

1	Awarding institution/body	University of Oxford
2	Teaching institution	University of Oxford
3	Final award	Diploma
5	Programme	Diploma in Legal Studies
6	Relevant subject benchmark statement	Law
7	Date of Programme Specification preparation	August 2008

8	Educational aims of the programme
	<p>The Diploma in Legal Studies is a one-year diploma programme. The programme aims to:</p> <ul style="list-style-type: none"> ▪ bring students into direct intellectual engagement with the law, an engagement distinguished by rigour, depth and conceptual sophistication, focusing mainly but not exclusively on English law, and emphasising the use of primary sources; ▪ furnish students with advanced skills relevant to legally-related work or to the use of English law in legal practice in other jurisdictions. These skills are also transferable to other graduate study work, a wide range of employment contexts and life experiences outside the law; ▪ encourage and enable in students a critical and reflective attitude to the law, and more generally a capacity and propensity for sustained independent study, thought and argument ▪ constitute an intense learning experience characterised by close and frequent individual or small-group contact with tutors and a demanding schedule of independent study.

9	Programme outcomes
----------	---------------------------

9A	<i>Knowledge and understanding</i>	<i>Teaching/learning methods and strategies</i>
	A basic understanding of the nature of law, and of its central concepts, values, principles and institutional features.	All courses in the programme are taught with an eye to the broader and deeper lessons to be learnt, and with a focus on problems that are apt to recur across different times and places. This is the programme's distinctive ethos. In all courses students are encouraged to think not only about what the law is but also about how it came to be that way and what it ought to be.
	A basic understanding of the character and uses of legal reasoning and argument	The dialogic method of the tutorial is well-suited to teaching legal argumentation by example and by practice and this lies at the centre of our approach. Problem and essay questions are typically used to structure discussion. All the courses on the programme are taught with an emphasis on the explication and testing of judicial arguments, and the furnishing of rival arguments by students.
	A basic understanding of the range of legal sources and how to use them	Teaching is oriented towards the acquisition of a second-nature familiarity with legal sources. Independent study skills are prized, and library/ICT use is emphasised, throughout the programme. The Bodleian Law Librarians and Faculty IT officers advise and train students in access to legal information. Reading lists, tutorial discussions and exam questions emphasise familiarity with primary source material. Students will also take Units 1 and 2 of the Legal Research Skills course for the BA in Jurisprudence.
	A sound knowledge and understanding of at least three areas of law or legally-related subjects.	Students choose three subjects from a wide range of standard subjects (whether compulsory or optional) offered in the Final Honour School programme

Assessment

Summative: The formal assessment of knowledge and understanding is by written examinations, held at the end of the third term, except for Units 1 and 2 of the Legal Research Skills course which are assessed at the end of Hilary Term, using database searching and online tests.

Formative: There is also much assessment of a less formal character. Understanding in particular is assessed on a continuous formative basis through the weekly tutorial. Weekly tutorial essays are sometimes presented orally by the student in the tutorial, or alternatively read by the tutor and discussed in the tutorial. Tutors' feedback may therefore be provided orally and/or in writing. There are also opportunities for students to comment orally on each other's work.

Knowledge and understanding of the student's most recent term's work is tested by tutors' setting of practice examinations (usually at the start of the term following). Again detailed feedback may be provided orally and/or in writing. Performance in both tutorials and practice examinations is recorded by tutors, and may be used later in the writing of references, something of which students are regularly reminded. There is a tutorial report from each tutor each term. Students see their tutors regularly to hear and discuss their tutorial reports. These continuous assessments are not, however, part of the degree classification process. They are part of a personal trust-based tutorial relationship which would be fractured by giving the tutor an official role in degree classification.

