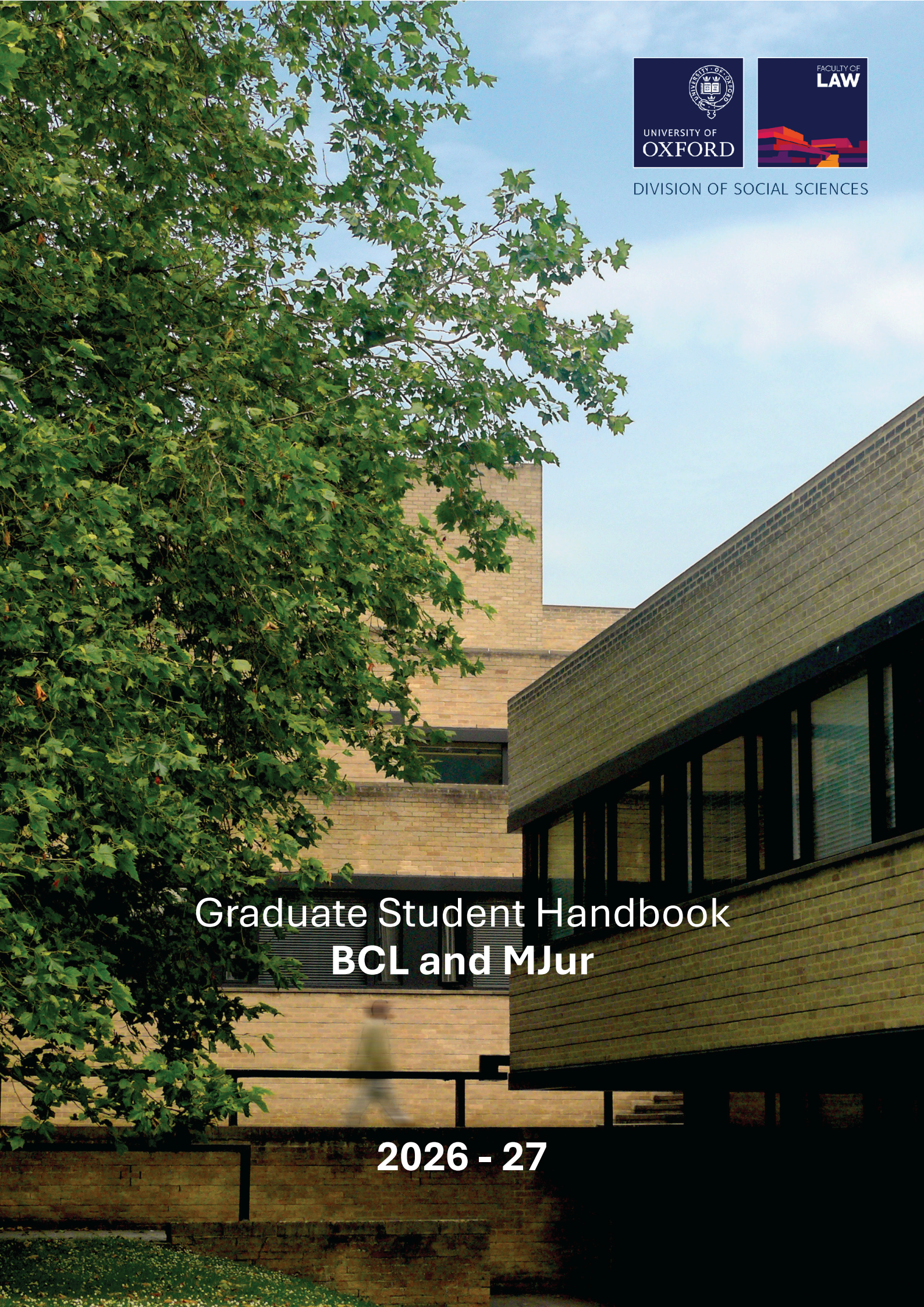

UNIVERSITY OF
OXFORD
FACULTY OF
LAW
DIVISION OF SOCIAL SCIENCES
Graduate Student Handbook
BCL and MJur
2026 - 27

Graduate Student Handbook

Bachelor of Civil Law and Magister Juris

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Contents

1. Introduction and General Administration 7
Versioning 7
Key Contacts 7
The Role of the Faculty, College, and University 8
The Administrative Structure of the Faculty 9
BCL & MJur Course Committee 9
Graduate Studies Committee 9
Law Faculty Board 9
Social Sciences Division/University Education Committee 10
Other Committees 10
Administrative Officers 10
The Law Faculty and the St Cross Building 10
Induction Events 11
The Lecture List 11
Student Self Service 11
Student Handbook 11
College Handbooks 11
Academic Dress 11
Residency Requirements 11
Dates of Term 12
Key Dates and Deadlines 12
Oxford Students Website and Oxford Transition Support 12
Visa Information 12
Working Whilst Studying 12
Funding Opportunities 12
2. The Course 13
Full titles and FHEQ levels 13
The Aims of the BCL and MJur 13
Intended Learning Outcomes 13
Teaching Arrangements 14
Timetable 15
Registering/Changing Your BCL/MJur Option Preferences 15
Auditing BCL/MJur Options 16
Option Requirements and Permitted Combinations of Options 17
List I and II – Options Available to BCL and MJur Students 18

Advanced Administrative Law....18
Advanced and Comparative Criminal Law – Half-Option (Hilary Term)....20
Advanced Property and Trusts....21
AI and Data Law....23
Commercial Negotiation and Mediation....24
*Commercial Remedies**....25
Comparative and International Trust Law....26
Comparative Constitutional Law – Half Option (Michaelmas Term)....27
Comparative Human Rights....29
Competition Law....30
Conflict of Laws....32
Constitutional Principles of the EU....33
Constitutional Theory....34
Constitutionalism in Asia....35
Corporate Finance Law....37
*Corporate Insolvency Law**....38
Incentivising Innovation – Half-Option (Michaelmas Term)....40
Intellectual Property and the Creative Industries - Half-Option (Hilary Term)....41
International Economic Law....42
International Environmental Law....44
International Law and Armed Conflict....45
Jurisprudence and Political Theory....45
Law and Computer Science....47
Law and Society in Medieval England....49
Law and Technology – Half-Option (Hilary Term)....50
Legal Concepts in Environmental Law....51
Mental Capacity, Choice and the Law – Half-Option (Michaelmas Term)....52
Mergers, Acquisitions and the Market for Corporate Control – New in 2026-27....52
Modern Legal History....53
*Philosophical Foundations of the Common Law**....55
Philosophy, Law and Politics....56
Principles of Civil Procedure....58
Principles of Financial Regulation....59
Regulating Intimate Relationships....60
Regulation....62
Reproduction and Parenthood – Half-Option (Hilary Term)....63

*Restitution of Unjust Enrichment** 64
Roman Law (Delict) 65
Taxation of Trusts and Global Wealth 65
Trade Marks and Brands – Half-Option (Michaelmas Term) 66
List III – options available to MJur students only 68
Administrative Law 68
Advanced Criminal Law 68
Company Law 70
Contract 70
Feminist Perspectives in Law 71
Introduction to Asian Comparative Law 72
Land Law 73
Medical Law and Ethics 74
Tort 75
Trusts 76
Optional dissertation 78
Course Changes 81
Progression to the MPhil or DPhil After Completion of the BCL/MJur 81
3. Teaching and Supervision 82
Academic Advisor 82
Graduate Mentors 82
The Role of Course Convenors and Tutors for BCL/MJur Options 83
The Role of the Dissertation Supervisor 83
The Role of the College Advisor 83
The Role of the Student 84
4. Assessment 85
Formative Assessment 85
Summative Assessment 85
Informal Feedback 86
Entering for University Examinations 86
Submission of the Dissertation 86
Submission of Essays in Options Using Extended Essays as the Form of Assessment 86
Dates of examinations 87
Examination Conventions 87
Notices to Candidates 87
Sitting your examination 87

Withdrawal from the examinations 88
Late submission of work (for dissertation and essays) 88
Complaints and appeals 88
External examiner 88
Examiners' Reports 88
5. Good Academic Practice 89
Plagiarism 89
Auto-plagiarism/Self-plagiarism 91
OSCOLA 91
Further guidance on avoiding plagiarism 91
Use of Artificial Intelligence 92
6. Skills and Learning Development 94
Monitoring of academic progress 94
The GSR System 94
Learning development and skills 95
Faculty, college, and library resources 97
University resources 97
Opportunities to engage in Faculty research activity 98
Oxford University Commonwealth Law Journal 98
7. Facilities 99
General Information about Oxford and University Facilities 99
Libraries 99
Your Oxford Single Sign On account and access to networked services 99
IT facilities in the St Cross Building 100
Contemplation Room 100
Cafés 100
Email Lists 100
The Faculty website and Canvas 101
Canvas 101
Student Self Service 101
IT/electronic research resources training 101
Other libraries 101
University Rules for Computer Use 102
Language Support 102
8. Support 102
General sources of help 102

Departmental 102
College 103
Equality, Diversity and Inclusion at Oxford 103
Equality, Diversity and Inclusion at the Faculty of Law 104
Oxford Against Sexual Violence 105
What to do if you are ill or otherwise unable to attend seminars or tutorials 105
Education Committee and the Proctors 105
Oxford SU 105
Merchandise 105
Safety for students 106
Health and safety in the St Cross Building Fire Information 106
First Aid 106
Employability and Careers Support 106
Alumni relations 106
9. Policies and regulations 108
The University has a wide range of policies and regulations that apply to students. These can be accessed through Policies, codes and guidance | Oxford Lifelong Learning, University of Oxford. 108
Policy on recording lectures by students 108
Freedom of speech 108
10. Feedback and student representation 108
Opportunities for feedback 108
Law Faculty BCL/MJur Surveys 108
Student Barometer 109
Student representatives/representation 109
11. Complaints and Academic Appeals 110
Complaints 110
Academic appeals 110
12. Glossary of Oxford Terminology 111

1. Introduction and General Administration

This handbook applies to students starting in Michaelmas Term 2026. The information in this handbook may be different for students starting in other years. There are separate handbooks for students of the Faculty's other postgraduate courses (MSc in Taxation, MSc Law and Finance, DPhil in Socio-Legal Studies, MPhil in Socio-Legal Research, PG Diploma in Intellectual Property and Practice, MSc in Intellectual Property, MSc in International Human Rights Law, MPhil and DPhil in Law; MSc in Criminology and Criminal Justice, and the MPhil and DPhil in Criminology).

This handbook seeks to provide information about all aspects of the BCL and MJur – options available, forms of assessment, teaching provision etc. – as well as serving as a source of reference for more general information about the Faculty and the various services of the University that are likely to be of relevance to BCL and MJur students.

The Examination Regulations relating to this course are laid out in 2025-26, Regulations for the Degrees of Bachelor of Civil Law and Magister Juris (with 2026-27 to be published in the course of the year)

If there is a conflict between information in this handbook and the Examination Regulations, then you should follow the Examination Regulations. If you have any concerns, please contact the Course Administrator (bclmjur@law.ox.ac.uk).

The information in this handbook is accurate as of September 2026. However, it may be necessary for changes to be made in certain circumstances, as detailed in the University's Guidance on Changes to Courses.

If such changes are made the Faculty will publish a new version of this handbook together with a list of the changes and students will be informed.

You may wish to save this document among your files, as you may find it convenient to revert to it throughout the year. This document will also be available through Bachelor of Civil Law and Magister Juris (BCL/Mjur) Canvas page.

Versioning

This is Version 1.3 of the 2026-27 handbook. If there are any *minor* changes to the handbook, then a new version – 1.3 – will be made available on the BCL/MJur Canvas page. If there are any *major* changes, then the new version will be renumbered as Version 2.0 and you will be informed of the changes in question.

