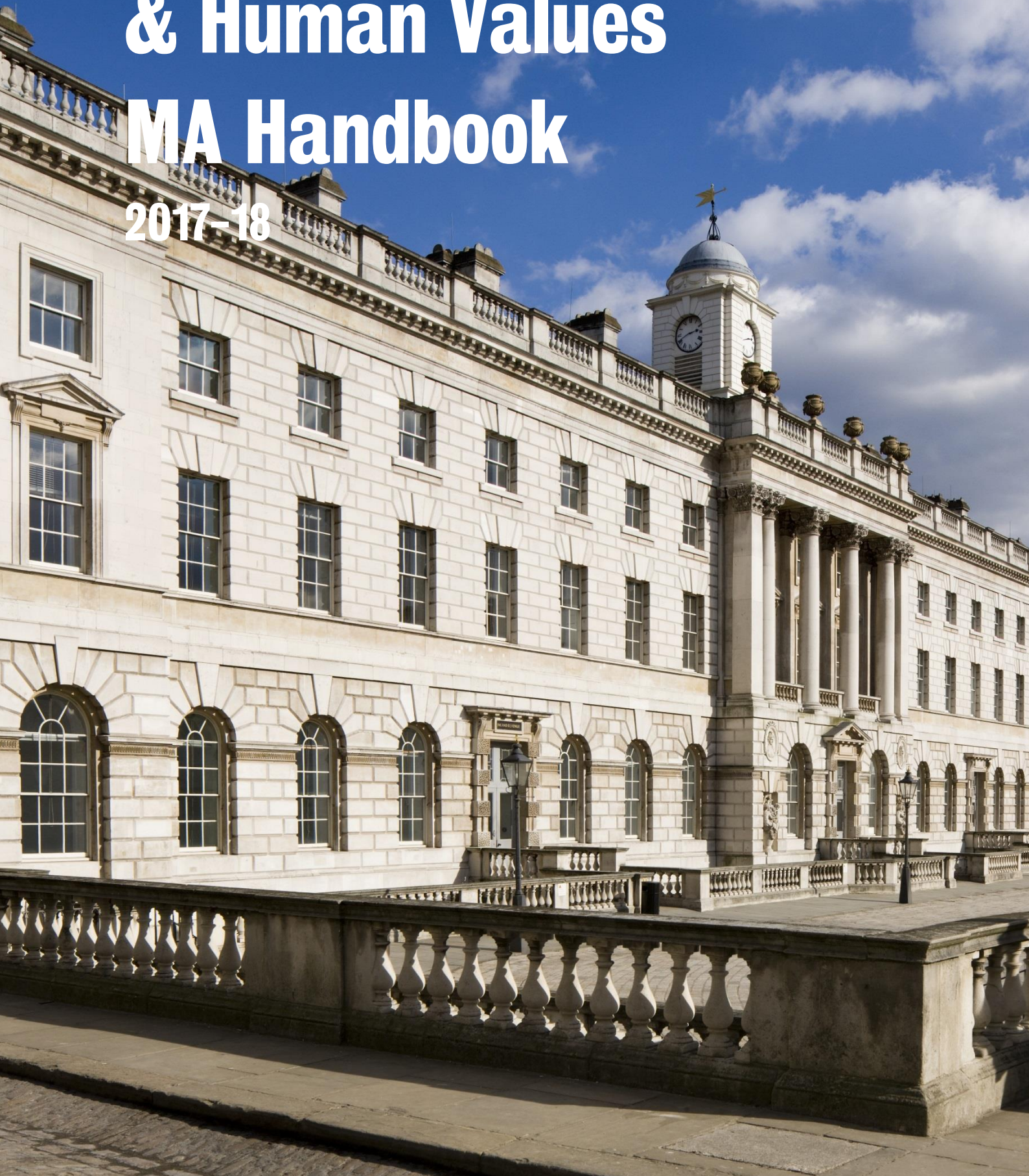


Global Ethics & Human Values MA Handbook 2017–18



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1. How to use this handbook

This handbook contains essential information to guide you through the next year as an MA student at The Dickson Poon School of Law. We expect you to read this guide from cover to cover, as it contains information you must be familiar with. We will refer to it in our correspondence with you and when dealing with any issues that may arise throughout the year.

While the information contained in this handbook is believed to be correct at the time of publication, it may change during the course of the year. Any updates will be communicated to you by email. Please check your King's email account regularly.

This handbook is divided into three sections. Section 2 is dedicated to university-wide information and policies, section 3 to information specific to The Dickson Poon School of Law, and section 4 to information about the MA in Global Ethics and Human Values. All hyperlinks in this document are clickable, including those on the [contents page](#). In addition, each page has a link at the top right side which you can click to return to the contents.



2. The university at a glance

In this section you will find links to essential information about King's College London. If you are looking for a specific policy that is not listed below, you can perform a search on our Governance Zone website: <http://www.kcl.ac.uk/governancezone/index.aspx>

Much of the information below is also accessible on the university's "MyHandbook" pages, which we recommend you familiarise yourself with. They are accessible here: <https://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/index.aspx>

2.1 University policies

The King's Student Charter can be accessed at:

<http://www.kcl.ac.uk/governancezone/Students/Student-Charter.aspx>

The university's Statement on Equality and Diversity can be found at:

<http://www.kcl.ac.uk/governancezone/GovernanceLegal/Equality-and-Diversity-Statement.aspx>

Please refer to our policy regarding harassment, bullying and discrimination at:

<http://www.kcl.ac.uk/governancezone/Students/Bullying-and-Harassment-Guidance.aspx>

Furthermore, with more than a third of women reported that they have suffered unwelcome advances in the form of groping and touching (NUS, 2014), concerns about the normalisation of sexism and sexual harassment have been raised at university campuses across the country.

It Stops Here is a collaborative campaign by King's and KCLSU to build a safe and inclusive environment where sexual harassment is never acceptable. We're asking everyone to do something, big or small, to help us.



Take the pledge now and commit to one of our events, workshops or active bystander tips to join us in saying [It Stops Here](#).

A page outlining the procedure and policy concerning student complaints is online at:

<http://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/complaints.aspx>

2.2 Learning and teaching

The university's strategic plan is available at:

<http://www.kcl.ac.uk/aboutkings/strategy/index.aspx>

Programme specifications for all academic programmes on offer at the university are located at:

<http://www.kcl.ac.uk/aboutkings/quality/academic/prog/specs/law/index.aspx>

While the LLM is in principle a taught degree rather than a research degree, situations may arise in which you will be required to conduct research. Information about research ethics,

research support and a core code of practice, is available at:

<http://www.kcl.ac.uk/aboutkings/quality/academic/myhandbook/research.aspx>

2.3 Regulations, assessment and feedback

All programmes of study have to abide by the general university regulations and policies.

General academic regulations can be consulted here:

<https://www.kcl.ac.uk/aboutkings/governance/regulations/index.aspx>

The School of Law's marking process will be discussed in more detail further on in this handbook. The university's general policy on marking is available at:

<http://www.kcl.ac.uk/aboutkings/quality/academic/assessment/marking.aspx>

The MA programme utilises marking model 2: Double Marking by Retrospective Sampling for all taught modules, with a number of exceptions that are marked according to model 3 (double marking). Dissertations are marked according to model 3.

Information about mitigating circumstances, as well as forms for requesting extensions or notifying of absence for an exam, can be found at:

<http://www.kcl.ac.uk/aboutkings/quality/academic/assessment/mitcir.aspx>

Access our policy on student misconduct at:

<https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/Misconduct.aspx>

Find information about appealing a decision of the Assessment Board at:

<https://www.kcl.ac.uk/aboutkings/orgstructure/ps/acservices/conduct/Progression-Appeals.aspx> and the appeal form at <http://www.kcl.ac.uk/governancezone/Students/Appeals-Stage-One-Appeal.aspx>

Our policy on providing students with feedback on their written assignments, and what is expected of both students and staff, is located at:

<http://www.kcl.ac.uk/aboutkings/quality/academic/assessment/marking.aspx>

2.4 Student support & disability

The university offers an extensive range of services in order to support our students. Please follow the following links to obtain more information about the different services available.

Health Services

We ask students to please register with a doctor (GP) as soon as possible, if you have not already done so. You are eligible to register with the King's NHS Centre if you live within the university catchment area. For more information visit:

<https://www.kcl.ac.uk/campuslife/services/health-new/index.aspx>

Disability and dyslexia support

If you have a disability, or think you have an undiagnosed disability which may impact on how you study, you should contact the Disability Advisory Service as soon as you enrol to discuss possible support strategies, such as a King's Inclusion Plan which can outline your year's study and any necessary provisions and dispensations from the beginning. There are also Disability Advisors based in individual schools. Please consult:

<http://www.kcl.ac.uk/campuslife/services/disability>

Counselling

Confidential psychological counselling is available on each campus to help you with any personal or emotional problems. The aim of the service is to provide a regular time and space in which you can explore and understand the nature of your problem along with associated feelings, thoughts and behaviour. If at all possible, it is a good idea to discuss any problems at an early stage. For more information, see:

<http://www.kcl.ac.uk/campuslife/services/counselling/index.aspx>

Accommodation

The university may be able to offer assistance with regard to accommodation. Consult:

<https://www.kcl.ac.uk/study/accommodation/index.aspx>

Study abroad

As part of King's Worldwide, the Study Abroad team identify, promote and facilitate new opportunities for study abroad and placement activities, for both incoming and outgoing students, including those participating in bilateral agreements and the Erasmus programme. To learn more about their work, go to:

<http://www.kcl.ac.uk/study/abroad/index.aspx>

Child care

The university offers advice on child care, which can be found at:

<http://www.kcl.ac.uk/campuslife/services/student-advice-support/how/parents/childcare.aspx>

Student funding

The Student Funding Office here at King's offers confidential advice to both prospective and current students covering issues such as bursaries, scholarships, grants, tuition fees, living expenses, student loans and other financial help available at King's to assist you, and we would encourage you to contact our staff if you have any queries, before or during your studies. You can find them at:

<http://www.kcl.ac.uk/campuslife/services/stufund/index.aspx>

Pastoral care

All major world faiths are represented at King's. Your rights, beliefs and views are fully respected and provision is made for you to practise your faith if you have one. See:

<https://www.kcl.ac.uk/aboutkings/principal/dean/pray.aspx>

International Study Support

Student Advice & International Student Support wish to extend a warm welcome to all international students. They are here to provide additional support in the form of immigration advice and orientation sessions, as well as assistance with all welfare-related topics which may affect you during your time in the UK. Find them at:

<http://www.kcl.ac.uk/campuslife/services/student-advice-support/how/intlstudentsupport/index.aspx>

Health and safety

Health & Safety services offer information, as well as training. See what they do at:

<https://internal.kcl.ac.uk/about/ps/safety/index.aspx>

KCLSU (King's College London Students' Union)

Every student at King's is automatically a member of KCLSU. Together with their members they are a union of students where individuals connect, have fun, build communities, share experiences, and make change. They can also assist with practical matters of student life, such as advising on appeals or obtaining a deferral for an assignment.

Visit <http://www.kclsu.org> for more information

English Language Centre

The ELC supports all King's students with a range of free courses that run throughout the academic year. Support includes:

- Improving your English
- Study skills
- Academic writing
- Presentation skills
- Referencing
- Plagiarism awareness

We encourage you in particular to make use of the English Language Centre when writing and researching your dissertation. See www.kcl.ac.uk/elc

2.5 Your King's IDs

You have a range of King's usernames and IDs, which serve different purposes:

1. **Student number:** e.g. 1712345. (found on your KCL student card)

This number typically begins with the last 2 digits of the year you enrol at King's i.e. 2017. This is how you are recognised on the university database and records, and you should include this number in your correspondence to staff.

2. **K number:** e.g. k1234567

This is your IT login which gives you access to IT services such as desktops, student records and KEATS. You should **not** use this number in any correspondence to staff.

3. **Candidate number:** e.g. Y12345 (published on student records in semester 1)

This is the ID you must include on all your assessment submissions/exam papers. It is a 5-digit number preceded by a letter which **changes annually**. You must never write your name on your assessments which are submitted for your degree, using this number instead. Using this number ensures that your work will be marked anonymously.

2.6 Library services and IT

Library Services and IT Services work together to provide you with the information resources, IT facilities and support you need during your time at King's. Libraries are located at all the main campuses and provide information resources relevant to all the subjects taught locally. The Enquiry desk team are available to offer guidance on all services, including help using the student computing facilities. Visit the [Library Services](#) and the [IT Services](#) pages to find out more.

You can contact the IT Service Desk by email 8888@kcl.ac.uk or telephone 020 7848 8888. Make sure to have your K-number ready when contacting them. If you are able to provide a screenshot to support email enquiries, this would assist the IT Service Desk team in resolving any issues.

Please note students in debt to the university will have their IT services suspended until payment is received.

Student computing rooms are available at [each campus](#) across King's. All the machines are connected to printers. You will find two types of workstation in a Student Computing Room:

Campus Desktop workstation

Access all the specialist subject applications and software and your own personal file store.

Global Desktop workstation

Log in directly to your personalised Global Desktop (on Global Desktop, see below). Please note: not all specialist applications are available on the Global Desktop. A list of applications that can **only** be accessed from the Campus Desktop is available in student computing rooms. Signs in the room will tell you which PCs are Global Desktop workstations.