<i>9B</i>	<i>Intellectual Skills</i>	<i>Teaching/learning methods and strategies</i>
	An ability to read and assimilate complex legal and legally-related texts	Students are given a reading list for each tutorial, devised by the tutor (using an agreed reading list as a basis). The emphasis is normally on primary materials, including cases, statutes, and scholarly articles. The student is expected to work out how the materials relate to each other and (where relevant) which materials represent the current state of the law.
	An ability to bring together information derived from a number of different sources, distinguish the relevant from the irrelevant, and create a coherent synthesis	Work demanded for tutorials, and other study purposes necessitates the isolation of only the relevant themes and debates from the material studied and their deployment in a continuous and organised argument.
	An ability to analyse complex issues so that they can be tackled in smaller steps	The student is expected to sever issues that may have become confused in the law, and to deal with the severed issues severally. The problem question (see next entry) particularly encourages such analysis.
	An ability independently to identify the legal issues that are raised by a question or factual situation	In addition or as an alternative to essay questions, tutors may set 'problem' questions in which imaginary fact-scenarios are used to test a student's grasp of the legal doctrines and their interrelations. Usually such cases are legally arguable both ways. Some tutors use such questions as the framework for

	the tutorial itself. Tutors and lecturers will often vary the details of these imaginary fact scenarios to test legal doctrines, and students are encouraged to do the same in their essays.
An ability to conduct the legal research necessary to tackle even an unfamiliar legal problem independently	The regime of the tutorial reading list with its emphasis on primary materials teaches students where to begin looking for the law on any subject. Over time, they become extremely familiar with law libraries and legal research tools and learn to depart from their reading lists and go off on their own when a troublesome essay topic so demands. Students are equipped with the skills to do this by means of Units 1 and 2 of the Legal Research Skills course.
An ability to make a reasoned choice between rival answers to legal questions	It is hard to write a successful tutorial essay or to have a productive tutorial while fence-sitting. In particular, 'problem' questions generally require the resolution of legal questions as more than one answer is generally arguable.

<p><i>Assessment</i></p> <p>The University examinations strongly emphasise the use of critical, analytical and synthetical skills under pressure, but this summative mechanism only represents the conspicuous tip of the assessment iceberg. Under the surface, the formative assessment of the weekly tutorial and its associated essay plays a major role in monitoring as well as cultivating the student's wider intellectual skills. Close contact with tutors allows for an individualised sense of each student's intellectual development which tutors convey to students via their tutorial reports, and attempt to cater for in tutorial planning (e.g. by grouping intellectually complementary students together).</p>

9C	<i>Practical skills</i>	
	An ability to communicate legal information and ideas for a variety of audiences and in a variety of contexts	Communication skills, both written and oral, are at the heart of the tutorial system. Students must explain themselves for the benefit not only of their tutor but also their tutorial partners. General communication skills – clarity, fluency, economy – are valued alongside technical ability in legal writing.

<p>An ability to use computer applications ranging from basic word-processing to the latest legal research technology</p>	<p>This is ensured by the compulsory Legal Research Skills course. Excellent ICT provision in the Bodleian Law Library and at College level helps to ensure that computer-aided research comes naturally to students from an early stage. Networked computers within the ox.ac.uk domain have access to a suite of legal research tools including Lexis and Westlaw, for which training is provided.</p>
<p>An ability to read and digest legal materials accurately at speed</p>	<p>Students acquire the skill to prioritise reading and to distinguish the central from the peripheral.</p>
<p><i>Assessment</i></p> <p>The second of these skills is assessed via the separate Legal Research Skills course. The other two are necessary conditions of achieving the intellectual outcomes mentioned in 10A and 10B above, and are therefore assessed indirectly through the assessment mechanisms already mentioned.</p>	

9D	<i>Transferable Skills</i>	
	An ability effectively to plan and organise the use of one's time	Getting through the reading in time for tutorials and classes takes careful management if social and recreational time is to be preserved. Tutorials are fixed deadlines every week that can only be shifted with great difficulty and students quickly learn that they must be ready in time.
	An ability to work independently	Independent reading and writing remains the core activity of the law student.
	An ability to present one's arguments confidently and clearly	Both oral and written confidence and presentation skills are increased by the regular diet of tutorials. In tutorials, students are required to defend their ideas in dialogue with an established academic and one or two other students. In addition they write on average three essays every two weeks.
	An ability to adapt to technological change	The emphasis on computer-aided research, formalised in the Legal Research Skills course, as well as our increasing use of the web for course delivery and support, helps to make our students adaptable to new technologies
	An ability to locate information quickly	The programme ensures that students are highly skilled in library and computer use, and in maintaining notes and files.
	An ability to think on one's feet	The relatively quick-fire character of many tutorials and classes means that students must advance, refine, abandon and reformulate their arguments as the tutorial develops. The process is intellectually experimental and makes for imaginative and lively participants in other settings (e.g. committees, working groups) as well as good advocates.
	An ability to maintain critical distance from one's own arguments and ideas	The encouragement of quick thinking is not at the expense of a self-critical perspective. Students are given critical perspective on their own discipline. Through the tutorial system, students learn to make arguments without commitment as well as arguments with commitment, and hence learn to appreciate the impersonal force of ideas, reasons, and arguments.