You can find further course-related information on the Faculty of Law (ox.ac.uk) website.

Key Contacts

During the academic year, your key contacts will be your college, course administrator, tutors and option convenors. Helpful Faculty contacts:

Dr Thomas Adams	Course Director for the BCL & MJur	thomas.adams@law.ox.ac.uk

Lilit Rickards	BCL/MJur Course Administrator	lilit.rickards@law.ox.ac.uk bclmjur@law.ox.ac.uk
Luke Webster	Timetabling and Events Officer	luke.webster@law.ox.ac.uk
Paul Burns	Head of Academic Administration and Disability Support Officer (MT26)	paul.burns@law.ox.ac.uk
TBC	Disability Support Officer	TBC
Geraldine Malloy	Graduate Research Administrator	geraldine.malloy@law.ox.ac.uk

Thomas Adams is based in St Catherine's College, while the course administrator and other administrative staff have offices in the St Cross Building. As a rule, you should in the first instance direct queries to the BCL/MJur Course Administrator (Lilit) who can then relay questions to the Course Director if the matter requires their involvement. Geraldine is primarily involved with matters relating to graduate research students, but you may have cause to contact her, particularly if you are seeking to progress to the MPhil or DPhil after the BCL/MJur. The timetabling and events officer deals with the lecture list so should be able to help you with any queries about timetabling.

Please be advised that email is likely to be the best way to make initial contact with staff, given that there are some days when staff work on site in the office and some days when they may be working from home. There are various other members of the Faculty and of its administrative staff whom you might have cause to contact at one point or another:

Professor John Armour	Dean of the Law Faculty	dean@law.ox.ac.uk
Charlotte Vinnicombe	Head of Administration and Finance	charlotte.vinnicombe@law.ox.ac.uk
Emma Gascoigne	Personnel Officer	personnel@law.ox.ac.uk
Helen Garner	Bodleian Law Librarian	helen.garner@bodleian.ox.ac.uk

The Role of the Faculty, College, and University

Students taking law programmes at Oxford are members of their college, of Oxford University generally, and of the University's Law Faculty.

At graduate level, it is the Faculty which plays the principal role in organising student's teaching and supervision and monitoring their academic progress. The Faculty consists of all college and University academics who are involved in the teaching of law. Its members meet regularly to discuss its affairs. There are also research groups within the Faculty consisting of members with a particular interest in the various subjects.

Colleges provide support of a more pastoral nature, mainly through the College Advisor, as well as accommodation and meals, sports, social, and welfare facilities. They normally have IT facilities, and a college library, with a collection of law books sufficient for most undergraduate needs. The colleges describe their arrangements and facilities in their entries on the university website (many also have their own prospectus), and, in much more detail, in the material which they supply to students who are their members.

The University contributes to the overall academic structure within which the various programmes run (it is responsible for defining syllabuses, for example, and running official examinations). It also provides sports, welfare, careers, language teaching and IT facilities. It describes its arrangements and facilities on the University website (and in particular the information under the 'Oxford students' link on the homepage), and, in more detail, in the literature which students receive upon or after entry, such as the Student Handbook.

The Administrative Structure of the Faculty

From a graduate student perspective, the elements of the administrative structure which it is useful for you to be familiar with are the following:

BCL & MJur Course Committee

The BCL/MJur has its own management committee which meets six times a year and reports to the Faculty's Graduate Studies Committee (GSC). The committee's membership includes academics who deliver the BCL/MJur options, and it is chaired by the Course Director. The meeting is also attended by the student representatives.

Graduate Studies Committee

The principal body responsible for making decisions on graduate matters is the Faculty's Graduate Studies Committee (GSC), which meets in weeks one and six each term. Its membership is made up of Faculty members with particular interests in graduate studies, and student representatives for each graduate law course (see Student Representation under the Feedback section below for more information about how student representatives are appointed and on what bodies they serve). GSC is chaired by the two Associate Deans for Graduate Studies (taught and research) to whom the Committee delegates certain responsibilities.

Law Faculty Board

On certain matters, GSC has the power to act autonomously; on others, it makes recommendations to the Law Faculty Board which is the governing body of the Law Faculty. The Law Board includes the Associate Deans for Graduate Studies; most other members are elected from the Faculty, and student representatives attend its meetings. The Law Board is responsible for administering and overseeing all teaching and examining in the Faculty, and for facilitating legal research. It meets twice a term in second and seventh weeks, and in the summer vacation. It is chaired by the Dean of the Law Faculty, Professor John Armour.

Social Sciences Division/University Education Committee

Whilst the Law Board has authority to make decisions about most student-related matters, or delegate those decisions to GSC, there are certain occasions on which it is required to seek approval from one of the Committees of the Social Sciences Division which itself may then need to refer the matter to the University Education Committee (a typical example would be the introduction of a new BCL/MJur option).

Other Committees

The Committee for Library Provision deals with matters relating to the functioning of the Bodleian Law Library. There are also a number of Faculty committees which deal with matters less directly associated with graduate student concerns (Planning and Resource Committee, Development Committee, Personnel Committee).

Administrative Officers

The Faculty's Head of Administration and Finance (Charlotte Vinnicombe) is responsible for day-to-day administration of faculty activities and the Law Faculty Office and there are individuals with responsibilities for different aspects of graduate student administration: the Head of Academic Administration is responsible for day-to-day administration of academic affairs for graduate students; the BCL/MJur Course Administrator is responsible for all on-course administration of BCL and MJur students; the Graduate Studies Officer is responsible for the administration of research students and the progression of those students through the degree programmes; the MLF Course Administrator is responsible for all matters pertaining to MLF students, the Timetabling and Events Officer deals with the lecture lists, room bookings and other events-related matters. The Head of Academic Administration can offer general advice to graduate students across all courses.

The Law Faculty and the St Cross Building

The Faculty's Physical Location is the St Cross Building, on the corner of St Cross Road and Manor Road.

To find the Faculty Office, follow the flight of steps up the outside of the building to the second landing and go through the sliding door on your left. Report to reception, and you will be guided to the Faculty Office.

The building houses the administration of the Faculty, and its principal lecture and seminar rooms – the Gulbenkian Lecture Theatre, the Cube, and Seminar Rooms D, F, G, J and L. During the year, you may see these venues mentioned on the lecture list (see below for further details).

At the top of the building is the Bodleian Law Library. As well as holding the library's collection of legal texts, it also houses the IT training room. Further information about the Library is provided in the section of this handbook entitled 'Support'.

Induction Events

Induction events for BCL and MJur students will begin on Tuesday 29 September. The programme then runs through the remainder of that week and week 0 of Michaelmas term. The induction events will be in-person (with the exception of some online library courses).

The Lecture List

The Lecture List is published at the beginning of each term and includes both undergraduate and graduate lectures and seminars. Corrections and changes to the timetable are provided on the live document, and students are required to check the link regularly – inevitably there are occasions when lectures are cancelled or rescheduled and information about such changes is put on this page as soon as it is available.

You are entitled to attend any lectures except those where it is otherwise indicated on the lecture list (for the position in respect of seminars, see the information on Auditing, below). The list includes lectures and seminars designed for the undergraduate, BCL, MJur, and MSc syllabuses, and also for the Course in Legal Research Methods. Lectures on the undergraduate ("Final Honours School") sections of the lecture list may be useful to graduate students; it is best to consult your Academic Advisor for advice (on the role of Academic Advisor, please see below).

All the faculties publish lecture lists, and you may attend lectures in other faculties. There is also a "Special Lecture List" listing lectures by visiting speakers, which is circulated by way of a weekly 'events email' sent out by the Faculty.

Student Self Service

Student Self Service provides web access to important information that you will need throughout your academic career. You are able to register, view and update your personal and academic information throughout your studies at Oxford.

Student Handbook

There is a generic Student Handbook that covers information which applies in common to all students; it covers information about such things as student welfare, exams, disciplinary procedures etc.

College Handbooks

Each college will have its own handbook relating to college matters of one sort or another. These will be available on your college's webpages, though most colleges will also give you a printed copy at the start of your course.

Academic Dress

Academic Dress details the University's regulations concerning academic dress.

Residency Requirements

Residency Requirements details information concerning residency. The basic requirement you need to be aware of is that you are expected to be in residence for the eight weeks of each academic term.

Dates of Term

Please refer to Term Dates for details of the 2026-27 academic calendar.

Key Dates and Deadlines

2 October – 5 October 2026: window for BCL/MJur options signup (for information about how to change options after the registration period has ended, see below)

5 November: University examinations entry deadline

Oxford Students Website and Oxford Transition Support

For general information about all aspects of student life – academic matters, fees, social activities, health and welfare, please refer to the University's Oxford Students webpage. This is a very useful resource, covering information from all sorts of areas of the University's activities and is a good starting point if you have queries on almost any subject which does not pertain specifically to the Law Faculty itself. For more information about other useful University resources, please refer to the sections on Facilities and Support that appear later in this handbook.

Further resources on making the move to Oxford can be found via Oxford Transition Support which provides guidance on making the most of your wider student experience - for example, taking advantage of student-led activities; and information on the welfare support available to you.

Visa Information

For information about all matters relating to visas, please refer in the first instance to the Visa and Immigration webpage.

Working Whilst Studying

The BCL and MJur are very intensive courses which make great demands on students' time. Consequently, the Faculty regards it as inadvisable for BCL and MJur students to undertake any paid work for the duration of the course.

The University's Paid Work Guidelines permit PGT students to work for up to eight hours per week; graduate students undertaking paid work, who do not hold home student status should be aware of the regulations regarding Working While Studying and the implications for those on visas. Please also refer to the section entitled 'The Role of the Student' under 'Teaching and Learning' below for information about the amount of time students are expected to spend studying.

Funding Opportunities

There is a dedicated website with general information about Funding, including details of fees and potential sources of funding. Details of Faculty and college scholarships for which law students are eligible can be found at Graduate Scholarships | Faculty of Law (ox.ac.uk). The Graduate Studies Officer or Academic Administrator can also advise.

Graduate Prizes

There are prizes for the best performance in each option and half-option; and also for the best and second best performances in the BCL (the Vinerian Scholarship and Vinerian Proxime Accessit respectively), and for the best and second best performance in the MJur.

2. The Course

Full titles and FHEQ levels

The BCL and MJur's full titles respectively are Bachelor of Civil Law and Magister Juris. Their FHEQ level is 7 (FHEQ stands for Framework for Higher Education Qualifications – it is used to identify the level of qualifications offered by universities in England, Wales, and Northern Ireland).

The Aims of the BCL and MJur

The BCL and MJur degree programmes aim to:

- bring students into advanced intellectual engagement with some of the most difficult issues in law and legal theory, an engagement distinguished by rigour, depth and conceptual sophistication, and requiring immersion in law as an academic discipline as well as informed openness to neighbouring disciplines;
- raise students to the highest level of professionalism in analysis and argument, equipping them intellectually for legal practice or work as a legal academic at the highest level, as well as for a wide range of other intellectually demanding roles;
- constitute an intense learning experience characterised by a demanding schedule of independent study, highly participative round-table seminars, and a complementary diet of close individual or small-group contact with tutors;
- (MJur only) give students from non-common law backgrounds an opportunity to explore some of the distinctive methods, practices and doctrines of the common law.

