Your handbook

This handbook should be used together with the Academic Regulations and www.arcs.qmul.ac.uk/students. This handbook provides information specific to the School of Law, while arcs.qmul.ac.uk/students gives information common to all students at Queen Mary. The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

The Academic Regulations are available online at http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf.

As well as this print version, the Department of Law Handbook is available on the Law Landing Page on QMPlus http://qmplus.qmul.ac.uk/course/view.php?id=4980.

This handbook is available in large print format. If you would like a large print copy or have any other requirements for this handbook, please contact Mona Benhadj, G15, 020 7882 3936, lawugoffice@qmul.ac.uk.

Disclaimer

The information in this handbook is correct as of September 2018. In the unlikely event of substantial amendments to the material, the School of Law will inform you of the changes via email and QMPlus.

Queen Mary cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.
Welcome

I am delighted to welcome you to the Department of Law at QMUL and many congratulations on securing a place to study here. We start this exciting journey together as I take up my new post as Head of Department.

We are a globally outstanding law school (ranked in the top 40 of the world’s law schools (34th in the latest QS rankings) in a globally outstanding university. As a Department we are committed to delivering world leading and pioneering research and an exceptional research-led teaching and learning experience. Additionally, we have unrivalled national and international links with the legal profession, the public sector and civil society. At the forefront of intellectual legal and criminal justice research, our academic staff investigate and impact upon many of the world’s most challenging problems including global warming, the refugee crisis, genocide, political governance and human rights.

Studying for a law degree requires intellectual strength, a questioning and agile mind, critical powers of analysis, clarity of expression and the ability to argue effectively. It also, importantly, requires a capacity for hard work, considerable self-discipline, commitment, application and endurance. Our standards are high and we expect you to live up to them. In turn we are committed to supporting you through every stage of your degree.

While you are with us you will have the opportunity to acquire all the intellectual skills necessary for a highly successful career. The hard work and ability you have already displayed in order to be admitted to QMUL indicates that you have already demonstrated great potential. Work hard, be open to new ideas, engage with all the opportunities we offer, challenge yourself and you will certainly realise that potential.

It will take time to find your way around Queen Mary and to become familiar with the Department’s academic and administrative staff, its rules and practices. Navigating all the information that now confronts you might seem a little overwhelming. This handbook is designed to help in that navigation.
and to provide you with basic but essential information about the Department of Law. It contains information about academic and professional services staff, the Department’s procedures and activities, some important warnings, and much more besides: read it carefully and keep it for reference.

Once again, welcome to Queen Mary. We hope the intellectual adventure you are now embarking upon with us will be exciting, inspiring and rewarding.

**Professor Penny Green**

**Head of Department**
# Table of contents

Section 1: General Information.........................................................................................6  
Section 2: Department and Institute Procedures ..........................................................32  
Section 3: Examinations and Assessments.....................................................................60  

## Appendixes

Appendix 1 – Department marking criteria ................................................................. 94  
Appendix 2 – Academic Regulations 2017-18.......................................................... 99  
Appendix 3 – Turnitin Statement for Law Department ................................................. 108  
Appendix 4 – Glossary ................................................................................................. 111  
Appendix 5 – Individual Timetable............................................................................. 116
# Section 1: General Information

1.1 Dates and Deadlines .......................................................................................... 7
1.2 Department Location and Contact Details ..................................................... 8
1.3 Staff Contact Details ......................................................................................... 9
1.4 Department Information and Facilities .......................................................... 13
1.5 Communications ............................................................................................... 15
1.6 Academic Advisors and Module Tutors ......................................................... 15
1.7 Support Available to Students ......................................................................... 18
1.8 Safety/Emergencies ......................................................................................... 21
1.9 Use of Personal Data ....................................................................................... 24
1.10 Use of the Queen Mary ID card ..................................................................... 25
1.11 MySIS ............................................................................................................. 26
1.12 Student Enquiry Centre ............................................................................... 26
1.13 QMPlus ......................................................................................................... 27
1.14 QMUL Model ................................................................................................. 27
1.15 Careers and Personal Development ............................................................... 28
### 1.1 Dates and Deadlines

<table>
<thead>
<tr>
<th><strong>Semester A</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Welcome Week begins</td>
<td>17 September 2018</td>
</tr>
<tr>
<td>Autumn Term teaching starts</td>
<td>24 September 2018</td>
</tr>
<tr>
<td>Reading week</td>
<td>5 November 2018</td>
</tr>
<tr>
<td>SSLC Committee Meeting</td>
<td>17 October 2018</td>
</tr>
<tr>
<td>Law Fair</td>
<td>22 &amp; 23 October 2018</td>
</tr>
<tr>
<td>Mid-sessional Examinations</td>
<td>TBC</td>
</tr>
<tr>
<td>Autumn Term teaching ends</td>
<td>14 December 2018</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester B</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Spring Term teaching starts</td>
<td>7 January 2019</td>
</tr>
<tr>
<td>SSLC Committee Meeting</td>
<td>13 February 2019</td>
</tr>
<tr>
<td>Options fair</td>
<td>February 2019</td>
</tr>
<tr>
<td>Reading week</td>
<td>18 February 2019</td>
</tr>
<tr>
<td>Spring Term teaching ends</td>
<td>29 March 2019</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th><strong>Semester C</strong></th>
<th><strong>Date</strong></th>
</tr>
</thead>
<tbody>
<tr>
<td>Revision Week</td>
<td>23 – 26 April 2019</td>
</tr>
<tr>
<td>Main Examination Period</td>
<td>29 April – 7 June 2019</td>
</tr>
<tr>
<td>Extenuating Circumstances submission</td>
<td>7 June 2019</td>
</tr>
<tr>
<td>Exam Board Meeting</td>
<td>27 June 2019</td>
</tr>
<tr>
<td>Provisional Results Released</td>
<td>3 July 2019</td>
</tr>
<tr>
<td>Official Publication of Results</td>
<td>11 July 2019</td>
</tr>
<tr>
<td>Graduation</td>
<td>July 2018 (date TBC)</td>
</tr>
<tr>
<td>Re-sit Examination Period</td>
<td>5 – 16 August 2019</td>
</tr>
<tr>
<td>Re-sit Extenuating Circumstances submission</td>
<td>16 August 2019</td>
</tr>
<tr>
<td>Provisional August Results Released</td>
<td>4 September 2019</td>
</tr>
<tr>
<td>Official Publication of August Results</td>
<td>11 September 2019</td>
</tr>
</tbody>
</table>

Key QMUL dates are available on the ARCS homepage ([www.arcs.qmul.ac.uk](http://www.arcs.qmul.ac.uk)) and here: [http://www.qmul.ac.uk/about/calendar/](http://www.qmul.ac.uk/about/calendar/).
1.2 Department Location and Contact Details

Department of Law
Queen Mary, University of London
Mile End Road
London E1 4NS
0207 882 3936

Department of Law website: http://www.law.qmul.ac.uk

The Undergraduate Office is in G15 (on the ground floor). This is where you will find Undergraduate Administrative Team, who are your main points of contacts for day-to-day administrative matters.

Room numbering convention in the Law Building:

G7 – Room 7 on the ground floor. 100 – room 100 on the first floor. 210 – room 210 on the second floor. 306D – room 306D on the third floor.

All parts of Queen Mary are non-smoking other than designated smoking shelters; further information can be found in the QMUL Smoking Policy http://www.arcs.qmul.ac.uk/docs/policyzone/171051.pdf.

Maps are available online at http://www.qmul.ac.uk/about/howtofindus/ (select the relevant campus to see maps). You will also find a map of the Mile End campus at the back of this handbook.
1.3 Staff Contact Details

Undergraduate Administrative Team
Law G15
lawugoffice@qmul.ac.uk

Mona Benhadj
Undergraduate Administrative Assistant
Tel: +44 (0)20 7882 3936

Aysha Bismillah
Undergraduate Administrator for Quality Assurance
Tel: +44 (0)20 7882 3876

Sheila Shirley
Undergraduate Administrator – Student Support
Tel: +44 (0)20 7882 3934

Victoria Wells
Undergraduate Administrator for Examinations and Assessment
Tel: +44 (0)20 7882 3927

A full list of Administrative staff can be found at the following link:
http://www.law.qmul.ac.uk/people/support
Permanent academic staff
All contact details for permanent academic staff can be found on-line at http://www.law.qmul.ac.uk/people

Teaching Associates
The main role of Teaching Associates is to lead tutorials, though some are responsible for whole modules. Teaching Associates include graduate students and academics from other universities or colleges of the University of London.

Feedback and Advice hours
You should use these times to see your module tutors about your work in each module and your academic adviser about your general progress and any problems you feel you may have. Feedback and Advice hours are displayed on office doors. A list of all Feedback and Advice hours will be available from the Undergraduate Office and on the Law Student Area of QMPlus.

Key contact by role

<table>
<thead>
<tr>
<th>Title</th>
<th>Person</th>
<th>Responsibilities</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of Department of Law</td>
<td>Professor Penny Green</td>
<td>Responsible for leading the Department.</td>
</tr>
<tr>
<td>Deputy Head of Department</td>
<td>Professor Richard Ashcroft</td>
<td>Responsible for leading the Department in the absence of the Head of Department.</td>
</tr>
<tr>
<td>Director of Administration</td>
<td>Nerys Evans</td>
<td>Responsible for Administration in the Department.</td>
</tr>
<tr>
<td>The Senior Tutor</td>
<td>Mr. Rupert Seal</td>
<td>Overall responsibility for pastoral care, disciplinary action against students (regarding attendance and plagiarism), representing the Department in any appeals and reviews.</td>
</tr>
<tr>
<td>Role</td>
<td>Person</td>
<td>Responsibilities</td>
</tr>
<tr>
<td>-----------------------------------------------------------</td>
<td>----------------------</td>
<td>---------------------------------------------------------------------------------</td>
</tr>
<tr>
<td>Chair of the Examination Board</td>
<td>Prof Wayne Morrison</td>
<td>Overall responsibility for all academic aspects of the exams process.</td>
</tr>
<tr>
<td>Mooting</td>
<td>Mr. Richard Walters</td>
<td>Liaises with students on internal and external mooting competitions.</td>
</tr>
<tr>
<td>Careers Tutor</td>
<td>MS Christina Perry</td>
<td>Arranges a programme of talks, events and other activities on careers.</td>
</tr>
<tr>
<td>Director of Taught Programmes</td>
<td>Mr. Rod Edmunds</td>
<td>Overall responsibility for all academic aspects of teaching and learning.</td>
</tr>
<tr>
<td>Your academic adviser</td>
<td>Find out his/her name from the list distributed in the Welcome Week pack (also on QMPlus).</td>
<td>The academic who will monitor your overall academic progress and can write references for you.</td>
</tr>
<tr>
<td>Your module tutors</td>
<td>Find out their names from the list distributed in the Welcome Week pack (also on QMPlus).</td>
<td>The academics who will lead tutorials in each module. They will include permanent members of academic staff and Teaching Associates. They can also write references for you.</td>
</tr>
<tr>
<td>The Graduate Student Advisers (GSAs)</td>
<td>See QMPlus for details.</td>
<td>PhD students who are available to provide additional support to undergraduates.</td>
</tr>
<tr>
<td>GSA Coordinator</td>
<td>Professor Paul Gragl</td>
<td>Overall responsibility for the GSAs.</td>
</tr>
</tbody>
</table>

**Academic responsible for the Welcome Week: Mr. Rupert Seal.**
Programme leaders
You are registered for one of the following undergraduate law programmes:

<table>
<thead>
<tr>
<th>Programme</th>
<th>Academic with overall responsibility</th>
</tr>
</thead>
<tbody>
<tr>
<td>M100 LLB</td>
<td>Rod Edmunds</td>
</tr>
<tr>
<td>M101 LLB Senior Status</td>
<td>Mario Mendez</td>
</tr>
<tr>
<td>M120 LLB English and European</td>
<td>Davor Jancic</td>
</tr>
<tr>
<td>ML13 LLB Law and Politics</td>
<td>Eva Nanopoulos</td>
</tr>
<tr>
<td>M105 LLB Global Law</td>
<td>Matthieu Burnay</td>
</tr>
<tr>
<td>*M130 LLB Law in Practice</td>
<td>Christina Perry</td>
</tr>
<tr>
<td>M1V1 LLB Law with History</td>
<td>Mira Siegelberg</td>
</tr>
<tr>
<td>M1N1 LLB Law with Business</td>
<td>Fernando Barrio</td>
</tr>
</tbody>
</table>

* This programme is **NOT** direct entry, students will have the option to apply internally for this programme during the second year of study.

Module convenors
Each module has a convenor, responsible for its smooth running. If you have any general concerns about a module that your tutor cannot deal with, you should consult the convenor. The modules for first year core modules are:

<table>
<thead>
<tr>
<th>Module code</th>
<th>Module</th>
<th>Convenor</th>
</tr>
</thead>
<tbody>
<tr>
<td>LAW4001</td>
<td>Public Law</td>
<td>Dr Mario Mendez</td>
</tr>
<tr>
<td>LAW4005</td>
<td>Elements of Contract Law</td>
<td>Ms Christina Perry</td>
</tr>
<tr>
<td>LAW4006</td>
<td>Land Law</td>
<td>Mr Rod Edmunds</td>
</tr>
<tr>
<td>LAW4008</td>
<td>Law in Context</td>
<td>Ms Elizabeth Gillow</td>
</tr>
<tr>
<td>LAW4009 and</td>
<td>European Union Law</td>
<td>Mr Nick Bernard</td>
</tr>
<tr>
<td>LAW5105</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
1.4 Department Information and Facilities

Undergraduate Office opening hours
Office opening hours are:
   Monday to Friday 10am – 12.30pm and 1.30pm – 5pm

Photocopying in the Department of Law
Photocopying facilities are available in the Library and the Students’ Union. Photocopying is paid for using your Library i-Pay Account. This is held on your Queen Mary ID/Library card, and works in the same way as Transport for London's Oyster card. Copiers will do reductions, enlargements and double sided copying. Show the barcode on your student card to the barcode scanner on each copier. Use the grey revaluation kiosks to top up your credit balance.

Printing in the Department of Law
Printing facilities are available in the Main Library and the Students Union.

Further details for using Library facilities can be found at the following link: http://www.library.qmul.ac.uk/it_photocopying

IT facilities in the Department of Law
There are no computer facilities for student use in the Laws building.

For Student Service PCs around campus see: http://www.its.qmul.ac.uk/services/students/index.html for details. There is also a wireless network if you wish to use your own laptop.

Make sure you back-up your work regularly on your ‘G Drive’ (a central file store): see https://files.stu.qmul.ac.uk. Every year students loses memory sticks or have laptops stolen: this is less of a disaster if work has been backed-up in this way.

Location of notice-boards
You should check the notice boards located on the ground floor of the Laws Building regularly. These are up-dated regularly and contain useful and important information.
Department of Law website
This is the School of Law’s main public website: http://www.law.qmul.ac.uk

News about the Department can be found here, along with contact details for all members of staff.

You will see from the website that the School of Law at Queen Mary consists of two units.

The Department of Law (DoL)—in which you are studying—is based on the Mile End campus, where all undergraduate teaching takes place.

The Centre for Commercial Law Studies (CCLS) is a specialist unit based in Lincoln’s Inn Fields in central London. Some members of CCLS are involved in teaching LLB modules; they do not have permanent offices in the Law Building at Mile End but their contact details are on the website. The Lincoln’s Inn Fields campus is also the base for postgraduate (LLM and PhD) law students.

Orientation in the first few weeks
The first few days will inevitably seem confusing as you negotiate your way around the campus and the formalities of registration; remember—everyone else is equally confused! There are plenty of people to give help when needed. If you have any problems at this initial stage you should visit The Undergraduate Office on the ground floor of the Laws Building and we will endeavor to help you.

In the Department of Law Welcome Week pack you will find details of the activities which will take up most of the first week (week 0).

The Law Department has a “buddy scheme” with second and third year students acting as buddies to a group of first year students in the first semester. We intend to allocate a number of buddies to your tutorial group and you will meet them during a designated tutorial in Week 1.

The job of a buddy will be to use their own earlier experiences to provide appropriate support and advice, which may include meeting up for a chat or answering email or text messages. This is in addition to the support available from the Student Support Team in the Undergraduate Office, your Academic
Adviser, the Graduate Student Advisers, the Senior Tutor and other support services within the Department and the University, Buddy duties will cease formally at the end of Semester A.

1.5 Communications

QMUL will communicate with you in a variety of ways. Formal correspondence will be sent to you by electronic letter, and it is important that you keep Queen Mary up to date with your personal details and address. You can do this online via the MySIS record system: [http://www.arcs.qmul.ac.uk/students/mysis-record/index.html](http://www.arcs.qmul.ac.uk/students/mysis-record/index.html).

It is most common for the Department of Law, QMUL and the Students’ Union to contact you by your QMUL email. You are assigned a university email address when you enrol, and you are responsible for checking this account on a daily basis. All major notifications and updates will be sent to you by email first.

You can access your email account by logging on to a QMUL computer, or, if you are not on campus, at: [http://mail.qmul.ac.uk](http://mail.qmul.ac.uk).

Post received for you
If mail is sent to the Department for you, it will be available for collection from the Undergraduate Office.

Urgent messages for individual students
If there is an urgent need to get hold of a student, staff will do their best to contact you, but such requests should be confined to important matters.

Twitter
Follow QMUL School of Law on Twitter to hear about the latest news and events: [https://twitter.com/qmschooloflaw/](https://twitter.com/qmschooloflaw/)

1.6 Academic Advisors and Module Tutors

Your academic adviser
Every student has a designated academic adviser. The name of your academic adviser is on the tutorial groups list which will be in the Welcome Week pack.
Making an effort to make contact with your adviser is vital: your academic adviser will be there to advise you throughout your studies at Queen Mary and is your first and continuing contact with the academic staff. All academic advisers have one or more ‘feedback and advice hours’ each week during which you can see them without an appointment.

If you have a problem in relation to academic and personal matters that impacts on your academic progress, tell your academic adviser. Even if you feel that you cannot tell your academic adviser the details, at least let him/her know that there is a problem. They will attempt to assist. It is very important that academic advisers are kept fully informed about your progress, and as to any difficulties which you may encounter during the programme. This is so that they can act in your best interests.

The following should guide you as to what you can expect and not expect from your academic adviser:

- Academic advisers should be reasonably available to their advisees and will post office hours indicating availability on their door. This information will also be posted on the first year notice board on the ground floor and on QMPlus.
- An academic adviser’s role is primarily to provide advice in relation to academic and personal matters that impact on the student’s academic progress.
- It is not the responsibility of the academic adviser to provide supplementary teaching in any module.
- Although the academic adviser is not required to advise or to counsel personal tutees in relation to personal problems or non-academic problems, they will try to advise you on how to manage the problem in terms of the department and your progression towards your degree. Support with personal problems affecting your studies is available from the Department’s pastoral advisor (Sheila Shirley) and Queen Mary’s Advice and Counselling Service https://www.welfare.qmul.ac.uk/.
- It is generally expected that your academic adviser will meet with each advisee at least once at the beginning of the first year, and after the mid-sessional examinations in order to review your progress.
- Prospective employers generally require applicants to provide the names of two academic referees who will write in support of their
application. It is normal practice for academic advisers to act as one of the referees. Even if your academic adviser has not taught you (or not done so recently), he or she will have access to your reports on your progress from your module tutors. Always ask before putting down an academic’s name as a referee on an application form; this is best done by email and in good time. Academics have asked that students attach a CV and any appropriate forms that need to be completed by the academic to the original email request, and any forms that need to be completed by the academic that students complete any basic information such as the student name, DOB, address, etc. It is also thoughtful to report back on the application in question.

