurisprudence. She is fascinated by the relationship between people and law, and it is this theme which unites her current research projects on land law, and UK terrorism law and policy.
Simon Behrman

Dr. Simon Behrman has recently joined Royal Holloway from the School of Law at the University of East Anglia. Prior to that he taught at the Law School at Birkbeck, University of London. Simon's research interests focus on refugee and migration law. He has written a number of articles in this field from critical theoretical, literary, and historical perspectives. In 2015 he was invited to submit a consultation paper to the Japanese government on the regulation of labour migration. Currently he is engaged on a major project on 'climate refugees' together with Dr. Avidan Kent at the University of East Anglia. As a result of this work so far, in July 2016 Simon was invited by the International Organization for Migration to be part of a panel of experts advising the UNFCCC on developing legal mechanisms for the protection of people forced to move due to climate change. Simon is also in the early stages of a research project on asylum in South Asia. As part of this work he has developed an ongoing relationship with the Calcutta Research Group, and is a member of the advisory board of its journal, Refugee Watch. Simon is also employed as a Visiting Professor in European Human Rights Law at Libera Università Internazionale degli Studi Sociali "Guido Carli" (LUISS) in Rome.

Elaine Carter

Elaine obtained her law degree from UCW Aberystwyth and then went on to work as a solicitor specialising in commercial property. She then joined the University of Law teaching Land, Equity, and for the vocational stage of training Property, Housing and Commercial Property. She then moved to Surrey University before joining Royal Holloway in August 2015.

Rita D’Alton-Harrison

Rita D’Alton-Harrison is a qualified solicitor and her research interests centre broadly on the interplay between family relationships and the law particularly in relation to children. Rita has a particular interest in reproductive medicine and its legal impact on the family structure and is currently undertaking empirical research as part of her PhD thesis at Leicester University. The research examines the legal experiences of UK commissioning couples as told through court narratives supporting applications for a parental order. The focus of the research is on international surrogacy but Rita has written on surrogacy generally, in particular on the definition and meaning of motherhood as well as examining the family, criminal and immigration aspects of surrogacy. Rita is also a Senior Fellow of the
Higher Education Academy and has additional research interests in the area of learning and teaching particularly in relation to the effects of widening participation.

**David Denney**

Professor Denney has conducted research in a number of areas related to the workings of the criminal justice system, violence and risk. This includes work on differential sentencing and ‘race’ in the UK and Canada. He has also worked on the ESRC Violence Research Programme. He has written extensively in international journals and is the author of a number of books including ‘Race and Antiracism in Probation’ (Routledge, 1992), *Social Policy and Social Work* (1998) Oxford University Press, *Risk and Society* (2005) Sage, and *Living in Dangerous Times* (2009) (ed) Wiley Blackwell. He also has wide experience of outside policy related consultancy including the National Task Force on Violence against Social Care Staff. He is currently Chair of the Editorial Board of Social Policy and Administration. He is currently investigating the use of social media by the military and their families.

**Alex Dymock**

Dr Dymock joined the School of Law in January 2015, and completed her PhD in Law at the University of Reading in the same year. Her doctoral thesis was a wide-ranging interdisciplinary study scrutinising the historical and contemporary relationship between the concept of ‘perversion’ and the criminal law in England & Wales, in particular the influence of psychiatric discourses of sexuality on the criminal justice process. She has published several journal articles around this topic, and has also written about the criminalisation of pornography for The Guardian and Politics.co.uk. Alex is in the early stages of developing several new research projects, including a collaborative project on the longstanding and wide-ranging impacts of the Operation Spanner arrests and subsequent trials, and a series of articles on the phenomenon of ‘revenge porn’. Her broader interests include visual and cultural criminology, critical criminology, criminal law, critical legal theory and the history of sexuality and psychiatry.

**Jonathan Gabe**

Professor Gabe has interests in health and illness, health care organisation, and health policy. Recent and current research includes studies of asthma in young people, violence against professionals in the community, managing medical regulation, biomedical technology and elite sport, sleep and wakefulness promoting medicines and the use of medicines in everyday life. He
has published 16 monographs and edited books, the latest of which are: Key Concepts in Medical Sociology, Second edition (Sage 2013) (edited with Lee Monaghan); The New Sociology of the Health Service (Routledge 2009) (edited with Mike Calnan); Pharmaceuticals and Society: Critical Discourses and Debates (Wiley Blackwell 2009) (edited with Simon Williams and Peter Davis); Challenging Medicine Second edition (Routledge 2006) (edited with David Kelleher and Gareth Williams). Professor Gabe was until 2012 a co-editor of the international journal Sociology of Health and Illness. He was President of the International Sociological Association Research Committee on Sociology of Health from 2010-2014 and is currently Chair of the Foundation for Sociology of Health and Illness. He was made a Fellow of the Academy of Social Sciences in 2013.

Emily Glorney

Dr Glorney is a chartered and registered forensic psychologist and conducts qualitative and quantitative research. Emily has a decade of experience conducting assessments and delivering therapeutic interventions to mentally disordered offenders in a high secure hospital and her research focuses on the mental health of offenders in hospitals and prisons and forensic mental health service delivery. Recent research includes evaluations of group interventions in a high secure hospital, the role of religion/spirituality in mental health recovery and desistance, the relationship between traumatic brain injury and violence among women prisoners and an exploration of psychological characteristics of perpetrators of sexual homicide. Emily is an active member of the British Psychological Society Division of Forensic Psychology Committee and works with other forensic psychologist committee members to promote and enhance professional development in forensic psychology both nationally and internationally.

Vicki Harman

Dr Vicki Harman’s research interests include family life, gender, social class and ethnicity. Her recent projects have focused on families and food, including children’s lunchboxes and feeding the family in times of austerity. Recent articles include ‘Mothers on Display: Lunchboxes, Social Class and Moral Accountability’ which was co-written with Dr Benedetta Cappellini and published in Sociology in August 2015. Vicki has published her research in the following journals: Ethnic and Racial Studies, Sociology, Identities: Global Studies in Culture and Power, Young Consumers and the British Journal of Social Work. Vicki is currently writing a book on gender and Ballroom and Latin American dancing.
Vicki’s doctoral thesis (completed at Royal Holloway in 2007) explored the experiences and support networks of lone white mothers of mixed-parentage children. Her writing in this area has examined mothers’ social capital, their experiences of racism, social work practice and the identification and social positioning of young people of mixed-parentage. With Professor Ravinder Barn, Vicki is the co-editor of *Mothering, Mixed Families and Racialised Boundaries* (Routledge, 2014).

**Robert Jago**

Robert has taught at a wide range of institutions in a wide range of both mandatory and optional subjects on the LLB Law degree. Robert currently teaches law of contract, criminal law, family law, sentencing and penal policy, crime and the law and medical law at Royal Holloway. Robert also teaches public law on the University of London International Programme where he delivers the course for the University of Hong Kong. Robert is also a visiting Professor at The Catholic University of Lille where he teaches Tort Law on the Licence 3. Robert started his career in Law and Criminology as a research assistant for Home Office funded research projects including young offenders experience of military training regimes, the classification and monitoring of sex offenders in the community and parents experience of parenting orders as part of New Labour’s crime reduction programme. Robert’s research interests broadly fall under the umbrella of social inclusion where he has written about certain groups within society who find themselves excluded by law and policy. Robert has worked with Professor Indira Carr on aspects of corruption. They have published work in the areas of corruption and the UNCAC, bank secrecy and bank responsibility and petty corruption and the role of IT. Robert is also working with Professor Ann Gallagher on aspects of health care regulation. He is a visiting professor at the University of Surrey and works collaboratively with colleagues from the University of Sao Paolo. Robert also sits as a Justice of the Peace for the South West Surrey Bench and is a tier 1 judge of the newly unified Family Court.

**David La Rooy**

Dr La Rooy received his B.A., M.Sc., and Ph.D degrees from the University of Otago in New Zealand. After completing his M.Sc., he worked as a researcher for a Cognitive Psychology Laboratory, ADHD Research Group, and a Children’s Memory Research Group. In 2003, he completed a Ph.D. investigating how children remember their experiences, and then took up a Post Doctoral Research Fellowship at the National Institutes of Health (NIH) in Maryland, USA. He received specialist police training on forensic interviewing, as well as training in the assessment of the quality of investigative interviews conducted with
children alleging abuse. David is a Chartered Psychologist and Associate Fellow of his professional governing body, the British Psychology Society. He is an internationally recognized expert in child forensic interviewing, provides specialist training to Police, Social Work, Solicitors, Lawyers, Advocates, Sheriffs, and Judges. He was awarded a Scottish Institute for Policing Research Lectureship at the University of Abertay Dundee, Scotland, in 2008, and in 2014 was awarded the Academic Excellence Award at the annual meeting of the International Investigative Interviewers Research Group. He has co-edited two volumes for the ‘Wiley Series in the Psychology of Crime, Policing and Law.’ David conducts research on topics relating to children and the law with a particular focus on forensic interviewing.

Jane Marriott

Dr Jane Marriott’s research interests embrace issues in constitutional law and contemporary jurisprudence, with particular emphases on participation in democratic processes and election law in the United Kingdom and United States of America. She has published on comparative constitutional law, the right to petition, prisoners’ rights and issues arising out of attempts to regulate campaign finance. She is currently working on an EPSRC-funded project on data privacy.

Richard Smith

Since completing the ESRC funded research project, “Implications of the Criminal Justice & Public Order Act 1994 for Youth Culture in the Suburban South East”, Dr Smith’s research and specialist teaching has focused on youth and youth culture in contemporary society. The 1994 act had a specific section related to youth culture, “Powers in Relation to Raves”, in which the police were given a range of new powers to control the dominant youth culture of the time.

The focus of Richard’s work is focused on young people as creative producers within contemporary capitalism through the making of distinctive new cultural forms; youth and youth culture as an object of ongoing attempts by the state and wider society to control it and youth culture as a form of transgressive culture.

Dr Smith is the Department’s Exams Officer and Admissions Officer.

Jennifer Storey

Dr. Jennifer Storey joined the Department of Law in 2016 and received her M.A. and Ph.D degrees from Simon Fraser University in British Columbia, Canada. Jennifer’s expertise lies in the assessment, management, and communication of violence risk with a particular focus on
interpersonal violence including intimate partner (or domestic violence), stalking, elder abuse, and sexual violence. She also conducts research on Psychopathic Personality Disorder as it relates to violence. Her papers in these areas can be found at https://scholar.google.com/citations?user=ZjnZqtwAAAAJ&hl=en.

Jennifer’s research, conducted with graduate and undergraduate students, seeks to answer questions like “What is the nature of interpersonal violence and what makes it more likely to occur?” “How do we best identify a perpetrator’s risk for future violence?” and, once identified “How can we intervene to manage that risk so as to prevent future violence?”. The research is applied in nature and results in collaborations with health, criminal justice, social work agencies. Jennifer also spent 6 years consulting for the Vancouver Police Department in the Domestic Violence, Criminal Harassment and Elder Abuse Unit to assist with threat assessments and threat management.

Jennifer is currently collaborating with multiple health, police and social work agencies working on research projects designed to help those agencies to implement evidence-based practices and improve the identification, assessment, and management of violence. Projects in all of my research areas are available for undergraduate and graduate student involvement.

