



ROYAL
HOLLOWAY
UNIVERSITY
OF LONDON

School of Law

**LLB Law with Sociology
Programme Handbook**

2017-18

All information is correct as of 13th September 2017.

If you have any queries please contact Crimsoc-Adminstaff@rhul.ac.uk

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1 The department: Practical Information

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

The LLB Law with Sociology degree offers students a broad introduction to law which focuses on the seven foundational subjects of law whilst offering students the opportunity to undertake specialist legal and criminological options as the course progresses. Our degree programme has been designed to promote both disciplinary specific knowledge and transferable skills.

In the second year, the course continues to require an understanding of two mandatory areas of private law and furthers your knowledge of the core theories and approaches in sociology. Second year students will take the core LLB Modules, The Law of torts and Land Law as well as choosing modules up to the value of 30 credits from sociology.

In the third year students will take two core LLB Modules, European Union Law and Equity and Law of Trusts. In addition students will also be able to undertake a dissertation and take optional modules from a range of Law and sociology modules.

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

1.1 Degree Structure

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

1.2 Programme information

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

1.3 Scope and Structure of the LLB Law Degree

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

1.4 Knowledge and Understanding

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

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

1.5 Skills and Other Attributes

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

- examining law in practice and problem solving, research and personal skills and key transferable intellectual skills required by the legal professions and employers;
- engaging in the process of reading and analysing legal texts, developing independent thinking and judgement regarding sources of law and how it is made and developed;
- appreciating broader international and comparative perspectives of law;
- dialogue on the role of law within a modern societal context and an appreciation of its continuing social and political importance;

- taking progressive responsibility for their own study through independent and guided research;
- developing key legal communication skills;
- developing legal research skills and e-resource search and IT techniques;
- the capacity for independent learning essential to continuing personal development.

1.6 Course registrations

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

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

Year one

Students will take the following mandatory courses:

Course Code	Course Title	Unit Value
LL1001	Public Law (Constitutional, Administrative and Human Rights Law)	1.0
LL1002	The Law of Contract	1.0
LL1004	The English Legal System, Methods and Legal Practice (Legal Skills)	1.0
CR1014	Introduction to Sociology	1.0

Year two

Students will take the following mandatory courses:

Course Code	Course Title	Unit Value
LL2001	Land Law	1.0
LL2002	Law of Torts	1.0
LL1003	Criminal Law	1.0

Students will then take Sociology modules up to the value of 30 credits from the following options

Course Code	Course Title	Unit Value
CR2014	Sociology of Contemporary Society	1.0
CR2011	Research Methods for Social Scientists	0.5
CR2012	Data Analysis for Social Scientists	0.5

Year three

Students will take the following mandatory courses:

Course Code	Course Title	Unit Value
LL3001	European Union Law (EU Law)	1.0
LL3002	Equity and the Law of Trusts	1.0

Students will then take option modules up to the value of two full units from a range of optional modules including

Course Code	Course Title	Unit Value
LL3004	Company Law	1.0
LL3005	Medical Law	1.0
LL3006	Advocacy and Court Practice	1.0

LL3003	Dissertation (Law)	1.0
CR3011	Dissertation (Sociology)	1.0
CR3001	Sociology of Health and Illness (1)	0.5
CR3002	Sociology of Health and Illness (2)	0.5
CR3003	Youth in Society- Deviance and Delinquency	0.5
CR3004	Youth in Society- Culture, Subculture and Transgression	0.5
CR3009	Race and Ethnicity	0.5
CR3015	Children, Society and Risk	0.5
CR3026	Lost in Music- The Sociology of Contemporary Society	0.5

2 Guidance on Hours of Study

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

It is important that you develop good study habits in your first year. These include having a scheduled day each week in the library or designated study area to do your set reading and seminar preparation, reading up-to-date issues of relevant journals to keep abreast of developments in the discipline, and developing strategies for efficient note-taking.

2.1 How to Study

The following notes are intended to help you study at university successfully. They do not cover everything that you might want to know about techniques of study: we want to keep them short enough for you to read quickly. But we hope that they make the process of learning and studying more efficient and more productive.

