Warwick Law School
POSTGRADUATE TAUGHT STUDENTS GUIDE
2017-18
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Part 1 General Information

1.1 Welcome

Welcome to Warwick Law School. This Guide has been prepared to help you with the formal aspects of your study. In addition to general information about the Law School and its postgraduate programmes, it contains important information about administrative and regulatory issues. We hope that this Guide, together with information that you will receive from Warwick Graduate School, will provide a thorough introduction to the arrangements for postgraduate study at Warwick, as well as giving you some idea of how to find your way around the Law School. Extensive information is also available at: http://www2.warwick.ac.uk/services/academicoffice/gsp/. Please use this portal to access general services provided by the University for all postgraduate students.

Please note: The information in this Handbook is as accurate and up-to-date as we can make it. Statements of departmental policy are made in good faith and are an honest attempt to describe current practices, but they do not replace entries in university regulations. In the event of uncertainty the University Calendar and Regulations take precedence.

1.2 Contacts

Director of Postgraduate Studies
Professor Ann Stewart
Room S2.24
Tel. ext. 23207

Director of International Corporate Governance & Financial Regulation
Dr Andreas Kokkinis
Room S1.20, tel. ext. 73442, e-mail: a.kokkinis.1@warwick.ac.uk
Director of International Economic Law
Dr Kathryn McMahon
Room S2.13, tel. ext. 28399, e-mail: Kathryn.mcmahon@warwick.ac.uk

Director of International Development Law and Human Rights
Dr Jayan Nayar
Room S2.27, tel. ext. 23097, e-mail: R.J.Nayar@warwick.ac.uk

Director of Advanced Legal Studies
Dr Ming-Sung Kuo
Room S1.26, tel. ext. 28990, e-mail: M-S.Kuo@warwick.ac.uk

Director of International Commercial Law
Professor Christian Twigg-Flesner
Room S1.30, tel. ext. 51040, e-mail: c.twigg-flesner@warwick.ac.uk

Director of PG Student Support and Well-being
Dr George Meszaros
Room S1.04, tel. ext. 28397, e-mail: G.A.Meszaros@warwick.ac.uk

Postgraduate Academic Administrator
Claire Denney
tel. ext. 23079, e-mail: C.Denney@warwick.ac.uk

Postgraduate Admissions Coordinator
Adam Alcock
Tel. ext. 23171, email: A.Alcock@warwick.ac.uk

For all PG enquiries please visit the Law School Student Reception located on the ground floor or contact postgraduate.law@warwick.ac.uk
Tel: 02476 523 075
1.3 Dates of University Terms 2017/2018

The dates of the University terms for 2017/2018 are as follows:

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Autumn Term</td>
<td>Monday 2 October 2017 - Saturday 9 December 2017</td>
</tr>
<tr>
<td>Spring Term</td>
<td>Monday 8 January 2018 - Saturday 17 March 2018</td>
</tr>
<tr>
<td>Summer Term</td>
<td>Monday 23 April 2018 - Saturday 30 June 2018</td>
</tr>
</tbody>
</table>

Please note that these dates refer to the University teaching terms. **Teaching** takes place during these periods. The Summer Term is devoted primarily to the preparation of dissertations under guidance from supervisors.

Postgraduate students are registered by the University to study throughout the academic year and are expected to:

(a) **Be in attendance for the whole of the period from 2 October 2017 until they submit their dissertation in September 2018.**

(b) **Continue with their studies during non-teaching periods (barring public holidays).**

Students **must** obtain permission from their Director of Studies if they intend for any reason to be away from the University for more than a week (excluding days on which the University is closed).

1.4 Key Dates for LLM Students

Please note:

(a) If modules are taken from outside of the above Law School programmes, assessment deadlines may vary - module leaders will give details for individual subjects.

(b) Students taking an optional module from another Law School master’s programme need to note dates relating to that particular module.
**Key Dates and Deadlines for IEL Students**

<table>
<thead>
<tr>
<th>Date</th>
<th>Event</th>
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</thead>
<tbody>
<tr>
<td>Monday, 2 October 2017</td>
<td>Registration and Welcome Meeting</td>
</tr>
<tr>
<td>Tuesday, 3 October 2017 – Friday 6 October 2017</td>
<td>Welcome Week</td>
</tr>
<tr>
<td>Monday, 9 October 2017</td>
<td>Teaching Commences</td>
</tr>
<tr>
<td>Monday, 8 January 2018</td>
<td>By 1.00 p.m. Deadline for submission of first assessed essays and other written assignments</td>
</tr>
<tr>
<td>Tuesday, 9 January – Friday, 12 January 2018</td>
<td>Examination period (I)</td>
</tr>
<tr>
<td>Monday, 22 January 2018</td>
<td>By 10am Deadline for submission of dissertation topics (one-two sentence summary)</td>
</tr>
<tr>
<td>Friday 23 March 2018</td>
<td>By 1.00 p.m. Deadline for submission of dissertation research proposals (2,000 words)</td>
</tr>
<tr>
<td>Monday 23 April 2018</td>
<td>By 1.00 p.m. Deadline for submission of second assessed essays and other written assignments</td>
</tr>
<tr>
<td>Tuesday, 24 April – Friday, 27 April 2018</td>
<td>Examination period (II)</td>
</tr>
<tr>
<td>Friday 29 June 2018</td>
<td>Deadline for submission of last draft of dissertation directly to supervisor. <strong>Dissertation supervision ends.</strong></td>
</tr>
<tr>
<td>July 2018</td>
<td>Examination re-sit/Coursework re-submission period</td>
</tr>
<tr>
<td>Wednesday, 5 September 2018</td>
<td>By 1.00 p.m. Deadline for submission of completed dissertations</td>
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</table>
# Key Dates and Deadlines for ICGFR Students

<table>
<thead>
<tr>
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<tr>
<td>Monday, 2 October 2017</td>
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<td>Monday, 22 January 2018</td>
<td>Deadline for submission of dissertation topics</td>
</tr>
<tr>
<td>By 10am</td>
<td>(one-two sentence summary)</td>
</tr>
<tr>
<td>Friday, 23 March 2018</td>
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<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Monday 23 April 2018</td>
<td>Deadline for submission of second assessed essays and other written assignments</td>
</tr>
<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 24 April – Friday, 27 April 2018</td>
<td>Examination period (II)</td>
</tr>
<tr>
<td>Friday 29 June 2018</td>
<td>Deadline for submission of last draft of dissertation directly to supervisor.</td>
</tr>
<tr>
<td></td>
<td><strong>Dissertation supervision ends.</strong></td>
</tr>
<tr>
<td>July 2018</td>
<td>Examination re-sit/Coursework re-submission period</td>
</tr>
<tr>
<td>Wednesday, 5 September 2018</td>
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# Key Dates and Deadlines for ICL Students

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<td></td>
</tr>
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<td>Deadline for submission of second assessed essays and other written assignments</td>
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<td>By 1.00 p.m.</td>
<td></td>
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<td>Examination period (II)</td>
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<tr>
<td>Friday 29 June 2018</td>
<td>Deadline for submission of last draft of dissertation directly to supervisor.</td>
</tr>
<tr>
<td></td>
<td><strong>Dissertation supervision ends.</strong></td>
</tr>
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<td>July 2018</td>
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### Key Dates and Deadlines for IDLHR Students

<table>
<thead>
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<td>Monday, 2 October 2017</td>
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<td>Monday, 9 October 2017</td>
<td>Teaching Commences</td>
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<tr>
<td>Monday, 8 January 2018</td>
<td>Deadline for submission of first assessed essays and other written assignments</td>
</tr>
<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Monday, 22 January 2018</td>
<td>Deadline for submission of dissertation topics (one-two sentence summary)</td>
</tr>
<tr>
<td>By 10am</td>
<td></td>
</tr>
</tbody>
</table>
| Friday, 23 March 2018         | Deadline for submission of dissertation research proposals (2,000 words).  
| By 1.00 p.m.                  | For IDLHR students the proposal will count towards 10% of your dissertation mark. |
| Monday 23 April 2018          | Deadline for submission of second assessed essays and other written assignments |
| By 1.00 p.m.                  |                                                                     |
| Friday, 29 June 2018          | Dissertation supervision ends.                                      |
| July 2018                     | Examination re-sit/Coursework re-submission period                  |
| Wednesday, 5 September 2018   | Deadline for submission of completed dissertations                   |
| By 1.00 p.m.                  |                                                                     |
Key Dates and Deadlines for ALS Students

Details of deadline dates and assignments will follow those of the programme from which the student has chosen modules. If in any doubt concerning these arrangements you should contact the Director for the ALS Programme.