David Yuratich

Dr Yuratich joined the School of Law in August 2015, having previously worked at Bournemouth University and the University of Reading, which is where he completed his PhD and LLM. He convenes and teaches the public law module at Royal Holloway and has taught a range of subjects elsewhere, including European Union law, the English legal system, and criminal law. His research focuses on two diverse relationships: between law and democracy, and between law and popular culture. His PhD research examined how the European Court of Justice articulates and shapes particular models of democracy for the EU, and he is researching towards a follow-on project that will investigate the relationship between dissenting judgments and democracy within UK public law. As well as this, he is engaged in research surrounding representations and negotiations of legal values within popular culture, focusing on Doctor Who.

Michelle Webster

Dr Webster was a Teaching Fellow in the School of Law from 2014 to 2016 before becoming a Lecturer. Michelle’s research interests centre on the sociology of health and illness, food, the family and
childhood. Her doctoral research brought these different areas of sociology together by exploring the experience and management of childhood epilepsy within the family. In particular, the research focused on the impact that the condition and its treatment had on family life and family relationships. Having completed an MSc in Social Research, Michelle also has an interest in quantitative and qualitative research methods and data analysis. Michelle has published on using photo-elicitation interviews with children and the use of the ketogenic diet within the family and she is working towards conducting further research on dietary treatment.

Serena Wright

Dr Serena Wright is the newest member of the teaching team, joining the School of Law from the University of Cambridge, where she worked for the past four years as a Research Associate at the Prisons Research Centre, Institute of Criminology. Her work there focused on the experiences of long-term imprisonment from young adulthood, interviewing men and women in prisons across England serving a minimum of 15 years’ life imprisonment. She is currently co-authoring a book on the project with colleague from the Institute of Criminology, Dr Ben Crewe and Dr Susie Hulley, entitled ‘Life imprisonment from young adulthood: time, identity and adaptation’. Recent articles, also co-authored with Dr Crewe and Dr Hulley, have been published in the British Journal of Criminology, theoretical Criminology and Justice Quarterly. Beyond her focus on prisons sociology, Serena has broader research interests in gender and criminal justice – this was reflected in her doctoral research, at the University of Surrey, which looked at the life-course experiences of repeatedly criminalised women. This work has featured in a number of publications, most recently an article in the British Journal of Criminology, co-authored with Dr Ruth Armstrong (University of Cambridge, UK) and Professor Mark Halsey (Flinders University, AUS) – entitled ‘F*ck It!: Matza and the Mood Of Fatalism in the Desistance Process’- which drew on qualitative data from men and women in the United States, Australia, and England and examined setbacks and recovery in desistance from crime.

She has also worked as a practitioner within criminal justice system and peripheral systems, including a year as a voluntary member of the Independent Monitoring Board at HMP Kingston, Portsmouth, and several years working both in a residential drug and alcohol recovery service and as an Independent Domestic violence Advocate and an Independent Sexual Violence Advocate.
2 Communication

It is vitally important that you keep in touch with us and we keep in touch with you. Members of staff will often need to be able to contact you to inform you about changes to teaching arrangements, special preparations you may have to do for a class or meetings you might be required to attend. You will need to be able to contact members of the Department for example, if you are unable to attend a class, or wish to arrange a meeting with a tutor or your Personal Adviser.

Email to your College email address is routinely used and you should check regularly (at least daily) if any official communication has been sent to your email address. Do not ignore the email as it will be assumed that it will have been received by you within 48 hours, excluding Saturdays and Sundays.

2.1 Email

The College provides an email address for all students free of charge and stores the address in a College email directory (the Global Address List). Your account is easily accessed, both on and off campus, via the student portal
https://campus-connect.rhul.ac.uk/cp/home/displaylogin (Campus Connect) or direct via Outlook.com http://outlook.com/ Email to this address will be used routinely for all communication with students. Email may be used for urgent communication and by course tutors to give or confirm instructions or information related to teaching so it is important that you build into your routine that you check your emails once a day. Email communications from staff and all the Faculty Administrators should be treated as important and read carefully.

The College provides a number of PC Labs around Campus for student use, and you can also use your own laptop/smart phone etc., so the Department expects you to check your email regularly. It is also important that you regularly clear your College account of unwanted messages or your in-box may become full and unable to accept messages. Just deleting messages is not sufficient; you must clear the ‘Sent Items’ and ‘Deleted Items’ folders regularly. It is your responsibility to make sure your College email account is kept in working order. If you have any problems contact the IT Service Desk http://itservicedesk.rhul.ac.uk/

The School of Law will only use the address in the College Global Address List and does not use private or commercial email addresses, such as Hotmail or Gmail. Students who prefer to use commercial email services are responsible for making sure that their College email is
diverted/forwarded to the appropriate commercial address. Detailed instructions on how to forward mail can be accessed by visiting http://help.outlook.com/ and searching for forwarding (you may need to use IE browser to access this as the link does not work on some browsers). This process is very easy, but you do have to maintain your College account. When you delete a forwarded message from, say, Hotmail, it will not be deleted from the Royal Holloway account. It is your responsibility to log on to your College account occasionally and conduct some account maintenance or your account may become full and therefore will not forward messages.

If you send an email to a member of staff in the Department during term time you should normally receive a reply within 3-4 working days of its receipt. Please remember that there are times when members of staff are away from College at conferences or undertaking research.

2.2 Post

All post addressed to students in the School of Law is held on student files. At the end of each term student pigeonholes are cleared of accumulated mail which is then destroyed.

2.3 Telephone and postal address

It is your responsibility to ensure that your telephone number (mobile and landline) and postal address (term-time and forwarding) are kept up to date on the student portal (Campus Connect) https://campus-connect.rhul.ac.uk/cp/home/displaylogin. There are occasions when the Department needs to contact you urgently by telephone or send you a letter by post.

The Department does not disclose students’ addresses and telephone numbers to anybody else (including relatives and fellow students) without the student’s specific permission to do so.

2.4 Notice boards

The official student notice boards are on the walls in the corridor on the first floor of the Arts Building (by ABF18). Every effort is made to post notices relating to class times etc. well in advance, but occasionally changes have to be made at short notice and in that case email will be used.

It is your responsibility to check the times and venues of all class meetings and of any requirements (e.g. essay deadlines) relating to your courses, so, if in doubt, please ask!
2.5 Personal Advisers

Each student is assigned to a personal adviser. Each term you will have a number of scheduled personal advisor meetings, either individually or in small groups. These are compulsory and represent an important opportunity to develop your study skills, review your progress and performance and raise any questions or concerns.

Your personal adviser will be available to see you during pre-arranged meetings and is also available during their weekly office hours. Arrangements may also be made by him/her, or by you, to meet at other times. Your personal adviser is concerned with your academic development and progress during your time with us, and is available to offer you advice about issues affecting your work and to discuss with you your choice of courses. Personal advisers are also willing to discuss personal difficulties which may be impacting your academic performance, but it is understood that you may prefer to take such difficulties to the College student counsellors. Your personal adviser should be your first port of call for any queries of an academic nature or for guidance on issues having an impact on your ability to study. It is your responsibility to keep him/her informed of issues as they arise.

Occasionally – when, for example, a personal adviser goes on leave – changes will be made. You will be informed on any such changes as soon as possible.

Your personal adviser will probably be the member of the department best equipped to write you references for jobs during your university career, and (along with your Dissertation Supervisor) to act as a referee for jobs or higher degree programmes after graduation. It is, therefore, very much in your interest to make sure that you keep in regular contact with your personal adviser as he or she will then be able to write individual and positive recommendations on your behalf. Before you name them as a referee on an application, you should always ask your personal adviser tutor if this is alright. You should also make sure that you give him or her ample time to complete any references: while you only have one personal adviser, each personal adviser has many – past and present – personal tutees!

Although you should regard your personal adviser as your first port of call in the Department, it may be that on occasions he or she will direct you to another colleague, either in the Department or elsewhere, or to some other source of guidance or advice, such as the Programme Director, Head of School, the Student Administrative Centre, the Health Centre, the Dean of Students, the Student Counsellors, or the Chaplains.

Any help you get from any of these sources, or from anyone in the
Department is confidential if you prefer it that way. The Department reserves the right to inform appropriate bodies or persons if it considers that an individual is at significant risk, but you may assume that conversations with staff are confidential unless otherwise stated.

2.6 Questionnaires

Courses are evaluated every year. Towards the end of each course you will be asked by the tutor to fill in a questionnaire giving your evaluation of the teaching you have received, the effectiveness of library provision and the overall quality of the course. It is College policy that such course evaluations are completed. These are anonymous and your cooperation in making these evaluations is of great help to the Department. The results of the evaluations are considered by the Department’s Learning and Teaching Committee and form part of the Annual Monitoring Report of the Department.

All programmes and courses are reviewed periodically by the Faculty and within the Department, taking into account the student evaluations as well as issues raised at the Student-Staff Committee.

3 Teaching

3.1 Dates of terms

Term dates can be found on the College website http://www.royalholloway.ac.uk/aboutus/collegecalendar/home.aspx

You are expected to be in the UK and engaging with your studies during term time. In the case of an emergency, which requires you to leave the country and/ or miss lectures/ seminars/ practical’s etc., you are expected to keep your department informed and fill in a Notification of Absence Form (see 3.3 below). During the summer term, after the summer examination period, you are expected to attend all required academic activities organized by your department(s) and to be available should you be required to meet with College staff for any reason.

3.2 Reading weeks

Term 1: Week commencing 31st October
Term 2: Week commencing 13th February
3.3 Attending classes and engaging with your studies

The College has a responsibility to ensure that all students are attending regularly and progressing with their studies. While it is essential that you attend all the compulsory learning activities related to your programme of study, the College recognises that emergencies may occur at any time throughout the year. In light of this, the School of Law has set a minimum attendance level at 80%. You should be aware that you may also study courses that have different and specific course attendance requirements, particularly if you are taking courses in another department, so it is essential that you check all programme and course handbooks to ensure you are fully aware of the requirements.

Your regular attendance in class and consistent engagement with your studies are fundamental requirements of your learning experience with the College. As such, failure to attend and/or absence without permission can result in serious consequences and may lead to disciplinary action, including the termination of your registration (see 3.3.6). Your ‘classes’ are any learning or teaching activity deemed essential to your programme of study. The term is used to encompass a variety of different activities, including lectures, seminars, tutorials, workshops, field work, laboratory work, and meetings your Personal Advisor.

It is vital that you manage your time effectively, so that any paid employment, voluntary work, extracurricular activities or social commitments do not interfere with periods where you are required to attend classes. With regard to paid employment during the course of your programme of study with the College, the Undergraduate Regulations (http://www.royalholloway.ac.uk/ecampus/academicsupport/regulateds/home.aspx) stipulate that the amount of paid work undertaken by a student enrolled with the College on a full-time basis shall not exceed 20 hours per week during term time. No student may undertake paid work which may conflict with his/her responsibilities as a student of the College.