Assessment

These transferable skills are necessary conditions of achieving the intellectual outcomes mentioned in 9A and 9B above, and are therefore assessed indirectly through the assessment mechanisms already mentioned. Their presence or absence is the focus of much of the regular comment provided by tutors in their weekly contact with students and in their termly reports as communicated to the students. The technology-use and information-retrieval skills are, however, separately assessed in the compulsory Legal Research Skills course.

9E	<i>General teaching/learning methods and strategies</i>
	<p>Each course has its own distinctive teaching and learning strategy, to reflect its distinctive subject-matter and its distinctive place in the cumulative process of learning over three years. Each course falls under the jurisdiction of a 'subject group' comprising members of academic staff teaching and/or researching in the field of the course. These 'subject groups' take charge of customising the delivery of the course to suit its subject matter and pedagogical role. However most courses use a blend, in different proportions, of tutorials and lectures, sometimes reinforced by classes.</p> <p>Tutorials: An hour-long meeting, at which a member of academic staff expert in the relevant subject at hand meets with one, two or three students. The tutorial system, managed and budgeted at College level, is core to the learning experience for most courses on this programme.</p> <p>The tutorial system encourages a high degree of independence on the part of the student. A reading list is in effect a map of primary sources and a student still has to identify the material relevant to the work set and produce a cogent presentation of that material. The student's independence in approaching the essay is counterbalanced by the intensive collaboration of the tutorial itself. The dominance of the tutorial method leads to a great deal of regular contact between students and a range of academic staff (intercollegiate swaps are usual to take advantage of individual specialisms).</p> <p>Lectures: These are provided by the Faculty and open to students from all colleges. They supplement and reinforce tutorial teaching by concentrating on particular points of difficulty within the course. This provides students with access to a wider range of information and stimulates further investigation by the student. Most college tutors are also Faculty lecturers. The subject groups responsible for individual courses determine the appropriate lectures to offer. There is no policy of comprehensive coverage of the syllabus.</p> <p>Classes: Tutorials may be supplemented or substituted by college classes/seminars at the initiative of individual tutors. Classes/seminars are also sometimes provided by the Faculty, either as the main teaching vehicle or to allow more interactive presentation of material otherwise destined for lectures. Again subject groups are given discretion to determine what mode of learning would best suit their course. Both college and Faculty classes give students formal and sustained experience of working co-operatively in somewhat larger groups.</p>

10	Programme structures and features
	<p>The programme is a one-year course leading to the Diploma in Legal Studies. It is normally only open to those who have no significant previous education in the common law. It is principally aimed at students coming to the faculty on exchanges from partner universities.</p> <p>The Diploma programme is substantially derived from the BA in Jurisprudence programme. Students select three subjects from the Final Honour School's range of standard subjects.</p> <p>The diploma is not a degree. Students join the programme in Michaelmas, and study for three terms, ending their studies with written examinations taken in Trinity (summer). The examination in each paper is identical to that taken by students working towards the BA.</p> <p>A range of courses are available to choose from. They can be found at http://denning.law.ox.ac.uk/undergraduate/courses.shtml. In addition, students take Units 1 and 2 of the Legal Research Skills Programme, details of which can be found at http://denning.law.ox.ac.uk/intranet/subjects/lrsp/index.htm</p> <p><i>Summative Assessment</i></p> <p>The examinations at the end of term 3 consist of unseen papers sat over a period of about 1-2 weeks. When set in the context of the continuous informal assessment of the tutorial system, this intensive exercise provides a robust all-round picture of student progress and achievement in relation to the learning outcomes listed under heading 9 above. Units 1 and 2 of the Legal Research Skills Programme, referred to above, are tested separately (on a pass/fail basis) in the first and second terms.</p>