Login access to both the Campus Desktop and Global Desktop workstations is via your King's username and password. The Desktops are synchronised so that when you save a work file in your Campus Desktop 'My Documents' folder, you can access it again from the Global Desktop when you log in via the internet.

King's Global Desktop

The Global Desktop allows you to use software and to access your personal files and documents from any computer with an internet connection. Software available on the Global Desktop includes: SPSS, Endnote and specialist departmental software.

You can log on to [King's RemoteApp](#) using your K number and password. You will be presented with a standard Windows desktop. Click on the 'My Documents' folder to get into your file store. When you connect to the Global Desktop for the first time, you will be prompted to install a browser plug-in (if using a pc) or to install a software package called Citrix Receiver (if using a Mac). Before using the King's RemoteApp, we recommend that you read the user guide, available at the [King's IT page](#).

Wireless network

A high-speed and secure [wireless network](#) called Eduroam is available to all King's email account holders and to visitors from organisations that participate in the Eduroam and JANET Roaming schemes. Eduroam is a wireless network which allows users at King's and any participating organisation to log in using the same username and password that they would use at their home organisation. It is available to King's users visiting other participating organisations which include a large number of UK universities and abroad.

2.7 Student records

[Student Records](#) is a web-based service that allows students to manage their personal information, enter their module selections and view their results once published. Please make sure that your information is up to date at all times.

All postgraduate students obtain automatic access to Student Records upon joining King's. Use your K-number to [log in](#).

2.8 Student Services

Student Services are an integral part of our Customer Services team and is located in four of our [Library sites](#): The Franklin-Wilkins Building, Maughan Library, New Hunt's House, and the Weston Education Centre.

[Student Services Enquiry Desks](#) provide the first port of call for all student information, advice, and guidance. The Student Services team take pride in providing information and supporting students to help them successfully navigate through their studies.

They also provide students upon request with documentation such as confirmation of studies letters and records of agreed results.



3. The Dickson Poon School of Law

3.1 Welcome from the Dean

Welcome to The Dickson Poon School of Law and to King's College London. The year ahead is going to be very exciting, not least because you have joined us and are now part of our academic community. New course offerings have been developed. Conferences and special lectures have been planned. And our magnificent Somerset House has been transformed into a fitting home for the School of Law.

The Dickson Poon School of Law is a great law school by any measure. We are known as an institution that cares about our students, about the excellence of our teaching and about the quality of your educational experience. We work hard every year to make our engagement with you better, more rigorous, more stimulating. Education at King's is a partnership. We look to you to share our commitment to the pursuit of excellence in research, teaching and learning.

It is the School's deepest wish that your time at King's is exciting, challenging and remembered warmly. This is precisely what this community has achieved with thousands before you. The School of Law is a friendly place where you are encouraged to learn, to develop friendships that will last a lifetime and to grow in all the ways that matter.

You are now a part of the King's Law community that extends, through our alumni network, from the Strand Campus to all corners of the globe. As we take pride in the excellence that King's has manifested for almost two centuries, we also always ask who we as a community should strive to be. As a member of our community, we ask – through your feedback and engagement with our forums, student societies, mootings and other extra-curricular activities – that you actively contribute to its development.

Our times from the local to the global are challenging and much will be asked of law and policy. I am certain that many of you joining the School this year will play no small part in addressing these challenges. On behalf of the Principal, my colleagues and the alumni, I bid you a warm welcome to the great King's tradition and to the high enterprise we pursue.

*Professor Gillian Douglas
Executive Dean of The Dickson Poon School of Law*



3.2 About the School

The Dickson Poon School of Law at King's College London is one of the oldest law schools in England and recognised globally as one of the best law schools in the world. The School was established in 1831, and has played an integral role in the life of King's since the College was formed almost 200 years ago.



The school has one of this country's most distinguished research and teaching reputations – staff are active in research and among the leading international experts. This helps us to continue to push the boundaries of academic thought and to innovate across disciplines.

The Dickson Poon School of Law is based in Somerset House East Wing, which was opened by Her Majesty the Queen in February 2012.



The School was renamed after the £20m donation from Sir Dickson Poon CBE FKC, the Hong Kong based British philanthropist. Sir Dickson Poon's £20m donation to the Law School, the largest in the university's history and believed to be the biggest ever to a British or European law faculty, is part of

a £40m transformation project for the School which aims to further its reputation as one of the top law schools in the world and setting new standards in legal education and research.

In 2013, the Yeoh Tiong Lay Centre for Politics, Philosophy & Law was established following a £7 million gift from Mark Yeoh (LLB graduate of King's) and his family.

Two former Lord Chief Justices are currently installed as Distinguished Visitors, The Rt Hon Lord Phillips of Worth Matravers and The Rt Hon Lord Judge.

In the 2014 Research Excellence Framework (REF), research in the School was rated as number one in the UK. 100% of Law impact case studies were rated 4-3* and 84% of outputs were rated 3-4*, where 4* represents world-leading in terms of originality, significance and rigour.

Located in the heart of the British legal and political landscape and surrounded by world renowned law firms, The Dickson Poon School of Law offers students invaluable opportunities to interact with a global legal community and establish links with peers and a wider professional network.

3.3 Key contacts

We would like to be as welcoming and helpful as possible during your studies. We are a big team and would like you to get to know us well. We also appreciate that you will have many questions, especially during your first few weeks with us, so the section below introduces you to some of the people who will be your key contacts during your studies.

Administrative queries and help

Any issues regarding the administration and day-to-day running of the MA programme is dealt with by our team in [The Law Enquiries Office, SW-1.17](#), located in the first basement of Somerset House East Wing (SHEW). You can drop in anytime when the office is open (Monday to Friday, 09.00 – 17.00; closed from 15:00 on Wednesdays) or give them a call or send them an email.

Lydia Gladstone

Programme Administrator (Postgraduate Taught)

Email: lydia.gladstone@kcl.ac.uk

Phone: 020 7848 5899

Lydia is your first point of contact for all administrative questions relating to the MA programme. She is responsible for the day-to-day management of the programme, and will be able to advise you on a variety of aspects of the programme, such as:

- timetabling;
- classrooms and lecture rooms;
- module and pathway selection;
- submission of documents relating to Writing Projects;
- programme regulations and policies;
- course materials hosted on KEATS.

In addition, Lydia will send around (bi-)weekly round-up emails to update you about what is going on in the Law School as well as any important business students need to keep in mind. Please read these emails thoroughly as they will answer many of your queries in advance.

If you are in doubt regarding any issue concerning our MA programme and do not know whom to contact, we encourage you to get in touch with Lydia who will pursue your issue.

Your other key contacts in the Law Enquiries Office include:

Law Enquiries Desk

Email: law-department@kcl.ac.uk

Phone: 020 7848 2479

If you have any questions relating to the Law School in general, or about the societies or student expenses, please contact the Law Enquiries Desk.

Delphine Pejchert

Senior Assessments Officer

Email: delphine.pejchert@kcl.ac.uk

Phone: 020 7848 1724

Delphine is the senior assessments officer responsible for administrative matters concerning assessments, results, appeals and misconduct.



Omowunmi Adebambo

Assessments Officer

Email: omowunmi.adebambo@kcl.ac.uk

Phone: 020 7848 2036

Omowunmi is the assessments officer responsible for administrative matters concerning assessments, results, appeals and misconduct.

Caitlin English

Student Programmes Manager

Email: caitlin.english@kcl.ac.uk

Phone: 020 7848 2265

Caitlin is responsible for the effective management of all undergraduate and postgraduate programmes within the Law School. Should you wish to discuss any elements of your programme, Caitlin will be happy to consult with you on these matters.

Daniel Robson

Student Experience and Engagement Manager

Email: daniel.robson@kcl.ac.uk

Phone: 020 7848 1121

Daniel is one of the senior managers within the School responsible for helping to ensure that your issues and concerns are addressed properly and timely.

Academic contacts

If you have any queries regarding the academic content of a particular module or some aspect of its teaching, please get in touch with the [relevant module leader](#).

Should you wish to arrange a meeting with an academic, you can do so by checking their [office hours](#).

The module leader will provide you with their contact details at the beginning of term, together with those of other staff teaching on the module.

We kindly ask that you do not direct administrative queries to our academic staff. Our team in the Law Enquiries Office is available during normal office hours to handle your queries.

If for some reason you do not receive a response or are unable to get in touch with a module leader or other academic member of staff, please contact Lydia, who will investigate the matter on your behalf.

3.4 Student representation

There are plenty of opportunities for students to get involved in student representation or student societies.

Law Forum

The School of Law has a student-run [Law Forum](#) which meets throughout the academic year with senior academic and administrative members of staff attending, including the Dean. You will be asked to nominate and vote for fellow students to represent you and your programme during your studies. You may even be elected yourself. It is also a key way of feeding back your experiences as law students to the faculty and the Professional Services team. We will be in touch with you early in the year about this.

The King's Postgraduate Law Society

The [King's Postgraduate Law Society](#) organises a busy calendar of social and networking events for postgraduate taught students. Elections for its organising committee are held early in the academic year.

King's College London Law Society

[The Law Society](#) is one of the most vibrant and innovative societies at King's. The Society is run by students for students and aims to cater to all whether they be undergraduate and postgraduate.

The Society hosts numerous events in order to ensure that students are given the opportunity to become accustomed to the legal and professional job markets. The committee is dedicated to organising everything from vocational social and sporting events to mooting and debating competitions.

The King's College Bar Society

[The Bar and Mooting Society](#) offers something for all students, regardless of future career

intentions. It is the society for mooting and advocacy, being the only society to offer mooting workshops and competitions from beginner level, right through to more advanced levels. The Bar Society also offers CV workshops, interview workshops, tours of Inns of Courts, legal competitions, and events with leading barristers' chambers and law firms.

The KCL Pro Bono Society

Founded in 2007 with only two projects, [KCL Pro Bono](#) has since grown to encompass eight different volunteer projects involving up to 400 students. KCL Pro Bono is the only society at King's that offers students a chance to put their classroom legal skills into practice. With the aim of providing free legal aid and education to the community, volunteering with KCL Pro Bono will help you develop essential practical legal skills.

3.5 Learning and other resources

Law and the library

Libraries are located at all the main campuses and provide information resources relevant to the subjects taught locally. The Library Enquiry desk staff are available to offer guidance on all library services, including help using the student computing facilities. Library resources are also available online. Further information and support is available at www.kcl.ac.uk/library.

Your libraries can be found at all the campuses:

- ♦ **Strand Campus** – The Maughan Library and the Foyle Special Collections Library at Chancery Lane and the Archives Reading Room at the Strand building.
- ♦ **Waterloo Campus** – Franklin-Wilkins Library.
- ♦ **Guy's Campus** – New Hunt's House Library; Wills Library in the Hodgkin Building.
- ♦ **Denmark Hill Campus** – Weston Education Centre Library; the Institute of Psychiatry, Psychology and Neuroscience (IoPPN) Library.
- ♦ **St Thomas' Campus** – St Thomas' House Library.

Maps and locations for each of the Libraries are available at www.kcl.ac.uk/library/visiting

Library Services provides access to:

- ♦ A huge multidisciplinary information resource base including over 1.2 million printed books and ebooks; thousands of journals, reference tools, statistical data, official publications, maps, music scores, multimedia resources, photographs and manuscripts, as well as archives (5 million items) and special collections of international standing.

- ♦ On and off-campus access to electronic resources including library catalogues, bibliographic and full text databases, ejournals and ebooks.
- ♦ Inter-library and inter-site loans.
- ♦ Long opening hours, including 24/7 opening hours during exam periods.
- ♦ Silent, quiet and discussion zones.
- ♦ Group study rooms with plasma screens.
- ♦ Laptop loans service.
- ♦ Training on the use of information tools and software.
- ♦ Guidance on referencing your work correctly and avoiding plagiarism.
- ♦ Free membership of Senate House Library and access to other university libraries.
- ♦ A0 poster printing.

Library Guides

Library Guides are an excellent place to discover resources relevant to your subject – the guides include recommendations for databases, journals, useful websites and books – as well as advice and guidance on subjects such as referencing and plagiarism.

All the Library Guides can be found here: libguides.kcl.ac.uk

Opening hours

You can find the libraries' opening hours at www.kcl.ac.uk/library/visiting/hours

Most of the libraries are open until 1am during term-time and during exam time the larger libraries are also open 24/7.

All the libraries (apart from St Thomas' House Library) are staffed from:

- ♦ 08.30 – 20.30 - Monday to Friday
- ♦ 10.00 – 18.00 - Saturdays and Sundays.

These hours apply in term-time and during vacations.

You will need your King's ID card to enter any library, as well as the 24/7 student computing rooms. Your ID card is for your use alone and should not be shared.

Training for your Subject Area

Library Services offers a wide range of training opportunities - both at the start of term and throughout your course - to help you make the best use of library resources for your studies and research:

- ♦ Library Welcomes
- ♦ Literature searching and dissertation searching workshops
- ♦ Refworks and Desktop Endnote training
- ♦ Finding library resources for your subject
- ♦ Curriculum-integrated teaching
- ♦ Support for referencing (to avoid plagiarism)
- ♦ IT training (SPSS, NVIVO, Microsoft Office)
- ♦ Study Skills Support

For more information visit

www.kcl.ac.uk/library/subjectsupport/trainingforyoursubject.aspx

Laptop Loan Service

Students can borrow laptops from the libraries. These are available to borrow for free from self-service laptop cabinets. The laptops are loaned for 24 hours, are issued on a first-come, first-served basis, and can be taken out of the library.