If you face difficulty in attending any classes or undertaking an assessment it is very important that you inform the department(s) in which you are studying as early as possible, citing the reasons for your non-attendance. The department will make a decision on whether or not to authorize your absence. If you are experiencing such difficulties on an ongoing basis, please contact your Personal Adviser or Year Tutor. In addition, an extensive range of additional support, guidance and advice is readily available from the College’s Student Advisory Service.
The Students’ Union also operate an Advice and Support Centre, details on which can be found here [http://www.su.rhul.ac.uk/advice/](http://www.su.rhul.ac.uk/advice/).

### 3.3.1 Your responsibilities in relation to attendance

Your responsibilities around attendance and engagement include:

- attending all classes necessary for the pursuit of your studies (including lectures, seminars, practical and personal tutorials);
- undertaking all summative and formative assessment requirements for your courses;
- attending all meetings and other activities as required by the department(s) in which you are studying;
- where you experience any form of difficulty in attending classes, for whatever reason, contacting the department(s) in which you are studying to notify them of your circumstances at the earliest possibility.

You are expected to fully engage in your classes, undertaking any reading, research or further preparation identified between these sessions alongside punctual attendance. It is essential that you make suitable arrangements for travel to your classes and plan to arrive in good time, as teaching will start at five minutes past the hour and finish five minutes before the hour. **You will be marked as absent if you arrive after the first 15 minutes.**

### 3.3.2 Departments’ responsibilities for monitoring attendance

The School of Law will monitor your attendance at lectures, seminars and workshops. It is your responsibility to complete any attendance register that is circulated and to make sure that your attendance has been noted. The activities at which your attendance is monitored may vary depending upon the discipline in which you are studying or the department in which you are taking courses in the case of electives, for example.

It is important that you attend all the learning activities related to your programme of study. Whilst attendance is compulsory at all learning activities, it is recognised that emergencies may occur at any time throughout the year and therefore as indicated above a minimum attendance requirement has been set.

You will be contacted in the event that:
i. you fail to attend for **two weeks** without providing notification of your absence;

ii. you display a **pattern of absence** that the department feel is affecting or is likely to affect your work

iii. you display a pattern of absence that the department feel is a cause for **concern over your wellbeing or may point to a disability which you may not have disclosed**.

A ‘pattern of absence’ will be defined as three or more absences, whether authorised or not, in one calendar month.

### 3.3.3 College’s responsibilities for monitoring attendance

The College has a number of important obligations in relation to monitoring your attendance and engagement, including legal responsibilities under the Equality Act (2010). As a result, the College may adjust the attendance requirement for your programme but will only do this when such adjustment does not compromise competence standards or your ability to reach the learning outcomes of your programme. Any need to adjust attendance requirements will be treated case by case and discussed by the department with the Disability and Dyslexia Services (DDS) and Academic Quality and Policy Office (AQPO).

The College also has obligations places on it by UK Visas and Immigration (UKVI) (see 3.3.7 below).

### 3.3.4 Missing classes

If you are unable to attend College for whatever reason you must advise the department in which you taking the course(s) in question and complete the relevant **Notification of Absence Form**, which is available online.

[https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx](https://www.royalholloway.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx)
Figure 1 - Notification of Absence Form – Absence Due to Illness

This must be submitted to the relevant department(s) together with the relevant supporting documentation either before your absence or within five working days of the end of the period of absence.

You should ensure:

a. that you advise the departments(s) by emailing your module tutors, your personal advisor and the administration team. that you complete the Notification of Absence Form, copies of which are available on the School of Law website and from the Health Centre.

b. that you submit the paperwork to your department(s) either before your absence or within FIVE working days of the end of the period of absence. Failure to do so may result in the absence being counted as unacceptable and counting against the minimum attendance level. The paperwork must be submitted to the Departmental Office with the relevant supporting evidence.

c. that you meet any departmental requirements concerning notification of absence or request for leave of absence as you may be required to meet formally with an academic tutor.

This table shows the documentation that is required should you be
absent for any reason.

<table>
<thead>
<tr>
<th>Reason for absence</th>
<th>Documentation required</th>
</tr>
</thead>
<tbody>
<tr>
<td>Illness up to and including 5 consecutive term-time days</td>
<td>Completed [Notification of Absence Form – Self Certification]</td>
</tr>
<tr>
<td>(excluding Saturdays and Sundays)</td>
<td></td>
</tr>
<tr>
<td>Illness for more than 5 consecutive term-time days</td>
<td>Completed [Notification of Absence Form - Self Certification plus Formal Medical Certification signed by the Health Centre, your GP or hospital consultant]</td>
</tr>
<tr>
<td>(excluding Saturdays and Sundays)</td>
<td></td>
</tr>
<tr>
<td>Unrelated to sickness</td>
<td>[Notification of Absence Form plus supporting evidence]</td>
</tr>
<tr>
<td>Leave of absence request</td>
<td>[Notification of Absence Form plus any departmental requirement must be met]</td>
</tr>
</tbody>
</table>

Note:
- If you are absent for a prolonged period it is essential that you keep in touch with the Department (e.g. through regular emails with your Personal Advisor).
- The Department will monitor the frequency of self-certified absences and the Head of Department may request a doctor’s medical certificate from you in the event of multiple and/or sustained instances of self-certified illness.
- The departments in which you are studying are responsible for monitoring your attendance and engagement, and deciding whether a period of absence is deemed acceptable or unacceptable (for further information please refer to the online guidance [http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx](http://www.rhul.ac.uk/ecampus/academicsupport/attendance/notificationofabsence.aspx) for details of what constitutes ‘acceptable’ and ‘unacceptable’ circumstances relating to absence). If deemed unacceptable the absence will be recorded as such and will count against your minimum attendance level.

### 3.3.5 Missing an examination

In the event that you are unable to attend an exam (e.g. through reasons of sudden illness), it is essential that you notify Student Administration at the very earliest possibility. Wherever possible, please try to ensure you contact them via e-mail at [student-administration@rhul.ac.uk](mailto:student-administration@rhul.ac.uk) before the scheduled start of the exam with your name, student ID and confirmation of the exam that you are unable to attend. Please include a brief explanation within the email outlining the reasons for the non-attendance.
This notification will then be forwarded by Student Administration to your department so that they are aware of your non-attendance.

**Please note, this notification is not a substitute for formally notifying your department of Extenuating Circumstances.** It is essential that you inform your department and Chair of the Sub-board of Examiners by completing the Extenuating Circumstances form. For further information, please refer to the website https://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/extenuatingcircumstances.aspx.

In the event that you do not complete the Extenuating Circumstances form, your department will be unable to consider the reasons for your non-attendance at your departmental Sub-Board of Examiners.

### 3.3.6 Consequences of failing to attend

As indicated in 3.3.2 above the Department may contact you if there are concerns about your attendance

Failure to attend will result in you being required to explain your absence either to your Personal Advisor, Programme Director or the Head of School. It may trigger the formal warning process, which could lead to the termination of your registration at the College.

Should it become apparent that there are no acceptable reasons for your non-attendance and/or general lack of engagement with your studies, the Department may issue you with a formal warning which can escalate to the termination of your registration at the College. You are strongly advised to read the guidance on the formal warning process and the consequences of receiving such a warning on http://www.royalholloway.ac.uk/ecampus/academicsupport/formalwarnings/formalwarnings.aspx and in the relevant regulations. http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx.

In situations where you are experiencing documented severe difficulties the Department and College will make every effort to support you and counsel you as to the best course of action. However, there may be cases where, although non-attendance is explained by an acceptable reason, your level of attendance falls to a level which compromises educational standards and/or your ability to reach the learning outcomes of the course. In such cases it will be necessary to implement disciplinary procedures as detailed above.
3.3.7 Withdrawal of visa

If you are in receipt of a Tier-4 (General) Student Visa sponsored by Royal Holloway, it is a requirement of your Visa that you attend classes and complete assessments. This is also a requirement of the College’s academic regulations. The College has a legal responsibility to report any student admitted to the College on a student visa who does not appear to be in attendance to UK Visas and Immigration (UKVI). Therefore if you fail to meet UKVI visa requirements and/or fail to respond to informal and formal warnings from the College in this regard you could have your sponsorship withdrawn, your Visa cancelled and your registration with the College terminated. The termination of registration due to a breach in Visa requirements is conducted independently of the College’s formal warning process and the decision is not open to appeal.

Please see the College Undergraduate Regulations (http://www.rhul.ac.uk/ecampus/academicsupport/regulations/home.aspx)

4 Degree Structure

Full details about your programme of study, including, amongst others, the aims, learning outcomes to be achieved on completion, courses which make up the programme and any programme-specific regulations are set out in the programme specification available through http://www.royalholloway.ac.uk/coursecatalogue/home.aspx or http://www.royalholloway.ac.uk/studyhere/progspecs/home.aspx

4.1 Programme information

The LLB (Hons) Law degree is a Qualifying Law Degree, as defined by the Solicitors Regulation Authority and Bar Standards Board for England and Wales.

4.1.1 Scope and Structure of the LLB Law Degree

The LLB Law Degree is a ‘course-unit’ degree. This means that it is constructed on a modular basis, the overall syllabus being divided into constituent course units. Each course that you take is given a value and at each level of study you take a total of four course units of different types and complexity. Therefore, over the time of your study in the School you must take (and enter the assessment/examination for) 12 units. No course can be counted more than once.
4.1.2 Knowledge and Understanding

Students will develop and demonstrate a sound knowledge in the foundations and content of the law of England and Wales and the fundamental doctrines and principles which underpin the common law, including:

- a sound and extensive knowledge in the foundations and content of the law of England and Wales;
- a rigorous grounding and understanding of the fundamental doctrines and principles underpinning the common law; and,
- a critical evaluation of modern legal developments.

4.1.2.1 Skills and Other Attributes

Students will develop a wide range of intellectual skills, subject practical skills and transferable skills including:

- examining law in practice and problem solving, research and personal skills and key transferable intellectual skills required by the legal professions and employers;
- engaging in the process of reading and analysing legal texts, developing independent thinking and judgement regarding sources of law and how it is made and developed;
- appreciating broader international and comparative perspectives of law;
- dialogue on the role of law within a modern societal context and an appreciation of its continuing social and political importance;
- taking progressive responsibility for their own study through independent and guided research;
- developing key legal communication skills;
- developing legal research skills and e-resource search and IT techniques;
- the capacity for independent learning essential to continuing personal development.

4.2 Course registrations

You can only register for four course units in each academic year (this excludes courses which are being resat). While you have the option of changing courses within the first two/three weeks after the start of teaching (excluding Welcome week) subject to agreement from the department, once you have submitted assessment for the course, you
may not replace it with another either in that term or in a subsequent term (e.g. Spring term). Any courses that you wish to take on an extracurricular basis (that is, as extra and not counting towards your degree) must be identified at the start of the academic year or before any assessment has been completed for the course.

Students take a total of twelve units at the rate of four units per year.