11

Support for students and their learning

Libraries: Reflecting the centrality of primary sources to this programme, students have use of multiple library facilities:

- The Bodleian Law Library, a research library of international importance, provides all students with access to a book and journal collection covering all of their conceivable academic needs, almost all on open shelves. It also has a very comprehensive collection of legal databases available via internet site licences.. In term time, the Library is open until 10.00pm during the week and during the day at weekends. It also remains open weekdays until 7pm during the vacations. The professional library staff provide induction tours for newly arrived students, as well as ongoing help and advice, and a comprehensive offering of legal research classes, guides to the collections, and a comprehensive web site of information links (www.ouls.ox.ac.uk/law).
- Most Colleges also maintain a separate law library, often accessible 24 hours a day 7 days a week, containing materials to meet the students' daily needs (major UK law reports, major law journals, leading monographs and edited collections, major reference works). Unlike the Bodleian Law Library these libraries typically allow borrowing, but are unlikely to have staff on duty out of ordinary working hours.. For the purposes of cross-disciplinary subjects (Jurisprudence, Ethics, Criminal Justice and Penology, History of English Law) students also have access to the extensive collections of the Oxford University Service Libraries and College libraries in philosophy, social studies, and history. The Bodleian Law Library and College law libraries also maintain extensive holdings in these areas where regular access by law students is expected.

Information and communication technologies: There is extensive use of ICT, and provision of ICT resources, for the support of student learning across the Faculty, the University and the Colleges.

- The Faculty supports an IT room in the Bodleian Law Library for student use, in addition to the library's public access workstations for catalogue searches, CD-ROM use, and online research. The library reading area has wireless access for laptops.
- The Faculty has two IT officers working on interactive learning and other web developments, as well as catering for the ICT aspects of the Legal Research Skills course, and offering other occasional training to students.
- Both email and the web are widely used in the Faculty for communication with students. The student handbook is available online and some subject groups have their own web-sites for delivery of course materials. Core reading lists in many subjects have hot links from citation to the full text of the source, and to library catalogue entries. There are general email circulation lists for students on all programmes, as well as a bulletin board.
- The University Computing Service provides a wide range of services available to all members of the University, including public access workstations at its own site, computing courses, site-licensed software, special deals for the purchase of hardware and peripherals, and of course email and web-space accounts for all.
- Many students have ethernet points provided in their College accommodation, for connection to their own personal computers. Colleges have computing officers to assist with networking and provide other help and advice, as well as computer rooms with public access workstations connected to the University network.

Academic advice and support: An enduring strength of the tutorial system is the availability of highly personalised academic advice and support on a day-to-day basis. Students and academic staff often inhabit the same buildings in College and may well see each other daily in passing, as well as weekly for tutorials and termly for induction and again for the communication of reports. Apart from the ongoing feedback on tutorial work, tutors provide a number of specific services at crucial stages in the programme. They are responsible for detailed and tailored academic induction at the start of year 1 (including pre-enrolment reading suggestions and briefings). They also advise on choice of courses, and arrange the necessary tutorials (on an intercollegiate basis if necessary). In association with College Secretaries they oversee examination entries and the passing of medical information and other mitigating circumstances to the examiners. They write references and nominate students for prizes and scholarships on the strength of exam results or tutorial performance.

Colleges also have Senior Tutors who oversee the management and budgeting of the tutorial system and are available to students to deal with academic problems that cannot be resolved with the law tutors, or in the event of a law tutor's absence.

Being relatively small academic communities, colleges also have a strong tradition of peer support in academic matters and the existence of college law libraries set apart from the rest of the college library often intensifies this tradition in the case of law.

The Faculty augments all this personalised provision with a great deal of more general information and advice. There is a comprehensive student handbook (distributed on paper to all at the start of the academic year and continuously available online) laying out full details of the programme. The Faculty also offers year 1 induction in respect of matters uniformly applicable to all students. The Faculty Office (next to the Bodleian Law Library) maintains stocks of lecture handouts and similar course paperwork. Some courses on the programme also have information, advice and documentation online.