Intended Learning Outcomes

The intended learning outcomes of the BCL and MJur are as follows:

- A thorough knowledge and deep understanding of four new legal or legally-related subjects (or potentially a greater number of subjects for those who select half options)– these being subjects which, at undergraduate level, were either not studied at all, or were only studied in a more elementary way;
- A knowledge and understanding of neighbouring academic disciplines sufficient for a mature appreciation of the place of law in the world and a mature critical attitude towards law;
- A knowledge and understanding of the values and techniques of advanced legal scholarship and/or the advanced interdisciplinary study of law.

Teaching Arrangements

Teaching for each BCL and MJur course option is provided by the following means:

Seminars: Seminars are organised at Faculty level. Many seminars are convened jointly by two or three members of the relevant subject group. Some seminars have a tradition of attracting senior academic visitors and research students in addition to BCL and MJur students. Some attract postgraduate students from other faculties (e.g. politics, philosophy). Such intellectual and international cross-pollinations are welcomed and encouraged by many subject groups. In most courses there is one core seminar series closely corresponding to the syllabus; in two courses the syllabus is covered by a selection of different seminar series from which the students take their pick according to interest and intended intellectual emphasis. BCL/MJur students taking some interdisciplinary courses are encouraged to attend seminars in other relevant faculties (in accordance with the policies of the relevant Faculties, which may require the seminar convenor to approve your attendance). Every BCL/MJur seminar series is accompanied by published reading lists that are used by students in preparing for the seminars and in organising their study. While students are generally encouraged to read beyond the list, the listed materials in each course do represent the level and range of materials which the examiners are entitled to expect the students to have mastered.

At a seminar – typically one-and-a-half to two hours long – the topic will be introduced by one of the conveners, or one of the students, or sometimes an invited speaker. There will then ensue detailed and intense questioning and argument involving, so far as possible, the whole group. Depending on the course, seminars range in size from a handful to upwards of 40 participants. Convenors allow seminars to develop in a more orchestrated or spontaneous way depending on the size of the group and the nature of the material or ideas under discussion.

Tutorials: In Oxford, a tutorial is a meeting lasting one hour or longer, at which a single member of the teaching team (the tutor) meets with between one and five students. The tutorial system is the second major teaching/learning component of the BCL/MJur programme. In view of the extensive diet of seminars, BCL/MJur tutorials do not generally provide full coverage of the course: instead, the two methods of course delivery complement one another – the tutorial demanding in-depth scrutiny of a particular aspect or aspects of a field of law that have been covered in more general terms through a seminar.

Students are either prescribed or invited to nominate around four topics for tutorial discussion, typically using the seminar reading lists as the basis of preparation. Each selected tutorial topic is also typically associated with an essay question, or a legal problem question (or a choice of such questions) suggested by the tutor, which might be drawn from a past examination paper or specially devised. Students will normally write an essay or problem answer for each tutorial, which is then used as the basis for tutorial discussion.

Often, although not always, tutorials are provided at or near the end of the seminar provision for the year so as to allow for consolidation and revision.

Please note that tutorials are an absolutely crucial part of the course, and you are expected both to ensure that you are free to attend them at the times agreed with your tutors and to submit written work for the tutorials as required by your tutors.

Lectures: Lectures are typically less central to the learning experience of BCL/MJur students than that of their undergraduate counterparts. However, lectures are more often provided in those BCL/MJur courses in which there is a great deal of new legal information to master.

MJur students who have chosen to take an option from the undergraduate course will typically attend lectures relating to that option, but more generally, all BCL and MJur students are welcome to, and often do, attend undergraduate lectures to update and refresh their basic knowledge in subject areas in which they are now working at a more advanced level. Some BCL/MJur students also attend lectures in other faculties to assist with their grasp of neighbouring academic disciplines.

The number and mix of seminars, tutorials, and lectures varies from option to option, but in most cases, students can expect that any given option will involve something in the region of eight to sixteen seminars and/or lectures and four to six tutorials. There are one or two exceptions, but in these cases, a balance will be struck between seminars and tutorials (i.e., an option involving more tutorials will involve fewer seminars). MJur students taking an undergraduate option will have their teaching provided via lectures and tutorials.

Details of the various lectures and seminars (but not tutorials) offered by the Faculty can be found in the termly lecture list, available through your college or on the Faculty website (please note that timings may occasionally vary from term to term, for example a seminar series that runs on Thursdays in Michaelmas term may run on Tuesdays in Hilary term, though this is relatively unusual).

The default position is that BCL/MJur students are expected to attend all lectures, seminars and tutorials. Only in-person attendance will be possible. Recordings will only be made available for lecture series, not seminars, taking place in the Law Faculty building. We record seminars for students with a Student Support Plan - further information about this will be provided to relevant students by email at the start of the year.

Attendance at all classes should be prioritised over extra-curricular activities.

Information about options available and the permissible combinations of options is given at a later point in this handbook.

Timetable

Because the BCL and MJur comprise over 40 options, from which students can take any combination of four (or more in the event of half options being selected), it is not possible to present a single timetable applicable to all students, but it is possible to give some general guidelines about the timing of seminars and tutorials. The standard model employed by most options is as follows:

- A programme of seminars (typically two-hour sessions every week of term) during Michaelmas and Hilary terms
- One tutorial in Michaelmas term and further tutorials in Hilary and Trinity terms
- A revision class or classes during Trinity term

Some options will supplement the seminars with lectures as noted in the section on teaching above.

Registering/Changing Your BCL/MJur Option Preferences

Registration for options will take place in early-October. It is completed using the Faculty's online registration system, details of which will be shared by email and during the induction introductory session. Registration opens at 10:00am on Friday 2 October and closes on Monday 5 October, 5.00pm.

After the registration period has ended, you may change options in **Weeks 1 and 2 of Michaelmas Term** without seeking the consent of the convenor of the option(s) you wish to join, provided there is space in the option(s) for additional students (i.e. the cap on student numbers for the relevant option(s), if there is one, has not been reached).

All option changes must be requested through the online portal used for option registration. This will ensure that the Faculty Office and option convenors are informed of all option changes.

Students are, in general, **strongly discouraged** from changing their options after the **end of Week 2 of Michaelmas Term** because, by this point, a significant amount of teaching will usually have taken place, and it therefore will be very difficult to catch up on what has been missed. The Faculty recognises, however, that there may be circumstances in which a student has a good reason to request a change after the end of Week 2 of Michaelmas Term. Where this is so, you may request a change, but this will be approved only if (a) there is space for additional students in the option you wish to join and (b) you obtain the consent of the convenor of the option(s) you wish to join.

Please note that, as you need to submit your examination entry form through your college on **Thursday of Week 4 of Michaelmas Term**, changing your option choices after this point will, under University rules, incur a fee, and will be permitted by the Faculty only in exceptional circumstances. Changing options after **Friday of Week 1 of Hilary term** is prohibited. For options which contain a submission assessment, students are also prohibited from switching after the release of question papers.

If you wish to change your options, whether before or after the end of second Week of Michaelmas Term, we recommend first seeking the advice of your Academic Advisor and/or relevant option convenor(s) (as explained above, the consent of the relevant convenor(s) **must** be obtained in order to join an option after the end of second Week of Michaelmas Term).

Auditing BCL/MJur Options

BCL and MJur students may audit BCL/MJur options (i.e. attend the seminars of options they have not registered for) in line with the following rules:

1. A list of options that BCL and MJur students may audit will be published on Canvas by the start of Week 1 of Michaelmas Term. You may not audit an option that is not on this list.
2. Students may audit an option on this list in **Weeks 1 and 2 of Michaelmas Term**. Students who wish to do this must notify the relevant convenor directly by email at least 24 hours before the relevant seminar or lecture is due to take place.
3. Please note that the demands of the course are such that it will generally be very challenging to audit even one option. Auditing more than one would be very difficult indeed and is **strongly discouraged**.
4. Students are **not** generally permitted to audit an option after Week 2 of Michaelmas Term, but where a student has a particularly good reason to audit an option after this point, they should contact the relevant convenor and seek their consent. Students are prohibited from auditing, or continue to audit, an option in the absence of such consent.

Option Requirements and Permitted Combinations of Options

If you are a BCL student, you choose either:

a) four full options (List I), or

b) three full options (List I) and two half-options (List II), or

c) two full options (List I) and four half-options (List II).

You may also undertake a dissertation, provided your proposal is accepted, in place of one full option or two half-options.

The same applies to MJur students but they may *also* select an option from List III in place of one full option/two half-options from List I and II.

The timetable for BCL/MJur teaching is crowded and some combinations of courses are impossible. The impossible combinations have been chosen to minimise the number of students typically affected.

We will post the latest list of incompatible courses on Canvas (select 'Bachelor of Civil Law and Magister Juris (BCL/MJur) 2026-27 Academic Year', and from here, click on the BCL/MJur Course Clashes timetable document).

List I and II – Options Available to BCL and MJur Students

The following options are available to both BCL and MJur students. The symbol * next to the course title indicates courses for which a prior knowledge of the relevant aspects of English law (or another common law jurisdiction) is expected. MJur students are advised that, if they wish to take these options, they should familiarise themselves with those aspects of common law and approach the option Convenor for advice.

Advanced Administrative Law

Overview

Advanced Administrative Law will address particularly challenging, often very current, problems in the law relating to executive decision-makers and other public authorities (other than Parliament), and to institutions and processes for empowering them, regulating and investigating their conduct, and providing redress. The course is divided into four 'blocks,' each containing three or four seminars connected with a broader theme.

1. Bringing claims against public authorities I: covering different aspects of the application for judicial review procedure as it operates in the legal system of England and Wales
2. Judicial review and the constitution: considering a series of legal areas in which, in engaging judicial review, courts interact with features of the UK's constitutional set up including prerogative power, common law rights and the principle of 'dualism'
3. Bringing claims against public authorities II: looking at routes for raising complaints about or seeking redress from public authorities beyond judicial review
4. Taking public administration seriously: exploring the importance and variety of public administration, and its modes of operation, and its relationship with judicial review

The focus of the course is on the law applicable in **England and Wales**. There is no need for students to have studied UK public law previously. That said, students should only choose the course if they have already studied administrative law (whether in a separate course or as part of a course in public law, or constitutional and administrative law) at the level of a first degree in law. Students unfamiliar with administrative law in the legal system of England and Wales may like to do some pre-reading, with a particular focus on understanding the basic legal grounds on which judicial review is available. Good options include (items 2 and 3 are required reading for the course in any event):

> Mark Elliott & Robert Thomas, *Public Law* (4TH edn, OUP 2020), chs 13-14)
>
> *Independent Review of Administrative Law* (March 2021) (available here: The Independent Review of Administrative Law (publishing.service.gov.uk))
>
> *The Judge Over Your Shoulder* (available here: The_Judge_Over_Your_Shoulder_JOYS_6th_edition_2022.pdf (publishing.service.gov.uk))

The course will allow students to develop advanced understanding and expertise in administrative law. The teachers will draw on doctrinal, comparative, theoretical, empirical and historical perspectives. Seminars are designed to be highly participatory.

Assessment will be by three-hour examination during the BCL/MJur examination period at the end of the course.

Topics covered

Michaelmas Term

1. Introduction

Block 1: Bringing claims against public authorities I (judicial review)
2. Judicial review procedure
3. Judicial review remedies
4. Judicial review in practice

Block 2: Judicial review and the constitution
5. Judicial review and prerogative power
6. The principle of legality
7. Unincorporated treaties and judicial review

Hilary Term

Block 3: Bringing claims against public authorities II (beyond judicial review)
8. Tribunals
9. Ombuds
10. Compensation claims against public agencies

Block 4: Taking public administration seriously
11. Public administration and the vertical & horizontal dimensions of judicial review
12. Policy, guidance and judicial review
13. Contracts
14. Digitisation

Trinity Term

15. Revision

Convenor	Joanna Bell
Name of those teaching on this option	Roderick Bagshaw Joanna Bell Anne Davies Hasan Dindjer Timothy Endicott Liz Fisher Natasha Holcroft Emmess Hayley Hooper Sir Ernest Ryder Rebecca Williams
Timing of lectures/seminars/tutorials	7 seminars in Michaelmas Term 1 tutorial in Michaelmas Term 7 seminars in Hilary Term 1 tutorial in Hilary Term 1 revision seminar in Trinity Term 2 tutorials in Trinity Term
Does this option require a prior knowledge of the common law?	This is an advanced course in the administrative law of England and Wales.