**Module tutors**
Each student is allocated to a tutorial group at the beginning of each academic year—see the tutorial groups list. You will work in the same group for most of the modules you take during the first year. Once allocated to a tutorial group for a module, it is rarely possible to change that allocation and any student wishing to do so must put forward very good reasons for seeking to change groups; requests for changes should be made to the Undergraduate Administrator for student support, Mrs Sheila Shirley.

In each module, tutors are responsible for marking written assignments. They make a short report on your progress in written assignments and contributions to tutorial discussion at the end of each term; this information is placed on your personal file.

Module tutors keep attendance records. They also complete reports on participation in class.

**Graduate Student Advisers for law students**

Graduate Student Advisers (GSAs) are experienced and friendly postgraduate law students who are available to offer confidential one-to-one guidance and support to undergraduates in the Department—particularly new undergraduates. They will be available for a certain number of hours on specified days per week during term-time. There is no need to make an appointment to see a GSA, just drop in.
The precise times will be posted on the departmental notice boards and QMPlus (http://qmplus.qmul.ac.uk/course/view.php?id=2215).

The GSAs’ role is to provide information about Queen Mary and the Department, and to provide guidance to students on matters such as study skills, revision technique, time management, coping with university life, and other general academic and personal issues that may arise during your time at Queen Mary. They can also direct you to more specialist sources of support where necessary.

You are strongly encouraged to make use of this confidential and helpful service, if you are having any general difficulties, or even if you would just like reassurance and a general chat! The GSAs also conduct regular group seminars and workshops throughout the year on matters relating to study skills, revision, and exam technique. Although these are optional, they have proved extremely popular with students who have attended them.

The precise dates and times of these workshops will be advertised on the Law Student Area of QMPlus, and by email.

1.7 Support Available to Students

The Senior Tutor

<table>
<thead>
<tr>
<th>Key contacts</th>
<th>Mr Rupert Seal (Senior Tutor)</th>
<th>Mrs Sheila Shirley (admin support to Senior Tutor)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>216</td>
<td>G15</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:j.r.j.seal@qmul.ac.uk">j.r.j.seal@qmul.ac.uk</a></td>
<td><a href="mailto:s.shirley@qmul.ac.uk">s.shirley@qmul.ac.uk</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>020 7882 3979</td>
<td>020 7882 3934</td>
</tr>
</tbody>
</table>

The Senior Tutor is available to help with any problems that arise that cannot be resolved by your academic adviser. The Senior Tutor also has disciplinary roles. He is responsible for monitoring students’ attendance at tutorials and progress during the year. Where a student has been absent from tutorials, the Senior Tutor may take steps to de-register a student.

If you have concerns about your relationship with your academic adviser, you should (if you feel able to do so) in the first instance speak to him or her.
about this and try to resolve the problem. If the issue remains unresolved after that, you should contact the Senior Tutor.

If you have a complaint about teaching in relation to a particular module, in the first instance you should consult your module tutor or the lecturer concerned (if you feel able to do so). The next port of call is the Convener for the module. If the issue still remains unresolved, you can approach the Director of Administration.

If you have a general complaint about the programme, in the first instance see the Director of Administration. You may also contact the Department of Law’s Director of Taught Programmes.

**Queen Mary complaints policy**
Queen Mary has general policies on complaints: [http://www.arcs.qmul.ac.uk/docs/students/appeals-office/complaints/110421.pdf](http://www.arcs.qmul.ac.uk/docs/students/appeals-office/complaints/110421.pdf)

**Disability and Dyslexia Service**
The Disability and Dyslexia Service (DDS) offers support for all students with disabilities, specific learning difficulties and mental health issues at QMUL.

The range of support that is available at DDS includes:

- Liaison with academic staff regarding appropriate adjustments and support for students with disabilities, specific learning difficulties and mental health issues
- Support and guidance in applying for the Disabled Student’s Allowance
- A fund for supporting international students with disabilities
- Support in ensuring that course materials are fully accessible
- Screenings for students who think they might have specific learning difficulties
- Advice and guidance in arranging appointments with an educational psychologist to assess whether a student is dyslexic or has other specific learning difficulties
- On-site, one-to-one study skills support for students with dyslexia and other specific learning difficulties
- Mental Health Mentoring support (including peer mentoring)
- Access to special examination arrangements, such as additional time
Contact:
Disability and Dyslexia Service
Room 2.06 The Bancroft Building
Tel: +44 (0)20 7882 2756
Contact via the DDS web enquiry form
http://www.dds.qmul.ac.uk/about/index.html
www.dds.qmul.ac.uk

Advice and Counselling Service
The Advice and Counselling Service (ACS) offers a free and confidential service to all QMUL students.

The range of support that is available at ACS includes:

- Welfare advice, experienced Welfare Advisers have specialist training to offer students professional advice on a range of financial, practical and legal issues.
- Counselling, face to face conversation with a trained and experienced practitioner in a confidential, non-judgemental setting.
- Emotional wellbeing, Emotional wellbeing is crucial to having an enjoyable and successful time at university. It means taking care of your physical, emotional and mental health by finding a balanced approach to life whilst you’re a student.
- International advice and counselling, a network of support for International Students at Queen Mary. As well as the information and advice we offer to all students, we offer international students specific advice on money, immigration and other practical aspects of coming to live and study in the UK.

Further information can be found on the ACS website http://www.welfare.qmul.ac.uk/index.html.

Contact:
Advice and Counselling Service
Ground Floor Geography Building
Tel: +44 (0)20 7882 8717
email: http://www.welfare.qmul.ac.uk/contact/index.html#email
**Student Health Service**

We have an NHS Student Health Service available on campus if you live on campus in our halls of residence, or off campus but within Tower Hamlets. Further details on how to access healthcare if you live inside or outside these areas are given on the Student Health Service.

**Faith**

Our multi-faith centre at Mile End is designed for prayer, worship and reflection by students and staff from all faiths and beliefs. The St Benet’s is a Christian chapel and a meeting place open to all students and staff, regardless of their religion and beliefs. The chapel is open every weekday during term time for private prayer, quiet reflection and informal, confidential pastoral support. Please visit Faith at QMUL for further information.

**Music**

Music is central to cultural provision at QMUL and all students may apply for Music Scholarships to cover music tuition fees. The range of provision covers participation and experience with an increasing number of outstanding events in QMUL’s magnificent spaces. Ensembles include orchestras, choirs, a cappella groups, a big band and jazz ensemble, world music ensembles and improvisation groups. For further information please visit Music at QMUL.

### 1.8 Safety/Emergencies

Kevin Warne is the designated responsible person in the building, contact the Undergraduate Office for the Law Department’s Safety Co-ordinator details.

**The fire alarm is tested between 8.30am – 9.30am every Thursday**

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. In case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.
In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If there is no internal phone available, call 999 and follow the normal procedure. You should ensure that corridors and doorways are not obstructed and that firefighting equipment is not removed from its station.

First aid assistance for minor accidents can be obtained by dialing 3333 from an internal phone, or 020 7882 3333 from any other phone.

**In the event of fire in the Law Building**

1. **Fire discovered**
   A person who discovers a fire should raise the alarm by breaking the glass of the nearest fire alarm call point, usually a red square or circle with a glass panel bearing the legend:

   ![In case of Fire]

   - use your elbow or some hard object to break the glass
   - ring Security on 3333 from an internal phone or 0207 882 3333 from a mobile
   - state the location and nature of the blaze if known

2. **Building Evacuation Procedure**
   On hearing the fire alarm:
   - leave the building immediately, using the closest emergency exit. Do not go to any other part of the building for any reason.
   - follow the ‘Fire Exit’ signs.
   - use the stairs.
   - **DO NOT USE THE LIFT.** If you are in the lift when the alarm sounds, keep calm; the lift will automatically return to the ground floor, where the doors will open.
   - do not wander off. Your absence may lead to the assumption that you are in the building -unnecessarily endangering members of the Fire Service sent in to rescue you.
• proceed to **Assembly Point ‘D’ (Arts Square)** and report to your fire marshal.

![Fire Assembly Point](image)

• do not leave that area until instructed to do so by the Head of Department or his representative.
• do not re-enter the building until instructed to do so by the Chief Fire Officer in attendance, the Head of Department or his representative.
• do not tamper with fire and other safety apparatus.
• fire doors must not be propped open or impeded in any way.

3. First Aid/Accident Procedure
   The priority is to ensure the immediate safety of the person(s) affected. Staff/student must
   • Not put themselves in situations of danger
   • If possible, make safe the situation / environment, and take interim action to prevent recurrence.
   • Ensure that the person(s) affected receives appropriate first aid/other care /treatment as necessary. Phone security on Ext 3333 or 0207882 3333
   • Inform the School Safety Coordinator and Line Manager/Course Leader/Tutor as soon as possible after the incident has occurred to enable a full investigation and remedial actions to be taken.

**Following an incident once the injured person/scene have been dealt with an incident report form MUST be completed: see the Department Safety Co-ordinator for information on how to do this.**

• In the first instance, the person suffering the accident or observing the near miss/dangerous occurrence should complete a report form as soon as possible. However, in the case of an accident, if the person involved is unable to complete the form, then their manager, colleague or a first aider should do so. For
serious incidents, the manager should also take photographs of the incident scene.

- Complete all relevant sections on the Queen Mary University of London Incident Report form.
- Record only facts not opinions
- Attach supplementary information as needed e.g. photograph, additional information sheet.
- If more than one person is affected / involved, a separate form must be completed for each individual.

What to report

- Any accident, near miss, dangerous occurrence, event or circumstance arising during QMUL’s operations that could have or did lead to unexpected harm, loss or damage. This includes incidents such as slips, trips, falls, equipment failure, fire, cuts, scalds, spills of hazardous substances, trapping and crushing injuries, animal bites, needle sticks, muscle sprains etc.
- N.B. Sometimes an incident is not immediately apparent but identified at a later stage For example, a person may experience back pain a few days after a manual handling manoeuvre. It is important that this kind of incident is reported, albeit retrospectively.
- Staff and students working off Campus should report any incident in which they were involved as soon as possible after returning to their base.

When to report
It is important that all incidents / near misses are reported as soon as possible and ideally within 24 hours of occurrence. Significant incidents must be reported to Zarah Laing, the Faculty Health and Safety Manager on Ext 8967 or David Dewberry, Faculty Health and Advisor on Ext 3368 immediately.

1.9 Use of Personal Data
During application and at (re-)enrolment you provide us with personal information about yourself such as relevant addresses and information about your background, which is held in systems such as MySIS. It’s important that you ensure this information is accurate and keep it up to date. Throughout your
studies (or after you graduate) you may also provide, or we may collect, other personal information and you should be aware that this also includes any work you submit for assessment in the course of your studies. Tutors may occasionally use anonymised student essays (or portions from them) as part of the teaching process. We hope you will be willing to support your fellow students by allowing this, but you may opt out by contacting your school office. Other markers of engagement are monitored to help support students.

We ensure that all personal data is held securely and not disclosed to third parties without your consent, unless we are obliged to do so by law - for example the annual student record that we submit to the Higher Education Statistics Agency - or other conditions allow.

HESA requires us to collect details of our students’ ethnicities and disabilities as a means of monitoring the success of equal opportunities policies at a national level. This information is kept confidential and helps us to provide you with support and information on facilities and services that may be useful.

When you enrol or re-enrol online you will be asked to read a privacy notice about the purposes for which we use your personal data and to whom we may disclose it when required. You must read this declaration carefully. All personal data is maintained in accordance with the General Data Protection Regulation. For more information, visit: [https://www.qmul.ac.uk/privacy/](https://www.qmul.ac.uk/privacy/) and/or contact QMUL’s Data Protection Officer via data-protection@qmul.ac.uk

### 1.10 Use of the Queen Mary ID card

You will receive a Queen Mary photo-identity (ID) card upon enrolment. This card is very important, and must be carried at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, you may be removed from the building, or from campus.

The card shows your Student Number. You must take your card into all examinations and display it on your table for inspection. You will also need to copy the student number onto your paper.
The card also serves as your library card, and as an access card for certain buildings. Many buildings have security points at which you must show your card, and others require you to scan your card to release the doors.

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Student Enquiry Centre (http://www.arcs.qmul.ac.uk/students/sec/student-card/index.html.), who will be able to help you. A fee may be charged to replace lost Queen Mary Cards.

1.11 MySIS

Queen Mary has a Student Information System, known as SIS. MySIS is the name for the web portal which you will access to see information on your marks and your programme of study as well as the personal information we hold about you, for example your contact information, full name and next of kin details. It is important that QMUL has up to date personal details for all students. You will be able to update your address and contact details on line using MySIS, however a change in name must be done in person at the Student Enquiry Centre with accompanying identification. You can find out more information on the Student Enquiry Centre website. http://www.arcs.qmul.ac.uk/students/mysis-record/index.html.

Students will also be able to view marks for assessments via MySIS, to do this students should log-in to MySIS with your computer log-in, where the results will be listed. These marks are provisional and are subject to change until they are agreed by the appropriate subject examination board. MySIS will indicate whether the results are provisional or confirmed. Guides on checking your results on MySIS are available on the Student Enquiry Centre website.

1.12 Student Enquiry Centre

The Student Enquiry Centre provides assistance to current and previous Undergraduate and Postgraduate Taught students and their friendly staff are available to answer a wide range of queries.
1.13 QMPlus

Log on to the QMPlus by going to http://qmplus.qmul.ac.uk and clicking on 'my courses'. You will receive information about using QMPlus during induction. There is also a comprehensive support page here http://www.elearning.capd.qmul.ac.uk/help-and-support/

QMPlus is home to the following:

- Law Student Area – All students have access to this area, this area is home to the latest departmental news and information on all things to do with your student from electronic handbooks to careers information.
- Module Areas – Every module has an area on QMPlus where you can find copies of lecture outlines, reading lists and tutorial questions etc.;
- Timetables – your personal timetable including all lectures and tutorials;
- Law Graduate Student Advisor area – for information on what the GSAs provide and when.

1.14 QMUL Model

At QMUL we have designed our courses, as well as many of the offerings provided to students through our Careers and Enterprise team, to broaden opportunities for you as a Queen Mary undergraduate, within and beyond higher education, so that you will be supported in planning and managing your ongoing professional development. Our approach is firmly grounded in the core Queen Mary values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling you to make a genuine societal impact through leadership in your chosen field. We have organised various modules and opportunities around the key themes of networking, multi- and inter-disciplinarity, international perspectives, and enterprising perspectives to assist you with fully realising your potential.
There will be a menu of such modules available for you to choose from, together with a range of extra opportunities available to you through Careers and Enterprise (normally offered on Wednesday afternoons). All have been designed to offer you a wide range of experiences.

Your academic adviser will work with you to support an individualised approach, to assist you realise your ambition and full potential. The QMUL Model is delivered as an integrated and credit-bearing part of your programme of study. At least one module in each developmental year will include one or more Model Learning Outcome.

1.15 Careers and Personal Development

**Careers**

Queen Mary Careers & Enterprise and the Law Department run a careers programme, bringing law firms and chambers onto campus. At these events you will hear directly from employers, and learn more about the legal professions and recruitment processes. The Queen Mary Law Fair 2018 is a major event in the programme and will bring more than 40 exhibitors (leading law firms, the Bar, and other potential employers) onto campus. To book your place at an event, go to careers.qmul.ac.uk/events. Additionally, the Careers Consultant offers 1-to-1 appointments in the School where you can discuss your career options, have applications reviewed and mock interviews. To book an appointment, call 020 7882 8533. The Careers Consultant also runs workshops on improving CVs, applications and interview techniques, and highlights external events and opportunities. See the weekly undergrad law careers newsletters and Undergraduate Law Careers Qm+ page for further details. Law Careers Tutor: Christina Perry Notice board: Ground Floor, Law Building.

Law Careers Tutor: Rupert Seal
Notice board: Ground Floor, Law Building
Facebook: [http://www.facebook.com/qmlawcareers](http://www.facebook.com/qmlawcareers)
Queen Mary Legal Advice Centre

The LAC offers free legal advice and assistance to members of the public and where appropriate, to the staff and students of Queen Mary. It was created to further the educational experience of students as a vehicle for clinical legal education.

Over 80 undergraduate law students volunteer as Student Advisers in the LAC, with another 15 volunteering as members of the Support Team. The LAC works with top international and City firms, as well as the local courts, and NGOs. It has won numerous awards and is a leader in its field.

Contact: Frances Ridout | Director
Room: G1 | Law Building
Email: lac@qmul.ac.uk
Website: www.lac.qmul.ac.uk

Pro Bono Group (QMSPBG)

Pro Bono Publico means for the ‘good of the public’. Legal pro bono work involves providing free legal assistance to members of the public who would otherwise be unable to afford it. Students in the School of Law are actively involved in serving the local community in this way – and develop their legal skills in the process. At Queen Mary there are two ways of get involved with pro bono work, through either the Queen Mary Pro Bono Society or through the Legal Advice Centre (above).

Website: www.qmprobono.org
Notice board: Ground floor, Law Building
Student Bar Society
The Bar Society is a student group created for those students interested in becoming a Barrister. Our main aims are to inform students of the possibility of a career at the Bar, to educate them about how to achieve this and to assist in any way we can. The Society’s events are also of huge use to anyone who is as yet unsure of which legal path to follow or even those committed to an alternative career.

Website:  http://www.queenmarybarsociety.org
Notice Board:  Ground floor, Law building

Graduate Attributes
Queen Mary wants you to make the most of your student experience. For that reason, we want to help you identify the opportunities that exist to develop your graduate attributes. These attributes reflect the location, profile of the student body and research-intensive nature of the university and are detailed in the Queen Mary Statement of Graduate Attributes

Website:  http://www.qmul.ac.uk/qacep/statement/index.html
Mooting
Mooting is the verbal presentation of a legal issue or problem. It's an exercise designed to give students the closest experience to appearing in court. Mooting is an excellent chance to meet other students in the School of Law, to talk over interesting legal points, and to test your knowledge in front of the moot judge. Whether you plan a career in the Bar and wish to develop advocacy skills, or simply want to get involved in another activity within the department, mooting provides both social opportunities and educational value, and is highly recommended.

Mooting Tutor: Richard Walters
Notice board: Ground floor, Law Building.