### 4.2.1 Year one

Students will take the following mandatory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL1001</td>
<td>Public Law (Constitutional, Administrative and Human Rights Law)</td>
<td>1.0</td>
</tr>
<tr>
<td>LL1002</td>
<td>The Law of Contract</td>
<td>1.0</td>
</tr>
<tr>
<td>LL1003</td>
<td>Criminal Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL1004</td>
<td>The English Legal System, Methods and Legal Practice (Legal Skills)</td>
<td>1.0</td>
</tr>
</tbody>
</table>

### 4.2.2 Year two

Students will take the following mandatory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL2001</td>
<td>Land Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL2002</td>
<td>Law of Torts</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Students will then take option modules up to the value of two full units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL2003</td>
<td>International and Comparative Human Rights Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL2004</td>
<td>Law of Evidence</td>
<td>1.0</td>
</tr>
<tr>
<td>LL2005</td>
<td>Public International Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL2006</td>
<td>Family Law</td>
<td>1.0</td>
</tr>
</tbody>
</table>
4.2.3 Year three

Students will take the following mandatory courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL3001</td>
<td>European Union Law (EU Law)</td>
<td>1.0</td>
</tr>
<tr>
<td>LL3002</td>
<td>Equity and the Law of Trusts</td>
<td>1.0</td>
</tr>
</tbody>
</table>

Students will then take option modules up to the value of two full units from the following courses:

<table>
<thead>
<tr>
<th>Course Code</th>
<th>Course Title</th>
<th>Unit Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>LL3004</td>
<td>Company Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL3005</td>
<td>Medical Law</td>
<td>1.0</td>
</tr>
<tr>
<td>LL3006</td>
<td>Advocacy and Court Practice</td>
<td>1.0</td>
</tr>
<tr>
<td>LL3003</td>
<td>Dissertation</td>
<td>1.0</td>
</tr>
</tbody>
</table>

4.3 Change of programme

You are only permitted to change programmes up to a maximum of three weeks after the start of teaching (excluding Welcome Week) with the following exceptions:

- if the change is only in degree pathway title, which does not affect the course units taken and you are still taking the correct course units (worth 120 credits in total) as detailed in the relevant programme specification;
- if the change does affect the course units taken and you have to pick up an extra half unit in the Spring term but you would be taking the correct course units as detailed in the relevant programme specification and would have no less than 120 credits.

4.4 Exchange Programmes

The College offers students the opportunity to study abroad for a year through the International Exchange programme and the Erasmus programme. Students are able to apply to study abroad in Europe or at one of 28 international institutions in the USA, Canada, Australia, New Zealand, Hong Kong, Korea, Japan and Singapore, either as an integral part of their degree programme or as an additional year of study. Further details on participating in such programmes and restrictions
placed on students in different departments are available at
https://www.royalholloway.ac.uk/international/studyabroadandexchanges/outgoing/home.aspx.

5 Facilities

5.1 Libraries

There are 2 libraries on campus:
- **Founder’s Library**, located on the South Side of Founder’s Building, houses most language, literature, film, music and theatre material;
- **Bedford Library**, located up the hill from the Students’ Union next to the History Department, houses science, social science and history material;

Details, including further resources available, opening times and regulations, can be found online:
http://www.royalholloway.ac.uk/library/home.aspx

If you cannot find the specific items that you require in the libraries, it is possible to order items from other libraries by inter-library loan or to gain access to the Senate House Library or other university libraries. You can obtain further information on this by asking at the library helpdesks. The Information Consultant for the School of Law is Sian Downes, who can be contacted at Sian.Downes@rhul.ac.uk.

The Library provides a range of training sessions designed to enhance your existing library and research skills. These are available in both class-based and self-study formats. For information on available sessions and to book a place, go to:

http://www.royalholloway.ac.uk/library/helpandsupport/findinginformation.aspx

5.1.2 Books

Library books tend to be heavily in demand at certain times (notably at essay deadlines and in the run-up to examinations) and to be under-used at others. Careful timing in your use of them (e.g. during the Summer and Christmas Vacations, or early in each term) will pay dividends. The Library has multiple copies of many of the most frequently-used works as well as a large collection of e-books.

Books heavily in demand may be on short loan, 11:00-16:00 or 16:00-11:00(next day). Please consult the course tutor or Information Consultant in good time if there are particular works which you would
like to see on short loan.

We are always happy to consider students' suggestions for more books. If you think that the Library does not have a book useful for your course, or for a dissertation you are writing, or if you feel more copies of a book are required, please contact the library’s Information Consultant for Law. Be aware, however, that not all requests can be satisfied and that there is sometimes a delay between ordering and receipt depending on our supplier's stock.

5.1.3 Online resources

The Library provides access to an extensive online collection of journal titles in electronic, full-text format (e-journals), e-books, online databases and an online library of multi-media material (texts, images, audio, films and mixed-media). All of these ‘e-resources’ are available via an extensive suite of student PCs in the libraries and around the campus (all connected to printers), laptops & most mobile devices (via the CampusNet wi-fi), as well as from off-campus (see below).

You will need to get used to consulting the key e-resources (such as our collections of primary sources, research material & online databases), e-books, online reference material, and electronic journal collections relevant to your subject area. These can be accessed on-line using the E-resources A-Z lists & the ‘LibrarySearch’ service via links on the Library’s homepage: http://www.royalholloway.ac.uk/library/

OR via the dedicated Library Subject Guides: http://libguides.rhul.ac.uk/Law

In order to access the Library’s extensive and growing collection of e-resources off campus (e.g. from home) you will need to use the College’s CampusAnywhere (VPN) service (in some cases you may need to login direct to the e-resource). Details of how to use these services can be found on the Library Subject Guides or the Library’s ‘Help & Support’ webpages.

Ask the Library's Information Consultant for Law for details of how to use these e-resources (there is also plenty of help information on the Library Subject Guides).

5.1.4 Specialist Libraries for Law

The Library’s Information Consultant for Law can assist with a wide variety of resources though the inter-library loan system.
5.2 Photocopying, printing and computing

5.2.1 Photocopying

The departmental photocopier is in constant use by office staff and lecturers. For this reason, we are unable to allow undergraduate students to use it. Instead you can use copier-printers (MFDs) located in the libraries, the Computer Centre and many PC labs, which will allow you to make copies in either black and white or colour. Further information is available online:

http://www.royalholloway.ac.uk/library/usingourlibraries/photocopyingandprinting.aspx

If you require copying to be done for a seminar presentation, you need to give these materials to your tutor to copy on your behalf. Please make sure that you plan ahead and give the materials to your tutor in plenty of time.

5.2.2 Printing

Many of the PC labs are open 24 hours a day, 7 days a week. Alternatively, there are computers available for your use in the libraries and Computer Centre.

Departmental staff are unable, in any circumstances, to print anything out on your behalf. Copier-printers (MFDs) are located across the campus in the PC labs, libraries and Computer Centre. Further information on printing is available online:

https://www.royalholloway.ac.uk/it/printing/home.aspx

5.2.3 Computing

The Computer Centre provides a range of IT training sessions designed to enhance your current IT skills. These are available in both class-based and self-study formats and successful completion of the course is rewarded by a College IT Skills certificate. To participate in these sessions, go to:

http://www.royalholloway.ac.uk/it/training/home.aspx

Departmental staff are unable, in any circumstances, to print anything out on your behalf.
6 Coursework Essays and Dissertation

6.1 Assessment

The assessment regulations for students entering the LLB (Hons) Law are in accordance with the College’s Undergraduate Regulations and the programme specification.

6.1.1 Formative Coursework

Formative coursework is written work which is a formal requirement of a course but which does not count towards the grade for that course. Formative course work is used particularly in the first year to gain an indication of a student's ability and to aid that student by the marker providing developmental feedback. **Completion of formative coursework is compulsory.** Failing to submit any formative coursework or to not make a reasonable attempt at formative coursework, without acceptable extenuating circumstances will result in a course outcome of incomplete.

6.1.2 Summative Coursework

Summative coursework is written work which is a formal requirement of a course and does count towards the grade for that course. Summative coursework is used regularly in the 1st, 2nd and 3rd years of the degree programme. Students will receive written feedback on the written work. **Completion of summative coursework is compulsory.** Failing to submit summative coursework or to not make a reasonable attempt at summative coursework, without acceptable extenuating circumstances will result in a course outcome of incomplete.

Tutors are committed to mark and to return written work (which is submitted on time and as part of formative assessment) within four weeks where possible. If an essay has not been returned then you should remind the tutor. The administration department will inform you when your assignment has been marked and is available to be viewed on Turnitin.

6.2 The Dissertation

If you choose to do a dissertation, you will be assigned a dissertation supervisor who will oversee your work. In most cases students are happy with the supervisory relationship. However, there are occasions where for
some reason the supervisory relationship does not work and breaks down. If this happens, you should speak as soon as possible with the Dissertation Coordinator or your Personal Advisor to see whether the problem can be resolved informally, e.g. through mediation, changing supervisor. You should not wait until after you have received your final degree results to raise the matter as it is very difficult for the College to resolve such matters or take remedial action at that point.

6.3 Guidance on Hours of Study

Embarking on a full time degree programme is a full time undertaking and students are recommended to devote at least 30-35 hours per week (including lectures and seminars) to their studies during term time. The time outside formal teaching sessions should be used for independent reading and research in preparation for essays and seminar presentations, and to consolidate and supplement information given in lectures and seminars. Independent study is extremely important not only in developing the skills needed to achieve a good degree but also in developing the transferable skills required by employers.

6.4 Coursework Essay

6.4.1 Essay Writing

An essay is a way of presenting the reader with an account of the ways in which you have found your learning engaging and meaningful – it’s a ‘know and show’ opportunity for you. It is a chance to both create a map of a particular territory of knowledge, as well as an invitation for the reader to take a guided walk through that territory. It should have a clear structure and style, content that is relevant, and a rhythm and momentum to the arguments presented that the reader experiences as credible. So it should say, “Look, here is my well informed, balanced, complex view of this particular world that I’m asking you to look at, and I hope you find my ways of seeing persuasive”. In all, try not to let the assignment become just a flat and dull summary of other people’s ideas and thoughts. Try to present it in a way that shows the following features:

- that you have knowledge of a particular area of study including concepts, debates and issues, and research evidence that affect the issue;
- your systematic comprehension of what is known, by putting the knowledge in your own words in an intelligible way;
- that you can critically analyse the material under consideration, dissecting arguments in a systematic and balanced way;
once you’ve taken apart other perspectives, you can synthesise those perspectives by putting them together again in a fresh way, looking at the connections and gaps between differing views;

finally that you can evaluate the material in terms of its internal coherence, its links with other perspectives and views, and in relation to your own experiences and views. This will help you to give an account of how you have weighed things up, and why you’ve done so in the ways that you have.

The stages of essay production could look like this. But remember, this is not a prescriptive list. You will find your own start to finish path for a written assignment and may already be familiar with these and other aspects of effective writing. Our invitation to you is to take charge of the structures, mechanisms and methods that work best for you, so long as they help you to reach your highest potential.