	Students who have studied administrative law (to the level mentioned above) in another jurisdiction are very welcome. The convenor will be glad to advise any such student on whether it would be a good idea to take this course, and on any pre or supplementary reading which may be advisable.
Assessment format	Examination

Advanced and Comparative Criminal Law – Half-Option (Hilary Term)

Overview

The course is deeper engagement with the doctrine and theory of criminal law. It engages with them from the English perspective, with comparative references, making it one of the only courses in the UK to do so. It takes a practical and immediate approach to comparative law method, without requiring a deep knowledge of comparative law theory.

The course focuses on a group of doctrinal difficulties, including some areas where difficulty is not yet widely acknowledged, and some where the difficulty has been seen but not yet solved. Examples include the structure of offences, conditionality in fault elements and risk in respect of fault states and deception within the sexual offences. The course grounds legal reasoning equally in both practical problems and legal theory. Important questions about the role of and forms of fault, serious offences like homicide and rape, and significant conceptual problems like complicity are debated, discussed and challenged.

The Course Convenor normally attends every session, whether leading the session or supporting those leading it. Specialists cover particular topics and the focus is on an engaging and collaborative experience for all.

The course does not require knowledge of English criminal law, though an awareness of criminal law in a common law country may be of advantage as examples may come more from that tradition. The course is not intended to overlap significantly with any other courses offered on the BCL/MJur. Assessment will be by open book assessed essay.

Topics covered

1. Introduction to criminal law
2. Structure of criminal legal reasoning including physical and fault components, wrongfulness or illegality; the primary comparator here is Germany.
3. Fault elements, particularly intention, recklessness, negligence, suspicion, foresight and strict liability, from an English and German perspective. The more difficult issues are in conditional intention, voluntary conduct requirements and the difference between negligence, recklessness and the German *dolus eventualis*.
4. Homicide: understanding the full range of offences relating to death, with comparisons in France and Germany.
5. Complicity: A seminar focused on difficulty issues like whether it should be easier to convict of a further crime once already an accomplice for a first; duties to act and complicity; meaning of “procuring”; defining fault elements and the role of defences. Comparisons are drawn with German, South African and Australian complicity.

6. Criminal Procedure and Criminal Law provides an overview of the key rules of criminal procedure as a basis for exploring the effect of procedural and evidential rules on the substantive rules of the criminal law. Given the scope of the material, comparative references might not be possible.
7. Sexual Offences. The doctrine of key offences relating to non-consensual and unlawful sexual activity, including definitional elements of offences, including the role of consent (if any), differentiation across forms of activity (and whether to have an offence of "rape") and deceit. Comparisons will primarily be to common law jurisdictions and Germany.
8. Concluding and Comparative Discussion

Convenor	Matthew Dyson
Name of those teaching on this option	Matthew Dyson David Campbell Aradhana Cherupara Vadekkethil Paul Jarvis Rebecca Williams
Timing of lectures/seminars/tutorials	8x seminars in Hilary Term 2x tutorials in Hilary Term
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

Advanced Property and Trusts

Overview

The course explores the foundations of property and trusts, and also practical developments going beyond the core topics typically explored in core or undergraduate courses. It thus gives students an opportunity to study fundamental institutions of private law with wide ramifications in the social sciences and humanities. The course combines conceptual and functional analysis of doctrine with more abstract theoretical enquiry. In analysing the law, the course introduces and makes use of a range of ideas, such as the analysis of rights and economic perspectives, and it draws on comparative and jurisprudential analyses, as well as history and moral and political philosophy. It thus gives fresh insights into questions arising from undergraduate studies, broadens the knowledge of those planning to go into or return to practice, and equips those thinking of further graduate study with valuable analytical tools.
Some knowledge of the legal details of property in one or other legal system will be essential for students taking the course. Much use will be made of English law and other common law systems, but we will also draw upon civilian and civilian-derived legal systems in our explorations. Students will be exposed to the widest possible range of research and teaching in property law and trusts drawing on visiting scholars as well as Oxford faculty. The topics discussed are all ripe for exploration as areas of future research.

Students will be provided with course materials accessible through the internet and the intranet, together with material in university and college libraries. Students will explore the reading materials and address a set of thematic questions, on which they will be asked to prepare brief notes. Such reading must be done before the relevant seminar. Each seminar will last 2 hours and there will be 6 main seminars in MT and 6 in HT, with some supplementary seminars, and revision teaching in TT. At the start of each of MT and HT, lectures introducing key ideas will assist with seminar preparation. Seminars will also be augmented by tutorials; in tutorial weeks students will be asked to prepare essays on given topics and meet in small groups with teachers for debate and discussion.
The option will be assessed by a submission (coursework) at the end of the course. Candidates will be required to answer three essay questions from a wide choice of topics, which may cut across themes covered in the course. Candidates will be expected to show a detailed knowledge of relevant theoretical debates and also applicable legal materials, including judgments in cases, and statutory and constitutional provisions. They will also need to display an ability to synthesise complex materials and to present their own analyses of the arguments.

Topics covered

The course will divide into four areas:

A. Defining Property (conceptual and functional analysis of property, including theorization of possession, ownership, domination, exclusion, assignment; 'bundle of rights' controversies; jural correlates and multital duties; the numerus clausus principle)

B. Theories of Property (mainstream and novel defences and critiques of property in legal, philosophical and economic traditions)

C. Trusts (the distinctive contribution of trusts in blurring the lines between proprietary and personal claims; asset partitioning and managerial duties evoked by trusts; the nature and effects of beneficial interests under trusts; trust systems in common law and civilian jurisdictions).

D. Property Rights in Conflict (clashes between property rights and other forms of right and interests, such as human rights)

Convenor	Luke Rostill
Name of those teaching on this option	Joshua Getzler Luke Rostill Ben Mc Farlane (in TT only) Aruna Nair & Various guest seminar participants
Timing of lectures/seminars/tutorials	6x 2hr seminars in MT, 6x 2hr seminars in HT, 4 x tutorials in MT/HT, introductory lectures in MT and HT
Does this option require a prior knowledge of the common law?	While a common law background is not a prerequisite, some knowledge of common law doctrines of property and trusts will be necessary to cope with the material in this course. MJur students or those with a non-common law background who are prepared to put in preparatory work are welcomed; please

	discuss required knowledge with the Convenor before signing on.
Assessment format	Submission in TT – 8 questions, 3 answers

AI and Data Law

Overview

The effect of AI on rights and on regulation grows as AI shapes critical decisions in areas such as finance, criminal justice, employment, healthcare, housing, and online platforms. As generative AI demonstrates, AI both facilitates significant innovation and it raises legal concerns across domains. This option challenges the notion that AI law is merely about AI-specific regulations, such as the AI Act. Fundamentally, it connects AI, which is created and shaped by data, to the regulation of data, and it illustrates that the concerns that AI raises across domains are largely common. This option will take a comparative approach in all seminars.

This option offers, during Michaelmas Term, an in-depth exploration of data protection law by focusing on the information economy—the ecosystem where private actors derive profit not only from financial transactions but also from individuals' personal data. With an emphasis on the EU's regulatory framework (the GDPR), it will examine domestic and international legislation, case law, regulatory strategies across jurisdictions, and reform proposals. Students will engage critically with the fundamental principles of data protection across jurisdictions, the impact of AI on these principles, and the rethinking of harm under data protection law in the age of AI. They will delve into the legal and ethical dimensions of consent in a data-driven society, exploring how consent operates in the information economy. By analyzing enforcement challenges, students will explore public regulatory responses, including cross-border jurisdictional issues, and examine the growing role of private rights of action in holding companies accountable for data breaches and misuse. Students will learn (1) data protection law, which increases in importance as AI takes over more aspects of social and economic life, and (2) what the successes and failures of regulating personal information in the last three decades teach about regulating AI.

During Hilary Term, students will engage with seven case studies highlighting a legal domain affected by AI. Students will explore both how AI impacts different areas of law in similar ways and how these areas, that were not designed with AI in mind, effectively regulate AI. In doing so, students will examine an interrelated set of legal questions broader than AI-specific Acts, while also including specific legislation such as the AI Act in each of them. They will examine how existing legal frameworks interact with AI and where they fall short. Topics will include: (a) When AI bias results in direct and indirect discrimination; (b) The challenge and the importance of AI transparency and explainability in due process; (c) The measurement challenges AI presents and what it says about how people interact with AI; (d) How AI-driven decisions diffuse responsibility across multiple actors, complicating accountability; and (e) The AI Act and the trouble of assigning civil liability for harms caused by AI through products liability frameworks. Most sessions will include: (1) an introduction to the factual and technological context of a case study, (2) a review of legal aspects, and (3) an interactive discussion or exercise analyzing how the law does and should apply.

Topics covered

Convenor	Ignacio Cofone
Name of those teaching on this option	Jeremias Adams-Prassl Ignacio Cofone Ariel Ezrachi Dev Gangjee Rebecca Williams Other guest seminar participants
Timing of lectures/seminars/tutorials	MT: 7 seminars (2h), 2 tutorials (1h) HT: 7 seminars (2h), 2 tutorials (1h)
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

Commercial Negotiation and Mediation

Overview

The aim of this option is to (i) introduce students to a conceptual approach to negotiation and mediation (negotiations assisted by a neutral third-party) and to the most important economic, game theoretic, psychological and legal issues and findings regarding the resolution of commercial disputes by means of negotiation and mediation; (ii) develop students' skills in negotiating and mediating such disputes by engaging in role plays and other practical exercises, highlighting also the intercultural dimension of dispute resolution; and (iii) let students benefit from the experience of seasoned practitioners in the field who report on specific problems that arose during negotiated and/or mediated cases and provide feedback on students' negotiation and mediation performance. By attending the course, students will gain the theoretical insights and practical skills to resolve commercial disputes by way of negotiation and/or mediation. The course will be taught by a combination of lectures, seminars, and tutorials, and will also feature practical workshops involving negotiation and mediation role play exercises.

Topics covered

1. Disputes and methods of dispute resolution
2. Communication (theory) and disputes
3. Rationality and irrationality in disputing
4. Negotiation analysis
5. Negotiation dynamic and management
6. Negotiation strategy and design
7. Mediation structure, function, and forms
8. Roles and (legal) rules in mediation
9. Mediation process and mediator's techniques
10. Consumer dispute resolution and algorithmic dispute resolution

Convenor	Horst Eidenmueller
Name of those teaching on this option	Horst Eidenmueller Andreas Hacke Anna-Sophie Hochguertel Felicity Toube
Timing of lectures/seminars/tutorials	6 lectures in MT, 4 lectures in HT. 7 seminars in MT, 5 seminars in HT, 1 revision seminar in TT (some seminars with practical exercises). 2 tutorials in MT, 2 tutorials in HT, 1 revision tutorial in TT. Basic Negotiation Workshops (1 day) in MT, Advanced Negotiation Workshop (1 day) in HT, Mediation Training (2 days) in TT. Lectures/Seminars by Senior Practitioners in HT (tbc).
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

*Commercial Remedies**

Overview

This course aims to provide an in-depth understanding of remedies in a commercial context, interpreting that phrase in a wide sense. It will cover remedies for civil wrongs (i.e., breach of contract, tort, and equitable wrongs) but will exclude any direct consideration of damages for personal injury and death. The course will build on knowledge which all law undergraduates ought to have and enable students to look in greater depth at matters dealt with at an undergraduate level as well as explore topics that are not dealt with on an undergraduate syllabus. The approach will be avowedly traditional in that the focus will be on case analysis and doctrine. It is also worth noting that this course focuses on English domestic law. Foreign authorities are only referred to by way of comparison or to the extent that they may provide persuasive accounts of the law as it is, or should be, in England and Wales.