English Law Students’ Association (ELSA)
ELSA London was formed in February 2005. We are an intercollegiate, not-for-profit, non-political Association of London Law Students. ELSA London is an inclusive association - we welcome under graduates and postgraduates, UK and international students. In particular, we encourage membership from those who have an international outlook or those who are interested in improving the world around them by becoming active citizens. As well as gaining a further insight into legal issues within a wider, international context, ELSA London organises visits to courts, parliament, and the EU institutions.

Website: http://www.elsalondon.org
Law Review: http://www.elsareview.org
Email: info@elsalondon.org

There are other societies on offer for students to join such as the Law Society, Women Working in Law and Energy for Old Fadama. A list of societies available on the Mile End Campus can be found at the following link http://www.qmsu.org/societies/findme/all/.
Section 2: Department and Institute Procedures

2.1 Written Assessments .......................................................................................... 33
2.2 Late Submission and Penalties ........................................................................... 34
2.3 Word Count Penalties ....................................................................................... 35
2.4 Feedback ............................................................................................................. 35
2.5 Writing and Style Guide ..................................................................................... 36
2.6 QM Charter ......................................................................................................... 40
2.7 Student Academic Engagement Policy Framework ............................................. 40
2.8 Attendance .......................................................................................................... 42
2.9 Deregistration ...................................................................................................... 45
2.10 Module selection ................................................................................................. 45
2.11 Changing Programmes/Interrupting/Withdrawing from College ......................... 46
2.12 Teaching and Study Methods .......................................................................... 46
2.13 Conduct .............................................................................................................. 51
2.14 Student Representation within the Department and QMUL ............................... 56
2.15 Module Descriptions ....................................................................................... 58
2.16 Qualifying law degrees (QLD) .......................................................................... 58
2.1 Written Assessments

Students are required to submit written assessments in most modules. There are two types of written assessments, Formative and Summative, and will usually take the form of an essay which must be submitted by a prescribed deadline.

- Formative assessment (non-assessed coursework): Work which does not ultimately count towards the final mark for the course unit. In some cases, formative assessment could be plans, drafts or sections of work which will be summatively assessed, on which feedback is given so that the student can improve or alter their performance. The most important point about formative assessment is that its purpose is primarily developmental, rather than judgmental.

- Summative (assessed coursework): assessment Work for which the mark counts toward the student’s final mark for the course unit or module including dissertations.

Submission of formative and summative assessment

All assessments will be submitted electronically via QMPlus. Links will be available on the necessary module area of QMPlus – these links will include:

- Assessment details/questions
- Word count
- Any formatting required
- Deadline

Dissertation students are also required to submit a hard copy of the dissertation to the Undergraduate Office.

All submissions **MUST** include a front cover – these can be found on the Law Student Area of QMPlus. The information provided in the front cover varies for different submissions, for example formative assessment front covers should include the students name, tutor and tutorial group and summative assessments are marked anonymously so no name should be provided. If a student fails to attach a front cover to any assessment submitted to QMPlus, assessments may not be directed to the correct person for marking and marks attributed to assessments may not be added to the student’s results profile.
2.2 Late Submission and Penalties

Formative Assessment
Students who are unable to meet set deadlines for formative assessments should in the first instance contact the module convener and/or module tutor to arrange an alternative submission deadline. Please note, however, that extensions to coursework will only be given to students with genuine reasons for not meeting the deadline, computer problems are not a good reason for an extension.

Summative Assessment
Students who are unable to meet set deadlines for summative assessments should contact the Undergraduate Administrator for Examinations and Assessment. Students wishing to request an extension for any summative assessments should complete an Extension Request Form, which can be found on the Law Student Area of QMPlus. The form should then be submitted to the Undergraduate Office. Extensions for summative assessment will only be given with valid extenuating circumstances (see section 3.12).

Summative Assessment Late Penalties
If an assessment is submitted after the specified deadline it will be recorded as late and a penalty shall be applied, unless there are valid extenuating circumstances:

Where an assessment is submitted late (and there are no extenuating circumstances) the following penalties will apply. For every period of 24 hours, or part thereof, that an assessment is overdue there shall be a deduction of five per cent of the total marks available (i.e. five marks for an assessment marked out of 100). After seven calendar days (168 hours or more late) the mark shall be reduced to zero, and recorded as 0FL (zero, fail, late).

Late assessments may be marked for feedback purposes, but this will be at the discretion of module markers.
2.3 Word Count Penalties

Where a student exceeds the prescribed word count for any submission (formative or summative) there shall be a deduction of five percent of the total marks available, unless otherwise stated by the module convenor. The word count of any written assignments in the Department includes the full text of the work and footnotes, but excludes the bibliography, tables and contents lists.

2.4 Feedback

QMUL has a Code of Practice on Assessment and Feedback, this can be found on page 72 of the Assessment Handbook for 2017-18

1.6 of the code states that ‘Feedback’ refers to oral or written developmental advice on performance that ensures the recipient has a better understanding of values, standards, criteria, etc.’ (Fry et al, 2003). It should provide students with information on their achievements so as to inform their approaches to learning and improve their performance. Feedback should also give students opportunities for reflection and allow them to make specific improvements in future assessment.

1.7 of the code states Feedback may be given through project supervision, personal tutoring, or through less formal means (for example, in seminars, tutorials or laboratory classes) but these are not necessarily bound by this Code. Seminar tutors and demonstrators have an important role in giving this type of informal feedback, but academic staff are responsible for the quality of such feedback.

Formative feedback

The normal target for module tutors is to return essays with marks and comments within four weeks of the date of submission. Students are generally required to collect their written work personally from their module tutors, usually during a tutorial.

Written work is a crucial indicator of your progress through the year. It enables you, your module tutor and your academic adviser to analyse how
you are progressing. Be aware that module tutors prepare a short report on each piece of written work you do (or note that you failed to submit an assignment) and this is placed on your personal file held by the Undergraduate Office. Your progress in written assignments also forms an important part of the information that might be used in writing references for prospective employers.

Before you hand in each written assignment you should carry out a self-assessment of your work against the factors set out in the following section. If you spot weaknesses, try to rectify them before submitting your work. Essay submission dates will be communicated to you at the beginning of semester A and can be found on the module areas of QMPlus.

**Summative feedback**
The policy for assessed coursework feedback is the same as for feedback on examinations, viz. feedback is normally provided collectively by means of end-of-year Examiners Reports (see section 3.13). Results for assessed coursework will be released at the same time as the examinations (see section 3.6).

### 2.5 Writing and Style Guide

It is essential that you develop the necessary skills to write well about the law. The majority your assessment is based on your written work in examinations and (in some core and optional modules) assessed coursework counting towards your final mark. In the final year there is also an opportunity to write a 15,000 word dissertation on a selected topic.

It is most important that you develop a proper approach to legal writing. Not only is it one of the skills expected of a practicing lawyer but, more immediately, it is the foundation for exam success. Students can fail to do themselves justice in the exams through lack of a technique which they could and should have learned in their written work during the year.

The essay is used in most disciplines for general exposition and analysis of a topic, looking down and over it from a vantage-point. In law, you may be asked to explain, illustrate or discuss a particular doctrine or institution (for example criminal liability without fault, the jury, breach of contract); or to analyse recent developments or proposed reforms in a particular area of law.
(for example police powers); or to comment critically on a quotation. Much of your work involves problem questions – sets of hypothetical facts on which your advice is sought.

The guidance which follows is applicable to both essay and problem questions.

**Preparation**
Read and consider carefully the question set before plunging into the research necessary to give an answer to it. It will usually be on a topic covered or touched upon in the lectures; but the treatment required must always be somewhat different from that of the lecture or there would be little point in setting the assignment. So think what further depth or breadth is required (more detail? more history? more comparison? more criticism?) and let your own opinion develop, both as to the treatment of the topic and its content. To a large extent your ideas will be formed only while you are reading up on the topic. But you should start out with an idea of what you think the question is asking for – this is especially important where it is in the form of a quotation – and then concentrate your research on this aspect. Otherwise you may be pulled in all directions by what you read and will find it difficult to know where to stop, or how to answer the question set appropriately.

**Sources**
Legal reasoning requires something more than bold assertion, however self-evident you may think the matter asserted. Imagine that the reader is going to check on everything you say. So for every major proposition of law you make, you must cite some supporting authority. In the end this comes down to something said in judgment in a reported case, or contained in a section of a statute (or a number of other possible, but less authoritative sources). Where possible look at sources in the original, and satisfy yourself that in context they really do say what your lecture notes or text-book have led you to believe they say. You may have some surprises!

**Citation**
Authorities should be properly cited. A case should be given its full name (at least on the first occasion you refer to it) which should always be underlined or italicised and its principal reference. If you want to refer to a particular
dictum (i.e. a statement by a judge: the plural is dicta), give the page reference (e.g. [1976] 2 QB 842, 853; or you can say ‘as Brown LJ says at page 853 ...’). Learn the correct way of referring to judges according to their rank in the hierarchy: watch carefully how the text books and articles do this. Of course, in examinations, the demands of citation are much reduced because the aim is not simply to demonstrate a good memory. But in essays there is an expectation that you cite appropriately.

**Statutes**

Give the short title and the number of the section to which you refer. Once you have cited the short title of the Act, much-cited Acts may be referred to by their initials (CJA, SOGA, LPA, etc.) but may still need their year cited.

**Secondary sources**

Do not offer modern textbooks as authority rather than as supporting argument without some caution. Statements of law in a textbook or article are merely the writer’s opinion of what the law is, synthesized from cases and statutes that he or she has studied. It follows that however learned and respected a writer may be, it is to the authority (i.e. original source) that you should go. Even when a court has considered and approved a text-book statement in a later case (and they often disapprove them) it is this new case, not the statement that is now authoritative. There are occasional exceptions to this rule. Sometimes there is a gap in the law, because authority is totally lacking or uncertain.

The academic writer (which includes even judges when they are not writing a judgment) may then be offering a theory, analogy or explanation to fill the gap. It will be clear from the context and the lack of authority cited that this is so. In this instance you may put forward the writer’s view as a statement of the law; which you may then adopt or dispute.

**Before you begin your essay**

**Plan**

When you have gathered the knowledge which you think is the necessary and sufficient raw material for your essay, make a rough plan of what you intend to say. It need only be a few headings and sub-headings. This will help you to organise your material and ideas before committing them to
paper. Impose this discipline on yourself so that it becomes a habit; it will be invaluable in the exams.

**Margin**
If you want legible running comments from the marker, you must provide space for them. Always leave a margin of about 3cm on every page.

**Neatness**
Any essay submitted must be a final and considered version, neat and legible. Although it is not as a general rule compulsory to submit typed essays, it is expected that most will be; indeed many tutors now require essays to be typed/word processed. Make sure your word processing skills are up to scratch.

**Heading**
Write out at the head the full title, question, quotation, etc. as set. This way you will have a complete record which will be useful to you later in the year when you come to revise. (But do not do this in exams of course. It would be a complete waste of time).

**Literacy**
You are supposed to have learned at school to spell and punctuate, make sentences and paragraphs. If you did not, you had better acquire these skills quickly.

Legal analysis and argument depends to an unusual extent upon accuracy of expression. It is expected that international students will be proficient in English. If you have any problems with English language, see assistance from the Queen Mary’s Language and Learning Unit.

**Style**
Express yourself simply and directly. Be literate but do not try to be literary; it only clouds what ought to be clear. The right style for legal writing is to be found in well-written text-books and articles. You should be under their influences before long. But in the meantime do not try to affect a style; be yourself and say what you mean in ordinary words as you would if speaking. A useful test is to read your essay aloud (to others or yourself) and see if it sounds natural or inflated. Many books are now published that give advice to try to help you with your writing skills (e.g. Higgins and Tatham, *Successful*
Legal Writing). However, as suggested, reading well-written text-books and articles should enable you to develop these skills effectively.

Quotation marks
These have one essential use; to indicate to the reader that you are setting out someone else’s actual words, not your own. So always put inverted commas around extracts from judgments, statutes and writings. Never put them around case-names, statute titles, Latin terms (e.g. *mens rea, per incuriam*) or common technical terms or titles (Family Division, contempt of court, indictable offence). It just portrays your unfamiliarity. You should always attribute the quotation (See section 3.3 Plagiarism and Referencing).

Ethical Research
Research for either coursework or an undergraduate dissertation is not expected to involve interviewing (primary research). Any student wishing to undertake research involving human participants (including interviewing them) should first seek the approval of the module convener or dissertation supervisor (after submitting a description of the proposed purpose and methodology for the interview), and then, if the supervisor and module convener supports the proposal, the student must seek the prior approval of the Research Ethics Committee (research-ethics@qmul.ac.uk).

2.6 QM Charter
The QMUL Charter contains a list of expectations for both staff and students to help create a community which is mutually supportive and works to further knowledge creation and disseminations. The full charter can be seen as [http://www.qmul.ac.uk/ourcommunity/](http://www.qmul.ac.uk/ourcommunity/).

2.7 Student Academic Engagement Policy Framework – Department of Law

Introduction
For the timely and effective administration of support, the School wishes to use the following markers of student engagement. This is to ensure that students are well supported and given every opportunity to progress with their studies and to achieve to their fullest potential whilst here. Joint Honours Students are to note any variations in relevant School policies.
1. MARKERS OF STUDENT ENGAGEMENT

1.1 Attendance: All undergraduate students are expected to attend scheduled taught sessions including lectures, tutorials, seminars and other events which are associated with the modules for which they are registered as part of their programme of study. Attendance is taken during tutorials and seminars and is recorded on the Department Database. See section 2.8 for information on attendance requirements and penalties for non-attendance.

1.2 Coursework Submission: All undergraduate students are expected to submit reports, exercises essays, and other pieces of coursework associated with each module for which they are registered as part of their programme of study, by the individually advertised deadlines and method of submission. The Department will monitor students coursework submission, students who continually fail to submit coursework will be referred to the Senior Tutor.

1.3 Participation in Formative Assessments: All undergraduate students are expected to participate in a range of activities (with or without the allocation of marks) that help to inform teaching and learning during the learning process. Examples of such activities are subject related quizzes, or exercises linked to module materials on QMPlus.

1.4 Marks from Summative Assessments: All undergraduate students are expected to participate in a range of activities assessing the outcomes of a learning process. Provisional and/or confirmed marks allocated from such summative assessments e.g. weekly tests, coursework, and Examinations, often contribute to the overall module grade and programme degree classification.

1.5 Other Student Engagement Activities: All undergraduate students are expected to participate in a range of formal or informal activities that signify continued engagement with their programme of study. Examples of such activities are scheduled meetings with Personal Tutors/Academic Advisors, and group work.
2 ACTION FOLLOWING IDENTIFICATION OF STUDENTS WHO MAY REQUIRE SUPPORT

2.1 Actions by Schools are designed to support students to engage or re-engage with their study programme. The underpinning principles are that the School, once it has admitted a student to a programme of study, has a duty of care to that student, whilst in turn the student has a responsibility to engage with the available support. In such cases, support will be designed by the School around the needs of the individual student.

2.2 A student identified as approaching or falling below the minimum requirements of engagement set by their School will be contacted alerting them to this, outlining support mechanisms to deal with the issues that may be contributing to this.

2.3 Once a student is identified as in need of support in order to re-engage with their studies, they will be invited to a meeting with their Personal Tutor/Academic Advisor to discuss issues that might be affecting their studies, and for the provision of encouragement/advice (with possible referral to QMUL support services if necessary). The first port of call is the Personal Tutor/Academic Advisor, who in turn may liaise with the Senior Tutor and the School’s Student Support/Experience Manager. In exceptional circumstances, a senior member of the School team, such as the Head of Department or the Head of School, may be involved in this process.

2.4 The School will always try to help students who are experiencing problems, but we cannot do so if we are not kept informed of them. If there are factors making a student’s engagement with their programme difficult, it is essential that the student discusses these with their Personal Tutor/Academic Advisor, or an appropriate person in the School, at an early stage. This will give us the opportunity to intervene and provide the necessary support.

2.8 Attendance

Under the Academic Regulations, you are required to attend Queen Mary and engage in the learning, teaching and assessment activities for your
programme. For undergraduate students in the Department of Law, this means:

- Attending lectures (though we do not keep a register of attendance)
- Preparing for, attending and participating in all tutorials. Module tutors keep a record of attendance and make an end of term report on your contributions to discussions.
- Submitting written assignments to your module tutors on the due date.

First year students (except those on the LLB Senior Status programme) are required to sit mid-sessional examinations (or other assessments) in December in each module. Although the results do not count towards your final assessment in each module, they enable you and your tutors to gauge what progress you are making. LLB Senior Status students are encouraged to sit these examinations.

If you have to miss a tutorial, you must write to or email the relevant module tutor to apologise and give an explanation. If you know that you will be unable to attend a tutorial on a particular day (e.g. because of a medical appointment), it may be possible to attend another tutorial. You should not assume that this will be possible, but ask the tutor concerned in advance of the tutorial – do not simply turn up to another tutorial and expect to be admitted.

If you miss two consecutive tutorials in a module, or have a pattern of absences in a module, this will be seen as a significant problem. The Undergraduate Office will contact you and you will be asked to discuss the problem with your academic adviser and, in some cases, also the Senior Tutor. Please pre-empt the problem by ensuring that you contact the Undergraduate Administrator for Student Support, the relevant module tutors and your academic adviser to explain why you are absent.

If you encounter very serious problems which make it difficult for you to attend and participate in the programme, be aware that it may be possible for you to be given permission to interrupt your studies and re-start the academic year.

Religious observance and study
Queen Mary is a diverse community of over 25,000 students and staff. With
a variety of faiths and beliefs represented on campus, we are committed to
tolerance, understanding and co-operation, as well as to ensuring as far as
possible that our policies are consistent across all needs. Many religions and
beliefs require their members to pray at specific times during the day, or
have special festivals or spiritual observance days. We recognise therefore
that students at Queen Mary often strike a balance between their
educational and religious commitments.

One of Queen Mary’s fundamental aims is to provide an education that is
judged internationally to be of the highest quality. It would be both
impractical and inconsistent with our aims as a university to suspend
teaching for reasons of religious observance, but we will accommodate
students’ religious commitments where we reasonably can do so. This may
include providing learning materials (potentially including QReview
recordings) online and permitting students to attend classes at different
times where there is availability.

Students are expected to stay engaged and up-to-date with their studies
throughout their time at Queen Mary. Schools and institutes should make
their expectations for attendance and submission of coursework clear to
students at the beginning of their studies, and students should inform
themselves beforehand about the potential implications of missing learning
and teaching activities. Students must also inform their school or institute
beforehand if they intend to miss any teaching. We will take religious
commitments into reasonable account when reviewing students’ attendance,
but we expect students to plan their studies so that they can submit
coursework on time.

The following procedures apply in the event that a special festival or spiritual
observance day would result in absence from a scheduled assessment.

- In the case of an in-class test, students may request permission in
  advance from their Head of School or Institute to be absent on that
  occasion. The Head of School or Institute will consider whether reasonable
  adjustments can be made, for example by permitting late submission or
  rearranging the test. It is important to submit requests well in advance, in
  case reasonable adjustments cannot be made.
- Students may notify Queen Mary of any special festivals or spiritual
observance days that fall during formal examination periods by submitting the relevant form by the deadline specified in the Academic Calendar. We will accommodate such requests where we reasonably can do so. We are not able to make allowances for routine religious observance during formal examination periods.