2.2 Lectures and Seminars

Lectures provide an introduction to a sub-field, topic, or issue. To get the most out of lectures it is important that you learn how to be an active listener. In particular, you should develop strategies for taking notes. You will not be able to take down every sentence the lecturer says, so you need to work out how to extract the relevant information and the gist of an argument. Some students develop their own short-hand, others type up their notes after a lecture to make sure they have fully absorbed the ideas. One particularly effective technique is to spend twenty minutes after the lecture re-reading the notes, putting them in order, and then formulating a couple of questions for the seminar.

Seminars are scheduled after a lecture and give students the chance to ask questions, offer up their own views, and give presentations (see 'Oral Presentations in Seminars', below). It is crucial that you prepare for seminars. Read through your lecture notes and do the set reading, come prepared with questions and ready to contribute to discussions.

3 Oral Presentations in Seminars

3.1 Why do tutors use oral presentations?

Oral presentations are the cause of a great deal of anxiety, so why do lecturers continue to require you to do them? There are quite a few good reasons...

- You learn more. Researching and presenting a subject usually results in better understanding and recall.
- Presentations given by members of your peer group can stimulate interesting discussions which are not tutor led. They

provide a chance for you to develop your own thoughts and ideas.

- It gives you the opportunity to practice giving presentations before you get into the 'world of work'. Many people have to make presentations at work. You can give yourself a head start in the relatively safe environment of the classroom.
- It gives the class someone other than the tutor to listen and respond to.
- If you are giving your presentation as a team, this gives you the chance to meet and work with other people, and enjoy the team effort of putting your ideas together.
- There is usually some flexibility in the topic you present. It is your chance to do something that interests you; if you're interested in the topic, your presentation will benefit!
- Unlike an exam, you can prepare more or less exactly and take all the materials in with you.

3.2 What makes a good oral presentation?

- It has to be **audible**. If the class cannot hear you, they are not going to pay attention. Looking up and making eye contact with people at the back of the room will help you project your voice. Try to reduce the amount of unnecessary noise around you; for example, if the classroom is by a busy road, it may be worth making sure all the windows are closed, at least for your presentation.
- **Talk to your audience** rather than reading your notes out. It will be far more interesting and far easier for them to follow.
- It has to be the **appropriate length**. Make sure you know how much time you actually have, and practice your talk beforehand against a clock. There is nothing worse than having to squash enough material for one hour into ten minutes. You do not necessarily have to talk non-stop; you can leave time for questions or discussion (people *will* ask questions if you make it interesting!).
- The content of your presentation needs to be **relevant** to the course and to your audience. Address your fellow students, not the tutor, and make sure the content is appropriate to their level of knowledge. If you want them to sit up and listen, make it directly relevant to their lives.
- Your presentation should have a clear **structure**. Your audience will quickly get lost if you jump around and do not make the structure explicit. Distributing a hand-out first with the outline of your talk will help your audience pick out your main points. It is helpful if you give 'sign posts' to the structure of your talk; for

example you could start by saying 'first, I am going to talk through some definitions of --

- and then discuss the role of --- within ---' and later: 'so, I've spoken about ---, now I'll go on to '

- Aim for a presentation style that **holds the attention of your audience**. Use understandable, clear language, OHPs, slides, hand-outs, questions and discussion. Look at the audience, make eye contact, smile, try not to fidget; ask the audience questions, or ask them to discuss a point.
- Use **clear hand-outs**. Provide hand-outs containing a summary of the presentation, follow-up reading, and any other crucial information. Make sure that your hand-outs are written/printed large enough, and that not too much information is squashed onto one side.
- If you are presenting in a **group**, make sure everyone is clear about their tasks and what they do when; you do not want three people all doing the same thing. Think about who will stand and sit where (and practice arranging the necessary furniture in the room beforehand). Groups give you the opportunity to divide the topic into sections, with each person presenting a section. Be careful however, that there is continuity and each part is relevant. Someone should give an introduction and a conclusion to hold the whole talk together.