In addition to the doctrinal questions raised by each topic, this course also engages with a number of theoretical questions. In particular, as we progress through each week we will consider what, exactly, is a remedy. Is it just any response intended to solve a legal problem? Secondary obligations arising upon breach of primary obligations? Or a certain kind of court order? Another common theme throughout this course is whether the range of considerations that are relevant at the remedial stage (the 'public interest', 'legitimate interests', 'hardship', 'mistake', and so on) differ from those that apply at the substantive law stage. Are remedies in some way distinctive compared to the rights generated by the substantive law? As part of this debate, we will also consider whether certain kinds of remedies are 'discretionary' and if so, in what sense of the word, and whether this can be justified.

Topics covered

1. Compensatory Damages for Torts and Breach of Contract
2. Compensatory Damages for Torts and Breach of Contract

3. Compensation in Equity
4. Restitution for Wrongs
5. Agreed Remedies
6. Compelling Performance: Actions for an Agreed Sum and Specific Performance
7. Preventing, or Compelling the Undoing of, a Wrong: Injunctions
8. Termination or discharge following a breach of contract
9. Rescission
10. Limitation Periods
11. Election and Concurrent Liability

Convenor	Rory Gregson Jordan English
Name of those teaching on this option	Jordan English Matt Frey Rory Gregson Edwin Peel Robert Stevens
Timing of lectures/seminars/tutorials	5 x seminars MT 8 x seminars HT 4 x tutorials spread across MT, HT, and early TT (at discretion of tutor)
Does this option require a prior knowledge of the common law?	Some background knowledge of contract, tort, and trusts is preferred.
Assessment format	Examination

Comparative and International Trust Law

Overview

This course is designed to explore the essential aspects of the law of express trusts in an advanced, comparative, and international perspective. The comparator systems will be chosen so that it will not be necessary for students to be able to read any materials except in English. This still provides rich possibilities. First, there is comparison within trust laws that broadly follow the common law tradition. This includes US law, which has diverged in interesting ways from English trust law, and also the laws of many offshore jurisdictions, which have made multiple important statutory modifications in the last decades. It is also possible to study civilian implementations of trusts in English. This can be done through the so-called 'mixed' jurisdictions such as Scotland (which has recently passed important trust law legislation), South Africa (where many court decisions and much scholarship are in English), and Quebec (where all legislation, and decisions of the Supreme Court of Canada, are officially bilingual, and where much scholarship is in English). In relation to 'international' law as distinct from comparative law, there will be some coverage of the private international law of trusts.

The course will presuppose an understanding of the common law trust. Background reading will be provided for MJur students who are new to this field.

The course will have about 12 seminars; the seminars will be preceded by four hours of introductory lectures at the start of MT. There will be four tutorials. The proposed lecture and seminar topics are below; **this is subject to change.**

Introductory lectures

2 hours Legal structures for holding rights: trusts and others
2 hours The evolution of offshore financial centres

Seminar Topics (indicative, subject to change)

1 Challenges of the trust concept
2 Patrimonial trusts
3 Creation of a trust
4 Trustees
5 Trustees' Powers
6 Powers held by non-trustees
7 Conflicts of self-interest and duty, and of duty and duty
8 Attribution of unauthorized profits
9 Access to information
10 Special kinds of trusts
11 Private International Law: Recognition of Trusts
12 Private International Law: Governing Law of a Trust

Topics covered

Convenor	Lionel Smith
Name of those teaching on this option	Lionel Smith William Swadling
Timing of lectures/seminars/tutorials	4 x lectures MT 12 x 2 hr seminars, MT and HT 4 x tutorials spread across MT, HT, and early TT (at discretion of tutor)
Does this option require a prior knowledge of the common law?	No but those without a first course in common law trusts will have extra background reading
Assessment format	Examination

Comparative Constitutional Law – Half Option (Michaelmas Term)

Overview

This course critically examines the legal structure of constitutions in comparative perspective. It focuses on the United Kingdom, the United States, France, and Germany, and students will be expected to acquire general knowledge of these constitutional systems and in-depth understanding of certain aspects that will be emphasised in the readings. The aim of the course

is two-fold. The first is to understand how the above four constitutional systems structure, allocate, and limit legal and political powers, and how constitutional mechanisms for deliberation and decision-making operate in practice. The second is to gain general understanding of the nature of constitutions and constitutional law, in particular with respect to the following topics.

1. Constitutional design and constitution-making

2. Federalism, subsidiarity and devolution

3. Representation and electoral systems

4. Executive power and form of government (considering parliamentary, presidential and hybrid systems)

5. Constitutions and the administrative state (considering various approaches to the independence of the administration from elected institutions, and to structuring judicial review through ordinary courts or special administrative courts)

6. Judicial review of rights and other constitutional provisions

7. Constitutional change: amendments, constitutional conventions, and revolutions

We will also consider the question of the methodology of studying comparative constitutional law. While the course considers the structure and justification of judicial review and examples of constitutional rights cases, there will be no extensive focus on case outcomes or legal doctrine in regard to constitutional rights. The course aims to increase understanding of the structures that produce case law on constitutional rights, but not to study that case law in depth. The selection of topics above is designed to complement the types of issues studied in the Constitutional Theory course.

Topics covered

See description.

Convenor	Paul Yowell
Name of those teaching on this option	Paul Yowell
Timing of lectures/seminars/tutorials	Seminars in MT 2x tutorials to be arranged during MT
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission

Comparative Human Rights

Overview

Human rights issues are both universal and contested. As human beings, we should all have human rights; yet there remains deep disagreement about the meaning and application of human rights. Courts in different jurisdictions face similar human rights questions; yet the answers often differ. At the same time, there is a growing transnational conversation between courts, with cases in one jurisdiction being discussed and cited in other jurisdictions. This course uses comparative methodology to examine the ways in which central human rights questions are addressed in different jurisdictions. On the one hand, the shared language of human rights and equality suggests that there should be similar solutions to comparable problems. On the other hand, there are important differences between legal institutions, socio-economic development, history and culture.

Our main materials are court judgments in different jurisdictions and the fascinating ways in which these difficult questions are decided. We are not a jurisprudence or political theory course, but we use theory to understand the jurisprudence of different courts. We also use case-law to revisit our theory, even if this means radically different understandings of what a human right is. The course is unusual in that we contest the division between socio-economic rights and civil and political rights. So, when we address the right to life and security, we look at capital punishment and abortion as well as the right to health, housing and welfare. When we look at liberty rights, such as freedom of expression, we also look at the right to education. We are primarily court-centred, but we also take a critical look at a court-centred approach, by considering what constraints this might place on human rights, and how judicial procedures can be more accessible and effective. We also take context very seriously.

The course is about comparative constitutional human rights rather than international human rights, but international human rights are integrated on a thematic basis. We consider jurisdictions from both the global north (US, Canada and the ECHR) and the global south (India and South Africa). These jurisdictions share a common law tradition and English as a common language, while also differing in important respects, in relation to the human rights text, the social, economic, political and historical context, the institutional arrangements and the role of the Court. This makes them a fruitful source of comparison.

Students are encouraged to participate in the activities of the Oxford Human Rights Hub, which is directed by Professor Fredman. The Hub website features daily blogs on cutting edge new developments in human rights and equality law, and students on the course are encouraged both to read and to contribute to the blog. Our podcasts and documentaries on pressing current issues in comparative human rights and equality law give extra helpful perspectives.

Teaching for this subject comprises of seminars and tutorials. The seminars aim to encourage extensive class participation and extended high-level discussion of particular topics of importance. Tutorials provide the opportunity to write essays and discuss essay and examination technique. The course aims to contribute to the legal education of the student by providing the opportunity for comparative study of human rights law, during which the appropriateness and utility of comparative legal techniques will be considered.

Learning outcomes: an understanding of human rights law from a comparative perspective, bringing doctrine, theory and context into critical conversation, and an ability to develop a clear normative position based on in-depth understanding of the case-law within its social and legal context.

Topics covered

1. Human rights in a contested age: What is a Fundamental Human Right?
2. Comparativism in Human Rights Law
3. Civil and political rights and socio-economic rights
4. Justiciability and Democracy

5. Death Penalty
6. Abortion
7. The Right to Health
8. The Right to Housing
9. Free Speech
10. The Right to Education
11. Freedom of Religion
12. Making rights effective

Convenor	Sandra Fredman Aradhana Cherupara Vadekkethil
Name of those teaching on this option	Sandra Fredman Aradhana Cherupara Vadekkethil
Timing of lectures/seminars/tutorials	7x seminars in MT, 7x seminars in HT 1x tutorial in MT, 1x tutorial in HT, 2x tutorials in TT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Competition Law

Overview

We live in a society characterised by ample choice, smiling service providers and reasonably priced goods. Sure, things can always improve. No doubt. But pause for a second and appreciate one of the key drivers that make this environment possible – the competitive process. It is the rivalry between businesses and traders that delivers the abundance of choice, the lower prices, the increased innovation, and the better quality of goods and services. It is this process of competition which enables your money to go the extra step: to buy more for less.

As a society, we strive to protect the beneficial dynamics of competition as a means to enhance consumer welfare, deliver efficiencies, and encourage innovation. At times, society has to work hard to maintain the abundance that comes with competition. While competition benefits us, the consumers, it makes the life of producers, sellers and service providers rather difficult. And so, at times, these sellers and service providers may look for ways to dampen the competitive process. Think, for example, of price-fixing cartels or market sharing agreements which result in us paying more and getting less. Think of powerful companies that might abuse their power to distort the market, for example, by stopping their customer from buying from other companies. Or maybe large merger transactions between two giant companies that could leave us dealing with a single dominant seller that benefits from concentrated power.

Our antitrust and competition laws are designed to address these risks, remedy possible market failures, and safeguard consumer welfare. Our competition agencies and courts are tasked with enforcing the law. As they do so, they face the challenge of correctly identifying

what amounts to an anti-competitive activity and curtailing it to ensure dynamic and competitive markets.

The objective of the course is to explore these challenges and provide students with an understanding of competition law, together with the ability to subject it to critical legal and economic analysis. The course aims to cover the main substantive laws relating to competition within the EU, including the control of monopoly and oligopoly; merger control; anti-competitive agreements; and other anti-competitive practices.

The course also explores new frontiers in enforcement, including the application of competition laws to the digital platform economy, the role of sustainability in competition enforcement, the relationship between competition and economic inequality, and the interface between competition and democracy.

The emphasis is placed predominantly on EU competition law to reflect the importance it assumes in practice. UK competition law is also taught, both because of its value in providing a comparative study of two systems of competition law and because of its importance to the UK practitioner. The antitrust laws of the USA and recent enforcement actions are explored to offer a comparative perspective and insight into the wider international dimension.

Visiting speakers: There is a programme of visiting speakers details of which are found on the CCLP website.

Learning outcomes: a comprehensive understanding of the core principles of competition law, its application in the EU, UK, US and elsewhere, and the policy debate surrounding its scope and limitations. At the end of the course, students should be able to critically reflect upon the law, economics, and policy underpinning competition law enforcement.