2.9 Deregistration

Should you not meet module requirements for attendance or for submission of coursework, you may be deregistered from the module. You will be given warnings before deregistration occurs, and you will have the right to represent your case to the Department. Deregistration from modules may lead to deregistration from your programme of study.

Tuition Fee deregistration

When you enrol or re-enrol at the start of each academic year you agree to QMUL’s Tuition Fee Regulations, http://www.qmul.ac.uk/docs/tuitionfees/tuition-fee-regulations/166775.pdf, which set the deadlines for paying tuition fees. Failure to pay your tuition fees by these deadlines may lead to your deregistration from your programme of study, under College Ordinance C3 http://www.arcs.qmul.ac.uk/governance/council/Charter/176763.pdf.

2.10 Module selection

As part of the programme of study students will be able to choose option modules in their second and final years. A module directory detailing all modules that will be running the Department in the coming academic year will be circulated to students usually in early February (via QMPlus). Module selection will then take place during May via MySIS. Information on how to complete this task will be circulated via the Undergraduate Office.

During the first two weeks of each semester, it may be possible for students to change option modules. However, this will depend on availability as popular modules may already be full. Any queries with regards to changing modules should be directed to the Undergraduate Office.
2.11 Changing Programmes/Interrupting/Withdrawing from College

If you are thinking of interrupting your programme of study, changing your programme of study or withdrawing from College you must make an appointment to see your Academic Adviser or the Senior Tutor who will be able to advise you further.

If you wish to proceed with an interruption, change of study or withdrawal you must complete the relevant form from the Student Enquiry Centre web pages (http://www.arcs.qmul.ac.uk/students/study/index.html), which you must complete and have signed by the Undergraduate Administrator for Student Support, in the Departmental Office.

Please be aware that the deadline for submission of forms is the day before the start of the revision week in April. Forms received after this date will not be processed.

Further advice for international students can be found on the Advice and Counselling web pages: http://www.welfare.qmul.ac.uk/international/leaving/index.html.

2.12 Teaching and Study Methods

Taking responsibility for your learning
You are responsible for managing your work. Lectures and tutorials in each module will provide a framework for your studies. Your own private study — by yourself or working with other students on the programme— is the key to success. Consider setting up an informal study group with two or three others to help each other get to grips with topics ahead of tutorials. Consider whether you might benefit from the additional support provided at QMUL, such as from the Graduate Student Advisers and the Language and Learning Unit.

Think very carefully about the feedback you receive on the written assignments and the mid-sessional examination marked by your module tutors.
It is important that you try to do as well as you possibly can in the formal April-May examinations. First year exam marks do not count towards the final classification of your degree (unless you are on the LLB Senior Status programme), but good marks are essential for getting summer placements with law firms or in chambers. You are likely to be applying for such opportunities before you have your second year results, so your performance in the first year examinations really matters.

Extra-curricular activities are also excellent ways to develop skills and confidence. Find out more about these, including mooting, the Queen Mary Student Pro Bono Group (QMSPBG) and the Legal Advice Centre (section 1.8).

**Getting the most out of Lectures**
There are lectures in most modules in the first and second year. Attendance is strongly recommended. By attending lectures you hear from experts in a legal field who will also be setting and marking your examinations.

Lectures may have several different goals: to provide students with an introduction to a particular topic; to cast light on the context of a module; to provide alternatives to orthodox approaches; to provide an overview of the topic; to explain particularly difficult aspects of a topic; to introduce students to comparative aspects of a topic; to cover reform proposals and recent reforms in the law which are not covered in the textbooks.

Lectures are **not** designed to act as a substitute for private study or to give all-embracing coverage of a particular topic. Lectures, however, do represent a student’s first point of contact with a module and should act as a map to a particular area of the law and facilitate subsequent private study. A good set of lecture notes also assists in revision for examinations. You should not be tempted to rely on another student’s lecture notes. The notes you take in lectures are your personal interpretation/record of a lecture; another student’s notes may make little sense to someone who has not attended the lecture personally.

You will have to learn by experience what form of notes to take in lectures. You should concentrate on trying to follow the main points and arguments and take notes on at least the essential points. If you succeed in understanding these, you should have no difficulty in filling in the gaps afterwards. Sometimes you will lose the thread of the argument for a short time...
while. This may be because the material is difficult, because the point requires prior knowledge which you don’t currently have, or because of any number of other reasons. When this happens, stick with it and try to get as much out of the lecture as you can. It will be much easier to understand the material by reading a book after you have attended a lecture than if you missed the lecture entirely.

Needless to say, a lecture will be much easier to follow if you have read ahead in your textbook or module materials.

**Recording lectures**
Students are not permitted to record (by tape, video or any other means, electronic or otherwise) any undergraduate law class (including lectures, seminars or tutorials) unless they have been given prior express permission by QMUL’s Disability and Dyslexia Service, or have received prior permission from the individual academic taking the class, and, for tutorials or seminars, all the other class members have also given their consent.

**Getting the most out of tutorials**
You will soon discover that module tutors use various teaching methods.

They will always expect that the relevant reading is completed prior to the particular tutorial to which it relates. If you are in doubt as to the requirements for a particular tutorial, or the order of priority to be given to different readings, you should seek advice from your tutor.

It is particularly important that you participate actively in tutorials and that the ability to do so should be developed from the beginning of the first academic year. There is little doubt that successful law students are often those students who are able to talk about law in tutorials. Talking about law fluently is a vital part of developing your own legal reasoning skills. Through expressing ideas you are able to refine and reflect on them. Tutorials are a supportive environment in which ideas can be exchanged and difficulties can be ironed out. You will find that members of ‘your group’ will often become your closest Queen Mary friends.

- Some students feel daunted about speaking up in tutorials. You must avoid becoming a wall-flower.
• The quiet student does not develop the skills of communication and analysis as quickly as the participating student.
• The quiet student loses the opportunity to test his/her ideas out in a supportive environment.
• The tutor is unable to evaluate the progress being made by the quiet student, which has consequences in relation to progress reports and the writing of references.
• The group as a whole loses the benefit of the contribution which the quiet student could make and the non-contributor becomes effectively a ‘passenger’ within the group.

If on the other hand you are a person prone to dominating discussion, you will need to develop sensitivities about when to hold back and let other students have their say.

Using the Library effectively
Web: www.library.qmul.ac.uk

Inevitably you will spend a significant amount of time in the Library. Details of Library facilities are contained in publications available from the Library, and on the website.

The Law section of the Library is situated on the First Floor. Please make enquiries via email, or by visiting the Help Zone on the Ground Floor of the Library.

The Law Library is well stocked. There are multiple copies of recommended books for essential reading on each module available in the Teaching Collection on the Ground floor. Nevertheless, pressure on library resources frequently results in competition for materials. In order to lessen the difficulties and frustrations of tracking down materials the Department prepares and distributes as many handouts as is feasible. There will, however, be occasions when you find yourself seeking the same law report or journal as others. It is important that each student behaves responsibly and returns library items to the designated trolley for reshelving. Regrettably, it has been known for students to ‘hide’ materials within the library shelves, and even to vandalise reports and journals. Such conduct amounts to an offence against the College regulations and can have serious
consequences. It also amounts to unsocial and unlawful conduct which will be dealt with severely.

Students are reminded that the Library is a place for serious study. It is not a social space. Please:

- Always consider the needs of other users of the Library
- Always be silent in the study areas on the upper floors
- Always confine group working to the designated group study areas, (there are bookable group study rooms on the ground floor)
- Always keep noise to a minimum in other areas e.g. the ground floor entrance and Welcome and Help Zone areas, and the stairs
- Never talk in anything other than a quiet voice and then only where permitted
- Never allow your mobile phone to ring in the Library
- Never talk on your mobile phone, other than in the Library entrance hall and other designated mobile zones

The Library policy on student behaviour has been agreed with student representatives, and the Law Department fully supports these measures, and may take action against any student who does not respect the study environment. Please help us to keep the Library as a quiet place to study.

The ground floor of the Mile End library now offers a large, contemporary, technology-rich space catering for a range of collaborative study styles. However the upper floors remain areas for those who wish to study alone in SILENCE.

Buying law textbooks
It is essential that you purchase the recommended texts and statute books for each module. The Library has good stocks of basic texts, but cannot guarantee to meet a surge of demand for these; and you will often need to have instant access to the necessary materials. You will also need your books when the time comes to revise for the summer examinations. For a number of examinations (see the appropriate regulations) unmarked copies of statutes are the only materials which can be taken into the examination.

Wait until you have heard your lecturers’ comments and spoken to your module teachers before purchasing any textbooks (some teachers have
particular preferences). You are not required to have all the recommended books at the start of term.

It is important that you purchase the latest editions of recommended books, the law can change quickly and you may suffer if you work from an out of date book. If in doubt: ask.

Be very wary of small books which claim to make law easy. These books typically over-simplify matters and can be misleading as a result. If you have done the work, they will not help you and if you have not done the work, they cannot save you.

The bookshop on campus will stock most of the required texts: Off campus, a good stock of second-hand law books is held by:

| John Smith Bookshops 329 Mile End Road Queen Mary University London London E1 4NT | Wildy & Sons Ltd Lincoln’s Inn Archway Carey Street London WC2A 2JD Tel: 020 7242 5778 |

2.13 Conduct

Good manners, etiquette and professional behaviours
Starting life in a new institution involves a process of understanding rules and tacit assumptions about social behaviour. The Department of Law prides itself on its informal and friendly atmosphere—but you should not assume that ‘anything goes’ when it comes to manners and etiquette. There are appropriate and inappropriate ways of behaving towards members of staff. Understanding how to interact is also important for activities you are likely to engage in outside the Department, such as summer placements with law firms and other kinds of internships.

Names and titles
People’s titles matter in academic and professional life. Make sure you know what title each member of academic staff you have contact with uses (e.g. Ms, Mr, Dr, Professor)—details are on the School of Law website under ‘people’. When you first meet members of staff you cannot go wrong by
calling them by their formal title (e.g. ‘Dr Bloggs’); you will find that many members of staff will want you to call them by their first name and will invite you to do so - but don’t assume this.

For students from some cultural backgrounds where deference and respect for elders is highly prized, it can feel very uncomfortable to address a member of academic staff by their first name only, even when the member of staff has indicated that he or she would like this. Although it sounds a little unconventional in British English, such students often work out a compromise and attach a person’s title to their first name (e.g. ‘Professor Fred’, or ‘Dr Fred’, as the case may be).

In the past, male members of the legal profession often called each other by their family names (‘Good morning Bloggs’) but this has now fallen out of favour and you should avoid this practice.

Do not address members of academic staff as ‘sir’ or ‘miss’: you are not at a school and this makes you look immature. In the Department, you are part of a scholarly community of adults.

The professional support staff in the Department and in other parts of QMUL should always be addressed respectfully.

Emailing staff
In emails, start with ‘Dear Professor Bloggs’ or the other relevant title (not ‘Hi’), unless you feel you know the member of staff sufficiently well to be on first name terms. To speakers of British English it is strange to be addressed in writing by a full name (‘Dear Dr Fred Bloggs’): ‘Dear Dr Bloggs’ or ‘Dear Fred’ (if you are on first name terms) is preferable. Emails should be written in grammatical sentences—not in text language. Always give your full name when you send messages from your Queen Mary account.

When emailing an academic member of staff please ensure you only contact them with subject specific queries, for example you should not be asking academics to help you register with QMPlus. Such queries should be directed to the Undergraduate Office.

You should expect a three working day response rate once you have emailed a member of staff – i.e. not including weekends and public holidays – please
do not resend emails if you do not get a response straight away. The staff in the Department are already very busy and all this serves to do is fill up staff inboxes and agitate the people who are there to help you.

For example, that means that if you send an email to a staff member at (or later than) 18:01 on the Thursday immediately before Easter and given that the Friday and Monday either side of the Easter weekend are public holidays, you should not expect a response before the end of the following Thursday. Similarly, if you email a staff member at (or later than) 18:01 on any Friday, you should not expect a response before the end of the following Wednesday (subject to any public holidays in the meantime).

Reference request
The first person to ask to act as a referee for you is your Academic Adviser. It is your responsibility to contact your Academic Adviser and to meet with them in advance of any such request (and you should have met with them at the beginning of each academic year). If you require a second academic referee, you can ask any other member of staff including but not limited to, the Senior Tutor. Should you require a reference, you must ask the relevant academic before submitting their name each time. Staff are not required to provide such a reference without any pre-request. If you do not ask a referee’s permission before submitting their name, you should expect that referee to notify the person requesting the reference the you have not asked for the requisite permission and this may have a negative impact on the application you are making (such as for employment, post-graduate study or work experience). You should give staff at least 2 weeks’ notice to provide references and absolutely should not expect any referee to react to any urgent request (e.g. you have left your application until the last minute). In addition, you are expected to discuss your aspirations with the referee beforehand, failing which it is extremely difficult for the referee to offer any informed comment as to your suitability for the role in question.

Interacting with staff
Unsurprisingly, members of staff like being thanked. A ‘thank you’ at the end of a tutorial or to a member of the professional support staff will always be appreciated and often remembered.
When you visit members of academic staff during their office hours, it is thoughtful to introduce yourself to avoid any embarrassment if the member of staff cannot remember your name or has not met you before (e.g. ‘Hello, I’m John Doe taking your Public Law module’).

When using the forums on QMPlus bear in mind that you are participating in discussion in an academic rather than purely social context. A degree of formality and precision in writing is therefore expected.

**Disruptive behavior in the classroom**
Disruptive behavior in the classroom will not be tolerated. Learning to listen and behave mature are important skills that students should acquire throughout their studies.

- Talking during lectures is irritating to other students, and discourteous to the lecturer to chatter. If you talk in a lecture, do not be surprised if the lecturer asks you to stand up and share your comments with everyone present or, indeed, asks you to leave the lecture theatre.
- Make sure you turn off your mobile phone or switch it to silent before lectures/tutorials start.
- Instant messaging during tutorials is a fairly new problem which has arisen in some tutorial groups. This can be distracting for the lecturer/tutor and the rest of the student cohort.

**The legal professions**
If you are planning to enter the legal profession (and some other professions), you need to be aware that the professional bodies — in England and Wales, the Solicitors Regulation Authority and the Bar Standards Board — requires you to disclose anything that calls into question your character and suitability to be a legal practitioner. Factors include:

- Criminal conviction, cautions, reprimands and warnings (even if they are ‘spent’ under the Rehabilitation of Offenders Act 1974)
- Cheating in examinations or plagiarism during a course of study
- County Court Judgments against you, declarations of bankruptcy (even if they have been satisfied) or evidence of inability to manage financial affairs
• Incidents in which your character has been called into question.

Further information on the requirements of the legal professions see section 2.15 Qualifying law degrees.

**SRA Principles**
These are mandatory *Principles*, which apply to all.

You must:

1. Uphold the rule of law and the proper administration of justice;
2. Act with integrity;
3. Not allow your independence to be compromised;
4. Act in the best interests of each *client*;
5. Provide a proper standard of service to your *clients*;
6. Behave in a way that maintains the trust the public places in you and in the provision of legal services;
7. Comply with your legal and regulatory obligations and deal with your regulators and ombudsmen in an open, timely and co-operative manner;
8. Run your business or carry out your role in the business effectively and in accordance with proper governance and sound financial and risk management principles;
9. Run your business or carry out your role in the business in a way that encourages equality of opportunity and respect for diversity; and
10. Protect *client* money and *assets*.

**Queen Mary disciplinary powers**
It is your responsibility to familiarise yourself with the Queen Mary regulations, policies and disciplinary codes and to ensure that you comply with them in all respects. These form part of your contract with Queen Mary and you are bound by them. Queen Mary has strong disciplinary powers.

[http://www.arcs.qmul.ac.uk/policy_zone/index.html](http://www.arcs.qmul.ac.uk/policy_zone/index.html) (Queen Mary Policies)
[http://www.arcs.qmul.ac.uk/docs/policyzone/110421.pdf](http://www.arcs.qmul.ac.uk/docs/policyzone/110421.pdf) (Queen Mary student complaints policy)
[http://www.arcs.qmul.ac.uk/docs/policyzone/101884.pdf](http://www.arcs.qmul.ac.uk/docs/policyzone/101884.pdf) (Code of Student Discipline)
http://www.css.qmul.ac.uk/ITregsETC/itreg.shtml (Regulation Concerning Information Technology)

2.14 Student Representation within the Department and QMUL

Your views are important to the Department and QMUL. There are a variety of ways in which you can tell us what you think and share your ideas for improvements. Student representatives, elected by fellow students, also speak on behalf of the student body at the School, Faculty and QMUL-wide level via various committees, groups and meetings. More information can be found at http://www.qmul.ac.uk/yousaidsaidwedid/howtotellus/index.html.

Staff Student Liaison Committee (SSLC)

This Committee is the official forum in which members of staff and students can exchange views and discuss academically-related matters. The Committee meets once a term. The composition of the Committee is currently:

- Senior Tutor (Rupert Seal)
- Director of Administration (Nerys Evans)
- Programme leaders
- Student representatives from each undergraduate law programme
- Undergraduate Administrator for Student Support (Sheila Shirley)
- Serviced by Mona Benhadj, Undergraduate Administrative Assistant.

Elections for student reps are held in the first few weeks of the first term. They are conducted by the Queen Mary Students Union and a representative of the union will contact you via e-mail during the first days of term to explain arrangements.

If you are interested in standing for election, put your name forward: this position of responsibility is a good way of getting to know people, acquiring skills and contributing to the life of the school.

Students who wish to have a particular matter raised at a meeting should contact their student representative. Contact details are on notice boards on the ground floor of the Law Building and on QMPlus. The minutes of each meeting are posted up on QMPlus and go forward to the Departmental Teaching and Learning Committee (TLC).
Teaching and Learning Committee (TLC)
The TLC is a committee of the department with the aim to provide strategic direction for the department’s undergraduate teaching and learning activities, acting as a proactive and strategic body for teaching, learning and curricular matters including the sharing of good practice. It monitors existing programmes and modules, and their development, and takes a lead in ensuring that the programmes meet the quality assurance requirements set by College. Student reps from the SSLC also sit on this committee.

Module Evaluation
During weeks 9 and 10 of Semesters A and B, you will be asked to complete a questionnaire about your learning and teaching experiences in each module. All evaluations are completely anonymous, the Department takes the views of its students seriously and acts on the feedback received. This evaluation is an opportunity for you to let us know what you think. Please tell us what we do well and what you feel needs to be developed or improved. Details on how the evaluations will be circulated will be confirmed via QMPlus prior to week 7. If you have any questions regarding the evaluation please contact Aysha Bismillah, Undergraduate Administrator for Quality Assurance.

National Student Survey (NSS)
All final-year undergraduate students at UK institutions take part in the National Student Survey (NSS). The NSS is a nationally recognised annual survey of mostly final-year undergraduates in the UK. The survey gives you an opportunity to give your opinions on what you liked about your time at Queen Mary as well as things that you feel could have been improved.