3.3 Checklist

Try answering the following questions to help you clarify what you are going to do. Add any questions that will help you:

- How long have I got?
- What do I need to include in order to cover the topic?
- Where can I find out information?
- Have I cut out everything which is not relevant?
- Is the structure clear?
- What hand-outs do I need?
- When and how will I use them?
- What activities can the group take part in?
- Can I present from my notes without reading word for word?

3.3.1 Before the presentation

- Have I got the hand-outs in the right order?
- Have I got my notes to refer to?

3.3.2 During the presentation

- Take a deep breath
- Relax and smile!
- Do not hide behind the projector
- Do not read out the notes
- Talk to the back of the group, so your voice carries
- Look at your audience
- Do not rush through
- Give the opportunity to ask questions/clarify issues
- Be flexible; if your audience do not understand be prepared to rethink
- If someone throws in a question you are not entirely sure about, open it to group discussion.

This is the topic you have researched; relax and enjoy telling the rest of the group. If you are enthusiastic, it will come across.

3.3.3 After the presentation

For assessed work, you will be given formal written feedback by your tutor, but it is important to ask yourself, and ask a fellow student who saw the presentation, the following questions:

- What were the strengths of my presentation?
- Did the hand-outs work well?
- Did the group participate in/enjoy the activities?
- Could I be heard? Did I hide? Did I make eye contact?
- What were the weaknesses of my presentation?
- What could be improved for next time?

Remember – relax, smile and have fun!

3.4 Guidelines on Oral Presentation and Group Work

Summative group work and summative oral presentations are to be treated as any other piece of summative work and as such in the absence of extenuating circumstances will be subject to the undergraduate regulations

relating to a repeat of the course or resit of the assessment in accordance with the conditions for progression.

All students are required to attempt and complete summative oral presentations or group work unless a student has adequately documented extenuating circumstances.

Where a student has genuine learning needs that have been recorded with the university's disability and dyslexia service and which prevents that student from attempting or completing the summative oral presentation or group work, these should be notified in writing to the course convenor prior to the assessment. The course convenor will then offer the student an alternative means of completing the assessment, which still meet the learning outcomes for the course.

4. Essay Writing

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

- that you have knowledge of a particular area of study including concepts, debates and issues, and research evidence that affect the issue;
- your systematic comprehension of what is known, by putting the knowledge in your own words in an intelligible way;
- that you can critically analyse the material under consideration, dissecting arguments in a systematic and balanced way;
- once you've taken apart other perspectives, you can synthesise those perspectives by putting them together again in a fresh way, looking at the connections and gaps between differing views;
- finally that you can evaluate the material in terms of its internal coherence, its links with other perspectives and views, and in relation to your own experiences and views. This will help you to give an account of how you have weighed things up, and why you've done so in the ways that you have.

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

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

4.1 Essay Writing

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

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

Understand – ensure that you know what the question is asking you to do.

E.g. 'analyse', 'evaluate', 'critique', 'synthesise' etc.

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

4.2 The Dissertation

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

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

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

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

4.3 Choice of Dissertation Topic

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

4.4 The Dissertation Supervisor

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

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

4.5 Presentation of Essays and Dissertation

4.5.1 Presenting your Work

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

- Your candidate number, this can be found on the 'study' tab of Campus Connect
- The course code, for e.g. LL1001.
- The essay title.
- Course tutor.

- Date of submission.
- Final word count.

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

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

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

5. Referencing

All assignments for Law modules must be referenced using the OSCOLA referencing system. All assignments for Sociology modules must be referenced using the Harvard referencing system.

A quick guide to OSCOLA

For a more detailed guide to OSCOLA please see the libguide for law or download the pdf from:

http://www.law.ox.ac.uk/published/OSCOLA_4th_edn.pdf

General points to remember:

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

Bibliography

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

Referencing the bibliography

Primary Sources

Cases

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

With neutral citation

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

R. v Coulson [2013] EWCA Crim 1026, [2014] 1 WLR 1119

Without a neutral citation

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

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

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

R. v Coulson [2013] EWCA Crim 1026, [2014] 1 WLR 1119 [7]-[10]

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

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

Giggs v News Group Newspapers Ltd [2012] EWHC 431 (QB). [2013] EMLR 5 [5] (Tugendhat J)

Statutes and Statutory Instruments

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

Human Rights Act 1998

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

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

The Energy Efficiency (Eligible Buildings) Regulations 2013, SI 2013/3220

EU Legislation and cases

Official notices of the EU are carried in the Official Journal of the European Union, known as the OJ.