<table>
<thead>
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<tr>
<td>Monday, 9 October 2017</td>
<td>Teaching Commences</td>
</tr>
<tr>
<td>Monday, 8 January 2018</td>
<td>Deadline for submission of first assessed essays and other written assignments selected from the IEL/ICGFR and IDLHR programmes</td>
</tr>
<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 9 January – Friday, 12 January 2018</td>
<td>Examination period (I)</td>
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<td>Deadline for submission of dissertation research proposals (2,000 words)</td>
</tr>
<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Monday 23 April 2018</td>
<td>Deadline for submission of second assessed essays and other written assignments for those modules taken from the IEL/ICGFR/IDLHR programmes</td>
</tr>
<tr>
<td>By 1.00 p.m.</td>
<td></td>
</tr>
<tr>
<td>Tuesday, 24 April – Friday, 27 April 2018</td>
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</tbody>
</table>
1.5 Contacting the Law School

The School offices are shared between the ground, first and second floors of the Social Studies Building. Each room has on its door the name of its occupant or function; you can find room numbers and contact details for Academic and Administrative staff on the Law School web site.

http://www2.warwick.ac.uk/fac/soc/law/people/

The postal address and other contact information for the Law School are as follows:
School of Law, University of Warwick, Coventry, United Kingdom, CV4 7AL
Telephone number +44 (0) 24 7652 3075

1.6 Study Space

- **Law School Student Hub.** Study space is available in the Student Hub, which is located on the ground floor of the Law School.

- **Room S1.39** on the first floor of the Law School is also available to Postgraduate students when not in use for teaching.

- **The Postgraduate Hub** is space made available by the University solely for the use of postgraduate students. It is situated in Senate House. The Hub allows postgraduate taught and research students to access support and to work and share experiences together in the broadest context of postgraduate life, not just studies. For details of what facilities the Hub has to offer (including meeting space, quiet study areas and dissertation advice) alongside opening times and booking forms, please visit the following webpage:

  http://www2.warwick.ac.uk/services/library/pghub

1.7 Staff/Student Communication

**Postgraduate Office**

For all PG enquiries please visit the Law School Student Reception located on the ground floor or contact postgraduate.law@warwick.ac.uk
Staff communication with students

Email is the primary way in which you will receive messages about your timetable, work assignments, changes to groups or class times, requests for students to see a lecturer or one of the administrative staff, and so on. Please use your Warwick email for all communications with the Law School.

Student communication with teaching staff

Teaching staff always set aside regular "feedback and advice hours" during each week in term time, when they undertake to be in their rooms and available to see students. You should find these times posted on each individual's office door, or on the small notice boards alongside the door. Feedback and advice hours can also be found on the Law School website. It is helpful if you can time your visit within these hours if possible. But if this is not possible, or the matter is urgent, then feel free to knock and try at other times. If a member of staff is in but cannot see you right away, s/he will usually suggest a time for you to come back. The most efficient way to contact a member of staff outside office hours is by e-mail. E-mail addresses are listed on the Law School website. You may call staff on their office phones but generally speaking if you need any information it is best to email or visit staff during feedback hours, or some other time by agreement.

1.8 The Personal Tutor System

Each student is allocated to a personal tutor who is a member of staff in the Law School. Your tutor will be your primary point of contact with whom to discuss your academic progress. You can also talk to your tutor about any other matter of concern to you. Please do not hesitate to contact them if you are experiencing any difficulties, any information you provide will not impact on your studies and your personal tutor along with the Law School will do their best to assist you. Your personal tutor will be able to help you get in touch with other services should you need them. These may include the Students’ Union, Counselling Services, the Medical Centre, Nightline, the Careers Advisory Service, and the Chaplaincy.

https://www2.warwick.ac.uk/services/supportservices
Please make arrangements with your personal tutor to meet up in the first couple of weeks of term. It is especially important that you see your personal tutor at the beginning of the year so that they can get to know you.

One of the most common roles of a personal tutor is to provide a reference for their tutees. Whilst you are free to ask any member of staff to provide you with a reference, your personal tutor will always provide one if asked. It helps personal tutors if you keep them in touch with your progress and aspirations and if you wish them to be a referee for you it will be appreciated if you also provide them with a copy of your CV.

Our experience is that the personal tutor system seems to work well. If, however, you do not find your relationship with your tutor to be a helpful one, then please discuss the situation with our Director of Student Support Dr George Meszaros.

G.A.Meszaros@warwick.ac.uk

The Director of Student Support role involves responsibility for welfare and student support within the law school as a whole. She can assist with all enquires when such issues impact on academic work, especially surrounding issues of essay submission deadlines and examinations, as well as any temporary absences from the university. Students can consult directly or via their own personal tutor. She works closely with other student support services where appropriate, and can discuss referrals on to further specialist support services for specific advice on health, accommodation, financial, careers, skills, counselling or mental health issues.

The Director of Student Support is responsible for granting extensions for academic work.

1.9 University Student Support Services

The university has a range of student support services. To find out exactly what is available please visit: https://www2.warwick.ac.uk/services/supportservices
Developing Key Skills

We advise students to make full use of the services provided within the university to assist you with the development of your general study skills such as time management, essay writing or stress management. Developing good study skills will help you to avoid the issues set out in part 4 regarding cheating and bad academic practice.

For more information please visit: http://www2.warwick.ac.uk/services/scs/skills/msp/

Careers Services

Good career decisions involve thinking about your interests and qualities and also spending time developing your CV and researching possible occupations. The Centre for Student Careers & Skills has a wide range of resources to help you to identify and develop transferable skills and to assist in planning your career. Please visit:

http://www2.warwick.ac.uk/services/careers

Claire Leslie our Senior Careers Consultant has special responsibility for advising all law school students. She delivers one to one appointments, careers skills sessions and organises outside speakers. She liaises regularly with employers offering jobs relevant to law students.

C.A.Leslie@warwick.ac.uk
Room S2.20A
Tel Ext. 73325

Library services

Our Law Librarian, Helen Riley (Helen.Riley@warwick.ac.uk) will be pleased to assist with queries within the library throughout your period of study. So do not hesitate to contact Helen (ext. 72712) about using the Library.
Senior tutor Services

It may be that the Department is not able to deal with serious non-academic issues affecting your study or you prefer to speak to someone outside of the department. In such cases, the University has Faculty Senior Tutors, who will advise you on your difficulties. The Social Sciences Faculty Senior Tutor is Dave Britnell

Facultyseniortutorsocialscience@warwick.ac.uk  Tel: 02476 572 575

Counselling Services

There are also members of staff trained to give counselling. The University of Warwick Counseling Service homepage can be found at

http://www2.warwick.ac.uk/services/tutors/counselling

In particular, the University has developed a new online appointment system for students who feel they need support in relation to their mental health. For general advice on mental health services, please visit: http://www2.warwick.ac.uk/services/student-support-services/mental_health

The online appointment form is available at:

http://www2.warwick.ac.uk/services/student-support-services/mental_health/appointment_request/

Disability Services

The university offers a full range of special academic support services to students with disabilities including specific learning difficulties such as dyslexia. If you consider that you have a disability it is very important that you take advantage of these services as early as possible in your period of study. Further information can be found at http://www2.warwick.ac.uk/services/tutors/disability
Financial Services
Financial advice including for those in financial difficulties is available from Financial Advisors in the Academic Office: [http://www2.warwick.ac.uk/services/student-support-services/student-funding/](http://www2.warwick.ac.uk/services/student-support-services/student-funding/)