To summarise, a basic essay structure will often look like this:

| **Understand** – ensure that you know what the question is asking you to do. | E.g. ‘analyse’, ‘evaluate’, ‘critique’, ‘synthesise’ etc. |
| **Identify** – pinpoint the issues or the focus of the question. | Demonstrate that you have understood all the possible issues and undertaken further research. |
| **Structure** – ensure that there is a clear structure to your answer. | Include an introduction, main answer and conclusion which draw out the key points. |
| **Knowledge** – demonstrate a good grasp of the legal principles and the relevant law and show evidence of wider reading and research. | Always cite the relevant law to support the facts or your arguments and identify relevant key issues, concepts and debates. |
| **Arguments** – set out clear defensible arguments in your answer. | Do not simply recite the law. Compare and weigh up strengths and weaknesses and/or identify areas for reform. |
| **Support** – back up your arguments with authorities. | Always use cases and journal articles and relevant examples throughout your answer and include a bibliography at the end of your answer. |
| **Presentation** – ensure that your work is in the correct format and is clear, coherent and legible. | Use good grammar, language, expression and referencing and always follow the word count. |
6.5 The Dissertation

In the third year of your degree course you will have the option to write a dissertation of 10,000 words in length. This dissertation is equivalent to one full Course Unit and is therefore a quarter of your final years work.

The dissertation is an opportunity for you to examine, in depth, an area of interest to you. It is one of the most important pieces of work you will do as an undergraduate. It shows the extent that you are an independent learner and scholar.

You will be allocated a member of staff as your supervisor. The role of the supervisor is to help and guide you with your dissertation. However, the choice of dissertation topic, the research methodology and the actual work are up to you.

The dissertation is assessed on the basis of the quality of scholarship it demonstrates. Markers will look for your knowledge of the subject matter, evidence of independent thought and the clarity with which you present your ideas.

6.6 Choice of Dissertation Topic

Students are required to submit a provisional dissertation topic outline in consultation with a supervisor, which should be submitted on the relevant departmental form. This form should contain the student name, the proposed title of your dissertation or research question, a general outline of your dissertation topic and the research methodology you will be using. The choice of your dissertation title is solely your choice but should be relevant to your study.

6.7 The Dissertation Supervisor

The role of the supervisor is to help guide you through the key stages of the dissertation. This includes advice about the suitability of a topic; about appropriate reading; the structure and organisation of the dissertation and the way in which it should be presented.

You should meet with your supervisor throughout the term to discuss progress. It is your responsibility to contact your supervisor to arrange meetings. Please remember your supervisor is a busy academic and you need to contact your supervisor in plenty of time to arrange a meeting to discuss your dissertation.

6.8 Presentation of Essays and Dissertation
6.8.1 Presenting your Work

Your name must not appear on your essay as it will be marked anonymously. For all Formative and Summative essays and Third Year Dissertations you should include the following information on the front title page (see Appendix 1);

- Your candidate number, this can be found on the ‘study’ tab of Campus Connect
- The course code, for e.g. LL1001.
- The essay title.
- Course tutor.
- Date of submission.
- Final word count.

Your essay or dissertation must be presented using the following format;

- Essays must be word processed using a legible size 12 font, and should be 1.5 or double spaced to allow the marker space to write comments and notes.
- Pages must be numbered.
- The word count must be included. Word count should include footnotes but not appendices or bibliographies. Penalties will apply where the word limits are exceeded. (See section on Penalties for Exceeding Word Length.)
- Where there is no general agreement on spelling or style (e.g. judgment or judgement; ‘4 July 1776’ or ‘July 4, 1776’), you should use your own preference. It is important that the essay should be internally consistent whatever conventions are used.
- You must submit an electronic copy to Turnitin via Moodle- there is no need to hand in a paper copy of your essay

All work must be submitted by the deadline or penalties will be incurred. (See section on Penalties for Late Submission of Work).
6.9 Referencing

All assignments must be referenced using the OSCOLA system. Sian Downes, the School of Law Information Consultant, will be running workshops on referencing as well as on a range of other academic topics such as plagiarism. Please refer to the referencing handbook for details of how to use OSCOLA referencing.

6.9.1 A quick guide to OSCOLA

For a more detailed guide to OSCOLA please see the libguide for law or download the pdf from:
http://www.law.ox.ac.uk/published/OSCOLA_4th_edn.pdf

General points to remember:
- There is very little punctuation in OSCOLA. Do not use full stops in abbreviations (ECHR not E.C.H.R)
- Separate different citations in the same footnote with a semi colon.
- Whatever you do be consistent!

6.10 Bibliography

The bibliography comes at the very end of your essay, and entries should be presented in alphabetical order by authors’ surnames. You should refer to the OSCOLA Referencing Citation Guide for advice on how to present different types of entry in your bibliography.

6.10.1 Referencing the bibliography

**Primary Sources**

**Cases**

Give the party names, followed by the neutral citation, then the law report citation. Remember the hierarchy of law reports and cite the most appropriate one. If there is no neutral citation give the law reports citation in brackets followed by the court in brackets.()

With neutral citation

<table>
<thead>
<tr>
<th>Case name</th>
<th>[year]</th>
<th>court</th>
<th>number,</th>
<th>[year] or (year)</th>
<th>volume</th>
<th>report abbreviation</th>
<th>first page</th>
</tr>
</thead>
</table>
Without a neutral citation

**Case name | [year] or (year) | volume | report abbreviation | first page | (court)**

*R. v Ahluwalia (Kiranjit) [1992] 4 All ER 889 (CA)*

Use a pinpoint to reference a particular paragraph of a judgement. Put the number of the paragraph in square brackets. If there are no numbered paragraphs in the judgement give the page number without brackets.


**R. v Ahluwalia (Kiranjit) [1992] 4 All ER 889 (CA) 891-94**

If you cite a particular judge in a case, use the judge’s surname followed by the conventional abbreviation identifying their judicial office.


### Statutes and Statutory Instruments
Cite any Act by its short title and year. Use capitals for the major words and do not put a comma before the year. Statutes are divided into parts (pt), sections (s), subsections (sub-s), paragraphs (para) and subparagraphs (subpara). In the footnotes put a comma after the year, then put the abbreviation to the part you are pinpointing to.

**Human Rights Act 1998**

**Immigration Act 2014, s 8 (2)**

Statutory Instruments are numbered consecutively throughout the year. To cite them give the name, year, then the SI number preceded by a comma.

**The Energy Efficiency (Eligible Buildings) Regulations 2013, SI**

### EU Legislation and cases
Official notices of the EU are carried in the Official Journal of the European Union, known as the OJ.
Regulation, Directives, Decisions, Recommendation and Opinions are cited by the legislation type, number and title, followed by publication details.

Since 1989 EU cases have been numbered according to whether they were registered at the European Court of Justice or the General Court.

**European Court of Human Rights**

For judgements of the European Court of Human Rights cite either of the official reports, The Reports of Judgements and Decisions (ECHR) or the European Human Rights Reports (EHRR).

**Secondary Sources**

**Books**

Give the authors name as it appears in the book, first name and then surname. Put the title in italics and capitalize any of the important words. All the information you need to cite a book can usually be found on the title page. Only cite an e-book if it is the only version available.
**Encyclopedias**
Cite an encyclopedia like you would a book, but exclude the author or editor, and publisher.

\[ \text{\textit{title}} \mid (\text{additional information}, \mid \text{edition} \mid \text{year}) \]

*Halsbury’s Laws* (5th edn, 2010)

Abbreviation for journals can vary, so choose one of the options and use it consistently throughout your work. You can check abbreviations at the [Cardiff Index to Legal Abbreviations](http://example.com).

**Journal Articles**
Abbreviation for journals can vary, so choose one of the options and use it consistently throughout your work. You can check abbreviations at the [Cardiff Index to Legal Abbreviations](http://example.com).

**Online Journals**
Where journals are only published electronically cite as you would hard copy journals, but with the URL in angled brackets <> and the date you accessed the article.

**If you have any questions about using OSCOLA please contact your Information Consultant at:** sian.downes@rhul.ac.uk

6.11 Illustrations
Illustrations may be included if appropriate. Ensure that they are given proper titles and numbers, and that the source is indicated.

The illustrations should also be referred to at some point in the text – i.e. integrated into the argument and not just ‘extras’ – and are usually to be placed in an Appendix.

All stipulated word limits include footnotes but not appendices or
bibliographies.

6.12 Using the Internet

If employed with caution and common sense, the Internet can be a very helpful resource for essays, dissertations, presentations, and projects. The Department encourages you to make use of it responsibly.

If the Internet is a library, this means that there are good and bad books in it. The difference, however, is that even the less useful books in a library have been through some process of vetting (by publishers’ referees, and those who recommended the purchase), while the Internet has no "quality control" - absolutely anything can appear. Hence, the bad sites can be very bad indeed. Any search is likely to produce hundreds, if not thousands, of "hits," and you can waste hours separating the useless from the useful. In any case, there are always frequent and frustrating encounters with links that are obsolete, temporarily out of action, or take an inordinate time to contact and download. Do not use Wikipedia since it is not an academic source and there is no assurance of the accuracy of information presented.

Your information Consultant for Law will give you training on how to evaluate and use different resources during Legal Methods.

The rules on plagiarism given in section Assessment Information also apply to Internet material, which you should never use without attribution in your bibliographies, and (if applicable) your footnotes. You should refer to websites by the full URL addresses as well as the date(s) upon which you accessed the information.

6.13 Marking criteria

Undergraduate Marking Criteria / Descriptors for Honours Assessment

<table>
<thead>
<tr>
<th>Percentage</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td>90-100%</td>
<td>Outstanding work of publishable quality; well-structured, correct use of grammar and spelling. Demonstrating not only an exceptional degree of knowledge about Law, but originality and creativity and / or exceptional analytical and problem-solving skills. Shows critical understanding of relevant research papers and reviews.</td>
</tr>
<tr>
<td>80-89%</td>
<td>Outstanding work which displays a well-developed logical theme using correct grammar and spelling. Demonstrating a high level of knowledge about Law, originality and creativity. Evidence of wide reading which includes recent research papers and reviews and an</td>
</tr>
<tr>
<td>Grade</td>
<td>Description</td>
</tr>
<tr>
<td>-------</td>
<td>-------------</td>
</tr>
<tr>
<td>70-79%</td>
<td>Excellent work displaying a comprehensive knowledge and understanding of the subject together with the ability to evaluate critically selected aspects of current knowledge. Evidence of wide reading which includes research papers and reviews. A well-structured piece of work, few spelling errors and sound knowledge of syntax.</td>
</tr>
<tr>
<td>60-69%</td>
<td>Shows a good knowledge and understanding of the subject with no major gaps or omissions. Displays ability to analyse, interpret and organise information to produce coherent accounts. Evidence of wide reading beyond lecture notes and standard texts. The ability to formulate a coherent theme using proper grammar and spelling.</td>
</tr>
<tr>
<td>50-59%</td>
<td>Shows a satisfactory knowledge and understanding of the essentials of the subject with an ability to integrate information into a clear, well-structured account, but lacking in breadth or depth, or with some significant aspects omitted. Evidence that sources other than lecture notes and set texts have been consulted.</td>
</tr>
<tr>
<td>40-49%</td>
<td>Shows a general knowledge and understanding of the subject but very limited in depth or breadth. Little or no evidence of reading around the subject. Work displaying deficiencies and omissions but not serious enough to warrant a failure.</td>
</tr>
<tr>
<td>30-39%</td>
<td>Marginal Failure – knowledge and understanding of the subject are fragmentary, some aspects showing a very basic level of understanding but other aspects displaying fundamental errors and omissions. An Unstructured piece of writing demonstrating problems with syntax to the point where sentences become devoid of meaning. Paper demonstrates significant spelling and grammar lapses.</td>
</tr>
<tr>
<td>20-29%</td>
<td>Very limited range of knowledge with many important gaps and omissions. Shows incomplete understanding with numerous errors of interpretation.</td>
</tr>
<tr>
<td>10-19%</td>
<td>Shows only the most limited and fragmentary knowledge of the subject with little or no understanding of essential principles and concepts.</td>
</tr>
</tbody>
</table>
Virtually devoid of any evidence of knowledge or understanding of the subject.