Legislation Title | [year] | OJ series | Issue/first page
Consolidated Version of the Treaty on European Union [2008] OJ C115/13

Regulation, Directives, Decisions, Recommendation and Opinions are cited by the legislation type, number and title, followed by publication details.

Legislation Type | number | title | [year] | OJ issue/first page
Council Regulation (EC) 139/2004 on the control of concentrations between undertakings (EC Merger Regulation) [2004] OJ L24/1, art 5

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

Case number | *case name* | [year] | report abbreviation | first page
Case C-176/03 *Commission v Council* [2005] ECR I-7879

European Court of Human Rights

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

Case name | (year) | volume | law report | page number

Omojudi v UK (2010) 51 EHRR 10

Secondary Sources

Books

Give the authors name as it appears in the book, first name and then surname. Put the title in italics and capitalize any of the important words. All the information you need to cite a book can usually be found on the title page. Only cite an e-book if it is the only version available.

Author, | *title* | (additional information, | edition | publisher | year)

Jonathan Herring, *Criminal Law: Text, Cases, and Materials* (7th edn, OUP 2016)

Encyclopedias

Cite an encyclopedia like you would a book, but exclude the author or editor, and publisher.

title | (additional information, | edition | year)

Halsbury's Laws (5th edn, 2010)

Journal Articles

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

author, | 'title' | [year] or (year) | volume | journal name or abbreviation | first page of article

Paul Craig, 'Theory, "Pure Theory" and Values in Public Law' [2005] PL 440

Or

Alison L Young, 'In defence of Due Deference' (2009) 72 MLR 554

Online Journals

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

author, | 'title' | [year] or (year) | volume/issue | journal name or abbreviation | <web address> | date accessed

Graham Greenleaf, 'The Global Development of Free access to Legal Information' (2010) 1 (1) EJLT < <http://ejlt.org/article/view/17/39>> accessed 20 November 2014

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

The Harvard Referencing System

The table below identifies the formats for different types of sources using Harvard.

Source material	Permutations	Harvard
-----------------	--------------	---------

Book	1 author	<p>Bibliographic reference:</p> <p>Author, A. (Year of publication) <i>Title of Book</i>. Place of publication: Publisher.</p> <p>Denney, D. (2013) <i>Risk and Society</i>. London: Sage.</p> <p>In-text citations:</p> <p>As discussed in Denney (2013)</p> <p>...the nature of risk in modern society (Denney, 2013)</p>
	2 +authors	<p>Bibliographic reference:</p> <p>Author, A. and Author, B. (Year of publication) <i>Title of Book</i>. Place of publication: Publisher.</p> <p>Crawford, A. and Newburn, T. (2003) <i>Youth Offending and Restorative Justice</i>. Cullompton: Willan.</p> <p>In-text citations:</p> <p>As discussed in Crawford and Newburn (2003)...</p> <p>...young offenders (Crawford and Newburn,</p>

	<p>Edited book</p>	<p>Bibliographic reference:</p> <p>Editor, A. and Editor, B. (eds.) (Year of publication) <i>Title of Book</i>. Place of publication: Publisher.</p> <p>Lee, R. and Stanko. E. (eds.) (2005) <i>Researching Violence</i>. London: Routledge.</p> <p>In-text citations:</p> <p>...as explored by Lee and Stanko (2005)</p> <p>...the difficulties in studying violence are numerous (Lee and Stanko, 2005)</p>
	<p>Book chapter</p>	<p>Bibliographic reference:</p> <p>Author, A. and Author, B. (Year of publication) 'Title of chapter' in Editor, A. and Editor, B. (eds.) <i>Title of Book</i>. Place of publication: Publisher, pages from and to.</p> <p>Bury, M. and Gabe, J. (2006) 'Television and medicine: Medical dominance or trial by media?' in Kelleher, D. Gabe, J. and Williams, G. (eds.) <i>Challenging Medicine</i>. London: Routledge, pp.</p>