Student Union Welfare Support Services
There is also an Advice Centre in the Students Union. The Students’ Union Advice and Welfare Service offers advice on a range of problems, including immigration and visa issues. [https://www.warwicksu.com/advice/](https://www.warwicksu.com/advice/)

Accommodation Support
If you live in University Accommodation, there are also tutors assigned to each accommodation block who may be able to give you advice. [http://www2.warwick.ac.uk/services/student-support-services/residential-life/](http://www2.warwick.ac.uk/services/student-support-services/residential-life/)

Other University Policies
The University has a written Commitment to Equality and Diversity, to ensure that the University of Warwick continues to be a safe, welcoming and productive environment. “The University of Warwick, recognising the value of sustaining and advancing a safe and welcoming learning environment, strives to treat both employees and students with respect and dignity, treat them fairly with regards to all assessments, choices and procedures, and to give them encouragement to reach their full potential. Therefore the University strives to treat all its members, and visitors, fairly and aims to eliminate unjustifiable discrimination on the grounds of gender, race, nationality, ethnic or national origin, political beliefs, religious beliefs or practices, disability, marital status, family circumstances, sexual orientation, spent criminal convictions, age or any other inappropriate ground.” Please see [http://www2.warwick.ac.uk/services/equalops](http://www2.warwick.ac.uk/services/equalops) for the full policy.
1.10 Additional Information for International Students

Office for Global Engagement

Global Engagement Office staff are available to provide on-going support for international students during your time at Warwick. The Office also organises trips and events throughout the academic year. Further information about the services offered by the International Office is available at: http://www2.warwick.ac.uk/services/ofge/
Part 2 Taught Postgraduate Studies

2.1 Taught Postgraduate Degrees in Law

The School offers taught programmes in International Development Law and Human Rights, in International Economic Law, in International Corporate Governance and Financial Regulation, in International Commercial Law and Advanced Legal Studies. All five courses are taught over one year (or two years for part-time students). Further information about each of the taught programmes available this year is provided on the Postgraduate Intranet on the Law School web pages.

2.2 Teaching and Learning Methods

It is important to note that the teaching and learning methods adopted on the programmes at Warwick follow the general pattern of taught postgraduate courses in the United Kingdom. Most modules are taught by means of weekly seminars or through a combination of lectures and seminars. However, postgraduate teaching and learning methods differ from those found at undergraduate level in that postgraduate students are expected to take much greater responsibility for their own studies and show significantly more initiative in independent learning (e.g. by conducting independent research on topics covered in their courses). All postgraduate students are, of course, expected to prepare fully and participate actively in class discussions and other group activities.

2.3 Attendance at Classes

The success of any module depends ultimately on your advance preparation and active participation in classes. You should therefore regard these classes as appointments between you, the other members of your class, and the module teacher. We regard attendance at classes as essential and you should expect your module teachers to keep a record of your attendance. If you cannot attend a particular class you must let the module teacher know, preferably in advance. You should note that failure to attend prescribed classes can result in your being required to submit additional assessed work or, in an
extreme case, being required to withdraw from the course of study. (Please refer to the University Regulations at:  
http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/reg36registrationattendanceprogress/)

2.4 Course Materials

Postgraduate modules may provide course materials online or use a textbook or study pack. Study packs if used will be provided to you at the beginning of term.

2.5 Postgraduate Seminar Series

The School organises each year a series of outside speakers during terms one and two. Details of the programme will be published and updated throughout the year. This seminar series is designed specifically for students taking the taught LLM programmes, but is open to all postgraduate students. These seminars provide an opportunity to broaden and deepen your knowledge and to enable students from different programmes to meet and discuss with each other.

2.6 Library

You will, of course, familiarise yourself with the resources and organisation of the Library soon after you arrive. You will be able to find both written guides and people to help you in the Library itself. In addition the library staff conduct library orientation classes for students taking the taught LLM programmes. These tend to take place during the first week of term. Do not hesitate to ask the Law Librarian (e-mail Helen.Riley@Warwick.ac.uk or phone 02476 572712) if you have any difficulties in using the Library. The Library catalogue, databases and other electronic resources can be found via the Library web pages  
http://www2.warwick.ac.uk/services/library

For information about using the Library and an orientation tutorial please visit the Get Started webpages at the following link: http://go.warwick.ac.uk/lib-getstarted
In view of the approach to legal studies at Warwick you are likely to find yourself using materials other than those usually thought of as ‘legal’: politics, economics, sociology and history for example. You will discover that the social sciences material is on the 5th floor of the Library, law materials on the 4th Floor. Again, do not hesitate to ask the library staff for help. If the Library does not have a book or journal which you need, you can consult COPAC, an online union catalogue for UK research libraries. You will find a link to this from the Library web site. Online resources are very important and you will receive training and assistance in using the legal databases in Terms 1 and 2.

While the Warwick Library is adequate on basic materials on English law it is less strong in some areas for research and foreign source material. Always check to see whether the Library does possess something you want - it will sometimes surprise you. If it is not there, then consult the law librarian (or your module tutor) who can often suggest an alternative way of obtaining any material that is essential to your study.

2.7 Information Technology

The University computing network provides access to the Internet, electronic mail, word processing and a wide range of other computing applications. Students may use the University computing facilities in any of the student work areas on campus. Please note that all students are expected to word-process their assessed essays and dissertations. Assessed work is submitted using the Tabula system.

http://tabula.warwick.ac.uk

Further information about the University computing network, together with details of the training courses offered by the University can be found on the Information Technology Services’ website: http://www.warwick.ac.uk/services/its/
Part 3 Assessment

3.1 Assessed Written Work

On Warwick’s LLM programmes, students are typically required to complete three different types of assessed written work: essays or other written assignments, examinations, and dissertations. Details of the assessment pattern for individual modules are available from the module webpages.

(a) Essays and other written assignments

The prescribed length for assessed essays and other written assignments attracting 20 CATS is 4,000 words. Please note, word lengths for modules taken outside of the department or for different CATS weightings may differ. Module teachers will distribute information about the assessment requirements for their modules well in advance of the deadlines for submission.

The prescribed word length for an essay is the maximum permitted. The examiners will not give any marks for words used beyond the permitted length. The maximum length includes text, footnotes, endnotes or a table prepared by students, but excludes references to sources. The maximum length does not include abstract, bibliography or appendices which consist of material such as text of cases, legislation, questionnaire forms, maps, imported statistical or other tables, or photographs. Please see detailed guidance on these issues for dissertations in Appendix C.

Students should clearly indicate the exact total word length on the forms for the submission of work including footnotes. A false indication of word length will constitute cheating and will be penalised as such.
(b) Examinations

Examinations will take place in the form of invigilated examinations, in which you will typically have three hours to answer three questions. You will sit them in a room with other students and be monitored by a member of the law school staff.

The LLMs in International Economic Law & in International Corporate Governance & Financial Regulation each have a core module that students are required to pass in order to qualify for an LLM award. (LA908 IEL & LA9A3 ICGFR)

(c) Dissertations (for all LLM programmes)

All LLM students are required to complete a supervised dissertation of 10,000 words. You will receive guidance on the process of dissertation writing in the Legal Research and Writing Skills module. In general, it is expected that the dissertation will be on a topic related to your particular degree and approved by the Director of your programme. You are encouraged to begin thinking about dissertation topics as soon as possible. The timetable for developing your thesis is set out in the Key Dates section.

3.2 Procedures for Submission of Written Work

All assessed work must be submitted electronically via the University’s Tabula System.

Please follow the instructions below:-

E-SUBMISSION OF ASSESSED WORK

PLEASE READ THE FOLLOWING CAREFULLY:

All assessed work (except for examinations) must be submitted electronically via the University’s Tabula E-Submission System.