Pastoral and welfare support: Academic tutors also have a significant pastoral role built into their function and often assist with personal guidance and practical problem-solving (e.g. in dealings with agencies outside the college on behalf of students when so requested by students). In some colleges, each student has a designated 'moral tutor' in addition to subject tutors. Colleges also have various appointees with specific pastoral and welfare responsibilities, e.g. advisors to women students, chaplains, resident assistant deans appointed from the postgraduate community, etc. There are often part-time college nurses on site and all students are registered with college doctors based at nearby surgeries. Domestic bursars are charged with meeting special living needs, e.g. in respect of students with disabilities or students who fall ill or students in need of emergency accommodation. The head of college also often plays a role in ensuring that students are settled and adequately supported. The Junior Common Room (college student union) often has its own welfare officer who acts as a source of information and an advocate. The tradition of extensive college-level peer support in academic matters extends to non-academic matters as well. In general the relatively communal aspect of college life makes for extremely easy access to confidential support in respect of non-academic matters, including support from people who know the student well, as well as more anonymous advice and support from professionals when necessary.

The University Counselling Service provides advice and support both immediate and long-term to students in need, and makes referrals to more specialist services beyond the University. Both the University and the colleges dispense hardship funds.

12	Criteria for admission
	This course is open only to students coming to the faculty on exchanges from our partner universities in continental Europe.

13	Methods for evaluating and improving the quality and standards of teaching and learning
	<p>Staff appointment, training and appraisal:</p> <p>Teaching ability is directly assessed as part of the recruitment and selection process for academic posts carrying tutorial responsibilities. Candidates are usually asked to make a brief presentation on a topic of their choosing. Normally the instruction given to candidates would be to address the selection panel as if it were a year 2/3 student audience. Some colleges are experimenting with having selected year 3 students (close to leaving the college, and hence not apt to be taught by the appointee) attend these presentations and comment to the selection panel on the presentation as a learning experience.</p> <p>Newly appointed members of academic staff are required to attend a training programme organised by the University's Learning Institute. Postholders attend one-to-one consultations with the Educational Development Advisor dedicated to the Social Sciences Division. The Educational Development Advisor helps each new member of academic staff analyse their teaching development needs, and assists in drawing up a plan to address those needs.</p> <p>A senior member of academic staff is also assigned to each new academic postholder as a personal advisor, or mentor. The personal advisor provides advice and support on all teaching matters, as well as on other aspects of the academic's career (such as research). Personal advisors are expected to meet regularly with the new postholder and are expected to address matters such as assessment methods, preparation of course materials, overall teaching load and teaching mix.</p> <p>In addition, halfway through the new postholder's first five years in office, their teaching is formally evaluated by other members of the Faculty's academic staff, and then again at the end of those first five years. Reports on the postholder's progress are given to the Law Board and to the Social Sciences Division.</p> <p>Furthermore, all Faculty postholders are asked to take part in the annual staff appraisal scheme. Teaching assessment and self-assessment play an important part in this.</p> <p>Colleges operate parallel and complementary systems of quality assurance for tutorial teaching, generally supervised by their Senior Tutors. Current research students are sometimes asked to provide tutorials at College level (they are known as Graduate Teaching Assistants or GTAs). The GTA scheme is run by the Faculty: graduate research students apply to the scheme and, if selected, attend a series of Faculty workshops on teaching and learning. They are then put on the Faculty's register of GTAs.</p>

Curriculum review and course management:

- Subject Groups, reporting to the Faculty's Undergraduate Studies Committee, have responsibility for keeping individual courses under review. They meet at least annually to update and if necessary redraw the syllabus, to co-ordinate lectures and classes, to review the 'model' reading list for tutorial use, and to plan ahead for the following year. They take account of student feedback as well as input from individual teachers. Each Subject Group has a convenor who organises meetings, writes reports, and where necessary implements changes.
- The Director of Undergraduate Studies receives reports from Subject Groups on behalf of the Undergraduate Studies Committee and satisfies himself or herself of their effective operation. The Undergraduate Studies Committee also has responsibility for keeping the programme as a whole under review, e.g. by considering amendments to the regulations, approving the establishment of new courses, reviewing the student handbook, and securing and reacting to general student feedback.
- The Faculty's Director of Undergraduate Studies chairs the Undergraduate Studies Committee and exercises some executive powers on its behalf (notably during the summer vacation). He or she also performs many informal functions involving liaison with Subject Groups and responding to student concerns, etc.
- The Undergraduate Studies Committee reports to the Law Faculty Board, which reports in turn to the Social Sciences Divisional Board. These Boards take an active interest in major curriculum changes as well as academic appointments. However, routine supervision of the curriculum is delegated to the Undergraduate Studies Committee and the Director of Undergraduate Studies.
- Examination Boards may also comment in their reports on the programme as a whole and/or on the conduct of particular courses as evidenced by performance in the public examinations. Such reports are taken very seriously by the Undergraduate Studies Committee, by the Examinations Committee, and by Subject Groups.
- An ad hoc internal committee set up by the Faculty Board to review the programme recently reported and proposed some structural changes which have been implemented in the programme as described in this specification.
- The University prescribes procedures for changing examination regulations.

Student feedback:

- The Faculty participates in the new University-wide Student Course Experience Questionnaire. The Undergraduate Studies Committee takes careful note of results received, and incorporates these into the Committee's ongoing review of programme structure, learning practices, and examination systems.
- In addition the Faculty operates a system of feedback on individual lecture and seminar series using a standard questionnaire. Evaluations and comments are subsequently drawn to the attention of the lecturer.
- Colleges operate questionnaire systems for receiving student feedback on tutorials, administered by their Senior Tutors.
- The Undergraduate Studies Committee includes student representatives for much of its business. Student representatives also serve on a Joint Consultative Committee that exists specifically to discuss student concerns. Representatives to these Committees are appointed by a student body (known as the LJCC). Representations concerning the programme are often made by or on behalf of the LJCC.
- The Director of Undergraduate Studies and other officers of the Faculty often engage in informal liaison with students and their representatives.

Review beyond the faculty:

- The reports of external examiners a major source of insight into the programme's strengths and weaknesses.
- The Divisional Board and the University's Educational Policy and Standards Committee issue guidance and provide general supervision.
- The Faculty is subject to six-yearly reviews by the University as well as the currently prevailing review systems of the Quality Assurance Agency.
- Although the Law Society and Bar Council do not directly appraise teaching and learning standards in the programme, the very high expectations that the legal professions have of this programme exert pressure for continuing high standards.

The formative assessment of the tutorial system is governed by the academic authorities at college level (generally senior tutors and tutorial committees), which take attendance at tutorials and diligent completion of work extremely seriously and apply sanctions, which may culminate in expulsion, to those in repeated default.

The summative assessment of the public examinations is regulated by the University's Examination Regulations, and compliance with these is supervised by the University Proctors (a judicial authority appointed independently of the administration). In addition the University and the Social Science Division have general policy guidelines relating to the examination process. Examination conventions specific to this programme, governing matters not dealt with in the Regulations, are approved by the Faculty's Examinations Committee, chaired by the Faculty's Director of Examinations and reporting to the Faculty Board. That Committee also nominates Boards of Examiners and supervises the conduct of examinations.

Boards of Examiners are responsible for the setting of papers and for the marking of scripts. University Regulations permit them to be assisted in setting and marking by Assessors, and in the Law Faculty most members of academic staff serve as Assessors every year in either the first public examination or the second. Assessors submit marks to the Board of Examiners but do not participate in classification, which is undertaken by the Board of Examiners acting alone. The markers in each subject meet to determine how they expect questions in the paper to be tackled and outline model answers are used where appropriate. Double marking takes place to determine assessment standards and to check consistency between markers. Scripts with borderline marks and unusual features are also double marked. During the classification process further double marking of scripts takes place where marks for scripts are close to classification borderlines and a minor change may affect the candidate's overall classification, or where a rogue mark (significantly out of line with marks for the candidate's other scripts) has been given, or where a failing mark has been given, or in order to determine the best script for the award of a prize.

Boards of Examiners report fully on the process and substance of each cycle of examinations over which they preside. Their reports are considered by the Faculty's Examinations Committee, by the Undergraduate Studies Committee, by the Faculty Board, by the Divisional Board, and by the Educational Policy and Standards Committee of the University. Such consideration feeds back into curricular reform and into teaching and learning practice, as well as the conduct of future examinations.