Journal articles		<p>Bibliographic reference:</p> <p>Author, A. (Year of publication) 'Title of article', <i>Title of Journal</i>, Volume (Issue), page from and to.</p> <p>Beck, U. (2000) 'The cosmopolitan position: Sociology of the second age of modernity', <i>British Journal of Sociology</i>, 51(1), pp. 79-107.</p> <p>In-text citation:</p> <p>...The 'sociology of the second age' (Beck, 2000)</p> <p>...Beck (2000) argues that...</p>
Newspaper articles		<p>Bibliographic reference:</p> <p>Printed newspaper article:</p> <p>Author, A. (Year of publication) 'Title of article', <i>Title of Newspaper</i>, Day and Month, page(s).</p> <p>Adams, A. (2015) 'House moves driven by school places', <i>The Guardian</i>, 2 September, p. 9.</p> <p>For online newspapers, you should also insert the URL and date accessed:</p> <p>Crierson, J. (2015) 'UK terrorism arrests hit record'</p>

Web pages		<p>Bibliographic reference:</p> <p>Organisation (year) <i>Page title</i>. Available at *insert URL* (date accessed).</p> <p>Office for National Statistics (2013) <i>Full report – Women in the labour market</i>. Available at http://www.ons.gov.uk/ons/dcp171776_328352.pdf</p> <p>(Date accessed 31/01/15).</p> <p>In-text citation:</p> <p>A report produced by the Office for National Statistics (2013) has drawn attention to...</p> <p>Please note that if the webpage has a named author then they should be listed instead of the organization.</p>
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Example Bibliography

Texts

Ministry of Justice. (2011) *Youth Justice Statistics 2009/10: England and Wales*, London: HMSO

Morgan, R. and Newburn, T. (2007) 'Youth Justice' in Maguire, M. Morgan, R. and Reiner, R. (eds) *The Oxford Handbook of Criminology*, Oxford: Oxford University Press.

Newburn, T. (2007) *Criminology*, Cullompton: Willan Publishing.

Websites

Howard League. (2012) *Preventing deaths in custody by fewer arrests*. [online] Available from: <http://www.howardleague.org/francescrookblog/preventing-deaths-in-custody-by-fewer-arrests> [Accessed 19 December 2012]

Justice. (2012[a]) *Disposals*. [online] Available from: <http://www.justice.gov.uk/youth-justice/courts-and-orders/disposals> [Accessed 19 December 2012]

Justice. (2012[b]) *Youth custody data*. [online] Available from: <http://www.justice.gov.uk/statistics/youth-justice/custody-data> [Accessed 19 December 2012]

It is worth spending time in earlier pieces of written work getting this system right. Once you get into the habit of always using the same style of referencing, it will feel automatic and quite straightforward.

An excellent and comprehensive guide to referencing has been produced by the Library of Imperial College, University of London: *Citing and Referencing: Harvard Style*, which we would strongly encourage you to read and follow for more detailed advice. It can be accessed at: https://workspace.imperial.ac.uk/library/Public/Harvard_referencing.pdf#howto

Illustrations

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

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

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

Using the Internet

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

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

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

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

4.1 Planning your essay

Many people go wrong when planning essays because they assume they need to read a lot before they start to plan. The problem with this is they rapidly acquire a lot of information which is very difficult to organise, and the more they read, the worse it gets! A way of approaching your essay that avoids this problem is to follow the sequence below.

1. Analyse the title: what does it *require*?
2. Find out the *essential* information; check any words in the title you do not understand in a general reference book like an encyclopedia or a reference text for your discipline.
3. Start to plan the structure of your essay. You should see what the question needs you to put in your essay. Then when you do start to read in earnest, your reading will be much more focused.