Work will be graded using the following criteria:
- Identification of the issues
- Knowledge and understanding
- Argument/application
- Structure
- Writing and presentation
- Referencing/bibliography

6.14 Honours Classification

<table>
<thead>
<tr>
<th>Class</th>
<th>Overall Average</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st</td>
<td>70-100%</td>
</tr>
<tr>
<td>2i</td>
<td>60-69.99%</td>
</tr>
<tr>
<td>2ii</td>
<td>50-59.99%</td>
</tr>
<tr>
<td>3rd</td>
<td>40-49.99%</td>
</tr>
<tr>
<td>Non-honours degree</td>
<td>35-39.99%</td>
</tr>
</tbody>
</table>

7 Assessment Information

7.1 Illness or other extenuating circumstances

Students are advised to carefully read the Instructions to candidates as well as the Extenuating circumstances – Guidance for students.

Extenuating circumstances are defined as unforeseen circumstances which are outside a student’s control and which may temporarily prevent a student from undertaking an assessment or have a marked/ significant detrimental/adverse impact on their ability to undertake assessment by coursework or examination to the standard normally expected.

This means that such circumstances rarely occur. They are outside your control as they are:

- Unforeseeable - you would not have prior knowledge of the event (e.g. you cannot foresee that you will be involved in a car accident);
- Unpreventable – you could not reasonably do anything in your power to prevent such an event (e.g. you cannot reasonably prevent a burst appendix.)

It is these short-term (temporary) circumstances that the College normally regards as extenuating circumstances.
Inability to submit coursework

If you are unable to submit coursework through unexpected illness or other acceptable cause (i.e. events which are unpreventable and unforeseeable) it is assumed that you will request an extension to the submission deadline from your department. In order for an extension to be granted you will need to provide the department with adequate documentation in accordance with the guidance in Appendix B of the *Extenuating Circumstances – Guidance for students*. The decision on whether to grant an extension rests with your department.

Absence from an examination

The Sub-board of Examiners may take the following into account when considering your results: if you miss an examination through unexpected illness, or other acceptable cause (events which are unpreventable and unforeseeable), if you commence an examination and have to leave due to acute illness or if you believe your performance on the day was seriously compromised by an unexpected and acute illness that you could not reasonably have been expected to have managed otherwise. You will, however, need to submit an *Extenuating Circumstances form* and have adequate supporting documentation in accordance with Appendix B of *Extenuating Circumstances – Guidance for students*. You should also read the section *Illness & absences from an examination and departmental assessments and extenuating circumstances* in the *Instructions to Candidates* issued by Student Administration [http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx](http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/examinations/home.aspx) for full details on how to inform your department about extenuating circumstances relating to missed examinations as well as the deadline for submission of such information.

Ongoing circumstances

If you have ongoing circumstances that you believe are adversely affecting your performance during the year, these should be raised with your department and with the College’s *Support and Advisory Services* as soon as possible so that strategies to help you manage the situation can be considered e.g. you have an illness that does not constitute a disability, a family member is ill and needs your support or you have suffered an adverse life event.

It may that the circumstances are severely impacting on your ability to study by causing you to repeatedly miss scheduled teaching and/ or impacting on your ability to complete assessments at the designated time. If this is the case and there is not a reasonable method available to enable you to manage the situation, you may need to consider, in consultation with your department and *Support and Advisory Services*,...
whether it would not be in your best interests to interrupt until the issues have been resolved and you are able to fully commit to and benefit from your academic studies.

Ongoing adverse circumstances do not normally constitute extenuating circumstances as they are not unforeseen and in some cases are not unpreventable. There is therefore very little that the Sub-board can do, in terms of current College regulations, to mitigate such circumstances.

Please read the *Extenuating circumstances – Guidance for students*, in particular Section 5.

**Support and exam access arrangements for disabled students and those in need of support**

Some students at the College may have a physical or mental impairment, chronic medical condition or a Specific Learning Difficulty (SpLD) which would count as a disability as defined by the Equality Act (2010) that is, “a physical or mental impairment which has a long-term and substantial effect on your ability to carry out normal day-to-day activities”. It is for such conditions and SpLDs that *Disability and Dyslexia Services* can put in place support and exam access arrangements.

Please note that a “long-term” impairment is one that has lasted or is likely to last for 12 months or more.

If you have a disability or SpLD you must register with the *Disability and Dyslexia Services Office* for an assessment of your needs before support and exam access arrangements (‘reasonable adjustments’) can be put in place. There is a process to apply for special arrangements for your examinations. Disability and Dyslexia Services can discuss this process with you when they assess your needs. Please see the section *Students in need of support* (including disabled students) for further guidance about registering with the Disability and Dyslexia Services Office.

Please note that if reasonable adjustments, including exam access arrangements, have been put in place for you during the academic year, the Sub-board will not normally make further allowance in relation to your disability or SpLD.

### 7.2 Submission of written work

All essays must be submitted electronically via Moodle.

You are reminded that when submitting any essay you declare that
• the coursework submitted is your own work and has not (either in whole or in part) been submitted towards the award of any other qualification either at Royal Holloway or elsewhere.
• you have attributed/referenced all sources of information used during the completion of the assignment
• you are aware that failure to do so constitutes an assessment offence.

In the light of this requirement, any student deemed by the examiners to be guilty of plagiarism (see the section on Plagiarism) will be held liable to penalties incurred by cheating.

7.2.1 Formative Essays

All required pieces of coursework must be submitted and must be a reasonable attempt, otherwise you will not have fulfilled the requirements of the course and a recommendation will be made to the Sub-Board of Examiners that you are awarded the mark of Incomplete for the course.

Your name **must not** appear on your essay as it will be marked anonymously. You should include the following identification on the front title page:

• Your candidate number, which is the number on your student portal.
• The course code, e.g. LL1001.
• The essay title.
• Name of course tutor.
• Final word count.

It is the responsibility of the student to submit the essay(s) to be included in their final course assessment by the deadlines given in the section Submission Deadlines.

7.2.2 Summative Essays and Dissertations

The deadlines for the submission of work are given in this handbook (see Submission Deadlines). Students are expected to observe the relevant deadlines. In case of any difficulty the administration department must be contacted.
7.3 Submission deadlines

VERY IMPORTANT INFORMATION

All submissions are due in on **Thursday before 12:00pm**.

7.3.1 First year deadlines

<table>
<thead>
<tr>
<th>Subject</th>
<th>Type of Assessment</th>
<th>Title Hand out date</th>
<th>Hand in date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminal Law</td>
<td>Formative</td>
<td>24/10/16</td>
<td>10/11/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>7/11/16</td>
<td>8/12/16</td>
</tr>
<tr>
<td>Public Law</td>
<td>Formative</td>
<td>31/10/16</td>
<td>17/11/17</td>
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<tr>
<td></td>
<td>Summative</td>
<td>21/11/16</td>
<td>12/1/17</td>
</tr>
<tr>
<td>Contract Law</td>
<td>Formative</td>
<td>24/10/16</td>
<td>10/11/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>7/11/16</td>
<td>8/12/16</td>
</tr>
<tr>
<td>ELS and Method</td>
<td>Formative</td>
<td>03/10/16</td>
<td>27/10/16</td>
</tr>
<tr>
<td></td>
<td>Summative 1</td>
<td>21/11/16</td>
<td>12/01/17</td>
</tr>
<tr>
<td></td>
<td>Summative 2</td>
<td>09/01/17</td>
<td>02/02/17</td>
</tr>
<tr>
<td></td>
<td>(oral)</td>
<td></td>
<td></td>
</tr>
<tr>
<td></td>
<td>Summative 3</td>
<td>20/02/17</td>
<td>23/03/2017</td>
</tr>
</tbody>
</table>
## Second year Deadlines

<table>
<thead>
<tr>
<th>Subject</th>
<th>Type of Assessment</th>
<th>Title Hand Out Date</th>
<th>Hand in date</th>
</tr>
</thead>
<tbody>
<tr>
<td>Land Law</td>
<td>Formative</td>
<td>10/10/16</td>
<td>27/10/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>24/10/16</td>
<td>8/12/16</td>
</tr>
<tr>
<td>Tort Law</td>
<td>Formative</td>
<td>24/10/16</td>
<td>10/11/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>14/11/16</td>
<td>11/1/17</td>
</tr>
<tr>
<td>Public International</td>
<td>Formative</td>
<td>17/10/16</td>
<td>3/11/16</td>
</tr>
<tr>
<td></td>
<td>Summative 1</td>
<td>14/11/16</td>
<td>12/1/17</td>
</tr>
<tr>
<td></td>
<td>Summative 2</td>
<td>6/3/17</td>
<td>27/4/17</td>
</tr>
<tr>
<td>International and Comparative Human Rights</td>
<td>Formative</td>
<td>10/10/16</td>
<td>27/10/16</td>
</tr>
<tr>
<td></td>
<td>Summative 1</td>
<td>24/10/16</td>
<td>8/12/16</td>
</tr>
<tr>
<td></td>
<td>Summative 2</td>
<td>6/3/17</td>
<td>27/4/17</td>
</tr>
<tr>
<td>Evidence</td>
<td>Formative</td>
<td>24/10/16</td>
<td>10/11/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>14/11/16</td>
<td>12/1/17</td>
</tr>
<tr>
<td>Family Law</td>
<td>Formative</td>
<td>10/10/16</td>
<td>27/10/16</td>
</tr>
<tr>
<td></td>
<td>Summative</td>
<td>17/10/16</td>
<td>1/12/16</td>
</tr>
</tbody>
</table>
8.4 Electronic submission through Moodle

Step 1

i. Log-on to Moodle, go to your course and find the correct assignment.
ii. Click on the assignment.

Step 2

i. You will see Assignment instructions and the due date.
ii. Click on the My Submissions tab:

Step 3

i. Enter a title* for your assignment
ii. Click Browse to find the file on your computer/network drive/USB stick
iii. Check the tick-box to confirm that you have read and understood the College’s Academic Regulations
iv. Click Add Submission to upload your work.

* Do not enter your name in the title field – submissions to Turnitin are anonymous – use your Candidate Number.
Please note when uploading your essay to Moodle please enter the title of the document in the following format: Candidate number- essay title for example; 123456 - Critically consider when criminal liability may arise in respect of an omission.

If assignments are not uploaded in this format then staff cannot monitor whether your essay was submitted on time and therefore you may be subject to a late submission penalty.

7.4 Extensions to deadlines

Extensions for all work must be applied for in advance so that work submitted late but with good reason and in line with College Regulations (e.g. certified illness, serious personal difficulty or family bereavement) and within the agreed extension deadline, will not be penalised. An 'Application for Extension' form can be downloaded from the department website. All extension request forms should be submitted to the Faculty Administrator with satisfactory supporting documentary evidence where appropriate no later than one week prior to the original deadline. In the event of an emergency, you must contact the administration department and inform them of your situation.