If you are a finalist, you will usually be contacted by email early in the spring term. Please do complete the NSS, and fill it in honestly.

The NSS results are made publicly available to help prospective students make informed decisions of where and what to study. QMUL and the Students’ Union will also use the data to identify areas of strengths and weaknesses to help effect change and bring about enhancements to improve the student experience for future generations of students. Data from previous surveys are available on Unistats (http://my.qmul.ac.uk/surveys/).

UK Engagement Survey (UKES)
The UK Engagement Survey (UKES) is a national survey which gives you the opportunity to tell us about your learning experience at Queen Mary. It is open to all undergraduate students who are not eligible to complete the National Student Survey.

The UKES is facilitated by Advance HE, the national body that champions teaching excellence. The survey asks you about things like how you engage with the learning on your course, how you work with others, and what kind of activities help you to learn. It is a chance to reflect on how you study and what might help your studies in the future.

2.15 Module Descriptions

Module Descriptions can be found on the module areas of QMPlus. Module descriptions are standardised statements which provide all key information regarding the modules.

2.16 Qualifying law degrees (QLD)

If you are intending to become a solicitor or barrister in England and Wales, you must satisfy the ‘academic stage’ of the professional requirements if you obtain a Qualifying Law Degree (QLD) with at least lower second class (2:2) honours.

The seven foundation subjects are:

- Obligations I (Contract): satisfied by taking and passing Elements of Contract Law at Queen Mary
- Obligations II (Tort): Tort Law
- Criminal Law: Criminal Law
- Equity and the Law of Trusts: Equity and Trusts
- Law of the European Union: covered in part by Public Law at Queen Mary plus the 15-credit module Law of the EU
- Property Law (Land Law): Land Law
- Public Law (Constitutional and Administrative Law)
Students are limited to three attempts at the foundations modules and the maximum time limit for completion of a QLD (studied either full-time, part-time or by distance learning) is six years.

Further information here:
Solicitors: [http://www.sra.org.uk/students/academic-stage.page](http://www.sra.org.uk/students/academic-stage.page)
### Section 3: Examinations and Assessments

| 3.1 | Marking | 61 |
| 3.2 | Mid-Sessional Examinations | 61 |
| 3.3 | Plagiarism | 61 |
| 3.4 | Referencing | 66 |
| 3.5 | End of Year Examinations | 67 |
| 3.6 | Setting and Marking of Examinations | 71 |
| 3.7 | Attending the examinations | 72 |
| 3.8 | Your Examination Results | 78 |
| 3.9 | Resits | 80 |
| 3.10 | Department Prizes | 84 |
| 3.11 | Degree Classification | 84 |
| 3.12 | Extenuating Circumstances | 86 |
| 3.13 | Questioning Your Results and Feedback on Examinations | 90 |
| 3.14 | Academic Appeals | 91 |
| 3.15 | Complaints | 91 |
3.1 Marking

All modules are mark out of 100. As at most other British universities, marks fall into the following classifications:

<table>
<thead>
<tr>
<th>Module Mark</th>
<th>Module Classification</th>
<th>Alphabetical equivalent</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0 – 100.0</td>
<td>First class</td>
<td>A</td>
</tr>
<tr>
<td>60.0 – 69.9</td>
<td>Upper second class</td>
<td>B</td>
</tr>
<tr>
<td>50.0 – 59.9</td>
<td>Lower second class</td>
<td>C</td>
</tr>
<tr>
<td>45.0 – 49.9</td>
<td>Third class</td>
<td>D</td>
</tr>
<tr>
<td>40.0 – 44.9</td>
<td>Third class</td>
<td>E</td>
</tr>
<tr>
<td>0.0 – 39.9</td>
<td>Fail</td>
<td>F</td>
</tr>
</tbody>
</table>

The Department’s marking criteria is appended to this handbook with guidance as to the characteristics of each classification band.

3.2 Mid-Sessional Assessment

The mid-sessionals for the first year modules at the end of the first term are an important way in which you can gauge the progress you have made during the first term. The assessment provide an opportunity for you to practice answering law questions usually under examination conditions.

The mid-sessionals do not count towards your formal assessment. They are, however, a requirement of the law programmes and you cannot opt out of them (unless you are on the LLB Senior Status programme, but even here we strongly recommend that you sit them). We insist that students take these examinations because there is a strong correlation between absence from mid-sessional examinations and poor performance in the formal examinations in April-June. Alternative arrangements to sit the mid-sessionals will only be given to students with valid extenuating circumstances (see section 3.12).

The results of the mid-sessionals do not appear on your formal transcript but the marks are recorded by the Undergraduate Office. The Senior Tutor and
other colleagues monitor performance in the mid-sessionals. If you fail badly in one or more modules, or perform badly in all modules, you will be asked to discuss the reasons for lack of progress with your academic adviser and in some cases the Senior Tutor.

Feedback on your mid-sessionals will be given during your first tutorial session in the second semester.

### 3.3 Plagiarism

QMUL defines plagiarism as: “Presenting someone else’s work as your own, whether you meant to or not. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as ‘self plagiarism’) also constitute plagiarism.” Regulations on Assessment Offences [http://www.arcs.qmul.ac.uk/students/student-appeals/assessment-offences/index.html](http://www.arcs.qmul.ac.uk/students/student-appeals/assessment-offences/index.html).

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module and in severe cases suspension or permanent withdrawal from QMUL.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

- Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.
- Be sensible in referencing ideas – commonly held views that are generally accepted do not always require acknowledgment to particular sources. However, it is best to be safe to avoid plagiarism.
- Be particularly careful with quotations and paraphrasing.
- Be aware that technology, such as TurnItIn, is now available at Queen Mary and elsewhere that can automatically detect plagiarism.
- Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.
• If in doubt, ask for further guidance from your adviser or module tutor.

   The most common forms of plagiarism are:
   - Cut/copy and pasted material from the Web
   - Copying the work of another student (past or present)
   - Copying course material or lecture notes
   - Copying material out of a textbook or journal.

   It is important to realise that plagiarism may occur in a number of other forms, as well as in conventional written work. Another student may be involved, or the plagiarism may arise from the misuse of sources outside Queen Mary. The key is proper attribution of source material. None of the activities listed above is, in itself, necessarily wrong as long as they are properly referenced.

**Student’s Responsibilities**

   A student at QMUL is expected to submit work that demonstrates compliance with two important prerequisites: for essays not assessed for the purposes of the module’s assessment, a level of independent thought, grounded in the teaching received (formative assessment); for any coursework assessed for the purposes of the module’s assessment (summative assessment), the provision of clear referencing to all sources consulted, both within the main body of the work submitted and in any separate listing of sources.

   It should be clear from a consideration of these two key requirements why plagiarism is unacceptable. By definition, a piece of work that has been plagiarised will never be able to meet either of the above criteria.

   It is ironic that students sometimes seem to go to great lengths to hide the sources that they have been consulting. Proper referencing of these will normally be reflected in a good mark for the work submitted. This is because the appropriate use of source material is considered to be a crucial part of academic life. The resultant marking process will therefore acknowledge this, and hence the inherent irony involved in the position of the student plagiarist who runs the risk of a serious penalty by hiding an aspect of their work that, done properly, is likely to help achieve a good mark without putting their student career in jeopardy.
‘Accidental’ Plagiarism
QMUL accepts that students, particularly in view of the severe penalties that may be applied in cases of serious plagiarism, will be anxious to avoid inadvertently submitting plagiarised work. It is, for example, possible to cite a source in the separate bibliography and still commit plagiarism by then incorporating a significant amount of un-attributed material taken directly or indirectly (through paraphrasing) from that source into the body of the assignment.

Differences between working methods in schools and colleges and at university are acknowledged too, as are the inevitable adjustments in cultural modes that international students must rapidly make, especially on postgraduate courses. Similarly, mature students may enter university not having been involved in academic study for a number of years.

Above all, the student body is not a single grouping and Queen Mary is aware of the need for a sympathetic approach to plagiarism, particularly in the first year of undergraduate studies and where there is no conscious attempt by the student to deceive. However, this is not a blank cheque for cheating. Penalties may be applied at any time.

The onus is on individual students to ensure that the academic conventions applicable to study at a UK university are understood and acted upon. You will receive clear guidance on what is expected of you in terms of the referencing of source material. The material set out in the Department of Law Undergraduate Handbooks should always be your main source of guidance. But if you are worried about committing plagiarism, always seek help and advice from your academic adviser, supervisor, module teacher, or the Graduate Student Advisers. Members of staff are experienced in dealing with questions about proper referencing and will be happy to help.

A new environment
University-level writing has more requirements than pre-university writing and may be very different to your previous experiences. It is very important that you know the required standards before you submit essays and other forms of assessed work. One of the biggest changes is the requirement that your work is based on individual assessment - your own work in your own
words. Any pieces of text that are taken, either in part or in whole, from another person’s work must be appropriately referenced.

**Plagiarism can be detected in many ways**

- Google – if you found the text on the internet so can your tutor or examiner.
- Plagiarism Detection Service – Queen Mary subscribes to a national plagiarism detection service, Turnitin (see appendix 3), which highlights text found in your work which matches text found either on the internet, in journals, books and other student essays.
- Subject expertise – the people marking your essays are experts on the subject and will know the sources of your work.

Further information on Turnitin can be found on the E-Learning Unit web pages ([http://www.elearning.capd.qmul.ac.uk/application/turnitin/](http://www.elearning.capd.qmul.ac.uk/application/turnitin/)). Select the student tab on the above link for the following student guides:

- What is Turnitin?
- Developing your academic writing with Turnitin
- Interpreting your originality report
- Student views of plagiarism

See appendix 2 for the Turnitin Statement of the Law Department.

**The penalty**

This is a complicated subject and distinctions may be made between low level, mid-level and serious plagiarism.

The normal penalty for plagiarism in a piece of work that counts toward the overall assessment for the module is a mark of zero for the piece of coursework, but might be a mark of zero for the whole module and no right to take the course again. Your transcript (which future employers will want to see) will have an X on it to show that an examination offence has been committed. If it is a second offence then the normal penalty is failure in every module taken in the year with all re-sits capped at 40%.
Examples of Plagiarism
Princeton University in the USA has produced an excellent set of examples of plagiarism: see http://www.princeton.edu/pr/pub/integrity/pages/plagiarism.

If in doubt ask!
If in doubt always speak to a member of staff before submitting your work – it is too late after the work has been submitted.

IMPORTANT: ALL dissertations and assessed essays will automatically be submitted electronically to Turnitin to check for plagiarism via the QMPlus submission tool.

3.4 Referencing

A reference is used whenever your work contains someone else’s words or ideas. A reference will ensure that the reader of the assessment can identify and locate the source of the information. If you quote directly from another person’s work you must use quotation marks around the entire quote and reference the quote. If you paraphrase – put another person’s work into different words but with the same meaning – you must reference the work. If you use another person’s ideas, findings or research (i.e. facts they have established) in your work you must reference the work.

See section 2.4 for general guidance on referencing. Your module teachers may specify additional or different requirements. Referencing styles vary between departments.

If you are taking the BA Law and Politics programme, or an optional module in another department, you will need to pay particular attention to this and take responsibility for understanding any variations.

Using the internet
Referencing rules apply to internet sites in the same way as they apply to journals, books or any other work by another person. You reference a website by listing the URL of the site where you found the information.

Collaborative work
Unless you are specifically told that the assessment is a group project then
all of the work you submit must be your own work. Be very careful when working on the same assessment with other students.

**Be aware of difficult times**
Students are most likely to submit plagiarised work, whether intentional or unintentional, during times of emotional stress. If you are having problems (such as illness, family problems, financial problems) contact your academic adviser. The Department of Law may give short extensions to essay or coursework deadlines when a student has extenuating circumstances: see Section 3.12. It is better to submit a poor quality essay rather than a plagiarised essay.

Questions about how to reference should be discussed with module tutors, academic advisers, or Graduate Student Advisers.

### 3.5 End of Year Examinations

<table>
<thead>
<tr>
<th>Key contacts:</th>
<th>Prof Wayne Morrison (Chair of the Examination Board)</th>
<th>Victoria Wells (Undergraduate Administrator for Examinations and Assessment.)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>205</td>
<td>G15</td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:w.morrison@qmul.ac.uk">w.morrison@qmul.ac.uk</a></td>
<td><a href="mailto:lawugoffice@qmul.ac.uk">lawugoffice@qmul.ac.uk</a></td>
</tr>
<tr>
<td>Telephone:</td>
<td>020 7882 5913</td>
<td>020 7882 3927</td>
</tr>
</tbody>
</table>

The Chair of the Undergraduate Law Examination Board has overall academic responsibility over undergraduate examinations and assessment processes in the Law Department.

The Examination Administrator has administrative responsibility over examinations and assessment processes in the Law Department. The Examination Administrator is your first point of contact if you have any query or request relating to examination and assessment processes.

**Differences between Law department policies and procedures and those of other departments at Queen Mary**

Each department has its own policies regarding the setting and marking of
examination papers, submission of coursework or submission of extenuating circumstances. When you take a module in another department, the policies of that department apply. Nevertheless, the policies followed in other departments at QMUL are broadly similar to those of the law department.

With regard to matters of a regulatory nature (viz. matters which are explicitly governed by the Academic Regulations rather than departmental policy), you remain subject to the Academic Regulations for Law undergraduate degrees even when you take a non-law module. This means that you may be subject to rules which are different to fellow students on the same module but enrolled under a different degree programme.

The main regulatory differences between law and non-law degrees at QMUL concern the following:

- that first year results are not taken into account in final degree classification (except for LLB Senior Status students);
- that you are required to take all your examinations in one sitting and cannot progress to the next year of the degree until you have passed all the examinations in the current year;
- that resits are not capped at 40%;
- that degree classification is based primarily on profile rather than the weighted average mark or “College mark”;

If you have friends enrolled on a degree scheme in another department at QMUL, you should therefore be aware that the rules applicable to them are not necessarily the same as the rules applicable to you.

**Relationship between the information in this Handbook and QMUL Academic Regulations**

The examinations are governed by the Queen Mary Academic Regulations, the text of which can be found online on the College website at [http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf](http://www.arcs.qmul.ac.uk/media/arcs/policyzone/academic/Academic-Regulations-2018-19-FINAL.pdf)

This guide constitutes an explanation of the relevant rules supplemented by information on departmental policies and practices. While every effort has been made to ensure the accuracy of these explanations, only the official text of the academic regulations itself has binding force.
The academic regulations are revised every year. With respect to award and progression rules, your degree is normally governed by the rules for the year in which you first enrolled on the degree.

The Academic Regulations can be found in Appendix 2 of this handbook.

**The Internal Examiners**

The internal examiners are members of the QMUL teaching staff with expertise in the module in which you are assessed. The main functions of internal examiners, as far as the examination process is concerned, is to set the examination paper or other assessment task (such as assessed essays), mark the examination scripts or other assessed work and take part in the Examination Board.

For each module, there will be a team of at least two internal examiners. Internal examiners are normally part of the teaching team for the module concerned. In some cases (notably in relation to options which are taught by a single member of staff), the second internal examiner can be another member of staff not directly involved in the teaching of the module but with expertise in the area.

**The External Examiners**

External Examiners are experienced teachers and senior members of academic staff at another institution (another University or another College of the University of London). External examiners have a general duty to ensure that academic standards and processes followed at QMUL are consistent with general standards across the UK university system. In addition, each external examiner has responsibility over a portfolio of modules and participates in marking processes for those modules.

**The Examination Board**

The Examination Board consists of all internal and external examiners. The Examination Board has two main functions in relation to individual students:

- It decides whether students may progress from one year to the next;
- It classifies the final award of degrees (Firsts, Upper Seconds, etc.).
You may find in College documents references to ‘Subject Examination Boards’ (SEBs) and ‘Degree Examination Boards) (DEBs). There are no separate SEB and DEB in law and the Undergraduate Law Examination Board exercises the combined functions which are elsewhere at QMUL carried out by SEBs and DEBs.

Proceedings before the Examination Board are anonymous. Extenuating circumstances are likewise presented to the Board in an anonymised manner.

**The Extenuating Circumstances Sub-Board**

The Extenuating Circumstances sub-Board assists the Examination Board with respect to Extenuating Circumstances. In particular, the Extenuating Circumstances Sub-Board considers the validity of extenuating circumstances claims in the light of the evidence submitted and makes recommendations to the Examination Board on action to be taken in the light of the extenuating circumstances.

**The Extenuating Circumstances Co-ordinator**

<table>
<thead>
<tr>
<th>Key contacts:</th>
<th>Richard Walters (Extenuating Circumstances Co-ordinator)</th>
<th>Victoria Wells (Undergraduate Administrator for Examinations and Assessment)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Room:</td>
<td>216 G15</td>
<td></td>
</tr>
<tr>
<td>Email:</td>
<td><a href="mailto:r.walters@qmul.ac.uk">r.walters@qmul.ac.uk</a> <a href="mailto:lawugoffice@qmul.ac.uk">lawugoffice@qmul.ac.uk</a></td>
<td></td>
</tr>
<tr>
<td>Telephone:</td>
<td>020 7882 3927</td>
<td></td>
</tr>
</tbody>
</table>

The Examinations Administrator prepares the paperwork for the Extenuating Circumstances sub-Board, notably by preparing anonymised summaries of the extenuating circumstances submissions and evidence submitted and more generally by providing the Extenuating Circumstances sub-Board and Examination Board anonymised information on extenuating circumstances claims.

The Examinations Administrator also considers, by delegation from the Chair of the Board of Examiners, requests for extensions in relation to coursework.
Student Administration – Academic Registry and Council Secretariat (ARCS)
Many aspects of the examination process, such as timetabling of examinations, allocation of examination venues, invigilation processes, formal communication of results and transcripts, etc... are undertaken and overseen outside the department, at College level, by student administration.

Special arrangements for sitting your examinations
Students with disabilities and/or specific learning difficulties (e.g. dyslexia) can request special arrangements in examinations. What arrangements are made will depend on the needs of the student and can range from extra time to the use of special equipment. This applies both to permanent conditions and temporary impairments (e.g.: broken arm).

Special arrangements must be requested through the Disability and Dyslexia service by the advertised deadline. Students who expect to need special arrangements are advised to contact the Disability and Dyslexia service before the Easter vacation or as soon as the disability appears in the case of temporary disabilities manifesting themselves during the Easter break or after.

Students who request special examination arrangements after the set deadline, may find that QMUL cannot accommodate their request. In this instance please seek advice from the department’s key contacts for extenuating circumstances.

3.6 Setting and Marking of Examinations

Setting of examination papers
Examination papers are set by the internal examiners who will mark the examination scripts for the module concerned. Under departmental policy, they are then subject to a scrutiny process by a small committee of academic members of staff in the department before being forwarded for approval by an external examiner.