No prior knowledge of economics is required.

Topics covered

1. Competition policy and enforcement choices.
2. Market definition.
3. Dominance and the abuse of market power.
4. Anticompetitive agreements.
5. Cartel enforcement.
6. Horizontal and vertical agreements.
7. Oligopolies and tacit collusion.
8. EU Merger control.
9. Public enforcement by the competition agencies.
10. Private enforcement and collective actions in court.
11. Competition, digitalisation, and artificial intelligence.
12. Competition and sustainability.
13. Competition and democracy
14. Comparative analysis of EU, UK, and US competition/antitrust laws.

Convenor	Or Brook
Name of those teaching on this option	Or Brook Aidan Robertson Simon Holmes

Timing of lectures/seminars/tutorials	7x 2hr seminars in MT, 7x 2hr seminars in HT 4x2hr introductory lectures in MT 3x 1hr tutorials in HT, 1x 1hr tutorials in TT
Does this option require a prior knowledge of the common law?	No
Does this option require a prior knowledge of economics?	No
Assessment format	Examination

Conflict of Laws

Overview

This course involves a study of key aspects of the Conflict of Laws, focusing on the law of England and Wales.

The Conflict of Laws, or Private International Law, is concerned with private (often commercial) law cases, where the facts which give rise to the dispute contain one or more foreign elements. A court may be asked to give relief for breach of a commercial contract made abroad, or to be performed abroad, or to which one or both of the parties is not English. It may be asked to grant relief in respect of an alleged tort occurring abroad, or to resolve competing claims to tangible or intangible property, and so on. In each case, the court must decide whether to apply laws of English or foreign origin to determine the matters in dispute. This exercise in identifying the law applicable is the second of three areas around which this course in the Conflict of Laws is centred. Prior to this comes the issue of jurisdiction; that is, when an English court will find that it has, and will exercise, adjudicatory jurisdiction over a defendant who is not English, or over a dispute which may have little to do with England or with English law. Closely allied to this is the question of what, if anything, may be done to impede proceedings which are underway in a foreign court but which (in the view of one of the parties or of the court) really should not be there at all. The remaining element of the course is concerned with the recognition and enforcement of foreign judgments, to determine what effect, if any, these have in the English legal order.

In England, the subject was significantly influenced by EU law from the 1980s onwards. Brexit notwithstanding, that strong influence remains today, in particular in the area of choice of law for contractual and non-contractual obligations but also with respect to some of the rules governing the jurisdiction of the English courts. As well as studying these elements of English law, some other aspects of the EU instruments (no longer applicable in the United Kingdom) will be used comparatively, to show that conflict of laws problems can be approached and addressed in different ways. We will also study the Hague Choice of Court Convention (2005) and the Hague Judgments Convention (2019), as implemented in the United Kingdom, which provide contrast with the common law rules.

The main purpose of the course is to examine the areas studied by reference to case law and statute, and to aim at acquiring an understanding of the rules, their operation and inter-relationship, as would be necessary to deal with problems arising in practice in litigation with a cross border element. Those taking the course will gain an understanding of the concepts and practical applications of the conflict of laws as it applies in legal systems around the

world. The final seminar will examine a small number of specialist topics, offering different perspectives on the subject.

Topics covered

1. Jurisdiction, in particular in cases involving contract, tort and property
2. Choice of law, with particular reference to cases involving contract, tort and property
3. The recognition and enforcement of foreign judgments
4. The enforcement of foreign penal, revenue and public laws and the exclusion of foreign law

Convenor	Andrew Dickinson
Name of those teaching on this option	Roxana Banu Brooke Marshall Johannes Ungerer
Timing of lectures/seminars/tutorials	8hrs of lectures in MT, 6hrs of lectures in HT 4x 2hr seminars in MT, 5 x 2hr seminars in HT 2 x 2hr seminars (including revision) in TT 2x tutorials in MT, 2-3x tutorials in HT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Constitutional Principles of the EU

Overview

The course provides an advanced understanding of the constitutional issues arising in the law of the EU. The readings include cases of the CJEU, cases from the United Kingdom, Germany and France as well as suitable readings in law and jurisprudence. Topics will include the nature of the EU as a constitutional state in the making or a sui generis international organisation; the CJEU doctrine of the 'autonomy' of EU law; the principle of direct effect; the principle of supremacy; non-discrimination; citizenship; the principles of human rights; the effectiveness of remedies and the principle of procedural autonomy. We also examine the constitutional implications of the Eurozone crisis, the immigration and asylum crisis and the Brexit process.

Topics covered

- Constitutional Principles
- Competence and Institutional Balance
- Direct Effect, Indirect Effect, Incidental Effect
- Remedies, Francovich, Liability
- Fundamental Rights and anti-discrimination

- Proportionality
- Procedural Autonomy
- Judicial Review of EU Acts
- Supremacy – ECJ perspective
- Supremacy – National Perspectives
- Pluralism, Monism, Dualism
- Area of Freedom, Security and Justice
- Citizenship
- Justice and the Internal Market
- Digital Single Market
- Immigration and Asylum
- Energy and the Climate Crisis

Convenor	Angus Johnston
Names of those teaching on this option	Jeremias Adams-Prassl Stefan Enchelmaier Angus Johnston Dorota Leczykiewicz Iyiola Solanke
Timing of lectures/seminars/tutorials	TBC
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Constitutional Theory

Overview

The course is concerned with the theory of the nature, authority and legitimacy of constitutions. Topics include the historical origins and development of constitutional concepts; methods of separating the powers of governmental agencies; the ideal of the rule of law; institutional consequences of theories of democracy; the structure and function of legislatures and techniques for limiting their powers; the role of courts in review of legislation and executive action; the structure and operation of executive agencies; the framing and interpretation of written constitutions; the role of citizens and institutions in times of constitutional emergency; the nature and appropriate constitutional protection of basic rights; federalism and the constitutional implications of multiculturalism. Learning outcomes: an understanding of the theory of the nature, authority and legitimacy of constitutions.

Topics covered

See overview.

Convenor	Richard Ekins and Natasha Holcroft-Emmess

Name of those teaching on this option	Ngoc Son Bui Richard Ekins Timothy Endicott Michael Foran Natasha Holcroft-Emmess Hayley Hooper Adam Perry Paul Yowell
Timing of lectures/seminars/tutorials	6 seminars in MT, 4 seminars in HT, 2 seminars in TT Tutorials will take place throughout the year
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Constitutionalism in Asia

Overview

This course is the study of constitutionalism in Asia from a comparative and interdisciplinary perspective. It has three features:

First, the course examines varieties of constitutionalism in Asia: liberal (e.g., India and Japan); hybrid (e.g., Hong Kong and Singapore); socialist (e.g., China and Vietnam); Confucian (e.g., South Korea and Taiwan); and religious (e.g., Islamic and Buddhist).

Second, the course situates Asian constitutions in politics and society. This course explores questions such as: what the constitutions do; how authoritarian constitutions and authoritarian constitutionalism look like in Asia; how and why the constitutions are made and changed; how the constitutions respond to the divided and plural societies; how local citizens participate in constitutional change; how various sectors of the international community involve in constitutional reform in Asia; how political parties and social movements influence constitutional change; how the basic structure doctrine diffuses across the region; and how courts shape and are shaped by state-building and social change; and how constitutionalism in Asia is informed by transnational norms.

Third, the course both compares constitutionalism within Asia and sets Asia in theoretical debates in comparative constitutionalism.

Topics covered

Michaelmas 2026

1. Introduction: Constitutions and Constitutionalism in Asia (Ngoc Son Bui)
2. Liberal constitutionalism (Ngoc Son Bui)
3. Socialist Constitutionalism (Ngoc Son Bui)
4. Hybrid Constitutionalism (Andrew Harding)
5. Confucian Constitutionalism (Ngoc Son Bui)
6. Religious Constitutionalism (Ngoc Son Bui)
7. Economic Constitutionalism (Ngoc Son Bui).
8. Global Constitutionalism (Ngoc Son Bui).

Hilary 2027

9. Constitution-making (Ngoc Son Bui)
10. Constitutional Amendment (Ngoc Son Bui)
11. Constitutional Rights (Paul Yowell)
12. Judicial Review (Paul Yowell)
13. Military (Ngoc Son Bui)
14. Fourth Branch (Ngoc Son Bui)
15. Social Movements (Ngoc Son Bui)
16. Political Parties (Ngoc Son Bui)

Convenor	Ngoc Son Bui
Name of those teaching on this option	Ngoc Son Bui Paul Yowell Andrew Harding (Visiting Professor)
Timing of lectures/seminars/tutorials	Tuesday, 9-11 am
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Corporate Finance Law

Overview

The limited company is a hugely popular business vehicle, and the primary reason for this is its ability to act as a successful vehicle for raising business finance and diversifying financial risk. All companies need to raise money to function successfully. It is these "money matters" which are at the heart of corporate law, and an understanding of the ways in which companies can raise money, and the manner in which their money-raising activities are regulated, is central to an understanding of how companies function. The aims of the course are (a) to explain the complex statutory provisions governing the issue and marketing of corporate securities, against the background of business transactions; (b) to explore the fundamental legal propositions around which corporate finance transactions are usually organised; (c) to examine the means by which money is raised by borrowing and quasi-debt and different methods of securing debt obligations; and (d) to explore the underlying principles that drive these legislative, judicial, and practical choices. Technical issues will therefore be placed in their economic and business context. There is a strong emphasis on the policy issues underlying the legal rules. We also engage in comparative analysis, drawing on the experience of those delivering the course and the practical background of attending practitioners and the students themselves. The course focuses on the forms of corporate finance and the structure and regulation of capital markets. The course also examines the attributes of the main types of securities issued by companies and the legal doctrines which are designed to resolve the conflicts of interests between shareholders and creditors.

This course will be of interest to any student wishing to develop a knowledge of corporate law. No prior knowledge of the subject is required nor is it necessary to have studied company law before. We have identified additional reading for those who have no background in company law.

Learning outcomes: an understanding of how companies raise money and the laws which govern those activities.

Topics covered

1. Introduction to the Subject and Capital Structure
2. Debt Finance – Contractual Creditor Protection (Debtor)
3. Debt Finance – Contractual Creditor Protection (Third Parties)
4. Debt Finance – Proprietary Creditor Protection
5. Debt Finance – Multiple Lenders
6. Debt Finance – Transferred Debt
7. Islamic Finance
8. Equity Finance – Legal Capital I
9. Equity Finance – Legal Capital II
10. Equity Finance – The Regulation of Capital Markets: Disclosure
11. Equity Finance – The Regulation of Capital Markets: Enforcement
12. Equity Finance – Market Abuse Regulation
13. Private Equity

Convenor	Professor Eva Micheler
Name of those teaching on this option	Eva Micheler Richard Salter KC Anna Christie Natalie Mrockova Nilufer Kheraj
Timing of lectures/seminars/tutorials	7 Lectures in MT: Tuesdays 9-11 7 Seminars in MT: Mondays 3-5 6 Lectures in HT: Wednesdays 9-11 6 Seminars in HT: Tuesdays 9-11 4 Tutorials spread over MT and HT
Does this option require a prior knowledge of the common law?	Those without prior knowledge of the common law are welcome, but must be prepared to engage with case law and with UK statutes where appropriate
Assessment format	Examination

*Corporate Insolvency Law**

Overview

The insolvency of a company gives rise to a number of fascinating questions. Why are formal (state-supplied) procedures needed for the treatment of distressed companies? When should such procedures be triggered, and for whose benefit should they be conducted? To what extent should they be geared towards the rescue of the company or its business? What rights should those to whom the company is indebted - its creditors - have over the conduct of the proceedings? In what order of priority should their claims be paid? How should the managers of the distressed company be dealt with, in and outside of formal insolvency proceedings? Where an insolvency has one or more foreign elements (assets or creditors abroad, or liabilities governed by foreign law), in which jurisdiction, and subject to which law, should the debtor's insolvency be treated?