Please do not assume an extension has been granted just because you have submitted a form. You must wait for confirmation from the Faculty Administrator who will advise you of your new submission date. The administration department will seek the approval of the Exam Chair and notify your Personal Adviser.

Note that computer failure cannot be accepted as a reason for late submission. In particular, if you do not back up your work onto disk or memory stick and the College server fails or your computer fails or is stolen, the Department will be sympathetic but will not accept this as a reason for a late submission. You must leave enough time to submit your work electronically to Moodle (see section on Electronic Submission through Moodle), print your work and complete any cover sheets before handing it in. You should make allowances for the fact that the web can sometimes be slow and that personal or College computers and printers sometimes perform erratically. When an extension has been granted, work submitted after a deadline will be marked and assessed in the normal way.
7.5 Penalties for late submission of work

Work submitted after the published deadline will be penalised in line with Section (13)(4) of the College’s Undergraduate Regulations 2016-17 (https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx)

Please ensure that you are aware of the deadlines set by your department(s) and also the requirements to meet this deadline, e.g. whether you need to submit electronic and/or paper copies for your submission to be deemed complete (see submission of written work above).

Section (13)(4)
In the absence of acceptable extenuating cause, late submission of work will be penalised as follows:

- for work submitted up to 24 hours late, the mark will be reduced by ten percentage marks;*
- for work submitted more than 24 hours late, the mark will be zero.

*eg. an awarded mark of 65% would be reduced to 55% and a mark of 42% would be reduced to 32%.

If you have had extenuating circumstances which have affected your ability to submit work by the deadline these should be submitted in writing, accompanied by any relevant documentary evidence, to your department(s). As with all extenuating circumstances it is the discretion of the examiners whether to accept these as a reason for having not submitted work on time. Please see the section on applying for an extension to the deadlines set, and the section for details on submitting requests for extenuating circumstances to be considered.

7.6 Penalties for over-length work

Work which is longer than the stipulated length in the assessment brief will be penalised in line with Section (13)(5) of the College’s Undergraduate Regulations 2016 -17 https://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx :

Section 13 (5)
Work which exceeds the upper word limit set will be penalised as follows:

(a) for work which exceeds the upper word limit by up to 10%, the mark will be reduced by ten percent of the mark initially awarded;

(b) for work which exceeds the upper word limit by more than 10% but less than 20%, the mark will be reduced by twenty percent of the mark initially awarded;

(c) for work which exceeds the upper word limit by more than 20%, the mark will be reduced by thirty percent of the mark initially awarded.

In addition to the text, the word count should include quotations and footnotes. Please note that the following are excluded from the word count: candidate number, title, course title, preliminary pages, bibliography and appendices.

7.7 Return of written coursework

The following College policy applies to the return of coursework:

Assessed work (other than formal examinations) should be returned within 4 weeks of the submission deadline, except in cases where it is not appropriate to do so for academic reasons. The deadline for the return of marked work should be made clear to students when they receive their assignments. In the event that the intended deadline cannot be met, the revised deadline must be communicated to students as soon as possible.

7.8 Assessment offences

The College has regulations governing assessment offences which can be found on the following webpage:
http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

Assessment offences include, but are not limited to plagiarism (see 7.8.1 below), duplication of work, that is, submitting work for assessment which has already been submitted for assessment in the same or another course, falsification, collusion, for example, group working would constitute collusion where the discipline or the method of assessment emphasises independent study and collective ideas are presented as uniquely those of the individual submitting the work, failure to comply with the rules governing assessment (including those set out in the ‘Instructions to candidates’). The Regulations set out some of the types of assessment offences in more detail, the procedures for investigation
into allegations of such offences and the penalties. Students are strongly encouraged to read these Regulations and to speak with their Personal Advisors or other members of staff in their department should they have any queries about what constitutes an assessment offence. The College treats assessment offences very seriously and misunderstanding about what constitutes an assessment offence will not be accepted as an excuse. Similarly extenuating circumstances cannot excuse an assessment offence. Students with extenuating circumstances which affect their ability to submit work should contact their departments about the possibility of an extension or other support.

7.8.1 Plagiarism

We dedicate specific study skills tutorials to plagiarism, which are compulsory and an important opportunity for you develop a clear understanding of what constitutes plagiarism. The material below is intended to supplement these sessions, rather than replace them.

**Definition of plagiarism**

'Plagiarism' means the presentation of another person's work in any quantity without adequately identifying it and citing its source in a way which is consistent with good scholarly practice in the discipline and commensurate with the level of professional conduct expected from the student. The source which is plagiarised may take any form (including words, graphs and images, musical texts, data, source code, ideas or judgements) and may exist in any published or unpublished medium, including the internet.

Plagiarism may occur in any piece of work presented by a student, including examination scripts, although standards for citation of sources may vary dependent on the method of assessment. Identifying plagiarism is a matter of expert academic judgement, based on a comparison across the student’s work and on knowledge of sources, practices and expectations for professional conduct in the discipline. Therefore it is possible to determine that an offence has occurred from an assessment of the student’s work alone, without reference to further evidence.

**Note:** Students should be warned that a finding of deliberate academic misconduct may result in them being unable to pursue a legal career.
7.9 Marking of illegible scripts

It is College policy not to mark scripts which are illegible. If you anticipate that you may have difficulty in handwriting scripts which would lead to your scripts being illegible you should contact Disability and Dyslexia Services.
https://www.royalholloway.ac.uk/ecampus/welfare/disabilityanddyslexiaservices/home.aspx

7.10 Progression and award requirements

The Regulations governing progression and award requirements are set out in your Programme Specification (http://www.royalholloway.ac.uk/coursecatalogue/home.aspx) and also more generally in the Undergraduate Regulations http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

For details on the requirements for degree classification please see the section on the Consideration for the Award in the Undergraduate Regulations.
http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx
### 7.10.1 Stage one- examples of progression

All Stage One course units on the Law Degree Programme are mandatory non condonable so must be taken and passed in order to progress to Stage Two.

120 credits taken at Stage One.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Stage One Credits Passed (pass mark is 40% or above)</th>
<th>Stage One Fails 30-39%</th>
<th>Stage One Fails &lt;30%</th>
<th>Progression Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>120</td>
<td>0</td>
<td>0</td>
<td>Progress after first attempt</td>
</tr>
<tr>
<td>B</td>
<td>90</td>
<td>30</td>
<td>0</td>
<td>Summer vacation resit for 30 credits. This resit must be passed in order to progress to Stage Two.</td>
</tr>
<tr>
<td>C</td>
<td>90</td>
<td>0</td>
<td>30</td>
<td>Summer vacation resit for 30 credits. This resit must be passed in order to progress to Stage Two.</td>
</tr>
<tr>
<td>D</td>
<td>60</td>
<td>30</td>
<td>30</td>
<td>Not able to progress after first attempt. Repeat/resit next academic year</td>
</tr>
<tr>
<td>E</td>
<td>60</td>
<td>0</td>
<td>60</td>
<td>Not able to progress after first attempt. No summer vacation resit. Repeat/resit next academic year.</td>
</tr>
</tbody>
</table>
If the student has passed less than 60 credits the student will be required to Repeat/Resit next academic year unless there are extenuating circumstances. If the student does not pass resit examinations then their registration with the College will be terminated.

8.12.2. Stage two- examples of progression

LL2001 and LL2002 are Stage Two courses on the Law Degree programme which are mandatory non condonable, so must be taken and passed in order to progress to Stage Three.

120 credits taken at Stage Two.

<table>
<thead>
<tr>
<th>Ref.</th>
<th>Stage Two Credits Passed (pass mark is 40% or above)</th>
<th>Stage Two Fails 30-39%</th>
<th>Stage Two Fails &lt;30%</th>
<th>Progression Decision</th>
</tr>
</thead>
<tbody>
<tr>
<td>A</td>
<td>120</td>
<td>0</td>
<td>0</td>
<td>Progress after first attempt to Stage Three</td>
</tr>
<tr>
<td>B</td>
<td>90 30 - (in either LL2001 or LL2002)</td>
<td>0</td>
<td>0</td>
<td>Summer vacation resit for 30 credits. This resit must be passed in order to progress to Stage Three.</td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>---</td>
<td>---</td>
<td>---</td>
<td>---</td>
<td></td>
</tr>
<tr>
<td><strong>C</strong></td>
<td>90</td>
<td>30 (in course other than LL2001 or LL2002)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Progress to Stage Three with the option to resit the failed course in the next academic year.</td>
<td></td>
</tr>
<tr>
<td><strong>D</strong></td>
<td>90</td>
<td>0</td>
<td>30 (in either LL2001 or LL2002)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer vacation resit in LL2001 / LL2002. This resit must be passed in order to progress to Stage Three.</td>
<td></td>
</tr>
<tr>
<td><strong>E</strong></td>
<td>90</td>
<td>0</td>
<td>30 (in courses other than LL2001 or LL2002)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer vacation resit in 30 credits. If the resit is passed then the student progresses to Stage Three. If the student achieves a mark of 30-39% the fail can be condoned and the student can progress to Stage Three. If the student fails to achieve a mark of at least 30% then their registration with the College will be terminated.</td>
<td></td>
</tr>
<tr>
<td><strong>F</strong></td>
<td>60</td>
<td>60 (in courses other than LL2001 or LL2002)</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer vacation resit in 30 credits. This resit must be passed in order to progress to Stage Three. Option to repeat/resit next academic year the remaining 30 credits.</td>
<td></td>
</tr>
<tr>
<td><strong>G</strong></td>
<td>60</td>
<td>30 (in either LL2001 or LL2002)</td>
<td>30</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Not able to progress after first attempt. Repeat/resit both courses next academic year</td>
<td></td>
</tr>
<tr>
<td><strong>H</strong></td>
<td>60</td>
<td>30 (in course other than LL2001 or LL2002)</td>
<td>30 (in either LL2001 or LL2002)</td>
<td></td>
</tr>
<tr>
<td></td>
<td></td>
<td></td>
<td>Summer vacation resit in the failed mandatory non condonable course (LL2001 or LL2002). This resit must be passed in order to progress to Stage Three. If the student progresses then they will have the opportunity to resit the other failed course in the next academic year.</td>
<td></td>
</tr>
</tbody>
</table>
If the student has passed less than 60 credits the student will be required to Repeat/Resit next academic year unless there are extenuating circumstances. If students do not pass resit examinations in LL2001 or LL2002 then their registration with the College will be terminated.