A key role in the process is played by the external examiners who serve on each Board of Examiners whose verdicts are relevant to degree classification. External examiners report annually and separately to the Vice-Chancellor. Their reports are also considered by the Faculty, the Division, and the University. They serve two functions:

1. To confirm that standards are appropriate to the degree awarded, in part by comparison with the standards of comparable institutions, and to ensure that the assessment procedures and the regulations and conventions governing them are fair;
2. To ensure that the conduct of the examination and the determination of awards has been fairly conducted, and in particular that individual student performance has been judged in accordance with the applicable regulations and conventions. The external examiner signs the Class List to indicate that the latter standards were met.

The Faculty's Examinations Committee and Undergraduate Studies Committee, and where appropriate the Faculty Board, gives extremely careful attention to any adverse comment by external examiners.

The following marking scales and conventions of assessment apply to this programme.

14	<i>Assessment standards</i>
----	-----------------------------

14A	<i>Examiners' Conventions</i>	
	For a Distinction	Two marks of 70 or above are needed, with the third mark of 60 or above.
	To pass	Three marks of 40 or above are needed. A failing mark will not be compensated by good marks in other papers.
	Short weight	it is essential that candidates follow the instructions on the paper; failure to do so will result in a penalty. A paper will not be deemed to have been fully answered if a whole question has been omitted, or, where part of a question is separately numbered or lettered, part of a question has been completely omitted. The precise degree of the penalty which is incurred will depend upon the extent to which the script is short weight. For example, in a system of numerical marking the marker will award some marks to an answer which is incomplete in the sense that a part of the question has not been answered. However, where a question has been completely left out, then a mark of zero will be registered for that question. Where a candidate completes the correct number of questions but fails to answer a question which is compulsory (for example where the candidate does not answer a problem question as required by the rubric of the subject paper), then marks will be deducted and may result in the candidate's overall result in that paper being affected.

14B	<i>Marking criteria</i>	
	Mark (%)	Qualities
	=70	<p>Answers show several of the following qualities:</p> <ul style="list-style-type: none"> • acute attention to the question asked; • a deep and detailed knowledge and understanding of the topic addressed and its place in the surrounding context; • excellent comprehensiveness and accuracy, with no or almost no substantial errors or omissions, and coverage of at least some less obvious angles; • excellent clarity and appropriateness of structure, argument, integration of information and ideas, and expression; • identification of more than one possible line of argument; • good appreciation of theoretical arguments concerning the topic, substantial critical analysis, and (especially in the case of high first class answers) personal contribution to debate on the topic.
	60-69	<p>Answers show at least most of the following qualities:</p> <ul style="list-style-type: none"> • attention to the question asked; • a clear and fairly detailed knowledge and understanding of the topic addressed and its place in the surrounding law; • good comprehensiveness and accuracy, with few substantial errors or omissions; • a clear and appropriate structure, argument, integration of information and ideas, and expression; • identification of more than one possible line of argument; • reasonable familiarity with theoretical arguments concerning the topic, and (especially in the case of high upper second class answers) a significant degree of critical analysis.
	50-59	<p>Answers generally show the following qualities:</p> <ul style="list-style-type: none"> • normally, attention to the question asked (but a lower second class answer may be one which gives an otherwise upper second class treatment of a related question rather than the question asked); • a fair knowledge and understanding of the topic addressed and its place in the surrounding law; • reasonable comprehensiveness and accuracy, possibly marked by some substantial errors or omissions; • a reasonably clear and appropriate structure, argument, integration of information and ideas, and expression, though the theoretical or critical treatment is likely to be scanty or weak.

40-49	<p>Answers generally show the following qualities:</p> <ul style="list-style-type: none">• the ability to identify the relevant area of the subject, if not necessarily close attention to the question asked;• some knowledge and understanding of the topic addressed and its place in the surrounding law, notwithstanding weakness in comprehensiveness and accuracy, commonly including substantial errors and omissions;• some structure, argument, integration of information and ideas, and lucidity of expression, though these are likely to be unclear or inappropriate and to offer negligible theoretical or critical treatment.
-------	---