Marking of examination scripts
The marking of examination scripts falls primarily on internal examiners. All examination marking is done anonymously.
After being marked by internal examiners, the scripts are referred to the external examiner for the module. It is the policy of the law department to ask external examiners to review borderline papers, confirm all fails and all firsts and review a random sample of papers across all classes. External examiners can also read any other script they wish.

**Marks awarded by internal and external examiners and approved by the Examination Board are definitive and it is not possible to request that an examination script be re-marked** (see section 3.12).

**Marking of assessed coursework and penalties for late submission**
The same principles as above apply to assessed coursework.

Assessed coursework must be submitted to QMPlus by 12noon on prescribed deadlines (section 1.1). Extensions will only be granted in exceptional circumstances.

Applications for extensions should be made to the Department as soon as is reasonably possible after the circumstances arise, which must normally be before the prescribed date. In order to request an extension, you should fill in an Extension Request Form and return it to the Undergraduate Office. **Extensions MUST be submitted to the Examinations Administrator, module convenors/tutors cannot approve extensions for summative coursework.**

Where an assessment is submitted late (and there are no extenuating circumstances), the assessment will be subject to late penalties (see section 2.2).

### 3.7 Attending the examinations

**Prescriptions for examinations**
The prescriptions made by the LLB Board of Examiners for all examinations to be held in 2018-19 will be available to view on the Law Student Area of QMPlus.

**Closed-Book examinations**
If a subject is listed as “Closed Book”, NO MATERIALS OF ANY KIND may be used by candidates
Open-Book examinations
Where the prescription “Open-book” applies, candidates may use materials. These may be written, typed or printed (including any books), and photocopies are permitted. Materials may be annotated to whatever extent a candidate wishes.

Please note, however:

   a) Materials must be in an immediately legible form. The use, for example, of electronically stored information is not permitted
   b) The invigilator has the power to remove from the examination room anything which is, in the invigilator’s opinion, interfering or likely to interfere with the proper conduct of the examination (for example, materials which because of their bulk prevent access to candidates’ desks).

Other Forms of prescription: Statutes, etc.
Where a paper is neither closed-book nor open-book, candidates may use no materials except those prescribed.

   a) Where specific materials are prescribed, no other materials may be used. Candidates should note that materials permitted:
      i. May not be interleaved with other materials.
      ii. May be marked, but only in order to emphasise part of the text by highlighting or underlining or to denote repeals by deletions.
      iii. May have tags, provided the tags contain no marks or writing.

NO OTHER FORM OF ANNOTATION IS PERMITTED, and no verbal annotation is permitted for the purposes described above or for any other purposes (e.g. amendments).

Irregularities
Invigilators may conduct checks in order to ensure that candidates are complying with these prescriptions. They may confiscate any materials which fall outside the prescriptions or which have been interleaved or annotated beyond the limits set out above. The use of materials falling outside the prescriptions constitutes an examination offence (an “irregularity”) under the
Regulations of the University and could have extremely serious consequences for the candidate.

Non-Law papers and papers in other schools
Candidates sitting papers in other departments, or in other schools of the University, must acquaint themselves with the regulations governing the conduct of examinations in those departments and schools.

Dates of examinations
The formal end of year examinations will be held in two periods:

- From 29 April to 7 June 2019 (the main exam period)
- From 5 August to 16 August 2019 (August examination period).

The precise dates for each examination are set by Academic Registry (not the Department of Law). The dates for the main examination period are published towards the end of the second semester. Those for the late summer examinations are normally published around mid-July.

Every effort is made to timetable examinations according to departmental/school requirements, however, individual student clashes and the sheer number of examined modules offered throughout QMUL mean that this is not always possible. It would not be unusual for students to have examinations on consecutive days or even multiple exams in one day. This, of course, is avoided where possible.

Your own individualised examination timetable can be accessed via mysis.qmul.ac.uk. You must attend the examinations at the specified times. If there are compelling reasons why you cannot attend, you may be excused and allowed to sit the examinations at the next available opportunity (see section 3.12 on extenuating circumstances) but under no circumstances can a special examination be arranged for you, however serious the reason why you are unable to attend.

Total failure to attend the examinations
Attending the examinations is compulsory. If you do not turn up for your examinations, you will be regarded as having failed the examinations and a mark of zero (which will appear on your transcript) will be recorded against each of the examinations that you should have sat. You will then have to
resit your examinations at the next available opportunity, provided that you have not run out of attempts (see section 3.9).

In addition, the opportunity to resit your examinations in the August supplementary exam period is limited to students who attend the examinations in the preceding main May/June examination period. Failure to attend the examinations without any valid explanation whatsoever will therefore result in your having to take a year out and resit your examinations the following May/June.

If, however, your failure to attend the examinations is due to events outside your control amounting to valid extenuating circumstances, your absence from the examination will be excused. This is known as a ‘certified absence’ and you will be allowed to sit the examinations in August as if for the first time (this is referred to as a ‘first sit’).

For further information on extenuating circumstances, see section 3.12 of this handbook.

**Partial failure to attend the examinations**

If you attend some but not all of the examinations without good reason for your absence, you will fail the examinations and will have to resit them all. A mark of zero will be recorded against the examinations that you have failed to attend (which will appear on your transcript).

If you fail to attend some of the examinations but your absence is justified by extenuating circumstances which are accepted by the Examination Board as valid, you will be ‘certified absent’ from these examinations, in which case no mark will be entered in your record. You will sit these examinations as a ‘first sit’ at the next available opportunity.

If you are ‘certified absent’ from some of the examinations but have attended and passed at least 60 credits, the Examination Board has the discretion to allow you to keep the marks for the passed examinations, and only require you to sit the other examinations in the August supplementary exam period. As this is an exception to the ‘pass all modules in a single sitting’ principle applicable to law undergraduate examinations, this is left to the discretion of the Board.
If you are ‘certified absent’ from more than 60 credits (or if the Examination Board decides not to exercise its discretion under the preceding paragraph), you will have to sit all examinations in the August supplementary exam period as a ‘first sit’: any marks that you might have obtained in May/June will be erased and will not appear on your record. In other words, you will be deemed not to have attempted the May/June examinations at all.

**Illness or other incident during the examination**

Should you become unwell during an examination and unable to continue, you should draw the attention of an invigilator, who will arrange for assistance if required and/or let you leave the room.

While a note of the incident will be lodged by the invigilators, you should still seek the attention of a medical professional as soon as possible, for your own well-being in the first place, but also because you will need a medical certificate to support your claim for extenuating circumstances (see section 3.12 on extenuating circumstances below): **unless you submit an extenuating circumstances claim and provide satisfactory supporting evidence, the Examination Board will not be able to take your illness into account.**

Similarly, if any incident outside your control occurs during the examination that affects your ability to complete the examination under normal conditions, you should submit an extenuating circumstances claim. Depending on the nature of the incident, there may not be a need for you to provide supporting evidence. You should seek guidance from the Examination Administrator on whether additional evidence is required and, if so, what kind of evidence.

Please note that, under the College’s ‘fit to sit’ policy, an extenuating circumstances claim will not normally be accepted for an illness known to the student before the start of the examination (see section 3.12 below).

**The examination paper**

Where assessment of a module is by a formal examination, the questions are ‘unseen’. You should expect that the examination will be designed to test your knowledge and skills in relation to the work covered during the year and as formally stated in the learning outcomes for the modules. You should not, however, expect that every topic on the syllabus or discussed in
tutorials come up in every exam paper. The module convenor will brief students on the format of the examination (e.g. what, if any, statute book(s) may be taken into the examination, how many questions will be on the paper, how many questions must be answered). Students should not however seek hints or guidance from the academics teaching the module as to what particular topics may or may not be on the examination paper.

Some examinations may have a small duration of reading time at the start of the examination (i.e. 10 minutes for 15 credit modules and 15 minutes for 30 credit modules), during the reading time students are allowed to write on the examination question paper, but **NOT** the examination answer booklet. Make the most of that time to read the questions and the instructions on the paper carefully.

Pay particular attention to questions which contain several parts: some will ask you to answer all the parts; others will require you to choose which part(s) to answer. You will not get additional credit for answering more parts to the question than you are actually asked to and will lose precious time.

Do not feel compelled to start writing simply because the 10 or 15 minutes reading time are up. Some examination papers can be quite long. Time spent reading the questions carefully is usually time well-spent (within reason, of course).

**Answering the required number of questions**

It is essential that you attempt the prescribed number of questions. If you do not attempt a question, the mark will be zero. This can be disastrous. If you are asked to answer four questions, but attempt only three, then:

- If you get an upper second mark (60 out of 100) for each of the three questions, your paper as a whole will be only third class (45%)  
- If you get a lower second mark (50 out of 100) for each of the three questions, your paper as a whole will fail (37.5%)

Make sure you obey the rubric (instructions on the front of the examination paper) If you are asked to answer TWO questions from Part A and TWO questions from Part B, but instead answer all four questions from Part A, then you will get zero for two of your answers.
Examination plagiarism and cheating
The material that you submit for assessment, whether in an answer script in a written examination or as assessed coursework, must be your own unaided work. Cheating in examinations and plagiarism in assessed coursework are extremely serious examination offences, and will be dealt with most severely.

All cases of plagiarism and fraud will automatically receive a mark of 0% and can result in expulsion from the college.

In addition, requests for references from employers, particularly in the context of the legal professions, routinely request the referee to comment on the honesty and probity of the applicant. It will be difficult for your academic adviser to write a positive reference if you have been found guilty of committing a plagiarism or cheating offence. Beyond your degree results, cheating can therefore seriously prejudice your career prospects.

3.8 Your Examination Results

Getting your examination results
Provisional examination results are published around a week after the Examination Board meeting. You will be informed by email when the results will be available on MySIS.

Results will NOT be given over the phone.

Formal results (certificate and transcript) will be withheld from students with tuition fee debts.

Passing your examinations
In order to pass the examinations and progress to the next year of study, you must pass all modules in your current year of study. **Under no circumstances will you be allowed to progress to the next year if you have not passed all modules.** In other words, it is not possible for you to ‘carry’ one or several failed modules into the next year of the programme.

The pass mark for all modules is 40%. In order to pass the examinations, you must therefore obtain a mark of at least 40% in each of your modules.
All modules must be passed in a single sitting (subject to one small exception discussed in the next paragraph). This means that if you fail your examinations, you will need to resit all your modules for the year even if you have achieved a pass mark in some modules.

**Failure in a single module: referrals**

There is a limited exception to the rule that you must pass all your examinations in one sitting: you may be ‘referred’ in one 30-credit module (or two 15-credit modules), which means that you will only be required to resit the failed module(s). As an exception to the general rule, this is left to the discretion of the Examination Board. The Board will exercise its discretion if two conditions are fulfilled:

1. the failure must not be too serious, which means no lower than 30% in the case of a 30 credit module (in the case of two 15 credit modules, this means no lower than 20% in each module and no lower than 30% overall across both modules);
2. the Examination Board considers that there is sufficient countervailing strength in the passed modules. What constitutes ‘sufficient countervailing strength’ is left to the discretion of the Board. In any event, it is substantially more than just reaching an average of 40% across all modules.

In the examples which follow (based on each module being 30 credits), the candidates have not fulfilled the conditions for a referral and will have to resit all examinations, including those which they passed.

<table>
<thead>
<tr>
<th>Module A</th>
<th>Module B</th>
<th>Module C</th>
<th>Module D</th>
<th>Can the candidate be referred?</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Candidate 1</strong></td>
<td>60%</td>
<td>60%</td>
<td>39%</td>
<td>39%</td>
</tr>
<tr>
<td><strong>Candidate 2</strong></td>
<td>60%</td>
<td>60%</td>
<td>60%</td>
<td>25%</td>
</tr>
</tbody>
</table>
serious (less than 30%).

<table>
<thead>
<tr>
<th>Candidate 3</th>
<th>45%</th>
<th>40%</th>
<th>40%</th>
<th>35%</th>
</tr>
</thead>
</table>

No, because, the marks in the modules that have been passed do not constitute sufficient countervailing strength.

If, after a first attempt, you fail the resit examination for the module in which you have been referred, you will have one opportunity to be re-referred. No referrals are possible in the final year (see section 3.9 for ‘condoned fails’).

### 3.9 Resits

Subject to what is said below, resits are largely governed by the same rules and principles as first sits. Further advice for international students can be found on the Advice and Counselling web pages: [https://www.welfare.qmul.ac.uk/international](https://www.welfare.qmul.ac.uk/international)

**Obligation to resit at the next available opportunity**

If you have failed your examinations, you must resit at the next available opportunity. For the main examination period, the next available opportunity normally will mean the August examination period of the same year. For the supplementary exam period, the next available opportunity normally means the main examination period of the following year.

August examinations are available to **ALL** students, including finalists.

**Maximum number of attempts at a module and maximum period of study**

You are entitled to a maximum of three attempts at passing the examination in a module: one first attempt and two re-sit attempts (including referrals).

The maximum duration of study shall be six years.
No voluntary resits
You can only resit a module if you are **required** to resit it. It is not possible to voluntarily resit a module merely for the purpose of obtaining a better mark.

Out of attendance resits
Resits do not involve attendance at any further classes. If you are resitting your examinations the following year, you will therefore have to take a year out and come back to take the examinations the following May/June. You are said to be resitting **out of attendance**.

Students will be automatically registered for resits and will not be charged additional fees.

Out of attendance resits and changes in module syllabus
Students resitting a module out of attendance will be assessed on the curriculum delivered when in attendance. However, you are expected to update your knowledge in the light of new developments in the law since you took the module. You will be examined alongside students taking the module that year for the first time. You will therefore be expected to display the same knowledge, including knowledge of recent developments since you took the module.

You will be given access to current module documentation (course outlines, handouts, etc...). This is normally done by giving you electronic access to online module resources on QMPlus. If electronic access is likely to present difficulties for you, you should get in touch with the Examinations Administrator so that alternative means of accessing the documentation can be arranged. Bear in mind that the format of the examination paper may change from year to year (e.g.: the paper now consists of three questions to be answered instead of four, or the examination is now closed book whereas it was open book the previous year, etc...). It is your responsibility to carefully read all the documentation that is sent to you or to which you are given electronic access to ensure that you are aware of these changes. Failure to take cognisance of changes of which you have been informed in that manner or by any other means shall not be regarded as an extenuating circumstance.
On the other hand, should the module undergo significant changes in contents or should the module not run that particular year or be discontinued, an examination paper will be designed specifically for students resitting or having deferred their examinations following a certified absence.

**Marks obtained on resits**
Unlike other QMUL departments, resits in law are **not** capped. The mark obtained on the last attempt will overwrite any previous marks, regardless of whether marks obtained in previous attempts were better or worse. The Examination Board, will be aware that a mark was obtained at a resit and this may count against you when classifying degrees in borderline cases.

**Final Year resits and condoned fails**
Most rules regarding resits also apply in the final year. However, there are no referrals in the final year. The Board has the discretion to ‘condone’ a fail in up to 30 credits in the final year in the same kind of circumstances that would lead to a referral in earlier years. This means that your degree would be classified based on the remaining passed modules. In this instance you will have the option to decline the award and resit the failed credits at the next available opportunity (usually the August examination period). If this applies to you, you will be contacted by the Examinations Administrator confirming the deadline for you to make your decision.

Note that if the condoned fail is in a module which constitutes one of the seven foundation subjects stipulated by the legal professions, your degree will not be a ‘Qualifying Law Degree’. In such a circumstance, however, the Examination Board may allow you to resit the examination for the module concerned once. This resit opportunity is **solely** for the purpose of satisfying the requirements of the legal professions regarding Qualifying Law Degrees and will not in any way affect the award and classification of your degree.

**Retakes**
Retaking a module, as distinct from resitting a module, means repeating the module including attending classes, in the same way as you did when you first took the module. A re-sit, on the other hand, does not involve attendance.

The general rule is that there are no retakes in law. We expect students who have failed or have been unable to attend the August examinations to take a
year out and come back in May/June to (re)sit the examinations. The Examination Board does have the power to allow a student to retake the year or specific modules but this power is very rarely exercised. A retake could theoretically be considered when your studies are so severely disrupted during term time due to events outside your control that you were unable to fully avail yourself of the tuition on offer. However, the normal solution in this situation is for you to interrupt your studies. The Examination Board will not normally allow a student who could and should have interrupted their studies but chose not to do so to retake the year instead. It is therefore only in exceptional situations that a retake will be granted. The Examination Board could, for instance, conceivably consider the possibility of granting a retake where a student, due to circumstances beyond his or her control, has been unable to sit the exams for several sessions in a row and an exceptionally long period has elapsed between the time when the student first took the module and the time when the examination is sat.

Retaking the year has a number of implications, not least financial. The Examination Board will want to be sure that you have carefully thought the issues through and will therefore expect you to have met with the Senior Tutor to discuss the matter. While it is not a formal pre-condition that you consult the Senior Tutor prior to applying, it may diminish the chances of your application being accepted if you have not met with the Senior Tutor.

An application to retake the year takes the form of a submission of extenuating circumstances. If you therefore think that you are in one of these situations where a retake might be appropriate, you should fill-in an extenuating circumstances submission form and indicate in your submission that you would like to retake the year, explaining why you consider it appropriate in your situation.

You should do this by the deadline for submission of extenuating circumstances and, ideally, sometime before. If you wait until you get the results of the examinations, it will be too late as the Examination Board will already have met. Do not forget that you will need to meet with the Senior Tutor before submitting your application and that you should therefore plan ahead and anticipate the possibility that the examinations might not go your way. Clearly, if you pass your exams, there will be no point to act on your
request. If you do not pass, however, the Examination Board will be at least in a position to consider whether or not to allow you to retake.

3.10 Department Prizes

After the examinations the department awards a number of student prizes for academic excellence. There are module prizes available for each module running during an academic year. These prizes are awarded to the student with the highest mark in the examination. There are also prizes available for the best students of the year groups, as follows:

<table>
<thead>
<tr>
<th>Prize</th>
<th>Awarded to best overall</th>
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<tbody>
<tr>
<td>Dechert Prize</td>
<td>first year student</td>
</tr>
<tr>
<td>Sweet &amp; Maxwell Prize</td>
<td>second year student</td>
</tr>
<tr>
<td>Roy Goode Prize</td>
<td>final year student</td>
</tr>
<tr>
<td>Roger Crane Medal</td>
<td>finalist showing academic</td>
</tr>
<tr>
<td></td>
<td>performance and contribution to</td>
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<tr>
<td></td>
<td>the life of the Law School.</td>
</tr>
</tbody>
</table>

In addition to these prizes College has a number of prizes allocated to each department for academic excellence in the Final year.

3.11 Degree Classification

Years of study on which degree classification is based
For all law degrees other than LLB Senior Status, only marks in the second and final year are taken into account for classifying degrees (first, upper second, etc...). For LLB Senior Status students, both first and second years are taken into account.

For English and European Law students, while your year abroad results do not directly determine your degree classification, it is nevertheless one of the elements taken into account by the Examination Board in borderline cases.

Profile and average mark-based system of classification
Two main systems of degree classification operate at QMUL. In most
departments, classification is based on the weighted overall average mark across all modules (known as the ‘College Mark’).