Full details can be found here: <https://www.kcl.ac.uk/library/using/loans/laptops.aspx>

Disability Support

To discuss your requirements in confidence, please email library-disability@kcl.ac.uk. Site contacts are available to tell you about using libraries and IT and the help you can expect. We provide a range of services, facilities and software, and individual tuition can be arranged. More information is available at <https://www.kcl.ac.uk/library/disability/index.aspx>

Resources and Support for your subject

Library Services can help you to find the best resources (print and electronic) for your subject area or just for a particular essay or piece of work. We can help you to find ebooks, e-journals and databases for your subject area and show you how to get the most out of them.

If we don't have the resource you need, we can help you find it in another library or may be able to order it for you. You can ask for new resources via the online Suggest a book form.

More information can be found here: <https://www.kcl.ac.uk/library/resources/Suggest-a-book-form.aspx>

Study Spaces and Zones

Zoning has been introduced in libraries and student computing rooms, indicating areas where different activities are appropriate. These zones include:

- ♦ Silent
- ♦ Quiet
- ♦ Discuss (group study areas)

Please respect these distinctions. You will appreciate them when you need silence yourself, or a suitable place to discuss your work with others.

Mobile phones should be set to silent in most zones. Eating hot food or drinking alcohol is not allowed in any of the zones, but hot and cold soft drinks may be consumed, so long as they are in cups or containers with lids.

Contacting Library Services

There are many ways to contact to Library Services:

- ♦ Real time chat service called 'Ask a Librarian'

(Available remotely from anywhere with an internet connection)

- ♦ Email – libraryservices@kcl.ac.uk
- ♦ Phone and web form.

Full contact details can be found here: <https://www.kcl.ac.uk/library/contact/index.aspx>

Key links to services, resources, help and guidance:

<https://www.kcl.ac.uk/library/contact/LibraryServicesZcard-WEB.pdf>

Access to the Institute for Advanced Legal Studies library

We are very pleased that, owing to our longstanding relationship with the renowned Institute for Advanced Legal Studies, we are able to offer our LLM students access to the Institute's library.

The Institute's library is the largest law library in Europe, and offers you:

- specialist collections in comparative and international law;
- wide range of e-resources and access to a team of reference librarians for advice;
- comprehensive database/information skills training programme;

- 1:1 research sessions, including help with referencing and researching writing projects.

We encourage you to make the most of this access, and to book a 1:1 Research Session with the Institute. Contact Tom or the IALS directly at email ials@sas.ac.uk or phone 020 7862 5790.

3.6 Auditing

Students may audit classes provided that they have obtained the lecturer's permission. Although many lecturers will have no objection, it is at their discretion whether they grant you access or not. Their decision is final and cannot be challenged. Whilst auditing classes may enrich your studies, students should take care not to prioritise audited classes over the modules taken for credit.

If you audit a class, you will **not** gain any credits for it, be eligible to sit the exam/complete coursework, or be able to complete the Writing Project associated with the course.

If you wish to audit a class, please contact the module leader of the class by email and copy in Lydia, (lydia.gladstone@kcl.ac.uk).

3.7 Mooting

The School has a highly active [mooting community](#) and there are many opportunities to get involved. Moots take place in our Moot Court in Somerset House East Wing.

3.8 Timetable

Timetables are accessed [here](#). We advise you to use Firefox or Chrome to access the timetable.

They can also be accessed through the King's mobile app which we encourage you to download to your iPhone/Android.

Please remember to refer to the timetables when selecting your modules as some module combinations may be subject to timetable constraints.

3.9 Recording of classes

It is the aim of the university to provide lecture capture facilities in all teaching rooms with a capacity of 50 or more. To find out whether your classes are equipped for lecture capture, please discuss this with each of your teachers at the beginning of the semester. When recordings are made, they will be uploaded to a designated section of the KEATS module page. Students will be sent guidance and policy on lecture capture in due course.

If you wish to record the class on your personal device, you must ask your lecturer's permission before making a recording of a lecture, seminar or tutorial. If they agree, please also note that recordings may only be made on the condition that no commercial use is made of the recording and it cannot be distributed in any other way. Doing so could lead to disciplinary action.

Students who have a medical condition or disability which requires they record a class should contact the [Disability Advisory Service](#) for further help and advice, as outlined in the [Student Support section](#).

T: 0207 848 3398

E: disability@kcl.ac.uk

Please inform Lydia should you require special dispensation.

3.10 Personal tutors

Your personal tutor is a member of faculty who will take an active interest in your academic progress and university experience. We will contact you with details of your personal tutor during the first few weeks of term. In the first instance you will meet your personal tutor with the rest of your tutor group. Following this initial gathering you will be invited to attend individual meetings at least once a semester. You will be able to view your personal tutor on your online [student record](#). If you are not allocated a personal tutor or have any questions, please contact Lydia, our Postgraduate Administrator.

We strongly encourage students to help develop their academic relationship with their personal tutor. If you would like to see your personal tutor at any time outside the specified meeting points, this can be arranged by contacting him/her via email in the first instance or by visiting him/her during the designated [office hours](#).

3.11 Personal issues and changes of circumstances

If your situation changes and begins to impact on your studies, you should inform the School as soon as possible. We appreciate that it can be difficult to discuss personal circumstances, but please be assured we endeavour to support you in any way we can and will be as discreet as possible. Please contact your personal tutor or Lydia in first instance.

Should you wish to make changes to your registration status - such as interrupting studies or withdrawing from them - you must complete and submit an online change of registration form, which you can find by logging on to your student record (<http://mykcl.kcl.ac.uk>).

Please read the relevant guidance for [postgraduate taught students](#) before completing your request.

Interrupting: With approval from the department you can interrupt your programme by taking an authorised break in your studies. If you wish to interrupt your studies, you may do

so for a total of 2 years. You remain enrolled at the university during this time though your IT access is limited. You will retain access to your email so that you can communicate with us during your interruption period. Generally speaking students interrupt for 12 months at a time (as this best accounts for any teaching which is missed) therefore you return at the point at which you interrupted and resume your studies and fees payments. It is advisable that you interrupt at a suitable time like the start of the year or semester. If you wish to interrupt after you have already attended all your classes, please seek advice from the Law Enquiries Office - it may be that there is a more suitable course of action.

Transferring: Under certain circumstances you may wish to request to be transferred to a different programme of study outside of the Law School. Such requests depend on the programme to which you wish to transfer authorising the request in principal therefore it is very important you seek guidance from the department in question first. Should you wish to transfer to another programme offered by the Law School, please consult your programme administrator first as the School does not permit an automatic right to transfer between programmes due their varying specifications

Withdrawing: Withdrawing means that you are permanently leaving your programme of studies and will cease to be a student at the university. The decision to withdraw is binding therefore you may wish to consider interrupting instead, so that you have some time to consider your options. Once you have formally withdrawn, you cannot be readmitted onto your programme, even if you have completed a previous year's worth of study. The only way to return to the programme is by applying for readmission in year 1 and no guarantee as to the outcome of that process can be given.

Note that all changes to your registration status may impact on your tuition fees. Our policy with regard to accepting changes to your status can be found in our [academic regulations](#). See section A3, paragraph 3 under 'Period of Study'. Generally speaking, changes will be allowed only in case of serious personal circumstances or other adequate reason and all requests must be approved by a senior member of the administrative team.

3.12 Careers & Employability

Right from the start of your programme there are opportunities to accelerate your professional development by accessing timely advice and meeting employers and alumni in many sectors. Whilst you will see many law career-related events, we know that Dickson Poon School of Law students may also be interested in alternatives such as policy, human rights and finance.

You will receive a Dickson Poon School of Law Postgraduate Careers Guide at induction and can also find more information on Keats and on King's Careers & Employability's website listed below.

Law – related career options are a must for many of you, so do not miss these important events early in the Autumn term:

Professional Futures (Postgraduate and LLM Workshops) from 26 October 2016, Mondays at 1pm

Professional Futures is designed specifically for postgraduate and LLM students and provides essential and focused advice on the most commonly requested career paths and internships. Early on in the programme you will also meet alumni and graduate recruiters from top law firms who will guide you on what you need to do to succeed. The full programme is available in The Dickson Poon School of Law Postgraduate Careers Guide.

Legal Week 17 – 21 October 2016

Join top firms' alumni and graduate recruiters to better understand the complex legal market and the context of the work you will do. You will gain a sound understanding of legal practice in different specialisms including international, corporate, private client and business crime.

Find out what commercial awareness really is, how it is applied and why modern lawyers must possess this mind-set; how and why firms use different strategies for survival and growth; the professional and lifestyle differences between barristers and solicitors and the likely future of lawyering. More information: www.kcl.ac.uk/careers/events

The Law Fair 25, 26, 27 October, 12.30 – 3.30 daily

Three unrivalled days of meeting with alumni, graduate recruiters and associates from over 60 law firms. Each day is different, but you will have only one chance to impress, so join us at Legal Week and the Professional Futures' workshops in the Autumn term to find out how. More information: www.kcl.ac.uk/careers/events

One-to-one advice and guidance

Helen Lovegrove and Kiren Gui are the two Careers Consultants to The Dickson Poon School of Law with whom you can book appointments up to two weeks in advance. Same day appointments are also available with other Careers Consultants. You can book an appointment to discuss any aspect of your career search and applications including mock interviews. How to book: www.kcl.ac.uk/careers/about

Weekly careers newsletter and King's Law Facebook page

Together these alert you to jobs, internships and events, both on and off campus. The newsletter is sent to your King's email address.

More information

- The Dickson Poon School of Law Postgraduate Careers Guide you will be given at induction
- Keats Careers & Employability Module keats.kcl.ac.uk

King's Careers & Employability
Level 1 Macadam Building
Strand Campus
King's College
London WC2R 2LS
www.kcl.ac.uk/careers
careers@kcl.ac.uk
www.facebook.com/kingslawcareers

3.13 Common rooms

There are two common spaces in the Law School for the exclusive use of law students. Both spaces are located in the first basement of Somerset House East Wing. If you find yourself on the Strand campus and have a few moments between lectures or are looking for a good place to meet and catch up with your peers, then please stop by.

The Carmen Woo common room is a well-furnished quiet study space located in SW-1.23.

The Willie's common room is a comfortably furnished social space located in SW-1.13/14 where you will find a microwave, tea and coffee.

3.14 Publicity

We would be delighted to hear about your achievements in and outside of King's. You are welcome to share good news with us via lawcomms@kcl.ac.uk for possible use in internal and external publicity.

3.15 Diversity, Inclusion and Wellbeing

The School runs a program of activity across the academic year which is designed to recognise and champion diversity and inclusion, and to promote good student wellbeing. To achieve this, we work closely with central university services, such as [King's Wellbeing](#) and the [Counselling Service](#).

We provide students with information, engage in campaigning activity, and run pop-ups and events relating to various different identity markers and demographics which we know are present within our student body, for example, recognising Black History Month,

LGBTQ Pride in London, or Interfaith Week. We also play our part in recognising university-run and nation-wide campaigns relating to bullying and harassment, mental health and student wellbeing. We are always looking for student input into the work that we do, and the way we operate as a School, whether that be through suggesting or championing initiatives and events, or providing feedback through our annual Student Diversity & Inclusion Survey and Focus Groups!

You will receive regular newsletter updates from our Diversity & Inclusion Coordinator, and can find more information on the work we do and on opportunities to get involved on our [Diversity & Inclusion webpages](#). Contact Jack Kilker, Diversity & Inclusion Coordinator, for more information about the work going on in the School, how to access specific support services, or how to get involved!



4. The MA in Global Ethics and Human Values

4.1 Programme Aims

1. To study some of the most important global problems, ranging from environmental issues to world conflict.
2. To see how far philosophical reflection on human values can help solve or alleviate these problems.
3. To stimulate students to think for themselves, and to think more deeply and clearly, about the sort of world we should aim for.

4.2 Who's who

Leif Wenar
Chair of Philosophy and Law
Programme Leader
leif.wenar@kcl.ac.uk

Room 2.12 SHEW

Alan Coffee
Visiting Fellow
Programme Leader
alan.coffee@kcl.ac.uk

Room 2.12 SHEW

Alan Holland
Visiting Professor
alan.holland@kcl.ac.uk

Lesley Sherratt
Visiting Lecturer
lesley.r.sherratt@kcl.ac.uk

4.3. Programme Structure

Teaching

Teaching is conducted throughout the first and second semesters. The third session is usually taken up with some essay writing and, for full time students in their final year, dissertation preparation and writing. A detailed teaching schedule can be found on KEATS which you will be able to access once you are enrolled. Teaching will be on Mondays and Wednesdays in the first semester, between 11.00 and 17.00 hours. As far as possible classes will be held at the Strand Campus.

Teaching Methods

Different teachers employ different methods of teaching. For example, your teaching session may be organised so that you get a lecture in the first hour followed by a participative seminar in the second, or the session may be more interactive throughout.

Reading

You will be expected to attend each class having read *as a minimum* the essential readings for that class. Essential readings will be made available as far as possible as either an on-line link from the reading list or as pdf files accessible via KEATS.

In addition to taking part in lectures and seminars, you are expected to undertake a considerable amount of self-guided learning by reading broadly. You are also encouraged to keep yourself well-informed about current affairs and global issues by reading newspapers and journals and by attending the many public lectures organised by colleges of the University of London, think tanks, NGOs and other organisations in London.

Course modules

For the award of MA you will require 180 credits; for a Postgraduate Diploma 120 credits are required.