Some ways of starting to structure your essay could include:

- talk the title through with a friend (but be careful to ensure that the final work is your own and that you do not collude preparing and writing the essay)
- talk it through to yourself
- start to write (but remember that at this stage, you will need to be prepared to scrap most of what you're writing)
- draw a 'mind map'. Write the main areas of your essay in the centre of a large sheet of paper. 'Brainstorm' ideas connected with them, drawing in lines to show how they connect, and annotating the connecting lines. Add more ideas in bubbles as they occur to you, till you have a map of your essay, with all the ideas linked.
- draw a 'flow diagram', which is a series of boxes connected to one another, with a stage of your argument in each box.

You could try all these things; you can try them in any order. You can also repeat them at a later stage if you feel your essay is going off the rails a bit.

As you plan, start thinking about:

- what areas are very complex
 - what areas need developing more
 - what areas need an example or illustration
 - what areas need references
4. The next stage is to read, because you should be much clearer about what you need to find out from the texts. This will save you a considerable amount of time and make your reading much more effective. Because you are searching for something specific, you are more likely to recognise it when you find it. Do not spend too long reading. Make sure you allow time for writing the essay. People probably learn as much from the process of writing as they do from reading, as it's the time you really make sense of the new ideas.
 5. You are ready to write a draft essay now. First though you may need to re-plan it in the light of your reading. Changing your plan is fine, as it proves you have learnt from the reading! When you are drafting, it is more important to write *something* than to get it perfect. If there are any real tangles, leave them for the time being; they may be clearer later.
 6. Revise your draft and be quite ruthless in editing if necessary.

7. When you are happy with the content of your essay (or when you have run out of time!) make sure you proof-read your essay. This is very simple, does not take very long, but is polite to the marker, shows you care about your work, and it can positively influence the mark you get!

Proof-reading should focus on the following:

- Spelling: Sit down with a dictionary and a ruler and work through your essay line by line backwards, starting at the end, using the ruler to focus on each word. If you are word processing, use a spell-check. Even so, you will need to check your essay for 'typos', such as 'fro' instead of 'for' and 'form' instead of 'from', which your computer will not spot.
- Punctuation: Read the essay aloud, slowly, as if you were giving a speech. In particular check for mistakes with apostrophes and run on sentences.
- Favourite errors: Most of us have words that we always spell wrongly and perhaps other 'favourite' errors as well. Compile a list of your personal ones to use when you proof-read.

8. Hand your essay in ... on time!

4.1.1 Writing introductions

Your introduction can be written last of all. There are several ways you can approach an introduction:

1. 'This is what I'm going to tell you...'

Your introduction can be a 'map of the essay' for the reader. This means you will list the key stages of your essay, so your reader knows what to expect in what order. This is particularly useful for longer assignments, as it prepares the reader and helps them to follow your arguments.

For example: This essay will describe the arguments around X, and evaluating the evidence for and against it. The approach taken will be predominantly A, but will also include consideration of the perspective B and C. A review will be undertaken of the effects of X in the context of M and L, and conclusions based on the recent research in this area published by Z.

2. 'Statement of Argument'

Your introduction can be a summary of your main point, i.e. a

'thesis statement'. In a short essay this can be a sentence or two. For example: In this essay I will argue that X is Y. My evidence for this is A, B, and C. The counter-evidence offered by P, I will show is inconsistent with P's later claims. I will demonstrate that when X is treated as Y, it can be applied in effectively and efficiently in context O.

3. 'Why is this an interesting question?'

You can use the opening paragraph to discuss why this is a worthwhile question to ask and to answer. This is a sophisticated opening, showing the extent to which you understand the context of the question. For example: The question of X has attracted considerable controversy recently. This is because of Government Acts 1 and 2, passed in 2014. Changes in the context have also focused attention on X, and with current changes in the distribution of funding, the role of X in society is becoming increasingly significant.

There is no reason why, for a longer essay of 5000 words or more, you should not use all three of these introduction styles. The best order is probably: 2 (statement of argument / abstract), 3 (why this is an interesting question), and then 1 (this is what I am going to tell you). For shorter essays, choose one, or reduce them all to a sentence or two.

4.1.2 Writing Conclusions

Many students find conclusions difficult. Again, there are several models you can choose from:

1. 'This essay has demonstrated ...'