Any queries concerning progression should be raised with the Programme Director, Robert Jago, in the first instance.
7.11 Outcomes of course unit assessment - Regulatory Requirements

The Foundations of Legal Knowledge

Much of the content of the degree is prescribed by the Professional Bodies. The subjects required by the Solicitors Regulation Authority and Bar Standards Board as foundations of legal knowledge for a Qualifying Law Degree are currently:

- Public Law, including Constitutional Law, Administrative Law and Human Rights;
- Law of the European Union;
- Criminal Law;
- Obligations 1 – Contract
- Obligations 2 – Tort
- Property Law; and
- Equity and the Law of Trusts.
- Legal Research

These are taught in this Programme in the following mandatory courses on the LLB (Hons) Law:

<table>
<thead>
<tr>
<th>Foundation</th>
<th>LLB (Hons) Law Course</th>
</tr>
</thead>
<tbody>
<tr>
<td>Obligations 1</td>
<td>Law of Contracts</td>
</tr>
<tr>
<td>Obligations 2</td>
<td>Law of Torts</td>
</tr>
<tr>
<td>Criminal Law</td>
<td>Criminal Law</td>
</tr>
<tr>
<td>Public Law</td>
<td>Public Law (Constitutional, Administrative and Human Rights Law)</td>
</tr>
<tr>
<td>Law of the European Union</td>
<td>European Union Law</td>
</tr>
<tr>
<td>Property Law</td>
<td>Land Law</td>
</tr>
<tr>
<td>Equity and the Law of Trusts</td>
<td>Equity and the Law of Trusts</td>
</tr>
<tr>
<td>Legal Research</td>
<td>The English Legal System, Methods and Legal Practice (Legal Skills)</td>
</tr>
</tbody>
</table>

The QAA Benchmarks (LAW) & the JASB Joint Statement

In addition to the subject requirements this Programme conforms to the requirements of both the QAA law subject benchmarks and also the JASB Joint Statement issued in 1999 by the Law Society and the General Council of the Bar.

The Undergraduate Regulations require that for a student to qualify for
final consideration in a course unit, the Sub-board of Examiners will take into consideration:

(a) whether the candidate has satisfied the attendance requirements stated in the course specification;
(b) whether the candidate has satisfied the assessment requirements stated in the course specification.

The Sub-board of Examiners will determine an outcome and a percentage mark recorded as an integer between 0% and 100% inclusive for each candidate, as follows:

(a) an outcome of Pass (P) with a percentage mark will be returned where the candidate has gained a mark of 40% or above overall and in all elements of the assessment which carry an individual pass requirement;
(b) an outcome of Fail (F) with a percentage mark will be returned where the candidate has gained a mark of 39% or below overall or in any element of the assessment which carries an individual pass requirement;

Where a student's performance in the assessment was affected by adequately documented extenuating circumstances, the Sub-Board of Examiners may return alternative course outcomes as set out in the Undergraduate Regulations. In some cases this will require the student to complete additional work or a re-sit of affected assessment. For further details please see Undergraduate Regulations. http://www.royalholloway.ac.uk/ecampus/academicsupport/regulations/home.aspx

Students entered to re-sit an examination will normally not receive an overall percentage mark greater than 40% for that course unit.

7.12 Examination results

Please see the Examinations & Assessments website http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/home.aspx for details of how you will be issued with your results. http://www.royalholloway.ac.uk/ecampus/academicsupport/examinations/results.aspx

The Examinations & Assessments website is the place where you can access the “Instructions to Candidates" and details of the examinations appeals procedures. http://www.rhul.ac.uk/ecampus/academicsupport/academicappeals
8 Student Support

8.1 Non-academic related enquiries & support

The Student Services Centre is located in the Windsor Building and provides a single point of contact for all non-academic related queries including accommodation, fees and funding, enrolment and graduation. For further details please visit http://www.royalholloway.ac.uk/ssc

8.2 Students in need of support (including disabled students)

Your first point of reference for advice within the Department is your Personal Advisor. Inevitably, problems will sometimes arise that your Personal Advisor is not qualified to deal with. The College offers a high level of student welfare support which includes a comprehensive Health Centre, a highly regarded Counselling Service, dedicated educational and disability support, as well as a wealth of financial, career and other advice. Further details of each service can be found on the College web on the Student Welfare page: http://www.royalholloway.ac.uk/ecampus/welfare/home.aspx

If you have a disability or specific learning difficulty, it is important that you bring it to our attention as soon as possible. The Disability and Dyslexia Services Office (DDS) representative Dr Alex Dymock. You must also contact the DDS (Founders West 143; tel: +44 (0)1784 276473; email: disability-dyslexia@royalholloway.ac.uk) who will arrange for an assessment of needs to be carried out and will advise on appropriate sources of help. Further information is available on the College web on the DDS Support, health and welfare page http://www.royalholloway.ac.uk/ecampus/welfare/disabledstudents/home.aspx

8.3 Academic Skills Support

The Centre for the Development of Academic Skills (CeDAS) offers a variety of courses, workshops, 1:1 tutorials, online resources that aim to ensure all students at Royal Holloway reach their full academic potential in a range of areas, including academic writing, oral communication skills and maths and statistics.

Whatever your needs, CeDAS is there to ensure that you can perform to the best of your ability, whether it be through a workshop that
introduces you to a crucial academic skill, a session within your department that focuses on writing in the discipline, a course that develops your confidence and competence in academic English language, or a 1:1 tutorial with a specialist to help you master a maths technique or sharpen your essay skills.

The Centre also oversees the Royal Holloway Proofreading Scheme, which enables students to pay for an approved third-party proofreader to identify surface error in final drafts. Please note that Royal Holloway does not permit the use of paid third-party proofreaders who are not part of this scheme.

The CeDAS Office can be found on the ground floor of the International Building, room IN002, and you can follow them on Twitter: @cedasrhul. Further details can be found on the CeDAS webpages: www.royalholloway.ac.uk/cedas.

8.4 Student-staff committee

There is a student-staff committee on which both taught and research students are represented. The Committee meets three times each year and plays an important role in the Department as a forum for airing student views. For constitution see committee’s handbook under Compliance/Governance http://www.rhul.ac.uk/iquad/collegepolicies/home.aspx

You can use the Committee to raise any issues which concern students. Notices will appear on departmental notice boards giving details of forthcoming elections or the names of current representatives.

8.5 Students' Union

The Students' Union offers a wide range of services and support, from entertainment and clubs/societies to advice on welfare and academic issues. The Advice and Support Centre, situated on the first floor of the Students' Union, runs a confidential service that is independent from the College. Open 9.30am - 5pm, Monday – Friday, it operates an open door policy exclusively for students during term time. However, during vacation periods students should call to book an appointment. Full details can be found at www.su.rhul.ac.uk/support

8.6 Careers information

The College has a careers advisory service, housed in the Horton Building, which is open to any student during normal College hours. http://www.royalholloway.ac.uk/careers/home.aspx
8.7 Non-academic policies

Please see the College Regulations and Procedures webpage http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/ which includes information on non-academic policies, regulations, and codes of practice as well as the Student Charter. This can also be found on the following webpage https://www.royalholloway.ac.uk/aboutus/governancematters/student-charter.aspx

8.8 Complaints and academic appeals procedure

If you have a complaint relating to any aspect of the Department or its staff or to any academic or College matter, you should first discuss it informally with your Personal Advisor or with another member of staff in the Department. We would hope that the majority of issues of this kind can be resolved by informal discussion. There are, however, procedures that can be invoked in serious cases. These are set out in the College Complaints Procedures for students https://www.royalholloway.ac.uk/ecampus/academicsupport/complaints/complaints.aspx You should raise your complaint as soon as possible.

If the complaint concerns an academic decision, there is an academic appeals process. Please note that an academic appeal can only be submitted once you have received your results via the College portal. Details of the appeals procedures and permitted grounds for appeal can be found on the following webpage http://www.rhul.ac.uk/ecampus/academicsupport/academicappealsandcollegecomplaints.aspx

9 Health and Safety Information

9.1 Code of practice on harassment for students
This can be found on the student home pages under College regulations and procedures http://www.students.royalholloway.ac.uk/study/read-our-college-regulations-and-procedures/

9.2 Lone working policy and procedures

The College has a ‘Lone Working Policy and Procedure’ that can be found at http://www.royalholloway.ac.uk/iquad/services/healthandsafety/policiesandprocedures/loneworking.aspx
Lone working is defined as working during either normal working hours at an isolated location within the normal workplace or when working outside of normal hours. The Department and the type of work conducted by students is classified as a low risk activity and as such the following advice is relevant.

Any health and safety concerns should be brought to the attention of the Departmental Health and Safety Coordinator or the College Health and Safety Office.

It is likely that most activities will take place on College premises. However, the principles contained in the above section will apply to students undertaking duties off campus.

### 9.3 Field trips

Field work is defined as work or study which is undertaken outside the normal work/study environment, including any undertaken away from College owned or leased property. It will also include work that is beyond normal daily activities on College premises.

A trained field work risk assessor/health and safety coordinator must be consulted at an early stage in the planning. All field work shall be risk assessed using the standard College ‘Field Work Risk Assessment Form’.

Prior to a trip, a set of contact details shall be prepared by the member of academic staff responsible for organizing the field trip and a copy will also be held by the Head of Security. Details will consist of contact address, at least two contact phone numbers and, if possible an alternative means of contact. This is to allow the College the ability to contact or re-establish contact with the group in case of an emergency.

You are reminded that you are representing Royal Holloway University of London and should act appropriately at all times. It is the student’s responsibility to ensure they have the appropriate clothing and footwear.

### 9.4 Placements

The School has some links with law firms, barristers chambers, prisons, government bodies, charities and research organisations and can offer a range of valuable placement opportunities that students can apply to undertake alongside their studies, supported by academic staff and the careers service. These placements are supported by the careers service and we provide funding to cover travel costs. Further details on specific opportunities and details of how to apply are circulated by email and advertised on noticeboards throughout the year.
10 Equal Opportunities Statement and College Codes of Practice

10.1 Equal opportunities statement

The University of London was established to provide education on the basis of merit above and without regard to race, creed or political belief and was the first university in the United Kingdom to admit women to its degrees.

Royal Holloway, University of London (hereafter ‘the College’) is proud to continue this tradition, and to commit itself to equality of opportunity in employment, admissions and in its teaching, learning and research activities.

The College is committed to ensure that:

- all staff, students, applicants for employment or study, visitors and other persons in contact with the College are treated fairly, have equality of opportunity and do not suffer disadvantage on the basis of race, nationality, ethnic origin, gender, age, marital or parental status, dependants, disability, sexual orientation, religion, political belief or social origins

- both existing staff and students, as well as, applicants for employment or admission are treated fairly and individuals are judged solely on merit and by reference to their skills, abilities qualifications, aptitude and potential

- it puts in place appropriate measures to eliminate discrimination and to promote equality of opportunity

- teaching, learning and research are free from all forms of discrimination and continually provide equality of opportunity

- all staff, students and visitors are aware of the Equal Opportunities Statement through College publicity material

- it creates a positive, inclusive atmosphere, based on respect for diversity within the College

- it conforms to all provisions as laid out in legislation promoting equality of opportunity.
10.2 College codes of practice

The legal profession remains dedicated to promoting the highest standards of professionalism. The Law School endeavours to maintain such standards and places great emphasis on professional conduct, engagement and participation in the course. As a School we adhere to a code of conduct and we will expect all students to abide the code which includes:

- Respect and Dignity for others
- Professional Behaviour
- Attendance, participation and engagement
- Integrity and Good Character

Professional approaches, attitudes, and standards form the values that establish a functional environment that embraces learning and also fosters respect and dignity for everyone.

Note that students should be warned that any incompatible behaviour may result in them being unable to pursue a legal career.