In law, however, as in most other law schools in the UK, we operate a system of classification based on the profile of results and **NOT** by averaging your top 4 marks from the second and final year. That is to say the number of modules that you have in a particular class as indicated in the normal minimum profiles for award. The College Mark plays a very minor role in the classification of law degrees at QMUL.

**Normal minimum profiles for the award of a particular class of degree**
The starting principle is that, in order to obtain a particular class of degree, you should obtain marks in that class (or higher) in modules representing at least 120 credits. For instance, in order to obtain an upper second class degree, you are normally expected to obtain marks above 60% in at least 120 credits.

Under the Academic Regulations, there is a further requirement that there should not be ‘particularly poor marks’ in the other modules. ‘Particularly poor marks’ is not defined in the regulations and this evaluation is left to the Examination Board.

If you do not achieve at least 120 credits in a particular class, you **may** still be awarded a degree in that class if you obtain at least 90 credits in the class (105 credits for LLB Senior Status). In this case, however, the Examination Board will have to weigh a number of factors before deciding whether or not to award the degree in that class:

a) a significant improvement in the module marks in the final year;
b) the overall level of performance achieved across both years as represented by the College Mark;
c) whether the marks were achieved on a first sit or a resit;
d) whether or not the profile includes a failed module in the final year;
e) for English and European Law students only: a strong level of performance during the year abroad.
Except for first class awards, the Board of Examiners will not normally award a degree in which a student has 90 credits unless these 90 credits have been obtained in the final year.

3.12 Extenuating Circumstances

Definition of extenuating circumstances
Extenuating circumstances are defined by Queen Mary as:

Circumstances that are outside a student’s control which may have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.

Extenuating circumstances are usually personal or health problems. Health problems include your emotional wellbeing and mental health, as well as your physical health. Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or events, or local transport delays.

QMUL operates a fit to sit policy, which covers all assessments including coursework and exams. If you sit an exam or submit a piece of coursework you are deemed to be fit to do so. In such instances a request for extenuating circumstances will not normally be considered. If you do not feel you are well enough to attend an invigilated exam then you should not attend and should submit a claim for extenuating circumstances instead. You will need to attend a medical consultation within three days of the date of your exam that you missed. Similarly if you get sick during an exam and have to leave you will need to attend a medical consultation within three days.

To submit extenuating circumstance you must fill out the relevant form which can be obtained from the Undergraduate Administrator for Examinations and Assessment, the Undergraduate Office or the Law student area of QMPlus. The form, together with supporting evidence, must be returned to the Undergraduate Administrator for Quality & Examinations at the latest by 7 June 2019 for the main examination period and by 16 August 2019 for the August summer examination period. Submissions may not be considered if submitted after these deadlines.
Your form must be accompanied by relevant supporting evidence. It is your own responsibility to submit any claims for extenuating circumstances, not that of your tutor. Please ensure that if you have what you believe is a valid case, you complete the submission process in accordance with the Department’s guidelines and deadlines.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the examination board. Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at https://www.welfare.qmul.ac.uk/guides/extenuating-circumstances/.

When you submit an extenuating circumstance form you will be emailed a receipt with a reference number, please use this reference number in any correspondence regarding your extenuating circumstances claim.

If your capacity to study during the year is substantially affected due to illness or other personal issues, you should seriously consider interrupting your studies and come back once the situation has resolved itself. If you decide to ‘tough it out’ and persist with your studies despite adverse conditions, you have to be ready to accept that your results might suffer and that the Examination Board may not be in a position to do much about it.

**Extenuating circumstances and absence from the examinations**

The Board can take into account your extenuating circumstances as a justification for absence from the examinations and treat you as ‘certified absent’. This is important because, as already discussed (see section 3.7 above), if you fail to attend an examination without good reason, you are treated as having failed the examination. This would have two consequences: a) this would count towards the total number of attempts that you are given to pass the examinations and b) a mark of zero would be entered on your transcript. Neither of these will apply if you are certified absent.

**Extenuating circumstances and first sits**

Normally, if you fail to attend an examination, you are required to resit all your examinations, even those in the modules that you passed. If, however, the Board considers that your absence or particularly bad performance in
one subject was due to extenuating circumstances, you may be granted a first sit in that subject, meaning that you would only have to take the examination in that subject rather than all the examinations. The Board may exercise its discretion to allow first sits in cases of extenuating circumstances in up to 60 credits (i.e. two full-year modules). If you fail (or do not attend) more than that, even with extenuating circumstances, you will have to take all your examinations again, regardless of how well you have done in the modules that you sat (the Board may however still decide that this attempt does not count and therefore let you take the examinations in August as a ‘first sit’).

**Procedure for consideration of extenuating circumstances relating to examinations**

Your application will first be considered by a sub-board of the Examination Board, known, appropriately enough, as the **Extenuating Circumstances Sub-Board**. The Chair and Secretary of the Sub-Board, will read all the documentation and prepare a summary for the other members of the Sub-Board. The role of the Extenuating Circumstances Sub-Board is to establish whether the alleged facts are constitutive of an extenuating circumstance and to make recommendations to the Examination Board. The ultimate decision as to what consequence to draw from the extenuating circumstances rests with the Examination Board itself.

**Procedure for consideration of extenuating circumstances relating to coursework**

In the case of assessed coursework, consideration of extenuating circumstances takes the form of a request for an extension, which is considered by the Examinations Administrator. Please submit an Extension Request Form to the Undergraduate Office, which can be found on the Law Student Area of QMPlus. Please note that the teacher of the module concerned does not have the power to grant an extension for summative assessments. You must submit your application in good time and, in any event, before the deadline for submission of the coursework, unless it was impossible for you to submit it before the deadline. As for extenuating circumstances concerning examinations, you must provide supporting evidence but you should submit your application as early as possible and send in the supporting evidence later if you do not already have it.
Please note that this only applies to modules in which formal, summative assessment is partly or wholly assessed by means of coursework.

**Supporting evidence**

Some examples of acceptable supporting evidence for extenuating circumstances or extension request claims are as follows: medical certification, death certificate, police report and crime number, or other written evidence from a person in authority. Please note that although accompanying documentation can be submitted after the form, claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible. You can obtain further guidance on the type of evidence that is acceptable from the College’s Advice and Counselling Service website: [https://www.welfare.qmul.ac.uk/guides/extenuating-circumstances/](https://www.welfare.qmul.ac.uk/guides/extenuating-circumstances/).

One cannot stress enough the importance of obtaining timely supporting evidence. A letter from a medical professional who has seen you the same day as the problem occurred and can explain in what way you were affected will carry far more weight with the Examination Board than a letter from a doctor who only saw you a week or two later and only describes your condition in vague and general terms. If you cannot submit supporting evidence at the same time as your application, it is preferable for you to put in your application as soon as possible and send in the supporting evidence later (but still before the deadlines specified).

Extenuating circumstances claims without adequate supporting evidence cannot be considered and a mark of 0NS (non-submission) will be recorded for the assessment in MySIS.
Confidentiality
All persons involved in the consideration of extenuating circumstances are bound by a strict duty of confidentiality. In addition, proceedings before the Extenuating Circumstances Sub-Board and the Examination Board are anonymised.

Only the Extenuating Circumstances Co-ordinator and the Examinations Administrator and, in some cases, the Chair of the Examination Board, are normally aware of the identity of individuals submitting extenuating circumstances.

In cases of an especially sensitive nature, a special procedure exists that further restricts the disclosure of even anonymised extenuating circumstances information. Should this apply to you, you may contact the Examinations Administrator or the Chair of the Examination Board for further information about this procedure.

Who can submit a claim for extenuating circumstances
Only you can ask the Examination Board to consider your extenuating circumstances. Even if you have told us about your circumstances and we are aware of them, we cannot raise them in the Examination Board unless you ask us to by filling-in the relevant form.

The only exception to this would be where you are immobilised somewhere (e.g.: you are in hospital) and cannot communicate and it is clear that you physically could not attend the examination. In such a situation, provided the relevant documentation (such as medical certificates) is provided on your behalf, the Board will be able to take it into account and treat your absence from the examinations as a certified absence.

3.13 Questioning Your Results and Feedback on Examinations

Obtaining feedback on examinations
It is not possible for the Department to provide individual feedback to each student. Examiners Reports are produced by module conveners to provide collective feedback, and are made available with the past examination papers on the Law Student Area of QMPlus.
i. If you are required to re-sit a module, you may contact the module convenor(s) concerned and ask for some brief guidance on what went wrong in the examination. It is a good idea to contact the convenor by email (from your College account, including your full name and candidate number).

ii. The Department also offers students an ‘Administrative check’ of the examination results. This exercise involves the examination script being located and checked to ensure the mark on the examination script has been correctly transcribed to the Student Information System. If you wish to have an administrative check of your results, please email the Undergraduate Office, ensure you include the following information in your email - your full name, student ID and examinations you wish to have checked. Requests for administrative checks MUST be submitted by the 12 July 2019. The results of the administrative checks will be communicated to students by the 19 July 2019.

iii. The Department now offers students ‘Supervised Access’ to examination scripts. This will take place during week 6 of semester A. Details on how to sign up for this service will be communicated to all students in the first few weeks of the new semester.

iv. Students may also make a ‘Subject Access Request’ this is where a transcript of the examiners comments can be obtained. To do this, students should email the College Records & Information Compliance office (data-protection@qmul.ac.uk).

No re-marking of examinations
Marks awarded by the internal and external examiners and endorsed by the Examination Board are definitive. It is not possible to request an examination script (or any other form of assessment) to be re-marked for any reason whatsoever. The only way in which results can be challenged is by means of an academic appeal.

3.14 Academic Appeals

Appeals can be made on two grounds; appeals against academic judgment are not permitted:
• Procedural error: Where the process leading to the decision being appealed against was not conducted in accordance with QMUL’s procedure, such that there is reasonable doubt as to whether the outcome might have been different had the error not occurred. Procedural error shall include alleged administrative or clerical error, and bias in the operation of the procedure.

• That exceptional circumstances, illness, or other relevant factors were not made known at the time for good reason, or were not properly taken into account.

If you wish to submit an appeal then you must complete the appeal form within 14 days of the notification of the decision you want to challenge. Information about how to appeal and the appeal form can be found on the QMUL website: http://www.arcs.qmul.ac.uk/students/student-appeals/appeals/index.html

If you are not satisfied with the outcome of your appeal, you may submit a Final Review to the Principal’s nominee. Once a Final Review is complete, you will receive a Completion of Procedures letter explaining that Queen Mary’s internal procedures are complete. The Completion of Procedures letter represents the final decision of Queen Mary and the reasons for that decision.

3.15 Complaints

Before submitting a complaint, you are advised to speak to a member of staff in your School/Institute, as most issues can be resolved informally without the need for a formal complaint.

If your issue is not resolved through the informal process then you will need to complete the Stage 1 complaint form and submit this to the relevant School/Institute/Professional Services Head for investigation under the Student Complaints Policy: http://www.arcs.qmul.ac.uk/students/student-appeals/complaints/index.html.
Most complaints are resolved at Stage 1 but if your matter is still not resolved then there are two further stages to the policy, which are the institutional level and review stage.

When the complaint process is finished, you will be issued with a Completion of Procedures letter explaining the final decision and the reasons for it.

Office of the Independent Adjudicator (OIA)

If you are unhappy with the outcome of an appeal or complaint then you may submit a complaint to the OIA within three months of receiving your Completion of Procedures letter. The OIA is the independent body set up to review student complaints and is free to students. For further information regarding the OIA, please visit their website: http://www.oiahe.org.uk/.
Appendix 1 – Department marking criteria

<table>
<thead>
<tr>
<th>Grade</th>
<th>Numerical Equivalent</th>
<th>Description of Attainment for the Award of Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>A++</td>
<td>85</td>
<td>“A” range: First Class</td>
</tr>
<tr>
<td></td>
<td></td>
<td>A first class answer has a thoughtful structure,</td>
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<td>a clear message, which depending on the question,</td>
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<td>may display personal reflection informed by</td>
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<td>wider reading of articles and/or other</td>
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<td></td>
<td>commentaries and a good grasp of detail</td>
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<td>(as evidenced by the choice of relevant</td>
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<td>examples which are well integrated into the</td>
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<tr>
<td></td>
<td></td>
<td>answer’s structure).</td>
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<td>First class answers are ones that are</td>
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<td>exceptionally good for an undergraduate and</td>
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<td></td>
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<td>which excel in at least one and probably several</td>
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<td>of the following criteria:</td>
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<tr>
<td></td>
<td></td>
<td>• comprehensiveness and accuracy;</td>
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<td></td>
<td></td>
<td>• clarity of argument and expression;</td>
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<tr>
<td></td>
<td></td>
<td>• integration of a range of materials;</td>
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<tr>
<td></td>
<td></td>
<td>• evidence of wider reading;</td>
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<tr>
<td></td>
<td></td>
<td>• insight in to the theoretical issues.</td>
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<tr>
<td>A+</td>
<td>78</td>
<td>Excellence in one or more of these areas should</td>
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<td>be in addition to the qualities expected of an</td>
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<td>upper second-class answer. Although there is no</td>
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<td>expectation of originality of exposition or</td>
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<td>treatment, a first class answer is generally</td>
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<td></td>
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<td>expected to spot points rarely seen. A high</td>
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<tr>
<td></td>
<td></td>
<td>first is expected to display originality and</td>
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<td>excel in most if not all the aforementioned</td>
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<td></td>
<td></td>
<td>criteria.</td>
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<tr>
<td>A-</td>
<td>72</td>
<td>“B” range: Upper Second Class</td>
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<tr>
<td></td>
<td></td>
<td>An upper second-class answer generally shows a</td>
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<td></td>
<td></td>
<td>sound understanding of both the basic principles</td>
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</table>
and relevant details of the law, supported by examples which are demonstrably well understood and which are presented in a coherent and logical fashion. The answer should be well presented, display some analytical ability and contain no major errors or omissions. Not necessarily excellent in any area.

Upper second-class answers cover a wider band of student. Such answers are clearly highly competent and typically possess the following qualities.

- generally accurate and well-informed;
- reasonably comprehensive;
- well-organised and structured;
- provide evidence of general reading;
- demonstrating a sound grasp of basic principles;
- demonstrating a good understanding of the relevant details;
- succinctly and cogently presented;
- displaying some evidence of insight.

One essential aspect of an upper second-class answer is that it must have competently dealt with the question asked. In problem questions – i) all the major issues and most of the minor issues must have been spotted, ii) the application of the legal rules must be accurate and comprehensive, iii) the application of the legal rules may be insightful (i.e., the student has demonstrated that s/he can both distinguish cases on their facts and argue by analogy); iv) there should be a conclusion that summarises the legal position of the relevant parties.
<table>
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<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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</table>
| C+    | 58    | "C" range: Lower Second Class  
A substantially correct answer, which shows an understanding of the basic principles.  
Lower second class answers display an acceptable level of competence, as indicated by the following qualities:  
- generally accurate;  
- providing an adequate answer to the question based largely on textbooks and lecture notes;  
- clearly presented;  
- no real development of arguments;  
- may contain some major error or omission.  
A lower second-class answer may also be a good answer (i.e., an upper second-class answer) to a related question but not the one set by the examiner. |
| C     | 55    |  |
| C-    | 52    | "D" range: Third Class  
A basic understanding of the main issues but not coherently or correctly presented.  
Third class answers demonstrate some knowledge or understanding of the general area but a third class answer tends to be weak in the following ways:  
- descriptive only;  
- does not answer the question directly;  
- misses key points;  
- contains important inaccuracies  
- covers material sparsely, possibly in note form; |
| D+    | 48    |  |
| D     | 45    |  |
- assertions not supported by authority or evidence.

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<thead>
<tr>
<th>Grade</th>
<th>Score</th>
<th>Description</th>
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| E     | 42    | **Pass** A pass represents the minimum acceptable standards at the bottom of the third class category. There is just sufficient information to indicate that the student has a general familiarity with the subject area. Such answers typically:  
  - contain very little appropriate or accurate material;  
  - only cursorily cover of the basic material;  
  - are poorly presented without development of arguments. |
<p>| F     | 38    | <strong>Very close and Not bad Fails</strong> Too little by way of information or analysis to pass. “E” answers show enough familiarity with the subject matter of the question or essay topic to suggest that the student made a genuine, if failing attempt, to learn it. A 38 is a mark denoting a very close fail and the examiner gives it accepting that a 2nd examiner or an external may on reflection raise this to a pass. |</p>
<table>
<thead>
<tr>
<th>Grade</th>
<th>Value</th>
<th>Description</th>
</tr>
</thead>
</table>
| F     | 25    | **Bad fail**  
By contrast with an “E” grade, in an “F” answer there is insufficient material to indicate that the student made a serious attempt to learn the subject matter addressed by the exam question or essay topic. |
| F-    | 15    | “F-”: reserved mostly for exams: a grade to be given to an exam answer which, typically for lack of time, consists of a paragraph or two or an answer plan relevant to the question but not more. |
| 0     | 0     | Grade given for un-submitted work, unanswered questions, answers which are wholly irrelevant to the question set and show no sign of reading the question. |
Appendix 2 – Academic Regulations 2017-18

Progression and award regulations: LLB

4.118. These regulations apply to the following programmes leading to the award of LLB or, in the case of Law and Politics, the award of BA (the ‘undergraduate law programmes’):

- LLB in Laws
- LLB in Laws Senior Status
- LLB in Global Law
- LLB in Law in Practice
- LLB in English and European Law
- LLB in Law with History
- BA in Law and Politics
- LLB in Law with Business

4.119. The Undergraduate Law Examination Board combines the functions of Subject and Degree Examination Board, and is referred to simply as ‘the Examination Board’ throughout these regulations.

Maximum duration of study

4.120. The maximum permitted duration of study for the undergraduate law programmes shall be twice the normal duration of study, as specified for each of the programmes.

Number of attempts

4.121. For the LLB there shall be a maximum of three permitted attempts to pass each module. The three attempts shall comprise one first attempt (or first sit) and two resit attempts or referrals. Each resit or referral shall count as one attempt.
Resits

4.122. A student who, without good reason (in the view of the Examination Board), has attended none of the examinations of the relevant developmental year in the main examination period shall not be permitted to resit in the following late summer examination period and must resit all modules in the main examination period of the following year.

4.123. Where resits are passed that entitle a student to progress, or which satisfy the criteria for eligibility for award:

i. module marks shall not be capped at the minimum pass mark;
ii. previous marks for the modules, whether passed or failed, shall be disregarded for the purposes of classification.

4.124. Where modules are assessed only by a dissertation, ‘resit’ means resubmission of the dissertation through reworking. The Examination Board may require a student to submit a dissertation on a new topic in exceptional circumstances. In that latter situation, the student must ‘retake’ the module in the following academic year. These retakes shall be treated as resits for progression and award purposes.

4.125. Where a student is required to resit modules that are assessed partly by examination and partly by in-course assessment, the student may elect to carry forward marks obtained for the in-course assessment elements (whether or not a pass mark was obtained for those elements) to be aggregated with the marks obtained at the second or subsequent attempt at the examination components.