Please follow the instructions below:-

1. Visit the following link http://tabula.warwick.ac.uk/coursework
2. All the modules you are registered for will be displayed.
3. Select the module you wish to submit work for (make sure you select the correct module for the piece of work you are submitting).
4. You will be presented with a form with your University ID already completed.
5. Complete the rest of the form and submit your work.
6. Once you have submitted, the system will email a confirmation receipt to your Warwick email account. Please keep this email confirmation for future reference.

PLEASE NOTE THE FOLLOWING:

- For guidance on E-Submission visit http://www2.warwick.ac.uk/fac/soc/law/current/esubmission/
- You can resubmit your work up until the deadline set. Any resubmission will replace previous submissions made.
- Ensure your submission is final and that everything is in ONE PDF FILE. (Do not attach your cover page, essay and references separately, as you can only submit once).
- Please ensure that your word count and student I.D. number are clearly indicated on the first page of your work.
- It will only be possible to upload course work to Tabula in the PDF file format. A guide for how to create PDF files is available here.
- Your attachment will be automatically prefixed by the system with your student number and course code.
- Further guides for Tabula can be found in the intranet in the Law ICT support section http://www.warwick.ac.uk/fac/soc/law/current/ict
- If you have any issues handing your work in via Tabula you should follow the advice here.

Please note that your name should not be on your essay, only your student ID as all work is marked anonymously.

All work must be submitted electronically using the instructions above. You must NOT:

- Submit assessed work to a member of academic staff;
- Place assessed work in staff pigeonholes;
- Leave assessed work in an academic staff member’s room while s/he is out; or
- Push assessed work under a locked office door.

If you have completed an essay or your dissertation before the relevant deadline, there is no need to wait until the deadline to submit your work.
3.3 Late Submission and Extensions

The Law School adopts a strict approach to the application of deadlines. **Failure to submit work in accordance with any deadline will result in a reduced mark for the relevant piece of work, unless you have an approved extension** (see below).

Any assessed work submitted late without an approved extension will receive a reduction of 3 marks per working day or part of a working day that a piece of work is overdue.

If you are in fact late with a piece of work, you should still submit it; your work will always be accepted and marked, though the full marks will count in the normal way only if you have successfully applied for an extension.

If you know you are going to be late, you should always show your module teacher what you have done by the deadline, even if your essay is only part-written or in draft form.

**Applying for an Extension**

If you are unable to complete written work in accordance with a deadline, you may be able to apply for an extension.

In order to be fair to all students, there is a set procedure for the granting of extensions. **Only the Director of Student Support Charlotte Woodhead**, acting on behalf of the School Chair (Professor Vanessa Munro) has the authority to grant extensions.

You must request an extension through Tabula (One for each separate essay in each module) setting out your reasons for requesting an extension. Supporting evidence of your reasons for requesting an extension should also be attached and uploaded. These are only accessible to the Director of Student Support Charlotte Woodhead (and to IT administration) and treated as confidential.

You should always try to apply before the final deadline in question.
Circumstances warranting an extension

(a) Extensions are granted only for unforeseen events, such as illness or bereavement. All applications must be supported by documentation of your reasons for requiring an extension, so for illness you must, if possible, obtain a note from a doctor or hospital. Even if you have been ill, you will not automatically be granted an extension; you should therefore plan to finish pieces of work well before the deadline if you can.

(b) If you have the support of your personal tutor, your chances of being given an extension are increased. Please keep them informed about the background to your difficulties with assessed work and discuss specific difficulties in meeting any deadline as far in advance as possible.

(c) You will not be given an extension where you have failed to plan your work pattern adequately, with the result that the assessed work is late. In particular, extensions will not be granted in cases where late submission is attributable to computing or printing difficulties. You should ensure that you make adequate back-up copies of any work produced in digital format and that you leave sufficient time to submit the final version of your work.

If you are granted an extension you must submit your piece of work via Tabula following the normal procedures. Tabula will reflect the extension granted which will allow you to submit at a later (agreed) date.

General guidance on extenuating/mitigating circumstances

Extenuating or mitigating circumstances are those events which have had a detrimental effect on your study, to the point that it is in your interest to draw your department’s attention to them and ask for them to be considered in mitigation of poor performance. Such circumstances include (but are not limited to) illness, both bodily and emotional; the severe illness or death of a close family member; a shocking or traumatic personal experience. In addition, sudden, unexpected changes in family or financial circumstances might affect your ability to make academic progress as a consequence of their demonstrable emotional impact upon you, and may also be considered as mitigation.
The University is aware that in some cultures it is considered shameful or embarrassing to disclose the details of these kinds of circumstances to those outside one’s family. This is not the case in the prevailing UK culture and you should be aware that your department and the University are fully supportive of students in difficult circumstances and want to assist if at all possible. If you feel inhibited from talking to a tutor or other member of staff in the first instance, you may also consider talking to a member of your SSLC, the Student’s Union, the Faculty Senior Tutor or a member of staff in Student Support for initial, informal advice.

Clearly, though, in order for your circumstances to be considered as mitigating by your department, they must be conveyed formally to someone in your department (a tutor, the Director of Graduate/Undergraduate Studies, a course/module convenor, for instance). The University expects that you will discuss your circumstances before any Examination Board meets, so that they may be taken into account in good time. You should be aware that, in the event you feel you need to appeal the outcome of an Examination Board, offering extenuating or mitigating circumstances at that point will need to be accompanied by a good reason why you withheld the information earlier. **Without wanting to invade your privacy, the University does expect that you bring such circumstances to your department’s attention in a timely manner, despite the discomfort you might feel in doing so. Failure to disclose such circumstances at a time when you could have done so may subsequently be problematic. Your department will do all it can to support you in difficult situations.**

If you apply for an extension and are refused (or even if you do not apply), you may still ask your Board of Examiners to take into account the marks you would have received, had your work not been late. **You will need to present any such information relating to mitigation or extenuating circumstances to the Director of Student Support** (Charlotte Woodhead, Room S1.25) who will make sure it is submitted to the Board of Examiners.
3.4 Marking of Assessed Written Work

It is University policy to mark all assessed work (except dissertations) within **20 Working Days** of the date of submission. The marking scheme adopted by the Law School is set out in Appendix A.

You will be given a mark for your work, together with feedback/comments from the internal markers. Such feedback is provided for your guidance and we do urge you to consider it carefully. If you wish, you can discuss this feedback with your module tutor but **module tutors will not enter into any negotiation with students over marks.**

Please note that the marks given to you during the year for your essays and examinations are **provisional marks**. All provisional marks for essays, examinations and the dissertation are subject to the approval and moderation of the external examiners and the Board of Examiners. They may be changed.

An Interim Board of Examiners is held in June to record marks and to review progress on the taught element of the masters’ programme. **Satisfactory performance is required in order to proceed to the dissertation stage.**
Re-Examination – Please see the University Guidelines below

http://www2.warwick.ac.uk/services/aro/dar/quality/categories/examinations/conventions/pgt/

Please note that the maximum pass mark, which may be awarded for a module on re-examination is 50.

The final Board of Examiners meets in November. You will be notified of your final marks and degree shortly after the Examination Board meeting. The requirements that govern the Exam Board’s award and classification of degree can be found on the University website:

http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/

Please see Appendix D for further information.

3.5 Academic Appeals and Complaints

The University has procedures for the handling of both appeals and formal complaints for postgraduate students. Any concerns or complaints should initially be raised with either your personal tutor, Director of Student Support, Staff Student Liaison Committee or Programme Director. Further information on the procedures for both appeals and complaints can be found at the following link:

http://www2.warwick.ac.uk/services/aro/academiccomplaints/
3.6 Staff Student Liaison Committees

Staff/Student Liaison Committees (SSLC) constitute an essential part of the postgraduate programme. The committee includes representatives from students elected for each course to represent that student body. Student representatives are able to raise any matters relating the course of study in this forum. These will be addressed by the School initially via course directors but also via discussion at the Postgraduate Committee. SSLC members attend all appropriate School committee meetings.

http://www.warwicksu.com/sslc/

3.7 Questionnaires and Student Feedback

The School actively seeks feedback from students. You will be asked to provide an evaluation for each module you undertake. We take your responses very seriously. Your responses are analysed electronically and provided to module tutors and to course directors. Each year module tutors are asked to report on their student module evaluations. We use the information to help us to develop modules and courses and to ensure the overall quality of our degrees. We would also urge students to participate in university wide surveys of the student learning experience such as the Postgraduate Taught Experience Survey and the International Student Barometer. In this way the University as a whole can learn how to respond effectively to students’ needs.
Part 4 Cheating & Bad Academic Practice: Rules and Guidance

What is the difference between Bad Academic Practice and Cheating?
The difference between Bad Academic Practice and Cheating is a matter of fact and degree. The person looking at your work makes a decision based on the quality and the quantity of the work reproduced without proper acknowledgment. There is no formal line between the two.