In this course, students explore these questions in three ways: first, by reading and evaluating theoretical and empirical literature on the purposes and design of corporate insolvency laws in general; second, by a close study of the formal procedures available under English law for the treatment of a distressed corporate debtor, considering their operation in both purely domestic cases and in those with one or more cross-border elements; third, by exploring some of the core features of the insolvency laws of other jurisdictions, with a view to evaluating the procedures available under English law from a comparative and functional perspective.

Students taking the course can thus expect to acquire:

- an advanced understanding of English corporate insolvency law;
- knowledge of some of the core features of the corporate insolvency laws of other jurisdictions, including US and German law;

- knowledge of the special difficulties that arise in cross-border insolvency cases, and of the core features of the European Insolvency Regulation as well as knowledge of the rules of English law that govern the treatment of cross-border insolvencies in English courts;
- advanced understanding of seminal literature on the purposes and design of corporate insolvency laws, and the ability to draw on this literature to critique the laws studied in the course, or any other corporate insolvency system.

Many students taking the course intend to embark upon or continue a career in corporate or commercial law, where an advanced understanding of English corporate insolvency law (on which the insolvency laws of many other jurisdictions are modelled) is particularly valuable. However, the course has also proven to be of interest to students who are interested more generally in understanding the purposes of mandatory corporate law rules, and their impact on the cost and availability of finance. No prior knowledge of corporate insolvency law is required, nor is it necessary to have studied company law, though the latter is of some advantage.

Topics covered

The framework and objectives of corporate insolvency law; the treatment of assets and claims; the treatment of executory contracts; director liability; transaction avoidance; rescue under the Insolvency Act 1986; restructuring under the Companies Act 2006; comparative corporate insolvency law; cross border insolvency law (domestic and European).

Convenor	Kristin van Zwieten
Names of those teaching on this option	Professor Kristin van Zwieten, Professor Horst Eidenmueller, Visiting Professor Felicity Toube KC, Justice Nick Segal
Timing of lectures/seminars/tutorials	5 lectures in MT, 4 lectures in HT, 1 lecture in TT 4 seminars in MT, 4 seminars in HT, 2 seminars in TT 1 tutorial in MT, 2 tutorials in HT, 1 tutorial in TT One revision class in TT
Does this option require a prior knowledge of the common law?	Students who are familiar with common law methods will be at an advantage in reading the cases on the reading list. We do however have MJur students successfully taking the course every year.
Assessment format	Examination

Incentivising Innovation – Half-Option (Michaelmas Term)

Overview

This course examines the role of the law in incentivising innovation against the backdrop of a world that is being reshaped by the opportunities and challenges created by AI. It looks at the relationship between innovation and intellectual property law, including patents, trade secrets, copyright and trade marks. It looks at how these fields are being challenged by the advent of AI-assisted and AI-generated works. Moving beyond IP, the course looks at how and when the tax system, public procurement rules and prizes can play a role in encouraging investment, creativity and technological development. Particular attention will be given to the incentives created by different approaches to protecting and fostering innovation, and to whether existing rules and assumptions need to be rethought in a world shaped by AI and increased levels of automation.

This half-option is distinctive of IP at Oxford and forms part of our commitment to rethinking how the subject is conceptualised, researched and taught. One distinctive feature of the course is hearing from innovators working within the Oxford spin out ecosystem. Over recent years we have heard from people working on quantum computing, antimicrobial resistance and broad-spectrum anticancer vaccines.

Learning outcomes by the end of the course, students will be equipped to analyse how legal rules can function not only as constraints on innovation, but also as mechanisms for creating incentives, allocating risk and supporting responsible technological progress.

Topics covered

1. What Is Innovation, and Why Should Law Incentivise It? An introduction to the economic and social rationales for legal intervention, considering when intellectual property, regulation, public funding and other legal mechanisms encourage innovation—and when they may instead impede it.
2. Innovation Policy Pluralism through a Legal Lens. This seminar provides an overview of the regulatory levers that have traditionally been employed by policymakers to incentivise innovation, including intellectual property rights, tax credits, innovation levies, public procurement partnerships and innovation prizes and rewards.
3. Patents in the Age of AI. Starts by examining whether patent law should extend to protect Artificial Neural Networks in light of the decision of the UK Supreme Court in *Emotional Perception*. It then considers the more fundamental challenges that AI may pose for the patent system, including (i) whether patent law remains fit for purpose if AI does prove capable of accelerating invention; and (ii) how to deal with AI generated prior art (how do we distinguish between 'slop' and serious AI generated candidate solutions).
4. Innovation and the Governance of Science. This seminar explores the institutional and legal frameworks that influence the production, dissemination, and commercialisation of scientific knowledge. It looks at the role of governments, universities, research institutions, and private actors in shaping what research is undertaken and how research findings are disseminated and received. Particular attention is paid to the "replicability crisis" that has swept through a range of academic fields. On the one hand, there is the possibility that AI could help address some of the causes of the replicability crisis. On the other hand, AI might conceivably make the problem of academic fraud make much worse.

5. Data and Innovation
Explores the legal frameworks governing access to, ownership of and use of data, including the tensions between copyright, database rights, trade secrets and the demand from AI companies to access large datasets to train AI model.
6. Incentivizing Innovation Without IPR: The Case of Developing Countries. This seminar examines how innovation is understood and how it can be encouraged in developing countries where intellectual property rights may be unavailable, inaccessible, or ineffective.
7. Incentivising Innovation Without IPR: The Role of Reputation (Prizes, Rewards and Brands). This seminar examines the importance of reputation (and hence reputation-based incentive mechanisms) in fostering innovation.
8. Incentivising the 'Right' Sort of Innovation: The Role of Competition Law and Corporate Governance. This seminar considers how legal and institutional frameworks can influence not only the quantity of innovation but also its direction and social value. It examines the role of competition law in preserving market structures that encourage innovation, and the way corporate governance can shape firms' incentives to pursue particular types of investment.

Convenor	Robert Burrell
Names of those teaching on this option	Robert Burrell Emily Hudson Dev Gangjee
Timing of lectures/seminars/tutorials	7x seminars in MT plus (hopefully) some presentations from innovators 4x tutorials
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission

Intellectual Property and the Creative Industries - Half-Option (Hilary Term)

Overview

This half option focuses on the creative industries, and asks: what sort of innovation, creative activity and 'aesthetic progress' do we wish to see across these industries, and to what extent can IP law help support or even encourage that activity?

Our IP analysis will focus on copyright and the law of registered and unregistered designs. Both copyright and designs law have been justified by reference to a standard market failure account: that in the absence of the exclusive rights that IP provides, free riders would be able to copy the outputs of authors, artists and designers without bearing the costs of creation. Copyright and designs law have therefore been said to encourage the creation and dissemination of new works, because they allow creators to capture the benefits of their works. But do these rights provide meaningful incentives to create? And do they encourage the 'right' sort of creation? Consider the words of Perram J in the Australian case, *Telstra Corporation v Phone Directories Company* [2010] FCAFC 149, [100]: 'the point of the copyright monopoly is the encouragement of new works not good works'. Is that all we want – more? Can and should the IP system play a role in guiding creative innovation and aesthetic progress?

This half option explores the capacity of the legal system to create a rich climate for creative production and innovation. It covers important doctrinal aspects of copyright and designs law in relation to subsistence, rights, enforcement, and exceptions. It also explores the overlap between copyright and designs, ie, that the same subject matter might conceivably be protected under both regimes. However, this half option also recognises that IP laws are only one part of creating a rich creative climate, and indeed that IP may serve as an impediment to creative production if it does not include space for copying and imitation. It therefore touches on other legal regimes, most notably contract, where the UK emphasis on freedom of contract has significance for the relationship between capital and creative labour. This half option also uses insights from other disciplines, including neuroscience and behavioural economics, to asks questions about how and why creators create, and the role of norms in influencing group behaviours and expectations. Finally, it asks questions about the politics and economics of the creative industries, including how IP law should respond to the growing use of artificial intelligence in creative practice.

Topics covered

1. Are We Running Out of New Ideas? Innovation and Aesthetic Works
2. The UK Approach To Protecting Art and Designs
3. Enforcing Rights
4. Finding Space for New Creation: Exceptions and Limitations
5. Inside the Mind of the Creator I: The Neuroscience of Creativity
6. Inside the Mind of the Creator II: Artificial Intelligence
7. Art Goes to Market
8. Capstone Topic (eg, the protection of characters)

Convenor	Emily Hudson
Name of those teaching on this option	Emily Hudson Justin Hughes
Timing of lectures/seminars/tutorials	8x lectures HT 3x tutorials
Does this option require a prior knowledge of the common law?	No prior knowledge of the common law is required. Some prior familiarity with intellectual property law is desirable but not essential.
Assessment format	Submission in EV – 6 questions, 2 answers

International Economic Law

Overview

International Economic Law has been taught on the BCL/MJur in Oxford since 2003. The course introduces students to the principles and institutions of international economic law and focuses primarily on the institutions and substantive law of the World Trade Organisation (WTO), including notably the WTO dispute settlement mechanism and its substantive jurisprudence, but the course also considers, in briefer fashion, central key aspects of international investor-State arbitration (IIA).

The course considers the law contained in the main WTO Agreements, including those dealing with goods (GATT), services (GATS), the environment, subsidies, and other WTO agreements that are indispensable for a knowledge of the theory and practice (by governments, corporations, NGOS, and lawyers) of the subject area. In addition to introducing participants to the major legal disciplines under the GATT/WTO and the basic principles and cores concepts of the GATT/WTO (based on in-depth study of the relevant GATT/WTO case law), the course considers the underlying philosophy of free trade and a number of the controversies concerning the future evolution of the WTO and its relationship to globalisation, regionalism, and the attempt by States to achieve other policy objectives (such as protection of the environment).

WTO dispute settlement and investor-State arbitration have been by far the most widely used – and in many respects most successful – mechanisms of international dispute settlement that have ever existed. The IEL course involves a focus on both mechanisms, but also provides a deeper understanding by situating them within the context of the substantive law which both mechanisms apply.

No prior knowledge of international law or economics is necessary. Students without international law knowledge will be directed to basic readings.

Learning outcomes are an understanding of the substantive law of the WTO, and the institutions responsible for its governance (including WTO dispute settlement) as well as an understanding of certain key issues relating to international investor-State arbitration (IIA).

Topics covered

1. An Introduction to the International Trading System: Law and Policy
2. Preferential Trade Agreements & Relationship to the International Trading System
3. Legal & Institutional Aspects of the WTO I
4. Legal & Institutional Aspects of the WTO II
5. Most Favoured Nation Treatment principle
6. National Treatment Principle
7. Tariffs, Quotas, & General Exceptions
8. The Law of Subsidies
9. Technical Barriers to Trade
10. WTO Dispute Settlement
11. International Investment Arbitration I: IIA & WTO Dispute Settlement
12. International Investment Arbitration II: Jurisdiction
13. International Investment Arbitration III: Merits
14. The Law of Trade in Services

Convenor	Professor Dan Sarooshi KC
Name of those teaching on this option	Professor Dan Sarooshi KC
Timing of lectures/seminars/tutorials	Seminars in MT, HT & possibly first few weeks of TT Tutorials in MT, HT and TT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

International Environmental Law

Overview

This course introduces students to the fundamental pillars of International environmental law, and international climate change law, in particular. The 2015 Paris Agreement, the result of a high-stakes and high-profile multilateral negotiation, reflects considerable innovation, with implications both for international environmental law, as well as for public international law more broadly. This course explores the conceptual architecture, principles, standards and rules of international environmental law, with a particular focus on the international law relating to climate change.