This is probably the simplest way to finish your essay (and the one most people opt for in exams). You simply summarise the content of your essay, drawing attention to your main points. The disadvantage with this is that for a relatively short essay, your reader will probably still remember what you told them; it adds little to your essay, it's just a way of stopping! However, if your essay is longer than perhaps 4,000 words, it is always worth including a short summary. The reader can refer to it if they have missed any of your main points. For example: This essay has discussed X, Y, and Z.

2. 'In response to the question...'

If you have so far described the arguments for and against a particular point of view, you can use the conclusion to give your own perspective and explain why you hold it. You need to be careful,

because the conclusion is not a good place to introduce new information. It's better to evaluate information you have already given earlier in the essay. If you find yourself tempted to introduce new ideas, you can go back and build them in to your essay. For example: There are strong arguments supporting X and Y. However, the arguments for Z perhaps carry more weight. This is suggested in particular by factors A, B and C.

3. 'Where this essay could go next'

When someone completes a research paper, they usually end by suggesting what the next person to do research in that area needs to look at. This again is a sophisticated ending, to be used if you are fairly confident about the topic you are writing about, but to be avoided otherwise, because it can also expose what you don't know!

To use this approach in your essay, you could identify 'gaps in current knowledge', for example: Although there is considerable knowledge about A, and its effect on B, there is as yet little information about the effect of A on C, particularly from the perspective of D. Until more is known about this area, conclusions must remain tentative.

Again, you might choose one of these endings for a shorter essay, and a combination of several, or all of them for a longer piece of work, like a dissertation.

4.1.3 Tips on the content

- As we have discussed already, an argument (i.e. a point of view), a claim, or an attitude you want to support/prove/explain should be at the centre of your essay. Try to keep the focus on your argument throughout your essay. Do not get sidetracked or wander off the main point.
- Be aware of other points of view. You only have to think about the different beliefs people held 100 years ago, or that people from different cultures hold, to realise that different points of view can be held on absolutely everything. You need to acknowledge this diversity and comment on why you hold the view you do. Use appropriate examples and illustrations to support your points. These really help to give weight to your ideas.
- Identify relations between different facts/ideas; make comparisons, point out contrasts and draw analogies as appropriate.
- Give your evidence, and weigh it up, pointing out any flaws or ambiguities in it.

- Try to keep every sentence you write relevant to the overall direction of your essay. This is very hard at first, but it gets easier with practice.

4.1.4 Tips on style

- Avoid the use of 'I', 'me', 'my' etc.
- Use appropriate terms and linguistic structures to signal the stages in your argument, for example, 'however', 'despite the fact that', 'an additional example is', and so on. This is called *signposting*, and helps your reader to follow your reasoning processes.
- You will not be expected to write like a professor in your discipline after only a year or two studying it in higher education, so do not worry if your essays do not read like your text books or journal articles. However, you should be trying to use the appropriate vocabulary: it may be helpful to start a checklist of the words associated with a certain topic, together with short definitions.
- Writing a good academic essay will probably require you to learn a new way of presenting information. The important thing is that you are clear, relevant, and don't make generalisations you cannot support, either with quotations or with other evidence. You should also look at the relevant section in the departmental handbook on referencing.

4.1.5 Self-assessment sheet

Self-analysis and self-assessment is the best – perhaps really the only - way to improve your work. The checklist below is for your personal use; you do not have to show it to anyone else.

Checklist for essay self-assessment

Content

- Background reading
- Understanding of topic
- Understanding of theoretical issues

Presentation

- Proof reading
- Sentence structure
- Spelling

- Relevance of answer to question
- Introduction
- 'Thesis' statement
- Clear argument
- Original thought
- Use of appropriate evidence
- Analysis and evaluation
- Conclusion
- Cohesion (flow, pointing out connections between stages of argument)
- Paragraph structure (length, organisation)
- Appropriate use of terminology
- References and bibliography
- Neatness/attractiveness of work

Further reading

K. Williams, *Writing Essays* (Oxford: Oxford Brookes, 1995)

K. Williams, *Study Skills* (London: Macmillan, 1989)

E. Chambers and A. Northedge, *The Arts Good Study Guide* (Milton Keynes: Open University, 1997)

Submission deadlines

All submissions for Criminology are due in on **Wednesday before 12:00pm**, all submissions for Law are due in on **Thursday before 12.00pm**. Please see below for a list of deadlines. All work must be submitted to Moodle before the deadline, any work submitted after the deadline will be subject to a late penalty (please see the undergraduate handbook for information about penalties.)