Investigation of Bad Academic Practice & Cheating
Every piece of work you submit goes through an electronic detection system as well as being checked manually by the person marking. A finding of Bad Academic Practice results in the re-marking of your work. Any passages which have not been correctly attributed are discarded for the final mark. A finding of plagiarism or cheating will result in a mark of 0 and you may be asked to withdraw from your degree. Beyond university, professional bodies may investigate your academic record which may affect your chances of getting a job. If you believe that you have been incorrectly been found guilty of cheating, there is an opportunity to appeal to the University.

Guidance to Avoid Cheating and Bad Academic Practice
In an effort to prevent such incidents we have devised the following guidance for your assistance. It is imperative that you read, understand and comply with the following notes of advice:
4.1 The General Rule

Any piece of work submitted by a student must be that student’s own work. For this reason, all forms of cheating are forbidden.

‘Cheating’ is defined in the University Regulations as “an attempt to benefit oneself or another, by deceit or fraud”. This includes “deliberately reproducing one’s own work or the work of another person or persons without proper acknowledgement” contrary to University Regulation 11B. (Extract from Regulation 11 which can be found at http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating).

Additionally, in the School of Law, cheating in assessments occurs where a student takes passages, ideas or structures from another work or author without proper attribution (on which, see 4.2 below). The instructions of the School are supplementary to those contained in University Regulations.

4.2 Proper Attribution

*What follows is an introduction but more details of the OSCOLA and Harvard (author/date) systems are available on many websites. You are strongly advised to consider the following:*

Where passages, ideas or structures are taken from another author, the student assessment must indicate unequivocally the source of the material in question according to the following conventions:
(a) Where material is reproduced from another source (such as a book, article, judgment or statute), the relevant passage must be enclosed within quotation marks (“…”) and accompanied by proper citation.

Example

In seeking to understand the role of victims in crime, criminologists have commonly used victim surveys. Whilst these provide an insight into victims and crime, surveys are subject to limitations. Thus, for example, victims may “exaggerate incidents or fail to remember them at all” (H. Croall, *Crime and Society in Britain*, (1998) Longman, at p.89). Surveys may also be misrepresentative...

(b) An alternative method of presentation is to indent the relevant passage so as to distinguish it from the rest of the text of the assessment. Where material from another source is indented in this way, it must also be enclosed within quotation marks (“…”) and accompanied by proper citation.

Example

Whilst the spread of CCTV surveillance might help dissuade prospective criminals from committing criminal acts, video evidence derived in this way may not be all good news in court cases:

“Video evidence is very persuasive and possessed of a high degree of reliability. It is not entirely reliable however. ‘Seeing is believing’ and ‘the camera never lies’ are brocards which cannot be completely and invariably true. There is thus a risk of over-persuasion of the jury.” (D. Elliot, “Video Tape Evidence: The Risk of Over-Persuasion” (1998) *Criminal Law Review*, 158-174, at p. 159).

This risk of over-persuasion may occur in several different ways...
4.3 Citation

There are two aspects to acknowledgement of sources. You must always list the works (and people) you consulted in doing the research for the essay in a general bibliography at its end; but you must also acknowledge the sources for specific points as your essay goes along. *It is important that your citation refers to the precise page(s) of the book or article; it is not sufficient to merely cite the book or article without reference to the page(s) relied upon.* Be aware of the citation techniques used in the books and articles, which you are reading in connection with your modules. These techniques will provide useful guides for your own written work.

Once you have decided that a given statement or passage should be attributed to a source or group of sources, you can do so in a variety of different ways. The most common is to provide a footnote number at the appropriate point in your text, leading the reader to a note at the foot of the page or at the end of the whole essay. Other systems include putting the source in brackets following the item, putting it in the margin, incorporating it in the text itself - ("Street points out (*Freedom, The Individual and the Law*, p.22) that...") - or doing anything else that does the job without interrupting the flow of the text too drastically.

When citing a book, you should include:

- the author’s name (or authors’ names)
- title of the work
- edition
- year of publication
- page or pages from which the information is drawn.

When citing a journal article, give the following:

- author’s name
- title of the article
- year of publication
• volume number
• name of periodical
• page number on which the article begins
• page or pages from which the information is drawn.

When citing a case report, you should give:
• its full title (the parties’ names should be underlined)
• the year of its publication
• the volume number (if there is one)
• the series of reports which you consulted
• where appropriate, the specific page and judge whose view you are referring to.

If you are citing a source quoted in another source, without having yourself gone to the original, you should make this clear.

4.4 Footnoting

There are a variety of systems for cutting down on the amount of information which you need to supply in a given footnote. If you have already provided all the details of a source in a previous note, you can refer back to it. For example, where you have already cited a book by Fawcett at footnote 3 in your essay, you can refer to it again as: “Fawcett (note 3 supra)”. Or you can use op. cit. (meaning “in the work already referred to”). If the work in question is cited in the note immediately preceding, you use ibid (meaning “the same work”).

Footnotes also supply a vehicle for the inclusion of extra material which, although relevant to your theme and of likely interest to the reader, would interfere with the flow of your argument if included in the main text. You do not have to use such textual footnotes in your essays, but they are a well-established part of the scholarly scene and you may wish to make use of them accordingly.
4.5 Author-Date System

The Author-Date system is an alternative and acceptable system for citation. Instead of footnoting the citation, the reference is placed within the text itself thus:

Harvey (1996: 4), for example, suggests that ‘maps are typically totalising usually two-dimensional Cartesian, and very un-dialectical devices with which it is possible to propound any mixture of extraordinary insights and monstrous lies’ (See also Santos 1995: 441).

The full reference is then provided in the Bibliography at the back of the assessment as:


4.6 Paraphrasing

Your essay must be in your own words. It may sometimes be appropriate to reproduce a useful quotation in order to emphasise a point. You should only make selective use of direct quotations, which must be fully and properly attributed. *An essay which consists of excessive use of direct quotations, e.g. a series of quoted paragraphs with linking sentences, is not work of an acceptable degree standard.* If the quotes are fully and properly attributed, the essay will not be an example of plagiarism. However, it will not be an essay in your own words and will likely receive a low mark because you have not demonstrated that you can present the arguments yourself.

In writing an essay, you will generally refer to a variety of primary and secondary sources, and may legitimately paraphrase the ideas contained in these sources. These sources must not be presented as your own work; rather, you must show that you have understood and assimilated the information. *All sources must be fully referenced when you rely upon them for your ideas.*

There are various sorts of paraphrasing. The first may be described as syntactical paraphrasing, e.g. where the sentence is changed from the present to the past tense, or
some synonyms are used, or where the word order may be changed. **Even if this is attributed, and therefore not plagiarism, this is not work of acceptable degree standard and will receive a low mark.** This form of paraphrasing does not display any qualitative understanding or critical evaluation on your part because it is not using your own words.

The second form of paraphrasing distils the essence of an argument. Much of what you do in assessments consists of this form of work. Here, after reading a number of sources, you summarise in your own words, the key elements of an idea or argument. This goes beyond superficial changes in style or grammar, and requires a degree of internal processing of the concepts involved. In contrast with syntactical paraphrasing, where someone untrained in the area of study could recognise the similarity between the two paragraphs, here a degree of specialist expertise would be necessary in order to link the paraphrase with its source. **It must be stressed that even where you are properly paraphrasing, as in the second example, full and proper citations must be supplied.** The source of all ideas, which are not your own, must be referenced.