Semester 1 modules consist of 3 compulsory modules, each worth 20 credits.

Semester 2 modules consist of a number of 5-week and 10-week modules. You may choose any combination of these as long as the total credits accumulated amount to 60.

You are encouraged to attend all of the modules offered but you will be asked at the start of the first semester to choose those you wish to be assessed in. During the first two weeks of term, you can self-enrol for any modules you are interested in on KEATS. After these two weeks (before the deadline of 24 October) you need to finalise your choices on your Student Record.

The final module of the course is the Dissertation, worth 60 credits.

Code	Title	Credit Value	Status	Assessment
Full Time Study				
7FFLF904	Dissertation	60	Core	12,000-15,000 word dissertation
7FFLF901	Ethics	20	Core	1 hour exam
7FFLF902	Contemporary Political Philosophy	20	Core	1 hour exam

7FFLF903	Ideological Conflict, Belief and Philosophy	20	Core	1 hour exam
7FFLF002	International Justice	15	optional	3000 word coursework
7FFLF005	Human Rights	15	optional	3000 word coursework
7FFLF001	Human Responsibility for the World and its Future	15	optional	3000 word coursework
7FFLF004	Conflict: its Origins, Ethics and Containment	30	optional	2 x 3000 word coursework
7FFLF003	The Ethics of Culture	15	optional	3000 word coursework
7FFLF006	Citizenship: The Ethics of Business and Finance	30	optional	2 x 3000 word coursework
7AAYEX10	Internship	15	optional	1000 word proposal, 1000 word journal and 4000 word report
Part Time study	Year 1: Ethics and Ideological Conflict + 15 or 30 further credits	Year 2: Contemporary Political Philosophy + 30 or 45 credits + Dissertation		As above

4.4 KEATS

[King's E-Learning and Teaching Service \(KEATS\)](#) is the virtual learning environment for staff and students of King's College London. It is a web-based tool for delivering resources for learning and teaching and is designed to support you in your studies. Its main functions are:

- to provide on-line access to learning materials for each MA module
- to enable the online submission of assignments and other required documentation (for example a dissertation plan);
- to function as a hub for forums and messages.

We also use KEATS to circulate updates on module details, for example room or timetable changes.

On the [KEATS homepage](#) you will find 'How to Guides' to help you navigate your way around the system. We recommend that you take the time to familiarise yourself with the interface and to refer to the guides available on KEATS. We also urge you to check KEATS on a regular basis.

Help and Support

Should you experience any problems with the KEATS service, please first check the [Technical Support](#) pages for service status. Please also refer to the FAQ section in the [Student Guide](#), found at the same web address.

If you continue to experience problems, please contact the IT Service Desk by email 8888@kcl.ac.uk or telephone 020 7848 8888. Be sure to have your K-number ready when contacting them. If you are able to provide a screenshot to support email enquiries, this would assist the IT Service Desk team in resolving any issues.

Should you experience difficulty in downloading or opening course materials for specific LLM modules, please contact Lydia as she will be able to check your enrolment status for the relevant KEATS module.

4.5 Plagiarism and academic honesty

University policy

You **must** familiarise yourself with the University's policy on plagiarism and academic honesty. Even without malicious intent, it is possible to commit plagiarism or to breach the rules for academic honesty. It is therefore imperative that you know what these rules entail.

Please read the [full document on plagiarism and academic honesty](#) thoroughly.

Students are assumed to have **fully acquainted** themselves with our plagiarism policy prior to assessment completion. Ignorance is not a valid defence for the purposes of any misconduct proceedings.

Turnitin

Turnitin is a service which checks submissions made by a student (e.g. a summative essay, a research essay or a dissertation) against a database of published journals, web pages and previous submissions. It also checks them against submissions made by all other students in your cohort. In order for us to be sure that you have not plagiarised somebody else's work, you will be required to submit your work through this system.

Once a piece of written work has been submitted, Turnitin produces an originality report which provides a percentage for how much of the work is quoted or copied from other sources. If work is referenced correctly, there is no need to worry even if there is a high percentage of matching text.

Turnitin is managed by Library Services on behalf of all Schools and departments within the University, and they provide User-guides, FAQs and other helpful information on Turnitin. Links to the library website and 'How to Guides and Study Skills' referring to Turnitin can be found on your KEATS homepage.

4.6 Examinations and assessment

For details about the assessment of any given module on the MA, see the separate document 'Programme Structure: Modules and Assessment', available on KEATS. There you will see that some modules are assessed by examination, and some by coursework.

For details about how to find the college regulations governing this programme, please see Appendix 1.

Coursework

For each of the optional taught modules you choose you will be required to submit coursework of 3000 words in length. The short courses (15 credits) will be assessed by one piece of coursework; the longer courses (30 credits) will be assessed by two pieces of coursework. All coursework must add up to 60 credits in total. Details of the essay questions and the deadlines for coursework will be provided at the start of each course.

Coursework must be typed, single-sided, 1.5 or double spaced, with ample margins for comment and using at least a 12 point font. Please number the pages. You will be required to submit your coursework on-line via KEATS. Details of how to submit your coursework will be given to you by the end of Semester 1.

The College has an anonymous system of marking all written assessed work. You will be provided with a Candidate Number via your student record to use for all your assessments - no names are to be used on coursework.

The word limit for coursework is 3000 words. This word count includes internal references, footnotes and endnotes. It does not include bibliography or appendices. **WORD LIMITS WILL BE STRICTLY ENFORCED.** You must include a word count on your submission.

Each piece of coursework must include a bibliography listing all materials to which you have referred or which you have used as part of your research. Appendix 1 provides guidance on referencing.

Examinations

A closed book examination paper is sat in early January for each of the Semester 1 modules. You may NOT take any written material into the exam room. You will be informed of the time and date of your exams as soon as the timetable becomes available. Please note that examination may take place outside the campus.

In the exam hall normal examination conditions apply. Each paper is 1 hour long.

Dissertations

The dissertation is the opportunity for you to explore a topic of particular interest to you in greater depth. It allows you to demonstrate your ability to apply what you have learnt from the course to a specific topic area.

The subject content of your dissertation must be within the remit of the programme. A date will be arranged in Semester 2 when you can meet one of your tutors to discuss and approve a subject topic and title. Once a topic has been approved, a dissertation approval form needs to be signed by tutor and student and submitted to the Law School Office. Please see the Dissertation Handbook, when it becomes available, for more details of meetings, and instructions about format, presentation, layout, referencing and how to submit.

The deadline for those submitting dissertations is 4:00pm on Monday 3 September 2018.

Marks and Weighting

All assessments are marked out of 100. Marks of 39, 49, 59, 69 indicate the agreement of the examiners that a script or other form of assessment is not deserving of the class above.

Marked coursework will be returned to you with comments. In the case of exams usually you will be given your marks and generic comments will be provided on-line.

No results can be released before ratification at a Programme Board, which sits in March, June and November. As the Programme Board only sits three times per year, in order for you to receive feedback and comments before that time, your coursework and exams will be given a letter grade and returned to you. **That grade should be regarded as provisional** until the Programme Board has ratified the marks, when you will receive a final percentage score. The table below shows the marking scheme

%	Classification
90-100	
80-89	
75-79	
70-74	>70 Distinction
65-69	
60-64	>60 Merit
55-59	
50-54	> 50 Pass

35-49	FAIL
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Each module is assessed according to the table below. The final mark is an average of all modules weighted according to the credit value:

Modules	Credits	Weighting
Ethics	20	20 credits equals 1/9th
Contemporary Political Philosophy	20	
Ideological Conflict, Belief & Philosophy	20	
		<i>Total of 1/3</i>
<i>Semester 1 modules</i>	<i>Total of 60</i>	15 credits equals 1/12th
Human Rights	15	
International Justice	15	
Culture	15	
Citizenship: The Ethics of Business and Finance	30	
Internship	15	
Conflict: its origins, ethics & containment	30	
Human Responsibility for the world & its future	15	
<i>Semester 2 modules</i>	<i>Total of 60 taken</i>	<i>Total of 1/3</i>
Dissertation Module	60	<i>Total of 1/3</i>

Final Calculation

The scheme for awarding classification is as follows:

Requirements for a Pass

In order to be eligible for the award of Masters, a candidate should normally achieve:

- A pass mark of 50% in each module

Requirements for the award of Merit

In order to be eligible for the award of a Masters degree with Merit a candidate should normally achieve:

- An overall weighted average final mark between 60 and 69%
- A mark of 60% or more in the dissertation

Requirements for the award of Distinction

In order to be eligible for the award of a Masters degree with Distinction a candidate should normally achieve:

- An overall weighted average final mark of 70% or more across all modules
- A mark of 70% or more in the dissertation

Dissertations will be considered by the Programme Board usually in the November after submission and results will then be made available on-line.

Graduation Ceremonies take place in January.

Mitigating circumstances

If for any reason, e.g. illness or other personal circumstances, you miss an examination, you will need to complete a [Mitigating Circumstances Form \(MCF\)](#) and submit it **from your KCL email account** to lawmcf@kcl.ac.uk.

All questions regarding MCFs should be directed to lawmcf@kcl.ac.uk. The completed form should be submitted as soon as possible and no later than 7 days after a missed deadline/examination. The outcome of such request can take up to 7 days to be communicated to students.

All questions regarding MCFs should be directed to lawmcf@kcl.ac.uk

Submission extensions

If for some valid reason you are unable to submit an essay or other piece of work in time you may request an extension to the submission date by submitting a [Mitigating Circumstances Form \(MCF\)](#). The completed form must be submitted with documentary evidence lawmcf@kcl.ac.uk as soon as possible and normally 7 days before your deadline.

Late submissions will be accepted within 24 hours after a deadline but the mark will be capped at 50 (the pass mark). After 24 hours, late submissions will not be accepted and that element of the module will be marked zero for absence. If you have any questions, please contact lawmcf@kcl.ac.uk

Personalised examination provisions (PEP)

Students with learning difficulties or disabilities which may affect how they complete

assessments/sit exams are entitled to apply for [Personalised Assessment Arrangement](#), arrangements which aim to create an environment in which said students can be assessed equitably and comfortably. Personalised examinations provisions can also be used to request to sit a resit or deferred exam abroad.

The University's Examinations and Awards Office (and not the Law School) receives requests for PEP and is responsible for putting these arrangements in place for the entire University. The deadlines for submission of PEP requests are circulated by the Examinations and Awards Office throughout the year and should be made note off. Typically the deadlines are in November, February and July.

5. Key dates

Induction

29 September 2017

Semester 1 teaching

2 October 2017 – 15 December 2017

Module selections open

6 October 2017

Module selections close

15 October 2017

Christmas holiday

16 December 2017 – 4 January 2018

Examination Week 1

Friday 5 January 2018 – 11 January 2018

Semester 2 teaching

15 January 2018 – 30 March 2018

Easter holiday

31 March 2018 – 23 April 2018

Examination Week 2

30 April 2018 – 1 June 2018

Examination Week 3 (re-sits)

6 August 2018 – 17 August 2018

Dissertation deadline

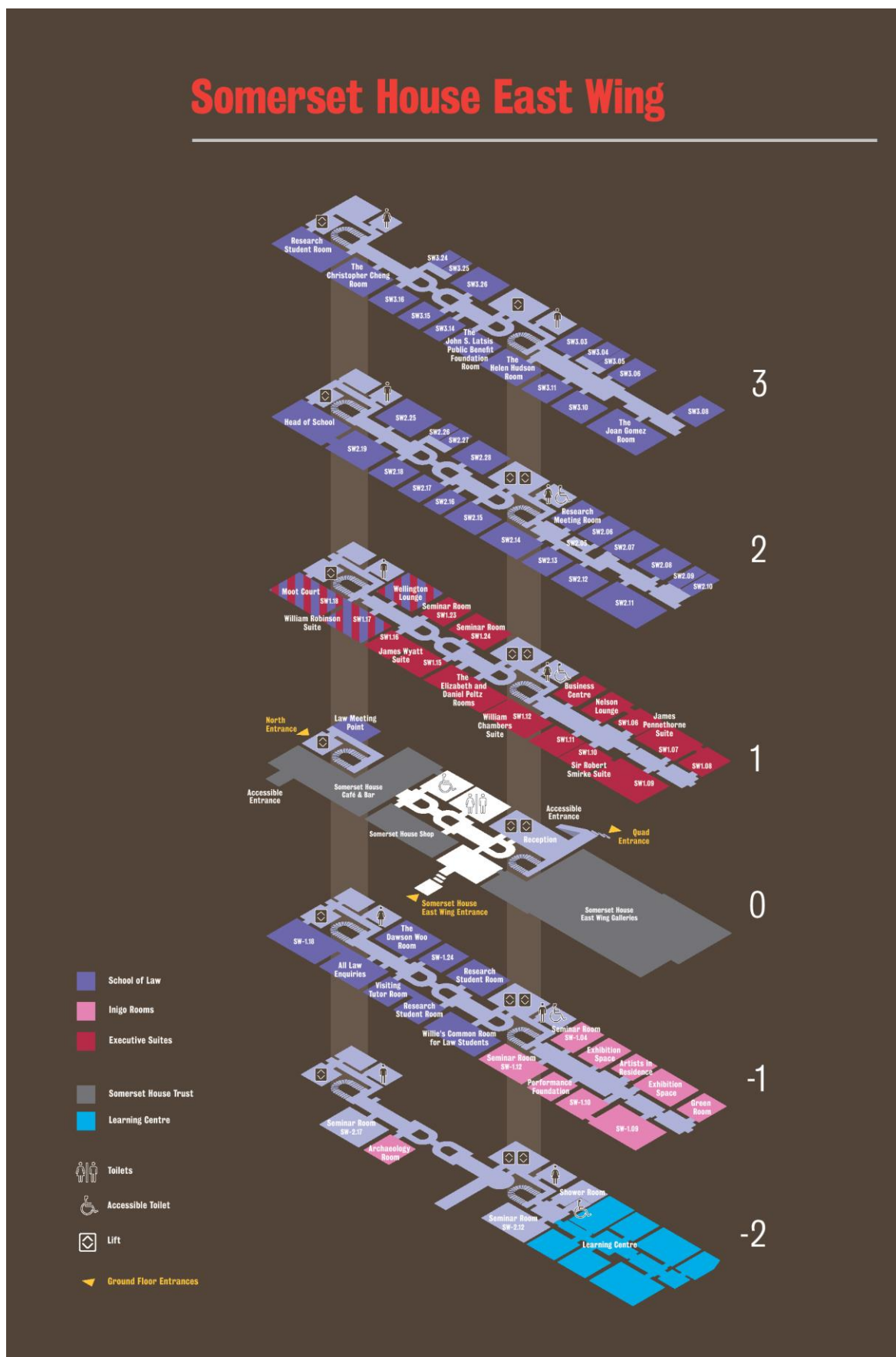
3 September 2017

6. Maps

Strand campus



Somerset House East Wing



Appendix 1: Providing references for your work

Virtually all original academic work, professional or otherwise, owes debts to the work of others. This is more or less unavoidable if new work is to be situated within the identifiable concerns of a particular discipline. However, it is important that these debts are acknowledged. The reasons for this most relevant to you as a student are:

- i. academic integrity - the intellectual labours of others ought to be identified as such;
- ii. the avoidance of plagiarism - since the penalties for this examination offence can be severe (see Appendix 2).