First year deadlines

Subject	Type of Assessment	Title Hand Out Date	Hand In Date
Introduction to Sociology	Formative	N/A	25/10/17
	Summative	N/A	7/2/18
Public Law	Formative	16/10/17	7/11/17
	Summative	6/11/17	5/12/17
Contract Law	Formative	23/10/17	14/11/17
	Summative	27/11/17	16/1/18
ELS and Method	Formative	2/10/17	24/10/17
	Summative 1	6/11/17	5/12/17
	Summative 2 (oral)	8/1/18	6/2/18
	Summative 3	19/2/18	27/3/2018

Personal Advisor Sessions

Please note that all personal advisor sessions are compulsory.

FIRST YEAR

Autumn Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 18 th September 2017 (Welcome Week)	Personal Tutor Meeting (Individual Meeting)	Settling In and Managing Your Workload	Personal Tutor	Personal Tutor's Office
w/c 20 th November 2017	Personal Tutor Meeting	Making the Most of Feedback	Personal Tutor	Personal Tutor's Office
w/c 8 th January 2018	Personal Tutor Meeting (Individual Meeting)	End of Term 1 Progress Review	Personal Tutor	Personal Tutor's Office

Spring Term

Date	Type of Session	Provisional Topics	Session Leader	Location
w/c 6 th February 2018	Personal Tutor Meeting	Discussing Option Choices	Personal Tutor	Personal Tutor's Office Personal Tutor's Office
w/c 23 rd April 2018	Personal Tutor Meeting (Individual Meeting)	End of Year Review	Personal Tutor	Personal Tutor's Office

NB Please See Your Timetable for Separate CeDAS Programme of Academic Skills Sessions

1.1 Outline of First Year Personal Adviser Sessions

18th September 2017: Settling in and Managing your workload

Students often find it difficult to manage their workload. During this tutorial, students will discuss the nature of undergraduate study and develop strategies for better workload management. Your personal tutor will ask about forthcoming deadlines and how you'll go about structuring your time to meet them. Discussion may then turn to the reading for this week, available on Moodle: what are the problems involved in 'getting started' with writing?

20th November 2017: Making the Most of Feedback

In this session students will enter in to a dialogue with their Personal Adviser about the purpose of feedback, the various methods of feedback offered across their programme and how to make the best of feedback. In particular how to use feedback to 'feed forward' in to their next piece of assessment by recognizing expected standards, goals and marking criteria. This is also an opportunity for students to discuss any formative feedback received to date and strategies to help move from their current performance to their desired performance.

Week commencing 8th January 2018: One to One Progress Review

The final meeting of the term with your personal tutor will be a personal progress review. You should come to this meeting with a selection of marked essays and feedback sheets so that you can discuss your progress. Before the meeting with your personal tutor, it would be useful for you to re-read the feedback you have received on your essays so far in order to determine whether markers are highlighting similar points – if so it would be useful for you to prioritize focusing on these. During this meeting, your personal tutor will ask you how you have found the first term and whether you have set yourself any particular areas to develop for the next term. These will depend on you and your progress to date but might include essay writing, referencing or managing your workload, for example.

Week Commencing 6th February 2018: Discussing Option Choices

This session is an opportunity for students to discuss with their personal tutor the option subjects available for students to take and to ask any further questions arising from option information sessions/materials.

Week Commencing 23rd April: End of Year Review

This session is a further opportunity for you to discuss with your personal adviser any issues that have arisen during the year which may have affected your academic

performance and how these can be addressed for the next academic year. This is also an opportunity to review your performance based on your grades to date. It is important that you attend one of these sessions which will be scheduled throughout the week.