The structure and argument must be your own work. Whether an essay will be considered your own work may depend on the degree and extent of paraphrasing, and the nature of the question set. For example, where instead of using direct quotations, an essay consists mainly of paraphrased references to various authors – according to Dicey, X is the rule on constitutional conventions, whereas according to Jennings it is Y – this may be poor quality work if there is not sufficient original contribution by the student. However, if the question asks you to make a critical evaluation of various perspectives on a particular issue, then a greater degree of paraphrasing may be permissible, provided this is used in support of your own argument about the sources referred to.

**4.7 Using the Internet**

If you draw upon material obtained via the Internet you **must** observe the following protocols:

(a) **Give a full citation to the source and site consulted in your assessment.**
(b) Keep an electronic copy of the material or webpage on file. You may be asked to produce this if there is an investigation into your work. It is not sufficient to keep merely a record of the universal resource locator (URL) as this may change. You should save a copy of the webpage.

Citation of material on the web should in principle be in the same form as that for any other references. However, in addition it is essential to include the full universal resource locator (URL) and, in the case of websites which are likely to change, the date on which the student accessed the material. Thus:

**Example**


Where there is no specific author indicated on the website, then the reference should commence with the website name.

**Example**


### 4.8 Reliance on Material not in the University Library

Should you decide to rely upon an article or book which is not held in the University Library, you must retain the original or a photocopy of the article or relevant section of the book relied on. You may be asked to produce this if there is an investigation into your work. Failure to cite such sources fully or to provide copies of the material when requested may be regarded as evidence of plagiarism.
4.9 Reliance on Previously Prepared Work

Assignments are set for particular modules, therefore work previously prepared in any context is not acceptable even if on the same subject matter.

4.10 Collusion

‘Collusion’ is also prohibited under School of Law rules. ‘Collusion’ occurs where two or more people combine to produce something which is then passed off or submitted as a piece of individual work. Students may discuss their essay topics with one another and assist each other in identifying sources. However, each student must individually read and make notes from all sources used in their assessments, and you must prepare the assignment (including compiling footnotes and the bibliography) on your own. Any close similarities between assessments presented by two or more students are likely to result in an investigation for collusion.

Although all assessed pieces that you submit are expected to be your own work, you may collaborate with other students and submit a joint piece in a given module PROVIDED THAT YOU HAVE THE MODULE TEACHER’S PRIOR WRITTEN APPROVAL. Similarly, if you have obtained the relevant module teachers’ agreement in advance in writing, you may be able to submit a piece of assessed work to count in two modules. In this second case you will be expected to do just as much work as for two separate essays.

4.11 Bibliography

At the end of your essay, you must supply a complete appropriated presented bibliography of all works to which you have referred in writing your essay. There are at least three categories of work which should be included: sources which you have directly quoted from in your essay, sources which you have used to support a particular fact or argument even if you have not quoted from them directly (and which should also be footnoted), and sources which you have drawn on for background information and ideas, but which you may not have used to support directly any point in your essay. Failure to refer to all sources upon which you have relied in any way in writing your essay is to mislead the examiner.
4.12 Frequently Asked Questions

Q. The question has asked me for my opinion, but I feel that I do not know enough about the subject to have any firm opinions of my own. What should I do to avoid presenting opinions I have read in articles as my own?
A. A question of this nature is not asking you to develop some ground-breaking legal theory or idea (although this is not to discourage you from so doing). The question is designed to ensure that you are familiar with and understand the contemporary debate on a given legal controversy. It would be appropriate here to refer to opinions in books and journals, and to draw on a range of opinions, showing how these opinions were formed and reformed. This would then enable you to make a relative judgement, based on the strengths and weaknesses of the actual opinions to which you have referred. What is crucial is that you present these opinions in your own words – reflecting on the most important components of existing arguments will help in the process of coming to some critical evaluation of your own.

Q. Can I ask someone else to proof-read my essay before submitting it?
A. Yes, but you must make sure that this person limits him or herself to suggesting only editorial changes or improvements to your English and not to the substance of your essay. It is also advisable that you use as a proof-reader someone who is not taking the module to which the essay relates, so as to avoid any suspicion of collusion.

4.13 Further Information

Detailed rules concerning cheating investigations are set out in University Regulation 11B which can be found here: http://www2.warwick.ac.uk/services/gov/calendar/section2/regulations/cheating/

For more information on University and Law School rules and policies relating to cheating and bad academic practice as well as advice on how to avoid cheating and bad academic practice, see http://www2.warwick.ac.uk/fac/soc/law/current/gap/
The University library has a useful online tutorial on plagiarism and referencing. Please see the Library Website for further information.

The Student Career and Skills Service has useful links and advice on referencing and avoiding plagiarism, including an online tutorial and links to their specialist writing workshops: [http://www2.warwick.ac.uk/services/scs/skills/asd/referencing/](http://www2.warwick.ac.uk/services/scs/skills/asd/referencing/)
## APPENDIX A

### MARKING SCHEME FOR TAUGHT LLM PROGRAMMES

#### 70% and above

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Use of wide range of relevant sources, well understood and fully appreciated</td>
<td>Excellent answer to question. Locates suitable concepts and makes comprehensive assessment of issues involved. Understand the relevant theories and applies them to answering the question.</td>
<td>Ability to set sources and view points in context and evaluate contributions. Methodological awareness and theoretical appreciation</td>
<td>Well structured and planned. Clear, articulate style (with good spelling, grammar and syntax). Proper referencing and bibliography. Confident presentation and appropriate length.</td>
</tr>
</tbody>
</table>

#### 60% - 69%

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Good understanding of main sources, well summarised and used in a relevant way.</td>
<td>Competent answer to the question bringing out useful points and substantiating them. Use of theoretical models in a relevant way to answer the question. Presentation of arguments and intelligent comments relevant to the question.</td>
<td>Appreciation of main issues and ability to make appropriate critical points. Sensible commentary on evidence and materials used.</td>
<td>Competent structure. Clear presentation (including good spelling, grammar and syntax). Proper referencing and bibliography. Control of length.</td>
</tr>
</tbody>
</table>
## 50% - 59%

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Understanding of the literature and fair range of source material consulted.</td>
<td>Limited use and understanding of theoretical models. Presentation of arguments and intelligent comment relevant to the question.</td>
<td>Sensible commentary on evidence and materials used.</td>
<td>Coherent presentation. Satisfactory spelling, grammar and syntax. Satisfactory referencing and bibliography.</td>
</tr>
</tbody>
</table>

## LLM PASS MARK = 50%

## 40% - 49%

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
</table>

## Below 40%

<table>
<thead>
<tr>
<th>Comprehension</th>
<th>Analysis</th>
<th>Critique</th>
<th>Presentation</th>
</tr>
</thead>
<tbody>
<tr>
<td>Few relevant sources used. Poor understanding.</td>
<td>Lack of analytical approach. Purely descriptive account. Often the question has been ignored or badly misunderstood.</td>
<td>Irrelevant comments. Lack of critical or appreciative framework.</td>
<td>Unstructured presentation, lack of coherence, page referencing, etc.</td>
</tr>
</tbody>
</table>
APPENDIX B

WARWICK LAW SCHOOL CODE OF PRACTICE FOR
THE SUPERVISION OF LLM DISSERTATIONS

A. Duties and Responsibilities of the Supervisors

Supervisors should satisfy themselves that the project which the student wishes to undertake is appropriate for an LLM dissertation and can reasonably be undertaken with the resources available and in the required timescale, and that they are confident, as far as is possible, that the student has the capacity to undertake the project successfully.

Supervisors are expected:

(a) To give guidance about the identification of a suitable research topic, about the nature of research and the standard expected, about the planning and writing of the dissertation, about relevant literature and sources, and to encourage students to keep aware of all relevant developments within the subject.

(b) To draw the attention of students to all relevant University and departmental regulations and monitoring arrangements.

(c) To give advice on the necessary completion dates of successive stages of the work, agreeing objectives for each stage so that the dissertation may be submitted within the scheduled time.