The following notes are intended to enable you to compile co-ordinated bibliographies and references that meet the Centre's academic and presentation standards.

Format

Students at the Centre come from a variety of disciplinary backgrounds, and in your writing you may be relying on sources from different disciplines. As you will undoubtedly observe during your research, these disciplines have different citation formats. For this reason, we do not mandate a specific format for your bibliography or references. However, you must ensure that your bibliography and references fulfil the minimum content requirements described below, and are of a consistent style. If you are not sure which citation style to choose, we recommend OSCOLA, a quick reference guide to which is available by searching for OSCOLA online.

Bibliographies

You must provide a bibliography which lists all the source material you have used in your coursework or dissertation, including material not explicitly referred to in your text. The bibliography should be organised alphabetically, by author name. Multiple entries for the same author should be arranged in order of publication date, earliest publication listed first.

1. Books

The entry must contain the author's name, the date of publication and the title of the work. Also include the edition number (if applicable), and the name and location of the publisher. The title should be italicised or underlined.

Examples:

J.L. Mackie, *Ethics: Inventing Right and Wrong* (1977) Harmondsworth: Penguin

T.L. Beauchamp and J.F. Childress *The Principles of Biomedical Ethics* (1994) 4th ed., Oxford: Oxford University Press

Ian Kennedy and Andrew Grubb, *Medical Law* (2000) 3rd ed., London: Butterworths

2. Articles in Journals

The entry must contain the author's name, the date of publication and the title of the work. Also include the name of the journal, the volume number, and a page reference for the article.

Examples:

John Harris "The Survival Lottery" (1975) 50 *Philosophy* 81

Meredith Blake, "Physician-Assisted Suicide: A Criminal Offence or a Patient's Right?" (1997) 5 *Med. L. Rev.* 294

3. Articles in Edited Books

The entry must contain the author's name, the title of the article, the editor's name, the title of the book, the date of publication and the place of publication and name of the publisher. You must include the page number at which the article begins.

Example:

Edmund Pellegrino, "The False Promise of Beneficent Killing" in Linda Emanuel (ed.), *Regulating How We Die: The Ethical, Medical, and Legal Issues Surrounding Physician-Assisted Suicide* (1998) 71 (Cambridge, MA: Harvard University Press).

4. Newspapers

List the author (if known), the title of the article, the name of the newspaper, the date of publication and the first page on which the article appears.

Example:

Jan Tromp, "Licensed to Kill" *The Guardian*, 3 December 1993, p.16

5. Web Sites

List the author (if known), the title of the publication, the date of publication (if known), the name and address of the web site and the date on which the web site was accessed. Be as specific as possible.

Example:

Human Genetics Commission, "Choosing the future: genetics and reproductive decision making" (July 2004), Discussion document,
<http://www.hgc.gov.uk/choosingthefuture/ChooseFuturefull.pdf>, accessed on 27 August 2004.

Quotations and the Use of References

Give explicit indications when you quote:

When you quote or paraphrase you must clearly indicate in your text that that is what you are doing. Short quotations (roughly two lines of text) remain within your text, and should be enclosed

in double quotation marks. Longer quotations should be separated from your text and indented; quotation marks are not required.

If you edit a quotation:

You may need to edit a quotation, for example to delete a sentence which is irrelevant to the point you are making. You can do this by removing the sentence and indicating its absence through the use of three full stops in a row. If you need to edit individual words, for example to change a verb tense, or to add some **explanatory words**, you must enclose any changes in square brackets.

Paraphrasing

When you re-express a passage taken from another work, by altering some or all of the wording, the resulting paraphrases must be referenced with the same degree of accuracy required in the case of direct quotations.

Examples:

This may account for the evidence presented by Otlowski which suggests that “there is some basis for suggesting that the incidence of active termination of life without the patient’s request reported in the Rummelink survey may be disproportionately high.”¹

Otlowski suggests that the relatively small number of hospices in the Netherlands does not provide evidence of a lack of palliative care resources as Dutch policy is to integrate [palliative care] into other aspects of the health care infrastructure . . . Thus, palliative care is widely available, and a request for active euthanasia cannot be seen as an indication that inadequate care has been provided.²

Griffiths, Bood and Weyers suggest that the concept of respect for life has been under-developed and yet implicit in the Dutch debate, and acknowledge that greater explicitness would be desirable.³

Comments

Placement of References

References must appear as numbered footnotes (at the bottom of the relevant page) or endnotes (compiled at the end of your work).

Page Numbers

Page numbers must be included. References should make it *easy* for the reader to locate the source of the passages you quote or paraphrase. References with no page numbers are in most cases virtually useless. (Documents available from web sites may not have page-numbers, in which case a reference to the web site address will be sufficient, but in cases where documents are available from web sites in PDF format with page-numbers, then references to these must be included where appropriate.)

Re-citing References

(i) *Id.* or *Ibid.*: this refers to precisely the same reference as that cited in the immediately preceding reference within the same footnote/endnote, or within the immediately preceding footnote when that note contains only one authority. Any variation from the preceding citation must be indicated.

For example:

Id. at p.43.

(ii) *Supra* or Above or *Op.cit.*: this refers to a reference which has already been cited, and must be accompanied by a note number which allows the reader to refer to the earlier reference. For example:

Supra, note 14 at p.32.

See above, text accompanying notes 34-36.

Williams, *op.cit.*, note 67 at p.11.

It is not permissible simply to use *supra* or above or *op.cit.* without referring to a specific note number.

Examples:

¹ Margaret Otlowksi, *Voluntary Euthanasia and the Common Law* (1997) at p.438.

² *Id.* at pp.452-53.

³ John Griffiths, Alex Bood, Heleen Weyers, *Euthanasia and Law in the Netherlands* (1998) at pp.192, 195.

⁴ Otlowski, *supra*, note 1 at p.333.

⁵ *Hucks v. Cole* (1968) [1993] 4 Med. L.R. 393 at p.395.

⁶ Human Fertilisation and Embryology Act 1990, s.27.

⁷ Human Genetics Commission, "Choosing the future: genetics and reproductive decision making" (July 2004), Discussion document,

<http://www.hgc.gov.uk/choosingthefuture/ChooseFuturefull.pdf> at p. 13 accessed on 27 August 2004.

If you adhere to these guidelines you will minimise the likelihood of being challenged about the originality of your work. You may also find it useful to consult the ISS User Guide on 'Citing References', which you can find at <http://www.kcl.ac.uk/library/help/plagiarism/citing/index.aspx>

Appendix 2: Policy on assistance to students with assessed work

In order to ensure fairness and consistency, a policy on assistance to students with assessed work has been agreed.

Coursework

No draft versions will be considered in advance of submission for assessment. However, students may seek comments on a bullet-point plan of their coursework if they wish.

Dissertations

Please see the separate document for dissertation candidates.

Research enquiries should be directed to the library staff. See the [library section above](#).

Appendix 3: Word count policy

A penalty will be applied as soon as the word count limit is exceeded. One mark will be deducted for each 3.33% over the limit (100 words for a 3,000 word essay, 500 words for a 15,000 dissertation)

This penalty is triggered by the first word that goes over the limit. There is no cut-off point at which the penalty will be capped. In other words, marks will continue to be deducted on this basis until the end of the dissertation has been reached, or there are no more marks remaining. For example:

- A dissertation of 15,001-15,500 words will have 1 mark deducted.
An essay of 3,001-3,100 words will have 1 mark deducted
- A dissertation of 15,501-16,000 words will have 2 marks deducted
An essay of 3,101-3,200 words will have 2 marks deducted

The loss of even one or two marks can very often make the difference between being awarded a distinction and a merit, or a merit and a pass. Please remember that it is always possible to refine and edit your prose to cut a substantial number of words. This not only makes for a crisper and more readable piece of work, but it will help you to come in under the word count. Do please leave yourself time for editing at the end!

What happens if I do not meet the word limit?

It is possible for a short piece to be excellent. Writing shorter pieces of work however is much more difficult than it sounds. It is often the case that the shortness of the submission is a result of a gap in the discussion or compressed and obscure passages which would have benefitted from elaboration. In these cases your mark is likely to reflect this.

Appendix 4: Sample essay questions

Human Responsibility for the World and its Future (30 credits)

Write two 3000 word essays from each of the following lists:

First Essay. Answer ONE of the following:

1. Can research on animals for the benefit of humans be morally justified in cases where this involves significant levels of suffering?
2. It is said that we ‘belong’ to a community, but can only be ‘part of’ an ecosystem. Are this, and other conceptual differences between communities and ecosystems such as to justify the view that we can have moral responsibilities towards communities, but not towards ecosystems?
3. Can an adequate environmental ethic be built on anthropocentric foundations?
4. Does Parfit’s ‘non-identity problem’ convince you that we may treat the planet as we please, without regard to the effects of our actions on future generations?

Second Essay. Answer ONE of the following:

5. Critically assess Cassils’ claim that “nothing threatens the future of our species as much as overpopulation”. How do you think the problem (if there is a problem) is best addressed?

[Note: If you choose to answer this question, you should also make sure to read Garrett Hardin’s classic essay ‘The Tragedy of the Commons’, to which Cassils’ article owes much. This is most readily accessible in the collection of essays ‘*Environmental Ethics*’, edited by David Schmidtz and Elizabeth Willott (Oxford 2002) pp.331-340.]

6. Are you convinced by the argument that the direct genetic modification of animals and plants is ‘merely an extension of’ traditional breeding and propagating techniques, and thus ‘poses no new fundamental ethical concerns’ (Boyd Group, E reading, sec.2)?
7. How far is it possible to secure justice *between* generations? Do we even know what would count as securing it?
8. How plausible is it to claim that climate change is the most pressing environmental problem that we face?

International Justice (15 Credits)

Write a 3000 word essay on ONE of the following:

1. Are we (define “we”) harming the world’s poor? If so, what are we required to do? If not, show why Pogge is wrong.
2. Who (if anyone) is responsible for acting to stop to the millions of poverty-related deaths in low-income countries? What could be the basis for such a claim about responsibility?
3. What is the capabilities approach? Can it be universal? Or does it import Western values, meaning its use can lead to neo-imperialism?
4. Is there anything more to trade being “fair” than that both parties – be they nations or individuals – agree to trade?
5. "Immigration controls are necessary to protect important national goods like democracy and social justice" Discuss.

The Ethics of Global Culture (15 Credits)

Write a 3000 word essay on ONE of the following:

1. Can it ever be fair to provide a group with rights that other groups lack — say, to exempt its members from laws that others are required to obey?
2. Should democracy be a universal value across all cultures?
3. Under what circumstances can a society be justified in placing restrictions on cultural diversity? Discuss in relation to one of the following areas:
 - a. Justice
 - b. Social cohesion
 - c. Native cultural protectionism.

Conflict: Its Origins, Ethics and Containment (30 Credits)

Write two 3000 word essays on two topics from the following list:

1. Given the ways that states act toward one another, must any responsible national leader act only in accordance with his or her own state's interests?
2. Is just war theory adequate in the face of contemporary types of warfare? Focusing on one or two types of warfare, what revisions of the theory, if any, would be justified or required?
3. "Contentions that national borders, an obligation to obey existing international law, or concerns about global stability have moral standing sufficient to override the duty to intervene when states are engaging in, or permitting, severe abuses of human rights, are just wrong. Human rights are intrinsic values which must prevail, where a choice has to be made, over the merely instrumental values mentioned. States not only have a right to intervene in such cases, they have a moral obligation to do so." Do you agree?
4. How is post-war justice related to the justice of a war itself and the way that battles are conducted?
5. Does the Democratic Peace Hypothesis justify action by outsiders to make non-democratic states more democratic? If so--what actions, and by whom? If not, why not?
6. Does the current international system incentivise conflict within states? Discuss the evidence and one proposal to reform the international system.
7. "The murder of innocent people is not excusable so no act of terrorism is ever justified." discuss.
8. If the use of torture cannot be eliminated, would it be better to legalise and regulate its use?