4.126. Where a student achieves a pass in a module which is assessed wholly by in-course assessment, the mark shall stand and there shall be no resit in that module.

Referral

4.127. A ‘referral’, in relation to the undergraduate law programmes, is an
opportunity to resit up to 30 credits of modules at the next available opportunity. Referrals are exceptions to the requirement that all modules taken in a developmental year must be passed in one sitting. A student who fails modules to a maximum value of 30 credits in developmental year one of the LLB Senior Status, or developmental years one or two of the other undergraduate law programmes, may be referred in the failed modules, where:

i. the mark obtained in the failed module (or where two modules are failed, the average mark) is at least 30.0; and,

ii. no module mark in the relevant developmental year is below 20.0; and,

iii. the Examination Board agrees there is sufficient countervailing strength in the passed modules.

4.128. A student who fails one or more modules in which the student has been referred may be referred once more in that module or those modules regardless of the mark or marks achieved on the referral as long as the maximum number of attempts has not been reached.

First sits

4.129. First sits in the undergraduate law programmes shall be available in the following circumstances.

i. where a student does not attempt the prescribed assessment in one or several modules due to valid extenuating circumstances, the Examination Board may grant first sits in only the affected assessments provided that at least 60 credits have been passed in the relevant developmental year;

ii. where a student does not attempt the prescribed assessment in modules to a value of more than 60 credits due to valid extenuating circumstances, the Examination Board shall grant first sits in all modules and the student shall be deemed not to have attempted any module at the missed sitting.
Progression

4.130. To progress from one developmental year to the next on the undergraduate law programmes, a student must meet any programme requirements, and take and pass modules to the value of 120 credits in each developmental year (135 credits for LLB Senior Status).

4.131. All modules assessed wholly or partly by means of examinations taken in a developmental year must be passed in one sitting (subject to the provisions relating to referrals and first sits).

4.132. To progress from developmental year three (the year abroad or on placement) to developmental year four of the LLB English and European Law, LLB English and Chinese Law, LLB in Law with a Year in Hong Kong, LLB Global Law, or LLB Law in Practice, a student must pass a programme of study at the exchange institution, approved by that institution and by the Head of the School of Law (or nominee), or (in the case of the LLB Law in Practice) a placement year.

i. developmental year three of these programme has a value of 120 credits;

ii. courses of study and examinations at host institutions shall be governed by the regulations of those institutions rather than the present regulations.

4.133. A student who fails the year abroad or the placement year shall automatically be transferred to the final developmental year of the LLB programme.

Eligibility for award

4.134. To be eligible for award of an undergraduate law degree (excepting the LLB Senior Status), a student must:

i. take modules to the value of 360 credits (480 for programmes with a compulsory year abroad or placement year), equivalent to 120 credits per developmental year; and,
ii. either:
   a. pass modules to the value of 360 credits (480 for programmes with a compulsory year abroad or placement year); or,
   
   b. pass modules to the value of at least 330 credits (450 credits for programmes with a compulsory year abroad or placement year), and obtain an aggregate mark of no less than 30.0 across the remaining modules with no mark lower than 20.0 in any module, provided that - in the view of the Examination Board - there is sufficient countervailing strength in the passed modules in the final developmental year.

4.135. To be eligible for award of LLB Senior Status, a student must:

   i. take modules to the value of 270 credits, equivalent to 135 credits per developmental year; and,
   
   ii. either:
       a. pass modules to the value of 270 credits; or,
       
       b. pass modules to the value of at least 240 credits, and obtain an aggregate mark of no less than 30.0 in the remaining modules with no mark lower than 20.0 in any module, provided that - in the view of the Examination Board - there is sufficient countervailing strength in the passed modules in the final developmental year.

4.136. Regulation 4.132 shall apply to the final year.

4.137. Where a student meets all other requirements for award but, due to valid, accepted extenuating circumstances, was unable to sit or submit and pass some or all of the final year assessments in 30 credits or less, the Undergraduate Law Examination Board may decide that an award should be made. In such a case, the affected modules shall be discounted from the calculation of the College Mark.
Classification of awards

4.138. For the purposes of classification module marks shall be considered according to the following scale:

<table>
<thead>
<tr>
<th>Module mark</th>
<th>Module classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>70.0 – 100.0</td>
<td>First Class</td>
</tr>
<tr>
<td>60.0 – 69.9</td>
<td>Second Class (Upper Division)</td>
</tr>
<tr>
<td>50.0 – 59.9</td>
<td>Second Class (Lower Division)</td>
</tr>
<tr>
<td>40.0 – 49.9</td>
<td>Third Class</td>
</tr>
<tr>
<td>0.0 – 39.9</td>
<td>Fail</td>
</tr>
</tbody>
</table>

4.139. A student shall be classified when the requirements for award are met.

4.140. The classification of award shall be primarily based upon the prevailing quality of a student’s performance as reflected in the classes to which relevant module marks belong, and the overall profile of those marks:

i. for LLB, BA Law and Politics, and LLB Law with History, the classification of the award shall be based upon the modules taken in the second and third developmental years;

ii. for LLB with a Year in Hong Kong, LLB in Global Law, LLB in English and Chinese Law, LLB Law in Practice, LLB in Global Law, and LLB in English and European Law the classification of the award shall be based upon the modules taken in the second and third developmental years spent at QMUL (the first year and the year abroad shall not count towards classification);

iii. for LLB Senior Status, the classification shall be based upon modules taken in both developmental years;

4.141. The College Mark may also be considered. The College Mark provides a weighted average across all the modules taken by a student. The College Mark shall be calculated to one decimal place, and presented to the Examination Board in that form.
4.142. The College Mark shall be based on the developmental years specified above, which shall be weighted equally. All other developmental years shall be weighted at zero.

4.143. The minimum profiles of module marks needed to obtain classifications are set out in the following table for students on all undergraduate law programmes except for the LLB Senior Status:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Normal minimum mark profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>(i) Firsts in 120 credits, unless there are particularly poor marks in other modules; or,</td>
</tr>
<tr>
<td></td>
<td>(ii) Firsts in 90 credits, and no mark below 60.0 in any module; or,</td>
</tr>
<tr>
<td></td>
<td>(iii) Firsts in 90 credits and Upper Seconds in 30 credits in the final developmental year, provided that over the final two developmental years:</td>
</tr>
<tr>
<td></td>
<td>(a) There are no more than 30 credits below 60.0 ; and,</td>
</tr>
<tr>
<td></td>
<td>(b) No module mark is below 50.0.</td>
</tr>
<tr>
<td>Second Class Honours (Upper Division)</td>
<td>(i) Upper Seconds in 120 credits, unless there are particularly poor marks in other modules; or,</td>
</tr>
<tr>
<td></td>
<td>(ii) Upper Seconds in 90 credits in the final developmental year and a profile of marks, which in the Examination Board’s discretion merits the award of Upper Second Class Honours.</td>
</tr>
<tr>
<td>Classification</td>
<td>Normal minimum mark profile</td>
</tr>
<tr>
<td>---------------------------------</td>
<td>-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------</td>
</tr>
<tr>
<td><strong>Second Class Honours (Lower Division)</strong></td>
<td>(i) Lower Seconds in 120 credits unless there are particularly poor marks in other modules; or, (ii) Lower Seconds in 90 credits in the final developmental year, and a profile of marks, which in the Examination Board’s discretion merits the award of Lower Second Class Honours.</td>
</tr>
<tr>
<td>Third Class</td>
<td>All other cases.</td>
</tr>
</tbody>
</table>

4.144. The minimum profile of module marks needed to obtain classifications is set out in the following table for students on the LLB Senior Status:

<table>
<thead>
<tr>
<th>Classification</th>
<th>Normal minimum mark profile</th>
</tr>
</thead>
<tbody>
<tr>
<td>First Class Honours</td>
<td>(i) Firsts in 120 credits, unless the student presents a particularly poor performance in other modules; or, (ii) Firsts in 105 credits and no mark below 60.0 in any module; or, (iii) Firsts in 105 credits, and Upper Seconds in 30 credits in the final developmental year, provided that over both developmental years: (a) There are no more than 30 credits below 60.0; and, (b) No module mark is below 50.0.</td>
</tr>
</tbody>
</table>
| Second Class Honours, Upper Division | (i) Upper Seconds in 120 credits, unless the student presents a particularly poor performance in other modules; or,
(ii) Upper Seconds in 105 credits, 90 of which are in the final developmental year, and a profile of marks, which in the Examination Board’s discretion merits the award of Upper Second Class Honours. |
| Second Class Honours, Lower Division | (i) Lower Seconds in 120 credits, unless the student presents a particularly poor performance in other modules; or,
(ii) Lower Seconds in 105 credits, 90 of which are in the final developmental year, and a profile of marks, which in the Examination Board’s discretion merits the award of Lower Second Class Honours. |
| Third Class Honours | All other cases. |

4.145. In applying the minimum module profiles, the Examination Board may use its discretion and take into account the following when agreeing classification:

i. a significant improvement in the module marks achieved in the final developmental year;

ii. a College Mark close to, or higher than, the borderline of the class indicated by the module profile;

iii. in relation to the LLB English and European Law, a strong performance in the year abroad;

iv. that one or more modules (up to 30 credits) were failed in the final developmental year;

v. that one or more module marks in the relevant years were obtained on a resit or referral.

4.146. The Examination Board may depart from the minimum module profiles when exercising its discretion in cases of extenuating circumstances.
Appendix 3 – Turnitin Statement for Law Department

Introduction

Turnitin is a web-based plagiarism prevention system used by most universities in the UK. This document describes how Turnitin is used within the school and the data it creates about your work.

1 How Turnitin works

1.1 A Turnitin assignment is set up by a member of staff on QMPlus. You then access this assignment online and upload your work before the due date. Turnitin will analyse the submitted work to identify text matches with other sources and will compare the work against:
   - the current and archived web;
   - previously submitted work;
   - books and journals.

1.2 For each piece of submitted work Turnitin provides two things:
   - A similarity index, which indicates the percentage of the submitted paper that Turnitin has identified as matching other sources.
   - An originality report, which shows each of these matches in more detail, including the source(s) that Turnitin has found.

2 How Turnitin is used within the school

2.1 Turnitin is used on all assignments that contribute towards your final grade. Turnitin will not normally be used on the following assignments:
   - short assignments (under 500 words)
   - contributions to online discussions
   - exercises submitted on paper
   - exams
   - computer programs

2.2 For those assignments where Turnitin is used, all submissions to that assignment will be submitted to Turnitin.

2.3 How we use the information provided by Turnitin

2.3.1 Only academic staff will make a judgement on whether plagiarism has
occurred in a piece of work. An academic may interpret the originality report to help but Turnitin itself does not make this judgement.

2.3.2 We do not use a threshold percentage to identify whether plagiarism has occurred and may review any originality report in detail.

2.3.3 Turnitin will highlight matching text such as references, quotations, common phrases and data tables within work that has no plagiarism issues at all. Those interpreting Turnitin reports will discount such matches and so initial percentages are often irrelevant.

2.3.4 Where it is suspected that plagiarism has occurred in a piece of work, the originality report may be submitted to the Head of School and possibly to an Assessment Offences Panel for further investigation.

2.4 How you can use the information provided by Turnitin
2.4.1 There will be an opportunity for you to see a Turnitin report on your work before Turnitin is used on your assessed work. You will see the report when you first submit your draft assignment, the assignments have been set up to allow you to:
  - See the Turnitin originality report that is generated for your assignment
  - Re-submit your assignment after seeing the originality report (and keep re-submitting should you want to up to the stated deadline)

2.4.2 No other student will be able to see an originality report on your work.

2.4.3 To help you understand what the report is telling you, please ensure you have followed the guidance on the E-Learning Unit’s website (http://www.elearning.capd.qmul.ac.uk/guide/interpreting-your-originality-report/).

2.4.4 You may find it helpful to resubmit your work after reviewing the originality report and you will generally be given one opportunity to do this. Where this is the case, the idea is to use the report to help you identify any potential issues you may not have spotted before, and not to change individual words to avoid a match. Be aware of the referencing and plagiarism guidance available in the student
handbooks.

2.4.5 If you have a question about your originality report that is not answered by the material linked to in 2.4.3 above, please direct these to the Undergraduate Administrator for Quality Assurance & Examinations.

2.5 Other things you should know
2.5.1 Turnitin stores a copy of most work submitted to it in its repository. This does not affect the ownership of or any copyright in the original work.

2.5.2 Staff may configure a Turnitin assignment such that copies of submissions are not stored in its database. This will be done for all test-runs or any ‘dummy’ assignments used for training or demonstration purposes.

2.5.3 Staff on your course will ensure that no commercially or otherwise sensitive documents are stored in Turnitin’s repository.

You cannot opt out of having your work scanned by Turnitin, but if you believe that your work should be deleted after it is scanned, you should contact your lecturer.
Appendix 4 – Glossary

This section explains some of the main terms that you are likely to encounter in this handbook and in your studies.

Academic year: A period running from September to August. The developmental years of most undergraduate programmes follow academic years, and policies and regulations are normally written by academic year. See also developmental year, and calendar year.

Assessed coursework: Coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

Award: Undergraduate, graduate, and postgraduate certificates, diplomas, bachelors degrees (with and without honours), and undergraduate and postgraduate masters degrees. The awards offered by Queen Mary are detailed in the Ordinances and the Academic Regulations.

Calendar year: A twelve-month period. Many masters’ programmes run for a full calendar year, which may cross two academic years. See also academic year, developmental year.

College: Queen Mary and Westfield College, which operates under the name ‘Queen Mary, University of London’ (QMUL).

College Mark: The weighted average of a student’s performance, calculated in accordance with the regulations for the award, on which the classification of the award is based.

Developmental year: A year of a programme. Normally one academic year of full time study, during which a student is normally required to be registered for 120 credits of modules. Developmental years for part time students normally last two years. See also academic year and calendar year.

Dissertation, project, research project: An extended piece of independent study assessed by an output report or extended essay. The dissertation or project comprises a significant part of most masters programmes. In these regulations, the term ‘dissertation’ also refers to projects and research projects.
Enrolment: A process by which individuals with offers of places to study become students of Queen Mary. New students must pre-enrol before enrolment, and returning students must re-enrol each year.

Extenuating circumstances: Circumstances that are outside a student’s control, which may have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.

External examiner: A senior professional academic from outside Queen Mary who monitors the assessment process for fairness and academic standards.

First sit: The repeat of all or part of a module’s assessment following a certified absence at the first attempt due to extenuating circumstances acceptable to the examination board. A first sit replaces the first attempt and does not count towards the value of academic credit for which a student must normally be registered in an academic or developmental year. First sit module marks are not capped.

First take: The repeat of a module following failure at a previous attempt. This involves attendance and completion of all elements of the module, and submission of all assignments, whether assessed or not. First takes count towards the value of academic credit for which a student must normally be registered in an academic or developmental year. Module marks for first takes are not capped. First takes incur pro rata tuition fees.

Formative assessment: Work which does not ultimately count towards the final mark for the course unit. In some cases, formative assessment could be plans, drafts or sections of work which will be summatively assessed, on which feedback is given so that the student can improve or alter their performance. The most important point about formative assessment is that its purpose is primarily developmental, rather than judgemental.

Invigilated examination: A timetabled summative examination that contributes in whole or in part to the module mark.

Level: See Academic level.
Module: An approved block of teaching and learning leading to the award of academic credit and forming part of a programme of study. ‘Module’ also refers to course, course unit, subject, or any equivalent approved unit of assessed teaching.

Module mark: The overall module result. This may be an aggregate of marks from several elements of assessment, which may be weighted. It is held to one decimal place.

Prerequisite module: A specified module that must be taken before a second specified module can be taken.

Programme regulations: The regulations for an individual programme of study, approved by Senate, or its delegated authority.

Programme of study (programme): A package of modules approved by Senate, or its delegated authority, and leading to an award of Queen Mary or the University of London.

Progression: The process of moving from one developmental year to the next, or from the taught element to the project element of a programme.

Registration: A process by which a student signs up for modules of a programme of study.

Resit: The repeat of all or part of a module’s assessments, following failure at a previous attempt. Resits do not involve the repeat of attendance for the module. They do not count towards the value of academic credit for which students must normally be registered in an academic or developmental year.

Retake: The repeat of a module following failure at a previous attempt. Retakes involve attendance and completion of all elements of the module, and the submission of all assessments (summative and formative). They count towards the value of academic credit for which students must normally be registered in an academic or developmental year. Retakes incur pro rata tuition fees.

Special regulations: Programme regulations that diverge from the general Academic Regulations for good reason, and which are approved by Senate or
its delegated authority. The special regulations are detailed in Sections 6 and 7 of the Academic Regulations.

**Students:** Students of Queen Mary. Ordinance C1 describes ‘those persons who are students of Queen Mary and associate students of Queen Mary’. The Academic Regulations apply to all students undertaking undergraduate or postgraduate study at Queen Mary, and to any persons whom Senate declares to be students of Queen Mary.

**Subject:** The term by which modules (see Module) are known for the LLB and other programmes that operate under the LLB regulations. Where the term ‘module’ is used in these regulations it also refers to subjects, unless otherwise stated.

**Summative assessment:** Work for which the mark counts toward the student’s final mark for the course unit or module.

**University:** The University of London, unless otherwise specified.

**Assessment types definitions:**

**Invigilated examination (short code EXM):** A formal, timed and invigilated assessment that takes place under the regulations for invigilated examinations. To include but not limited to: seen and unseen examinations (including on-line examinations) that take place in Queen Mary’s formal examination periods.

**Coursework (short code CWK):** An assessment that takes place during the module. To include but not limited to: essays, reports, presentations, poster presentations, seminar/tutorial work, in-class or in-semester tests, mid-sessional examinations, project proposals, gobbet exercises and homework sheets.

**Practical (short code PRA):** An assessment that requires the application or demonstration of knowledge and/or skills/competencies in a practical context. To include: laboratory work, computer work, performances, fieldwork, Organised Structured Clinical Examinations and oral assessments in languages.
**Dissertation/project (short code DIS):** An extended piece of independent study that is assessed by the output report or long essay. To include but not limited to: dissertations, research projects and project reports.

**Professional capability (short code CAP):** An assessment of a student’s professional attitude and conduct to meet the requirements of a Professional and Statutory Regulatory Body. To include but not limited to: assessment of behaviour and conduct (primarily for primary qualifying medical and dental qualifications but may be appropriate in other programmes).

**Common acronyms:**

- **ARCS** Academic Registry and Council Secretariat
- **DEB** Degree Examination Board
- **LLB** Bachelor of Laws (UG Law programme)
- **LLM** Master of Laws (PG Law programme)
- **QLD** Qualifying Law Degree
- **QMUL** Queen Mary University of London
- **SEB** Subject Examination Board
- **SIS/MySIS** Student Information System
- **UG** Undergraduate
### Appendix 5 – Individual Timetable

<table>
<thead>
<tr>
<th>Monday</th>
<th>Tuesday</th>
<th>Wednesday</th>
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<td>9.00 – 10.00</td>
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Page 117