(d) To provide advice on writing up the work during the Summer Term.

(e) To read through a draft of the dissertation if submitted at the end of the Summer Term and provide detailed comments. Supervisors are not required to read or comment upon any drafts submitted after the end of the Summer Term.

(f) To maintain contact with students through supervisory meetings and other types of structured communication as appropriate.

(g) To inform students should they plan to be away from the University for more than one week prior to the end of the Summer Term to allow students to plan accordingly.

(h) To respect the contribution and intellectual property rights of the student in external output of any form emanating from the research.

(i) To inform students if either their progress or the standard of their work is unsatisfactory, and arrange a plan of supportive action.
(j) To report regularly to the Directors of the LLM programmes on each student’s progress.

(k) To advise students on matters of confidentiality or ethical considerations relating to particular techniques, sources or results.

B. Responsibilities of LLM Students

LLM candidates completing dissertations are expected:

(a) To agree an LLM dissertation topic with their dissertation supervisor.

(b) To discuss with the supervisor the type of guidance and comment they find most helpful, and to agree a schedule of meetings.

(c) To seek advice from their supervisor in an active manner recognising that it is the student’s responsibility to have their own topics to raise with the supervisor.

(d) To maintain the progress of the work in accordance with the stages agreed with the supervisor. This would include in particular, the provision of well-presented written work within the agreed timescales for comment and discussion before proceeding to the next stage.

(e) To take note of the guidance and feedback on their work provided by their supervisor and to recognise that the supervisor’s role is to offer advice on the academic content of the work and its general presentation and not to provide detailed correction of written English.

(f) To be familiar with and comply with the regulations and departmental guidelines relating to their degree and the monitoring of progress.

(g) To respect the contribution and intellectual property rights of the supervisor in external output of any form emanating from the research.

(h) To inform their supervisor in good time where possible, should they plan to be away from the University for more than one week prior to the end of the Summer Term. **Please note that any absence for more than a week requires prior approval of the Programme Director.**

(i) To take the initiative in raising problems or difficulties with the supervisor(s) in the first instance, however elementary they may seem, including any matters which may require a suspension of registration or will cause a delay in the expected completion date of the work.

(j) To accept a commitment to complete their project and submit their dissertation in accordance with the Law School’s Dissertation submission date.
(k) To decide when to submit the dissertation taking due account of the opinion of the supervisor on the draft of the dissertation. It should be clearly understood that any opinion expressed by the supervisor is necessarily only advisory and that the supervisor’s agreement to submission of the dissertation is not a guarantee of success.

Although practices vary between supervisors, students should normally expect to meet with their supervisor once before submitting their proposal and two to three times between submitting the proposal and the end of term 3. **Students are expected to remain in residence at the University until submitting their dissertation in September unless permission has been granted by the Course Director.**
APPENDIX C

WARWICK LAW SCHOOL STYLE GUIDE FOR LLM DISSERTATIONS

1. Presentation of LLM Dissertations

LLM candidates are required to submit one printed copy of their dissertation and to e-submit their dissertation onto Tabula. The printed copy must be soft bound and presented in the following manner:

1.1 Printing of Dissertations

Dissertations should be printed on A4 (29.7 x 21 cm) on good quality paper with a margin of 1.5” (4 cm) on the left hand side. Margins of 1” (2.5 cm) should also be left on the other three edges, so that the bound volume can be trimmed after binding. Page numbers should be printed at least 0.5” (1.5 cm) into the page. Pages should be printed on one side only and in double spacing. Both copies must be of good legible quality (Times New Roman font size 12 is recommended). Candidates should carefully proof-read their dissertations for typographical errors and correct them before submitting the dissertation. Off-prints submitted must be bound in with the dissertation or as a separate volume, as appropriate.

1.2 Title

The title should describe the content of the thesis accurately and concisely.

1.3 Title Page

The title page of the dissertation shall give the following information in the order listed:
(a) The full title of the thesis and the subtitle if any;
(b) The full name of the author;
(c) The following declaration:
"Dissertation submitted in partial fulfilment of the requirements for the Master of Laws degree in [International Economic Law / International Development Law and Human Rights] at the University of Warwick”;
(d) The month and year of submission; and
(e) The actual number of words (excluding bibliographic material, see 1.10 below).

1.4 Table of Contents

The table of contents shall immediately follow the title page. It shall list in sequence, with page numbers, all relevant subdivisions of the dissertation, including the title of chapters, sections and subsections, as appropriate; the list
of references; the bibliography; the list of abbreviations and other functional parts of the whole dissertation; and any appendices.

1.5 **Tables and Illustrated Material**

Photographs, maps, graphs, and other statistical tables should be mounted where they appear in the text. Photographs should be mounted on good bond paper, on both copies. Copy paper is unsuitable for this purpose. Bindery Services should be advised when a thesis contains material of this kind. Additional costs may be charged for preparation work. Maps or diagrams larger than A4 must be folded well inside the front edge of the dissertation. The lists of tables and illustrations shall follow the table of contents and should list all tables, photographs, diagrams, etc. in the order in which they occur in the text.

1.6 **Acknowledgements**

Any acknowledgements shall be on the page following the table of contents.

1.7 **Declaration**

When submitting a dissertation the author shall indicate in a declaration any material contained in the thesis which he/she has used before or which the author has had published. The declaration shall immediately follow the acknowledgement under a separate heading.

1.8 **Abstract**

There shall be an abstract of the thesis, not exceeding 250 words, bound in at the beginning of the dissertation. The abstract should not extend beyond a single A4 side, and to facilitate this, single spaced typing is permitted for the summary only. The summary shall provide a synopsis of the dissertation and shall state clearly the nature and scope of the research undertaken. There should be a brief outline of the major divisions or principal arguments of the work and a summary of any conclusions reached.

1.9 **Abbreviation**

Where abbreviations are used a key shall be provided. Abbreviations may be used at the discretion of the author. For an abbreviation not in common use, the terms shall be given in full at the first instance followed by the abbreviation in brackets.

1.10 **Length of Thesis**

The dissertation shall not exceed 10,000 words, which shall be exclusive of the abstract, abbreviations, acknowledgements, bibliography and any appendices. Standard footnotes will not be included in your overall word count but any
footnotes which are more elaborative than simple citation must be included along with any incorporated tables.

1.11 Bibliography

Dissertations shall contain a full bibliography. The bibliography should list references in alphabetical order by authors’ last names. Where there is more than one publication by the same author, they should be listed in chronological order with the older item first. The bibliography may be divided into sections (e.g. books, journal articles, web sites, etc).
APPENDIX D

Requirements for Taught Postgraduate Awards (University Examination Conventions)

The Requirements for all LLM programmes are available online at:
http://warwick.ac.uk/quality/categories/examinations/conventions/pgt/

Requirements for Taught Postgraduate Awards

(DIRECTLY APPLICABLE TO ALL POSTGRADUATE TAUGHT STUDENTS BEING CONSIDERED BY BOARDS OF EXAMINERS FROM AUTUMN 2015 ONWARDS, IRRESPECTIVE OF STUDENTS’ MODE OF STUDY OR DATE OF INITIAL REGISTRATION. PREVIOUS EXAMINATION CONVENTIONS, IN FORCE AT THE TIME OF A STUDENT’S ORIGINAL REGISTRATION, WOULD BE APPLIED ONLY IF RESULTING IN AN OUTCOME MORE BENEFICIAL TO THE STUDENT IN QUESTION.)

1. Principles
   (a) The University has a single set of rules for the award of taught postgraduate qualifications which are not otherwise constrained by accreditation requirements.
   (b) The classification system for the award of merit and distinction is based on averaging.
   (c) These arrangements are consistent with the QAA Framework for Higher Education Qualifications and take account of module and course learning outcomes.
   (d) The system is designed to be transparent, clear and comprehensible for students and staff.
   (e) In arriving at decisions for an award, a fail mark for a module may not be condoned and a module may not be passed by compensation.