Human Rights (15 credits)

Write a 3000 word essay on ONE of the following:

1. Is it ever justifiable to violate human rights? If you think that it is never justifiable to violate human rights, say why you think that this is so important given the bad consequences that may follow. If you think that it is sometimes justifiable to violate human rights, give as precise a statement as possible about in what circumstances it is justifiable.
2. Is the death penalty ever a legitimate punishment? If you believe that the death penalty is never legitimate, make the strongest case possible for its being legitimate and then attempt to refute this case. If you believe that the death penalty can be legitimate, make the strongest case possible for its illegitimacy and then attempt to refute this case.
3. Should the government ever restrict expression on the grounds that this expression is derogatory or insulting or distressing? If you think that expression should not be regulated, explain carefully why not. If you think it should be regulated, explain exactly which kinds of expression should be regulated in what kinds of circumstances.
4. Argue that the practice of female circumcision either does or does not violate some human right. Comment on what your arguments suggest in general about how much human rights should constrain established social practices.

Ethics

THREE of the following questions will appear on your Ethics exam paper. You will be asked to write an answer to **ONE** of them.

1. In whose interests ought a corporation to be governed?
2. Should a global market in the sale of kidneys be allowed?
3. Are there circumstances in which torture might be justified?
4. Are some cultures morally more valuable than others?
5. If the goal of global ethics is the best world, is utilitarianism the best moral theory?

Contemporary Political Philosophy

THREE of the following questions will appear on your exam paper. You will be asked to answer ONE of them

1. Make the strongest argument that state action to realise the difference principle would require injustice. Make the strongest reply to that argument. Explain your own position.
2. "The existence of nations and national borders is an obstacle to the establishment of justice in the world." Discuss.
3. How can democracy be defended against what you believe are the two strongest objections?
4. Do we have special moral duties to our national fellow-citizens? Why or why not?
5. "The only plausible ground of political obligation is consent." Is this right? What are the implications for our obligation to the state?

Ideological Conflict, Belief and Philosophy

THREE of the following questions will appear on your exam paper. You will be asked to write an answer to **ONE** of them.

1. "Neurath's 'sailor rebuilding the boat at sea' account of re-shaping beliefs gives no reason to suppose the re-built belief system will be any close to the truth." Discuss.
2. "Religious dogmas merely indicate minds who have not yet grasped the fallibility of all beliefs". Or is fallibilism just another dogma?
3. If I am convinced of the reasonableness of my own position, and trust that my interlocutor is both sincere and just as reasonable, then should we expect our respective positions to converge rather than diverge if we discuss our differences rationally? If not, then what does this say about the role of reason in resolving ideological differences?
4. Are "those who accept the 'truth' about the country's past more likely to hold reconciled attitudes"? How might the truth about a national conflict be established and accepted?
5. "The media tacitly promise to reaffirm for their audiences what they already think about themselves, thus providing them with a much-needed sense of security." If correct, what would this say about our own responsibilities as news consumers to become informed about the issues affecting our society?

Appendix 5: Marking guidelines for Postgraduate Taught Programmes for the Dickson Poon School of Law

These guidelines cover the criteria for the assessment of taught modules in exams (by way of essay or problem question) and extended written work. They are based on and supplement the College's taught postgraduate marking criteria. It should be noted that the College's PGT criteria mainly focus on the assessment of essays and dissertations/project reports at level 7. The present guidelines also take into account the QAA Master's degree characteristics (March 2010), which provide general guidance on characteristics of graduates.

For the generic College marking criteria: see

<http://www.kcl.ac.uk/governancezone/Assessment/Marking-Criteria-Taught-Postgraduate.aspx>

For the QAA Master's degree characteristics (March 2010): see

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Students should note that in most cases the summative assessment of taught modules is marked by two internal markers by retrospective sampling¹ and reviewed by an external examiner, while dissertations and writing projects are all double marked and reviewed by an external examiner, according to the standards set out below.

Students should also note that for the MA in Global Ethics and Human Values references to law, legal analysis and legal sources should be read in an inclusive way, to cover (as relevant), ethics, ethical analysis and philosophical sources.

The following sections are broken down by levels of achievement: distinction (70%+), merit (60-69%), pass (50-59%), and fail (0-49%). Each section contains a further division into, on the one hand, essay and problem questions in exams (usually two or three hours), and, on the other hand, extended written work in the form of coursework (usually 2,000 or 3,500 words) and long essays (usually 5,000 or 10,000 words), dissertations and writing projects (usually 10,000 or 15,000 words).

¹ Double-marking of all papers is used for some modules on the MA Medical Ethics and Law and for all modules on the MSc Construction Law and Dispute Resolution.

Distinction (70+)

Overall, at this level a distinction should be awarded for an exceptional answer that reflects outstanding knowledge of material and critical ability.

Exams

Essay Questions

The answer contains a clear, compelling, and independent argument, which directly addresses the question asked. An 'argument' does not necessarily involve taking an overall position that the law, or a view about the law, is right or wrong. Rather an argument develops a position in relation to the question that involves analysing the question and adopting a critical response. An argument at this level will address its own weaknesses as well as presenting its strengths, and will be appropriately referenced.

The structure is tightly focused around the question asked, and develops the argument in a logical, coherent and compelling way. The answer should not be a mere list of points. It should present its argument from the outset, and contain an introduction and conclusion, with subheadings as appropriate.

The answer should address all, or almost all, of the relevant legal issues raised by the question, and none that are irrelevant. Treatment of these issues should be exceptional, displaying a comprehensive and authoritative understanding of the sources and legal principles involved, including any ambiguities, as well as showing insightful and original analysis. The analysis will be informed by current legal practice, scholarship and research and will use a full range of sources selectively to support the argument.

Each of these three elements (argument, structure, and content) will be well covered or presented in the answer, albeit the combination of all three might not always be perfectly attained throughout the entire answer.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

An outstanding answer at this level (above 80%) will present all the qualities for a distinction-level answer above to a remarkable degree. The exceptional quality of the work

can be demonstrated, in particular, through the presentation of sources and their analysis, the originality of thought, or the striking insight the answer provides. The answer will show potential for PhD work.

Problem Questions

A distinction answer to a problem question will identify and address all, or almost all, of the relevant legal issues in a fact scenario, as studied and examinable for a PGT module.

In addressing these issues, the answer should demonstrate a comprehensive and authoritative understanding of the relevant legal principles and their complexities/ambiguities, applying and referencing these as appropriate to analyse the facts in issue. No irrelevant legal principles will be relied on. The analysis will be informed by current legal practice, scholarship and research and the answer will use a full range of sources selectively to support any argument made. Students will demonstrate an understanding of the potency and pertinence of the legal sources they rely on.

Students will address the question(s) posed by the problem directly. If a question invites students to advise particular parties, they should advise all parties as directed, although advice should usually be given in the third person (as counsel's opinion), not directly addressed to each party. In advising parties, students should present both the strengths and weaknesses of the parties' cases.

The structure is tightly focused around the legal issues raised, and develops the answer in a logical, coherent and compelling way. The answer should not be a mere list of points.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

An outstanding answer at this level (above 80%) will present all the qualities for a distinction-level answer above to a remarkable degree. The exceptional quality of the work can be demonstrated, in particular, through the presentation of sources and their analysis, the originality of thought, or the striking insight the answer provides.

Long Essays, Coursework, Dissertations, and Writing Projects

The comments above in relation to distinction-level essay answers obtain equally here. In addition, students will display a high level of research skills in discussing and integrating relevant literature or legal sources into their argument. Students will need to demonstrate

that they have searched comprehensively for relevant legal literature and legal sources in the field and read widely, and then relied on key pieces as sources in their work. The work will have to be informed by a critical awareness of current issues and developments in legal academic debates and/or the legal profession.

Students will demonstrate highly competent standards of presentation, including legal citation skills, with clear consistency. Students are strongly encouraged to use OSCOLA for citation.

The writing style should show that students have revised their work to make it as succinct and concise as possible. Word limit policies must be adhered to.

An outstanding answer at this level (above 80%) will present all the qualities for a distinction-level answer mentioned above to a remarkable degree. An important aspect for giving a mark above 80% will be whether the work is of publishable quality displaying excellent or even outstanding research potential. The work must meet professional standards of presentation.

Merit (60-69%)

Overall, at this level a merit should be awarded for a coherent answer that demonstrates critical evaluation.

Exams

Essay Questions

The answer contains a clear and independent argument, which addresses the question asked. An argument at this level will address weaknesses as well as presenting its strengths, and will be appropriately referenced.

The structure is focused around the question asked, and develops the argument in a concise and explicit manner. The answer should not be a mere list of points. It should present its argument from the outset, and contain an introduction and conclusion, with subheadings as appropriate.

The answer should address most of the relevant legal issues raised by the question, and few, if any, that are irrelevant. Treatment of these issues should show an independent, critical evaluation of the sources and legal principles involved, including any ambiguities, with some

evidence of original analysis. The analysis will be informed by current legal practice, scholarship and/or research and will use key sources effectively to support the argument.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Answers at the upper end of this category (68-69%) may contain an ambitious argument as well as comprehensive knowledge of the relevant sources. However, unlike a distinction-level answer these may not always be sustained and followed through with detailed analysis at all stages. The answer will display evidence of insight and originality that is regularly, but not always consistently, compelling in its analysis and impressive in its display of relevant knowledge of sources.

Problem Questions

A merit answer to a problem question will identify and address most of the relevant legal issues in a fact scenario, as studied and examinable for a PGT module.

In addressing these issues, the answer should demonstrate independent and critical evaluation of the sources and legal principles involved, including any ambiguities, with some evidence of original analysis, applying and referencing these as appropriate to analyse the facts in issue. It will use key sources effectively to support the argument. Few, if any, irrelevant legal principles will be drawn on. The analysis will mainly be informed by current practice, scholarship and/or research. Students will demonstrate understanding of the potency and pertinence of the legal sources they rely on.

Students will address the question(s) posed by the problem directly. If a question invites students to advise particular parties, they should advise all parties as directed, although advice should usually be given in the third person (as counsel's opinion), not directly addressed to each party. In advising parties, students should present both the strengths and weaknesses of the parties' cases.

The structure is focused around the legal issues raised, and develops the answer in a logical and coherent way. The answer should not be a mere list of points.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Long Essays, Coursework, Dissertations, and Writing Projects

The comments above in relation to merit-level essay answers obtain equally here. In addition, students will display a competent level of research skills in discussing and integrating relevant literature or legal sources into their argument. Students will need to demonstrate that they have conducted an extended search for relevant legal literature and legal sources in the field and read relatively widely, and then relied on relevant pieces as sources in their work. The work will have to be informed by critical awareness of current issues and developments in legal academic debates and/or the legal profession.

Students will demonstrate competent standards of presentation, including legal citation skills, with clear consistency. Students are strongly encouraged to use OSCOLA for citation.

The writing style should show that students have edited their work to make it relatively succinct and concise. Word limit policies must be adhered to.

A merit mark at the upper end of the category (68-69%) will contain all the elements mentioned above for higher merit marks for essays. An important consideration is whether the answer will approach excellence in some areas with evidence of the potential to undertake research.

Pass (50-59%)

Overall, a pass mark should be awarded if the work presents a coherent and logical answer, which shows understanding of the basic principles.

Exams

Essay Questions

The answer contains some argument that is reasonably independent, which addresses the question asked, but is descriptive in parts.

The essay has a clearly presented structure, which is focused around the question asked. An introduction and conclusion, even if brief should be included. The argument is developed, but lacks fluency.

The answer will address some or most of the relevant legal issues raised by the question. Treatment of these issues will show some capacity to reflect critically on the sources and legal principles involved, but with no significant evidence of originality. It will show sound knowledge of legal sources and will reference them as appropriate. Issues addressed in an answer should not deviate too far from the question asked.

Overall there are gaps in relevant knowledge, weakness or brevity in the analysis or argument, and/or deficiencies in the overall structure.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Answers at the lower end of this category (50-54%) will display cogent argument and sound knowledge only in parts rather than in a sustained way, and will not always be clearly written.

Problem Questions

A pass answer to a problem question will identify and address most key (but not all relevant) legal issues in a fact scenario, as studied and examinable for a PGT module.

In addressing these issues, the answer should demonstrate some capacity to reflect critically on the sources and legal principles invoked, but with no significant evidence of originality.

The answer will not address complexities or ambiguities of applicable legal principles in any detail. It will show sound knowledge of legal sources and will reference them as appropriate.

Students will address the question(s) posed by the problem directly, although advice should usually be given in the third person (as counsel's opinion), not directly addressed to each party. If a question invites students to advise particular parties, they should advise all parties as directed.

The arguments may be clearly developed, but lack fluency.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Long Essays, Coursework, Dissertations, and Writing Projects

The comments above in relation to pass-level essay answers obtain equally here. In addition, students will display a moderate level of research skills in discussing and

integrating relevant literature or legal sources into their argument. Students will need to demonstrate that they have conducted an appropriate search for relevant legal literature and legal sources in the field, read the literature and legal sources as appropriate, and then relied on relevant pieces as sources in their work. The work will only occasionally be informed by some critical awareness of current issues and developments in legal academic debates and/or the legal profession.