   (f) For students who first registered prior to the academic year 2017-18
   The award of Master will normally be made on successful completion of 150 credits at level 7, providing that a mark of at least 40 is obtained in the failed module(s) and all core modules are passed. Where departments require students to attain 180 credits at level 7 for the award of Master this must be clearly specified in information supplied to students.

   (f) For students who first registered in or after the academic year 2017-18
   The award of Master will normally be made on successful completion of 150 credits at level 7, providing that a mark of at least 40 is obtained in the failed module(s) and all core modules are passed. Where departments require students to attain higher volume of credit at level 7 for the award of Master this must be clearly specified in information supplied to students.
(g) The award of Postgraduate Diploma will normally be made on successful completion of 90 credits at level 7, providing that a mark of at least 40 is obtained in the failed module(s) AND all core modules are passed. Where departments require students to attain 120 credits at level 7 for the award of Postgraduate Diploma this must be clearly specified in information supplied to students.

(h) It is the responsibility of examination boards to act in accordance with these rules. Where professional, statutory or regulatory bodies specify requirements for accreditation which are inconsistent with these rules, departments must propose alternative arrangements which must be approved by Academic Quality and Standards Committee. No additional conventions may be specified by departments.

(i) Where departments wish to maintain flexibility of award as outlined in (f) and (g) above, they may indicate modules, which students must take, but where the achievement of a pass mark of 50 is not critical for progression (within the context of paragraph (f) above). Any such arrangements must be clearly specified in information supplied to students and these ‘required’ modules listed.

2. Marking
   (a) All marks should be given on a 0-100 scale.
   (b) The minimum pass mark for all postgraduate modules is 50.
   (c) Departments must specify in module proposals and in information supplied to students whether students must pass all elements of the assessment on a module in order to be awarded a pass mark. In the event that departments do not do so, students will be awarded a pass in the module if they attain an average mark, weighted according to the percentage of the individual elements of the assessment, which is not lower than 50.

3. Re-examination
   (a) Students on taught postgraduate degrees should normally be allowed one opportunity to remedy failure in initial assessment in modules that equate with no more than one half of the total credits awarded in the taught element of the course. Only one re-examination will be permitted for each module except as set out in (g) below.
   (b) Students should normally be allowed one opportunity to remedy failure in their dissertation/project module. Students obtaining a mark of 30 or less in the dissertation/project carrying a credit weighting of more than 60 credits will only be permitted to submit a re-worked submission for examination against different learning outcomes, the achievement of which would enable them to be considered for the award of a Postgraduate Diploma, except as set out in (g) below.
   (c) Where the failure on an initial assessment in a taught module, dissertation or similar piece of independent project work is the result of penalties for late submission, the student should normally not be allowed to revise or resubmit the same assessment in order to remedy that failure, but should be required to undertake a new assessment, dissertation or project. Where it is impracticable for the department to allow the student to undertake a new assessment, dissertation or project that has failed due to penalties for late submission, the initial failure should be allowed to stand (and the matter referred to the Board of Examiners for their consideration of all the circumstances relevant to the case).
   (d) Where a failure results from a finding of cheating under University regulations, it
should be for the Head of the department (or his or her authorised deputy), the
University Investigating Committee or the Board of Examiners to determine
whether the student should be allowed to remedy that failure.

(e) Where a student has failed to reach the minimum pass mark for a module which
contains more than one element of assessment, the student shall normally be
required to be re-examined only in the element(s) of the assessment which
has(have) not met the minimum pass mark, noting that the appropriate method of
reassessment should be determined by the Board of Examiners.

(f) The maximum pass mark which may be awarded for a module on re-examination
is 50, irrespective of the mark(s) which have been given for other elements of the
assessment for that module, except as set out in (g) below. Departments are
however required to keep a record of the uncapped mark, although it would not
appear on the student’s transcript.

(g) Where there is evidence of serious medical or personal problems disclosed to,
and discussed by, the relevant departmental Special Cases Committee, that
committee may make recommendations to the relevant Examination Board as to
the extent to which these special circumstances should be taken into account in
offering to the student an opportunity to be examined as a first attempt or offered
a further opportunity for re-examination. Any discretionary consideration should
be clearly minuted by Examination Boards. The Examination Board should not
amend a module mark or the mark for any element of assessment as a result of
special circumstances being taken into account except where there are a
number of elements to the assessment the Examination Board may recalculate a
module mark based on the elements of the assessment which have attained a
pass mark and which were not affected by the special circumstances.

4. Progression

(a) Where students are not initially enrolled for a full Master’s award, they may
normally only progress to the next stage of a course when they have acquired the
required minimum number of credits specified in the tabulated summary at
appendix A, including passing all modules designated as core to ensure that the
stated course learning outcomes have been met. If a department requires that
students must also obtain a specified average mark across some or all modules
before progressing from a postgraduate certificate to a postgraduate diploma, or
from a postgraduate diploma to the Master’s, this must be clearly specified in
information provided to students.

(b) Course proposals and documentation provided to students must, therefore,
explicitly identify the core modules on any course for which credit must be
achieved in order to progress.

(c) Where any additional modules are required to be passed (in addition to the total
minimum credit volume to be passed as specified in appendix A) to meet the
learning outcomes for an award or for progression to the next stage of a course,
this must be indicated clearly in the course approval and specification and be
made clear in documentation supplied to students.

5. Awards and classification

(a) For students who first registered prior to the academic year 2017-18
Students are eligible for the awards shown in appendix A if they obtain the
minimum number of credits at the appropriate level(s) and all core modules are
passed. Where departments require students to attain 180 credits at level 7 for
the award of Master this must be clearly specified in information supplied to
students.

(b) For students who first registered in or after the academic year 2017-18
Students are eligible for the awards shown in appendix A if they obtain the minimum number of credits at the appropriate level(s) and all core modules are passed. Where departments require students to attain a higher volume of credit at level 7 for the award of Master this must be clearly specified in information supplied to students.

(b) Where departments require students to attain 120 credits at level 7 for the award of Postgraduate Diploma this must be clearly specified in information supplied to students.

(c) Subject to the provisions of (d) below the award of Master, Postgraduate Diploma, Postgraduate Certificate or Postgraduate Award should be with merit if a student attains an Award Average (weighted according to the credit rating of the modules comprised within the award) of between 60.0 and 69.9 inclusive and with distinction if a student attains an Award Average of 70.0 or above. Where departments specify that a student must attain a mark on a particular module or modules of 60.0 or above for an award with merit or 70.0 or above for an award with distinction this must be specified in information provided to students.

(d) Irrespective of the award average attained by a student and subject to the provisions of (e) below no student may receive an award with merit or distinction if the student has not received the minimum pass mark for any module.

(e) Where there is evidence of serious medical or personal problems disclosed to and discussed by the relevant departmental Special Cases Committee that committee may make recommendations to the relevant Examination Board as to the extent to which these special circumstances should be taken into account. Any discretionary consideration should be clearly minuted by Examination Boards.

Appendix A

Taught Postgraduate Awards
Tabulated Summary of Credit Requirements for Awards

<table>
<thead>
<tr>
<th>Qualification</th>
<th>Total Minimum Credit to be Taken</th>
<th>Total Minimum Credit to be Passed: including all core modules</th>
<th>Highest Level of Credit</th>
<th>Minimum Credit to be Passed at Highest Level</th>
</tr>
</thead>
<tbody>
<tr>
<td>Master (PGT)</td>
<td>180</td>
<td>150*</td>
<td>7</td>
<td>150</td>
</tr>
<tr>
<td>PG Dip</td>
<td>120</td>
<td>90**</td>
<td>7</td>
<td>90</td>
</tr>
<tr>
<td>PG Cert</td>
<td>60</td>
<td>60</td>
<td>7</td>
<td>60</td>
</tr>
</tbody>
</table>

* The award of Master may be made where a student has obtained 150 credits providing the student has obtained a mark of at least 40 in the failed module(s).

** The award of Postgraduate Diploma may be made where a student has obtained 90 credits providing the student has obtained a mark of at least 40 in the failed module(s).