Students will demonstrate some competent standards of presentation, including legal citation skills, with some consistency. Students are strongly encouraged to use OSCOLA for citation. Word limit policies must be adhered to.

A lower pass mark (50-54%) will show that the work is broadly satisfactory, but contains a narrow argument with some inaccuracies.

Fail (below 50%)

Overall a mark between 40% and 49% should be awarded to a superficial answer with limited knowledge of core material and limited critical ability. An answer that is incomplete with only peripheral knowledge displaying poor and disorganised presentation should be given a mark below 40%. Where the answer is entirely lacking in knowledge and substance or is unacceptably brief a mark below 30% is appropriate.

Exams

Essay and Problem Questions

The answer will address few of the relevant legal issues raised by the question or problem. Treatment of these issues will show a lack of understanding and focus. It will display only limited sources. The argument will not be fully developed and lacks a coherent structure.

Overall, the knowledge displayed will be patchy and there will be little evidence of independent thought. The work will also show deficiencies in English writing skills.

Answers at the lower end of this category (below 40%) will show almost no insight into the legal issues raised and will use irrelevant or out of date sources. An argument will not have been developed and the structure is confused and incoherent. Generally, there will be fundamental mistakes and poor or unacceptable writing skills.

Long Essays, Coursework, Dissertations, and Writing Projects

The comments above in relation to failed answers obtain equally here. In addition, students will display limited level of research skills in discussing and integrating relevant literature or legal sources into their argument. Students will have included limited legal literature and legal sources in the field. The work will show no critical awareness of current issues and developments in legal academic debates and/or the legal profession.

The work will contain presentational weaknesses, including legal citation skills.

At the bottom end of this category (below 40%) the work contains fundamental mistakes and poor or unacceptable presentation skills.

Appendix 6: Marking guidelines for Postgraduate Taught Programmes with Ethics Modules for the Dickson Poon School of Law

These guidelines cover the criteria for the assessment of taught modules in ethics which are examined by written coursework and dissertation. They are based on and supplement the College's taught postgraduate marking criteria. It should be noted that the College's PGT criteria mainly focus on the assessment of essays and dissertations/project reports at level 7. The present guidelines also take into account the QAA Master's degree characteristics (March 2010), which provide general guidance on characteristics of graduates.

For the generic College marking criteria: see

<http://www.kcl.ac.uk/governancezone/Assessment/Marking-Criteria-Taught-Postgraduate.aspx>

For the QAA Master's degree characteristics (March 2010): see

<http://www.qaa.ac.uk/en/Publications/Documents/Masters-degree-characteristics.pdf>

Students should note that in most cases the summative assessment of taught modules in ethics is marked by two internal markers by retrospective sampling and reviewed by an external examiner. However, where it is thought necessary, assessment of some taught modules will be double marked and reviewed by an external examiner. Dissertations are double marked and reviewed by an external examiner, according to the standards set out below.

The following sections are broken down in the levels of achievement: distinction (70%+), merit (60-69%), pass (50-59%), and fail (0-49%).

Distinction (70+)

Overall, at this level, a distinction should be awarded for an exceptional answer that reflects outstanding knowledge of material and critical ability.

Coursework and Dissertation

The written work should contain a clear, compelling, and independent argument, which directly addresses the question, or questions, asked. An 'argument' does not necessarily involve taking an overall position that a particular moral view is right or wrong. Rather, an argument develops a position in relation to the question that involves analysing the question and adopting a critical response. An argument at this level should address its own weaknesses as well as presenting its strengths, and should be appropriately referenced.

The structure should be tightly focused around the question asked, and develop the argument in a logical, coherent and compelling way. The answer should not be a mere list of points. It should present its argument from the outset, and contain an introduction and conclusion, with subheadings as appropriate.

The answer should address all, or almost all, of the relevant moral issues raised by the question, and none that are irrelevant. Treatment of these issues should be exceptional, displaying a comprehensive and authoritative understanding of the relevant theoretical and applied ethics literature, and the moral principles involved, an awareness of ambiguities and subtleties in different ethical positions, as well as showing insightful and original analysis. The analysis should be informed by scholarship and research in ethics and will use a full range of sources selectively to support the argument.

Each of these three elements (argument, structure, and content) should be well covered or presented in the answer, even though the combination of all three might not always be perfectly attained throughout the entire answer.

Students should display a high level of research skills in discussing and integrating relevant literature into their argument. Students will need to demonstrate that they have searched comprehensively for relevant ethical literature and have read widely, and then relied on key pieces as sources in their work. The work should also be informed by a critical awareness of current issues and developments where relevant

Students should demonstrate highly competent standards of presentation, including citation skills, with clear consistency. Students are strongly encouraged to use OSCOLA for citation.

The writing style should show that students have revised their work to make it as succinct and concise as possible. Word limit policies must be adhered to.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

An outstanding answer at this level (above 80%) should present all the qualities for a distinction-level answer above to a remarkable degree. The exceptional quality of the work can be demonstrated, in particular, through a high level of critical analysis, originality of thought, or striking insight the answer may provide. The answer will show potential for PhD work.

Merit (60-69%)

Overall, at this level a merit should be awarded for a coherent answer that demonstrates critical evaluation.

Coursework and Dissertation

The written work should contain a clear and independent argument, which addresses the question asked. An argument at this level should address weaknesses as well as presenting its strengths, and should be appropriately referenced.

The structure should be focused around the question asked, and develop the argument in a concise and explicit manner. The answer should not be a mere list of points. It should present its argument from the outset, and contain an introduction and conclusion, with subheadings as appropriate.

The answer should address most of the relevant moral issues raised by the question, and few, if any, that are irrelevant. Treatment of these issues should show an independent, critical evaluation of the relevant theoretical and applied ethics literature, and of the moral principles involved, some awareness of ambiguities in different moral positions, with some evidence of original analysis.

The analysis should be informed by scholarship and/or research in ethics and use key sources effectively to support the argument. Students should display a competent level of research skills in discussing and integrating relevant literature into their argument. Students will need to demonstrate that they have conducted an extended search for relevant ethical literature in the field and have read relatively widely, and then relied on relevant pieces as sources in their work. The work should be informed by critical awareness of current issues and developments, where relevant.

Students should demonstrate competent standards of presentation, including citation skills, with clear consistency. Students are strongly encouraged to use OSCOLA for citation.

The writing style should show that students have edited their work to make it relatively succinct and concise. Word limit policies must be adhered to.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Answers at the upper end of this category (68-69%) may contain an ambitious argument as well as comprehensive knowledge of the relevant sources. However, unlike a distinction-level answer, these may not always be sustained and followed through with detailed analysis at all stages. The answer should display evidence of insight and originality that is regularly, but not always consistently, compelling in its analysis and impressive in its display of relevant knowledge of sources. The answer should approach excellence in some areas with evidence of the potential to undertake research.

Pass (50-59%)

Overall, a pass mark should be awarded if the work presents a coherent and logical answer, which shows understanding of the basic principles.

Coursework and Dissertation

The essay should contain some argument that is reasonably independent, and addresses the question asked, but may be descriptive in parts.

The essay should have a clearly presented structure, which is focused around the question asked. An introduction and conclusion, even if brief should be included. The argument should be developed, but may lack fluency.

The essay should address some or most of the relevant ethical issues raised by the question. Treatment of these issues should show some capacity to reflect critically on the relevant theoretical and applied ethics literature and the moral principles involved, but may contain no significant evidence of originality. It should show sound knowledge of sources and reference them as appropriate. Issues addressed in an answer should not deviate too far from the question asked.

Overall there may be gaps in relevant knowledge, weakness or brevity in the analysis or argument, and/or deficiencies in the overall structure.

Students may display a moderate level of research skills in discussing and integrating relevant literature into their argument. Students should demonstrate that they have conducted an appropriate search for relevant theoretical and applied ethics literature, have read the literature and then relied on relevant pieces as sources in their work. The work may only occasionally be informed by some critical awareness of current issues and developments, where they are relevant.

Writing should be clear, focused and grammatically sound. It should contain a good command of plain English.

Students may demonstrate some competent standards of presentation, including citation skills, with some consistency. Students are strongly encouraged to use OSCOLA for citation. Word limit policies must be adhered to.

A lower pass mark (50-54%) will show that the work is broadly satisfactory, but that it contains a narrow argument with some inaccuracies. It should display cogent argument and sound knowledge but this may be only in parts rather than in a sustained way, and may not always be clearly written.

Fail (below 50%)

Overall a mark between 40% and 49% should be awarded to a superficial answer with limited knowledge of core material and limited critical ability. An answer that is incomplete with only peripheral knowledge displaying poor and disorganised presentation should be given a mark below 40%. Where the answer is entirely lacking in knowledge and substance or is unacceptably brief a mark below 30% is appropriate.

Coursework and Dissertation

The answer may address few of the relevant ethical issues raised by the question or problem. Treatment of these issues may show a lack of understanding and focus and display only limited sources. The argument is likely not to be fully developed and may lack a coherent structure.

Overall, the knowledge displayed is likely to be patchy and there may be little evidence of independent thought. The work may also show deficiencies in English writing skills.

Students are likely to display limited level of research skills in discussing and integrating relevant literature into their argument and may have drawn on a limited range of ethical literature. The work may show no critical awareness of current issues and developments, where they are relevant.

Answers at the lower end of this category (below 40%) are likely to show almost no insight into the ethical issues raised and may use irrelevant sources. An argument may not have been developed and the structure may be confused and incoherent. Generally, there may be fundamental mistakes and poor or unacceptable writing skills, including poor citation skills.

Appendix 7: Assessment FAQ

You can find all relevant regulations to taught programmes and their assessment [here](#). All students should be familiar with these regulations.

How will I be assessed?

Please read your student handbook for more information on formative and summative work. Formative work is set throughout the year as a means of developing your academic writing, research skills and problem solving ability. It does not count towards your degree. Summative work is the work set which counts towards your degree and usually comes in the form of coursework essays or examinations. Some modules incorporate additional forms of assessment such as oral presentations or group work however the standard is essay, exam or both. The assessment pattern and amount each is worth is explained in the course outline on KEATS and in the module descriptions made available when selecting your modules.

When do I submit my work?

You are required to submit formative work throughout the year and the deadlines are communicated by your teachers. The manner in which you submit *formative* work varies depending on your teacher and you should make sure you are clear on how to do this.

Summative essays are submitted online through a function called Turnitin on a module's KEATS page. Please see your student handbook for more information on this. In 2015-16, the Law School has imposed a standardised deadline for summative essays.

For *summative essays* due to be submitted in semester 1 = **4th January 2016 at 3pm**

For *summative essays* due to be submitted in semester 2 = **3rd May 2016 at 3pm**

Some module leaders may choose to set deadlines outside of these dates and will communicate this with you accordingly. Questions will be released by module leaders in good time and in as staggered a fashion as possible and it is very important that students create a timetable for the completion of their summative essays which works for them but which also allows time for examination revision.

It is very important that you do not try to complete your essays at the same time. Please use the staggered release of questions to allocate time to each individual essay and do not leave all of your submissions to the last minute. Even though the deadline may be near the May exam period, you should not let this be a reason for it to affect or interfere with your revision. You are given adequate time to complete your essays and revise for your exams separately. A suggested work schedule is detailed below:

Module 1: Essay questions released in December – spend some time in the Christmas holidays composing your research and writing an essay plan.

Module 2: Essay questions released in mid-January – spend two weeks in January/February composing your research and writing an essay plan.

Module 3: Essay questions released in mid-February – spend two weeks in February/March composing your research and writing an essay plan.

Module 1: Write essay mid-late January (make additional amendments as and when necessary).

Module 2: Write essay mid-late February (make additional amendments as and when necessary).

Module 3: Write essay mid-late March

Late March/Early April: Final read through of essays and submit

April: Examination Revision

This is just a suggested model and your actual work will depend on the time-frames in which it is set however it demonstrates how time can be allocated to one piece of work at a time so that you are focused and engaged with the material and your argument.

What do I do if I can't meet a *formative* deadline?

You should make your tutor to whom you're submitting the work aware and discuss whether you can submit on an alternative date. Your request must be for good reason. If it is not, your tutor can refuse to accept a late submission. Clear and timely communication is always the best course of action.

I have mitigating circumstances and need to request an extension for a *summative* essay and/or defer my exams. What do I do?

Please complete a mitigating circumstances form available [here](#).

It is very important that you read the information and guidance available at this link and on this form carefully so you know what is required and to be expected.

You will need to supply supporting evidence and submit your form and documents to lawmcf@kcl.ac.uk.

The form is then submitted to the Assessment sub-Board Chair who will decide, based on the evidence, whether to accept your request or not. You will then be notified within 14 working days of the outcome.

When requesting an essay extension for summative work, please make sure you provide a suggested deadline date that is reasonable based on your circumstances. This is clearly requested on the form.

Please discuss matters with your personal tutor or the Professional Services staff if you are unsure.

If requests are not approved, you must submit your essay by the original deadline date and/or sit your exam on the original date scheduled so you should always continue your work in case of this.

What is plagiarism and how do I avoid it?

Plagiarism is the taking of another person's thoughts, words, results, judgements, ideas, images etc., and presenting them as your own. It is very important that you understand how to reference work properly so that your work is not suspected of plagiarism. You must also ensure that you do not collaborate with your peers to the point at which your work can be suspected of collusion.

Students must read the university's [Academic Honesty and Integrity statement](#) before attempting any assessed work. As part of your enrolment you are expected to have read and understood this statement and anything in breach of these regulations can be considered misconduct. You must also read your student handbook which gives you detailed information on plagiarism and Turnitin – a web-based tool which compares your work to countless recognised sources and other students' work. Your handbook also gives you detailed information on how you submit your work through Turnitin and how you retrieve and understand your Turnitin originality report.

There is a vast amount of guidance on KEATS on plagiarism and how to avoid it. You can find this in the course named '[How to Guides, Study Skills and Employability](#)' which is under the 'My Courses' tab on your KEATS homepage. This includes videos on how to submit work and guidance on Turnitin.

What happens if I commit plagiarism or am suspected of plagiarism?

If your work is suspected of plagiarism, it will either be investigated at a local level (in cases of minor plagiarism) by the module leader and Assessment sub-Board Chair, or, in cases of suspected major plagiarism, the work will be referred to the Misconduct and Appeals Office for investigation.

In cases of minor plagiarism, you will be invited to an informal hearing at the Law School where you will be asked to explain certain aspects of your work. If you admit that you have plagiarised, you will be asked to sign a declaration and the piece of work will (normally) be marked as zero. Your right to resubmission will not usually be withdrawn though any resubmissions will usually be capped at a mark of 40 resulting in an overall module mark of 40. If you do not admit the charge, or the investigation determines that the case of plagiarism is major, it will be referred to the Misconduct and Appeals Office for investigation.

If the Misconduct and Appeals team determine there is a case to be investigated, you will be sent a formal invitation to a hearing on a certain date. Until this outcome is reached all of your module results will be withheld and you will not be allowed to enrol onto the next year of your programme. It is very important that you contact the School office in these events so that they can explain to you the possible outcomes of your circumstances.

Once the hearing is concluded, the committee will either issue a penalty or rebuke the charge. Penalties vary in severity depending on the action and whether it is a repeat offence or not. If you are permitted to continue on the programme, your results will be released and any necessary resubmissions set. Depending on when your hearing takes place, the School may be able to arrange

for a temporary reenrolment on to the next year of your programme however this will be subject to the outcome of your hearing. You should contact the School Assessments Officers if unsure of your progression/completion status in such events.

Where can I find more information on academic misconduct?

You can find detailed information on academic misconduct [here](#). The examinations and awards office also produce detailed yet clear guidance documents which explains how candidates should behave and what they may and may not bring into the exam hall. These documents are:

[Examination Information for Candidates](#)

[Examination Candidate Instruction Sheet](#)

What is my candidate number and where can I find it?

Your candidate number is what students must use to identify all summative work. You must never use your name or your student number. It can be found on your Student Record. It is a 5 digit number preceded by a letter e.g. W12345 which **changes annually**.

How do I know whether my exam is open or closed book?

You will be informed by your module leader/outline at the start of the term. Please also see information on the copy of the front cover of your exam available on KEATS, shortly before the exam. This can be found in the '[Law Undergraduate General Information](#)' course which all students should have on their homepage.

An **Open Book exam** allows students to bring in any documents/texts they wish. These may have writing on them. NO electronic devices are allowed.

A **Closed Book exam** means that you **CANNOT BRING ANYTHING** into the exam with you. Some Closed Book exams will provide you with documents as part of the paper itself.

What does 'Limited Open Book' actually mean?

The university has strict rules about **Limited Open Book exams**:

During a Limited Open Book exam, you are only permitted to bring specified texts into the examination. The details of the texts will be on the cover of your exam paper on KEATS before your exam but also communicated to you by your teachers in good time. **The specified texts must NOT have ANY written notes inside them or any other paper/notes stapled or added to them.** However, key words or phrases can be highlighted or underlined and small page tabs may be used however, **nothing must be written on these tabs**. The tabs can be different colours.

How long is my exam?

You will be informed by your module leader/outline at the start of the term. It will also state the duration of the exam on your examination timetable. Please also see information on the copy of the front cover of your exam available on KEATS, shortly before the exam. This can be found in the ['Law Undergraduate General Information'](#) course which all students should have on their homepage.

How do I find out what my exam timetable is?

Personal exam timetables can be found via your Student records and the [exam timetable](#) on the [Exams Office Website](#).

First year UG undergraduate students sit mid-sessional (mock) exams in all year 1 subjects in January. Though not compulsory, you are strongly encouraged to sit these exams for practice and feedback. You should check the links above in mid-late November for confirmation of the date on which exam timetables will be published. Mid-sessional exams cannot be deferred or sat at another time.

A very small number of UG/PGT examinations are held in January and this is subject to change on an annual basis and should be checked as above.

Examination dates **cannot** be negotiated as a vast amount of work goes into planning them for the entire university. You should not book any transport or make any important plans until you know your examination dates. The dates cannot be issued any earlier than the dates specified on the exams office website.

What do I do if there is a timetable clash?

If you have an examination clash then you must email the [Examinations and Awards Office](#) immediately. Please include your name, student ID number and the date, time, module codes and module titles of the clashing exams. Please note that exams on back-to-back days are **not** considered a clash.

The exams office is responsible for arranging hundreds of exams for thousands of students and while attempts are always made to give students as much time in between exams as possible, unfortunately they cannot meet the needs and expectations of every student.

I am not registered for one of my modules on my examination timetable.

This means you will need to register for the exam on the day of the exam and therefore you must ensure you give yourself as much time as possible to get to the exam venue. You will need to present at the venue's registration desk with your student ID or passport/driver's license and register for a

desk. There is no need to worry about this as your exam will still be received and marked in the usual way. For any further concerns please contact the [Law School Office](#).

Where is the exam venue?

This will be announced on the examinations office [website](#).

I have a disability, can I get help with the examinations?

Yes you can, there are many ways in which you can get support for your examinations. For example, you may wish to apply for Personal Examination Provisions and request additional time for your examinations. See [further information](#).

Please note that there is a deadline for PEP applications for each exam period which must be met.

You should also contact the Disability Advisory Service for advice: <http://www.kcl.ac.uk/campuslife/services/disability/index.aspx>.

How will my work be judged?

The university has generic marking guidelines and local LLB marking guidelines. The former can be found [here](#) while the latter are located on KEATS in the '[Law Undergraduate General Information](#)' page which can be found under the 'My Courses' tab.

Who marks my work?

Depending on which programme you are studying, your summative work is marked in accordance with one of the university's [marking models](#). These are highlighted and explained in your student handbook.

Once all summative work has been marked according to the applicable marking model a sample across all classification ranges is sent to an external examiner which includes all failing students for additional scrutiny. Once the external examiner has approved the marks they are readied for recommendation and ratification at the Assessment Boards.

What is feedback?

Feedback is designed to help you understand what about your work was good and what needs improving. You will receive feedback on your formative work which you should use to inform your summative work.

Feedback can come in various forms which are explained in your handbook and you should make the time to understand your feedback and consider it when writing your next piece of work. Your handbook also explains what you should do if you do not understand your feedback however consulting your teacher or personal tutor is always a good place to start. You can also consult the university policy on student feedback for staff to help you decipher your feedback.

You will receive feedback normally within 4 working weeks of submission. Please see the university policy on student feedback [here](#).

What is the role of the Assessment Boards?

The Assessment Boards are fundamental responsible for approving assessment results. This includes progressing students, finalists and cases of deferral. Detailed information on their role can be found [here](#).

Membership lists for Assessment Boards can be found [here](#). This also includes external examiner membership. Please note that these lists are subject to frequent change due to Faculty sabbaticals and other affecting factors and students **are not** to make direct contact with external examiners, in particular regarding their individual performance in assessments.

How do I calculate my award?

See [useful information](#) (including an example calculation).

An undergraduate student who has not met the requirements for a particular classification but who is within a two percent margin of a higher classification boundary (i.e. 68/58/48) will be awarded the higher classification provided that at least 60 credits at level 6 or above (level 7 for integrated masters programmes) have marks at or above the higher classification.

When will the results be published?

UG – early-mid July (and early September for resits)

PGT - late July for exams and November for dissertations, writing projects and overall awards.

What happens if I fail an assessment or exam?

Students are required to score the pass mark in a module. In undergraduate modules this is 40 and postgraduate modules this is 50. You must score this mark as an overall combined mark taking into account all summative assessment components on a module i.e. if an undergraduate module is 30% essay and 70% exam, you must score 40 in total to pass the module

Therefore you can technically score below the pass mark in an assessment component and still pass the module though we do not recommend you make this your strategy.

If you fail a module you are required to re-take the component/s which you have failed i.e. if you score 38 for an essay and 38 for an exam in an undergraduate module, you must take both again in order to pass.

When you sit an assessment component for the second time through failing the first attempt, the maximum you can score in the second attempt is the pass mark (40 for undergraduate and 50 for postgraduate). Your overall module mark will then also be capped at the pass mark.

If you fail an essay, the standard date for resubmission is 1st August.

If you fail an exam you are required to sit at the **next available opportunity** which for undergraduates is the August re-sit period. Information on the dates of all exam periods can be found on the [Examinations and Awards Office website](#). If students cannot sit exams due to illness or they fail their attempts, the general undergraduate cycle is mapped below:

January exams – next opportunity is August

May exams - next opportunity is August

August exams - next opportunity is either January or May, depending on when you first sat the exam i.e. if you failed the exam in January and then could not sit in August due to ill-health, you would sit the exam in January.

This is subject to change as some modules change their assessment patterns from year to year but as a general rule of thumb this is accurate. You should consult the Assessments Officers for confirmation. When you have not passed an exam or you have deferred through mitigating circumstances, you are automatically scheduled for the next attempt.

For postgraduate students, if you do not pass all your modules at the first attempt, you have one further attempt to pass and this is scheduled at the next available opportunity.

What happens if I fail one or more modules?

For undergraduate students, you must pass a certain number of credits per year in order to be able to progress to the following year of your programme. You can carry 30 credits of failed modules over to the next academic year meaning you enrol for your following year's modules and have a re-sit assessment to complete during that year also (this may be an essay but more typically an exam). Any exams are sat at the next available opportunity as explained above.

If an undergraduate student fails more than 30 credits in one year, they cannot progress and they must sit the next academic year out of college until they have passed the outstanding modules. Alternatively they can request to attend teaching again for the modules they have failed but this option does incur fees. Usually though this means you take a year out and sit your exams in May and return in the September of the following academic year to resume your next year of study.

Undergraduate students need to be aware that their progression from year to year depends on passing sufficient credit:

The minimum progression requirements for students enrolled on a full-time undergraduate programme are as follows (pro rata for part-time students):

- ♦ Year 1 to Year 2: 90 credits excluding condoned fails
- ♦ Year 2 to Year 3: 210 credits excluding condoned fails
- ♦ Year 3 to Year 4: 330 credits excluding condoned fails

For postgraduate students, reassessment attempts take place at the next possible opportunity. Essay resubmission dates are communicated by the Assessments Officers.

What happens if I fail assessments on more than one occasion?

The maximum number of times you can attempt an assessment depends on the level of study:

For year 1 (level 4 modules): 3 attempts permitted

For year 2 and above (level 6 modules): 2 attempts permitted.

For postgraduate students: 2 attempts are permitted for all modules.

This means that should you fail your module/s on the last attempt, you are subject to withdrawal from the programme as you have not satisfied the requirements. It is therefore very important that you are aware of these regulations and you prepare thoroughly for any re-sit attempts.

Full details of the assessment requirements for both undergraduate and postgraduate programmes can be found [here](#) and should be consulted.

What happens if I have passed all of my modules but one in my final year?

Certain programmes permit what is known as a condoned fail which allows a student to complete their programme despite not having passed a certain number of credits.

If specified in the relevant programme specification, the examiners may permit a student to be awarded non-transferable credit for a limited number of non-core modules where the student has failed the module but has attained a minimum mark for condonement, subject to the following restrictions:

(a) in no case may the condoned fail mark be lower than 33 for a level 4, 5 or 6 module or lower than 40 for a level 7 module; and

(b) the total number of modules condoned may not exceed the credit tariff stated in the programme specification. All programme specifications can be found [here](#) and students are held to the regulations in place in the year they enrolled on said programme.

Condonement will be considered for students who have failed a condonable module with a mark within the condonable range as detailed in individual programme specifications. For non-finalists, condonement will be applied only once the student has exhausted any reassessment opportunities. Finalists who have failed a module within the condonable range but who have met the requirements for award should normally be classified and no re-assessment offered.

N.B. CORE MODULES CANNOT BE CONDONED.

When is graduation?

The College holds two sessions of graduation ceremonies each year. These normally take place in January and July in the summer. See [further information](#).

How do I appeal?

An appeal can be on the grounds of undisclosed mitigating circumstances or administrative error.

It is very important students are aware that an appeal cannot be against academic judgement. A successful appeal will result in either a replacement exam/essay for those who have not received their final degree or a change in classification of their final degree if there are grounds (students who are not very close to the borderline of a classification are unlikely to be considered).

For undergraduate students, if you have not already received your degree, you must be aware that a replacement exam would take place in August which follows very closely from submitting an appeal therefore you should be revising for the exam while you wait for the outcome so that you are prepared.

Please complete a [Stage One Appeal Form](#) should you wish to appeal. An appeal must be lodged within 21 days of results release. Full guidance and the address to submit to can be found [here](#).

Where do I find the university Examination FAQs?

See [College Exam FAQs](#).

Where do I find university Assessment policies and processes?

See [College Assessment policies and processes](#).