This course is divided into three parts. The first part focuses on the nature, evolution, sources and principles of international environmental law as well as key institutions and actors, tools and techniques, and compliance mechanisms. The second part engages in an in-depth case study of the climate change regime, and the third part is a practical component in multilateral environmental treaty-making.

Learning Outcomes: By the end of this course students should have a sophisticated understanding of the fundamental principles, concepts, obligations, instruments, tools and techniques of international environmental law across a wide variety of issue areas. Students should be able to critically analyse and interpret cases and treaties in the field of international environmental law, and international climate change law. They should have the cognitive and technical skills to identify and plug gaps in the international environmental law and climate change regimes, as well to sift through and interpret UN documents, state submissions and instruments, and draft multilateral environmental treaties. After having completed this course, a student should, more generally, be able to demonstrate autonomy, expert judgment and responsibility as a practitioner and scholar of international environmental law.

Topics covered

See overview.

Convenor	Lavanya Rajamani
Name of those teaching on this option	Lavanya Rajamani. Guests invited to engage with students and enrich the seminars include Professors Daniel Bodansky, John Knox, Catherine Redgwell, and Jacob Werksman, and Justices Brian Preston, and Mansoor Ali Shah.
Timing of lectures/seminars/tutorials	8 Seminars in MT and HT respectively, Revision seminar and mock exam in TT, 2 tutorials in MT, 2 tutorials in HT. Seminars will be held Tuesdays 11-1 in St Peter's College.
Does this option require prior knowledge of common law?	No. Prior knowledge of public international law will be an advantage, but it is not a pre-requisite.
Assessment format	Examination

International Law and Armed Conflict

Overview

This option covers the range of international law rules that applies to states and other with regard to their conduct in armed conflict. In the first part of the option, we review the law on recourse to force (the *jus ad bellum*). In this part, we will examine the meaning and scope of the prohibition of the use of force before turning to the exceptions and claimed exceptions to that prohibition. We will consider the individual and collective self-defence, including self defence in response to attacks by non-state armed groups; humanitarian intervention and the UN collective security scheme.

In the second part of the option, we review the law applicable during armed conflict (the *jus in bello* or international humanitarian law), after discussing the classification of armed conflicts as international or non-international. This review will cover: (i) the law relating to detention of persons in armed conflict, including prisoner of war status and the protections accorded to detained civilians; and (ii) the law governing the conduct of hostilities especially the rules relating to targeting.

The third part of the course will consider the application of human rights law in armed conflict. In this part, there will be consideration of the extraterritorial application of human rights treaties, the relationship between human rights law and international humanitarian law as well as the relationship between human rights law and the jus ad bellum.

Learning outcomes: an understanding of the laws which determine whether and when States are entitled to use armed force, and which apply during an armed conflict (including international human rights law).

Topics covered

- The Law on the Use of Force (the jus ad bellum)
- International Humanitarian Law
- Human rights in armed conflict

Convenor	Miles Jackson
Name of those teaching on this option	Miles Jackson Tsvetelina van Benthem
Timing of lectures/seminars/tutorials	8 Seminars in MT & 8 Seminars in HT 2/3 seminars to take place in TT 4x tutorials spread over 3 terms
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Jurisprudence and Political Theory

Overview

Students taking Jurisprudence and Political Theory have the opportunity to participate in wide-ranging but analytically precise discussions in legal, political, and moral philosophy. Topics include the concept and the nature of law; the fundamental explanation of legal rights and obligations and the individual's moral rights and duties that obtain because of the law; the nature of legal interpretation; the question whether the law has an essential function or purpose; the nature of adjudication; the relation of legality to the use of organized force; the individual's moral rights against his or her government; the nature and justification of political authority and the character of political obligation. Key political ideas such as equality, liberty, and autonomy, are also included, as are key issues about the nature and source of reasons, the grounds of rights and obligations, and the character of philosophical explanation. Discussion of these topics strives for analytical precision, and often proceeds by critically examining advanced work in progress by members of faculty and others.

The seminars do not necessarily cover all of the topics mentioned above, and of those covered some may be covered in much greater depth than others. Nevertheless, the list of topics gives a good general indication of the field to which the seminars and the eventual list of examination essay topics relate.

The course is a philosophy course, and in that sense is a specialist rather than a generalist pursuit. Through it, students may expect to develop some of the skills and dispositions of professional philosophers. It is a graduate level course, and though it has no pre-requisite, students should expect graduate level work and training. An acquaintance with some undergraduate-level jurisprudence is presupposed. Those who enter on this course without having formally studied jurisprudence may prepare themselves by reading some of the following or comparable works: Hart, The Concept of Law, Dworkin, Law's Empire, Raz, The Authority of Law. Students with an Oxford Jurisprudence background, and others, could prepare for the course by careful reading of (for example) Dworkin, Justice for Hedgehogs, Rawls, A Theory of Justice, Raz, The Morality of Freedom, or Scanlon, What We Owe to Each Other.

Seminars specifically designed for students on this course are regularly convened by Professors T Adams, J Dickson, H Dindjer, J Edwards, D Enoch, and N Stavropoulos. Although the seminars are held with BCL/MJur students in mind, they serve a wider constituency. Participation by students on other graduate programmes (e.g., BPhil, MPhil, DPhil) is actively encouraged, and the level of discussion is sometimes correspondingly advanced. Those taking the paper are also encouraged to participate in seminars and lectures taking place elsewhere in the university, including in some of those advertised on the Philosophy Lecture List and the Politics Lecture List. Those who are not conversant with the basics of political philosophy, in particular, should consider whether to attend lectures on the undergraduate courses in Moral and Political Philosophy in the Law Faculty, in Ethics (see the Philosophy Lecture List), and in the Theory of Politics (see the Politics Lecture List). Lectures from the undergraduate Jurisprudence course in the Law Faculty would also help those who need to be more familiar with the basics of legal philosophy.

Four tutorials will be provided in HT, usually in groups of two or three. These are arranged by the teaching group and neither students nor college tutors need take any steps to organise them.

Examination is by the submission of three essays, written over the Easter vacation. You should expect to spend the larger part of the six weeks of the Easter vacation working on your Jurisprudence and Political Theory essays. The assumption is that you will not write essays that duplicate the seminar discussions. Instead, you will do your research for yourself at Easter, once you know the topics.

Learning outcomes: an understanding of fundamental questions concerning the nature of law and key ideas in political theory; a capacity to approach legal and political issues from a philosophical perspective.

Topics covered

Fundamental questions concerning the nature of law, the nature of reasons, rights and obligations, and key ideas in political theory.

Convenor	Nicolaos Stavropoulos
Name of those teaching on this option	Thomas Adams Julie Dickson Hasan Dindjer James Edwards David Enoch Nicolaos Stavropoulos
Timing of lectures/seminars/tutorials	22x seminars in MT, 22x seminars in HT 4x tutorials in HT
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

Law and Computer Science

Overview

Digital (that is, computer-based) technology is transforming society, and the legal system is no exception. As computers permeate more of our lives, digital environments increasingly become the source of legally significant events. This means that those seeking to study and/or practice law increasingly need to understand the digital context. At the same time, those seeking to study computer science and/or develop software increasingly need to understand potential legal consequences of design choices. This course, jointly offered by the Law Faculty and the Department of Computer Science, will introduce students from both backgrounds to the terrain at the boundaries of their two disciplines. The overarching theme of the course is consequently understanding law as it intersects with computer science.

Such interdisciplinary understanding requires both lawyers and computer scientists to develop an appreciation of the way in which they typically approach problems with very different analytic tools. A key pedagogical strategy for the course is to combine law and computer science students together for significant parts of the material, and in particular, for a number of group work exercises. This will accelerate both groups' acculturation to each other's analytic perspectives through learning from each other as well as from faculty.

As offered to law students, the course content will engage with three distinct but complementary sets of questions:

A. The core theme is: How will computer scientists and lawyers of the future need to work together? Do they at present have a common language and a common understanding of concepts such as "rules" or "fairness"? If not, how can such a common approach best be forged?

This is then developed in two auxiliary themes:

B. Digital technology in legal practice: How is digital technology being deployed in key areas of "legal work" such as contracting and dispute resolution? What commercial imperatives, and legal and technological constraints, operate on this deployment? How are they likely to shape its future trajectory?
C. Digital technology and legal questions: How are concepts and analytic methods from computer science pertinent to the application of substantive law? Are there any gaps in existing legal doctrine that will need to be addressed, and if so, how? Do common themes emerge in the challenges that arise and the ways in which they should be addressed?
A number of different colleagues from the Law Faculty and the Department of Computer Science, as well as the OII and legal practice will contribute to the delivery of the course, bringing a wide range of relevant expertise.
As offered to law students, the course will consist of 32 hours of lectures and seminars, of which the first 24 will be shared with computer science students. There will also be 4 x 2-hour group work lab sessions in which computer scientists and lawyers will have the opportunity to work together on a small project, and a set of 3 x 1-hour tutorials with lawyers and one equivalent session with a computer scientist to enable students to explore topics in more detail and to provide feedback on written work. The total course load, at 44 contact hours, is very close to the average of 43.2 hours for BCL/MJur/MLF elective options, as determined by the 2016 questionnaire.

Topics covered

Introduction to law and computer science; Introduction to computer science for lawyers; Code and law; Automating law: Smart contracts, LegalTech and automated dispute resolution; The ethics and challenges of automating law; Cryptocurrencies; Information technology and intellectual property; Algorithmic collusion and competition law; Algorithmic discrimination, employment law and the future of work; Algorithmic decision making and public law; Privacy, security and identity; Criminal liability and digital evidence; Tort liability for autonomous systems.

Convenors	Rebecca Williams Tom Melham (Computer Science)
Name of those teaching on this option	Rebecca Williams Tom Melham (Computer Science) And others
Timing of lectures/seminars/tutorials	Lectures and seminars: weekly through MT and HT (each session will be part lecture, part discussion) Tutorials through MT and HT Practical sessions: 3x in MT, 3x in HT plus potential additional workshops
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV (100% of the final grade) – 8 questions, 3 answers

Law and Society in Medieval England

Overview

This course introduces students to some of the core areas of English medieval Law (family, property and obligations) with a focus on the thirteenth and early fourteenth centuries and on the ways in which the law in these areas was changed by legislation and judicial decision making., These are core areas for understanding the relationship between the law of the period and the society which it reflected and of which it formed part.

The materials studied are contemporary legislative texts, law reports, official case records and legal treatises and instructional material and modern academic writing on the topics studied. The original materials are in medieval Latin and French, but no knowledge of these languages is required since all will be made available in modern English translation.

Topics covered

1. Law and the family;
2. Wardship of orphan heirs;
3. Family settlements;
4. Lordship and ownership;
5. Property remedies;
6. The enforcement of tenurial obligations;
7. Debts and securities;
8. Contracts, leases and property management.

Convenor	Ian Williams
Name of those teaching on this option	Paul Brand, Mike Macnair
Timing of lectures/seminars/tutorials	No lectures 4x seminars in MT, 4x seminars in HT 4 tutorials, aiming for 2x tutorials in MT, 2x tutorials in HT
Does this option require a prior knowledge of the common law?	No. Since the course studies the beginnings of the common law, and the law studied is sharply different from modern law, prior knowledge of common law is not required.
Assessment format	Submission in EV – 6 questions, 2 answers

Law and Technology – Half-Option (Hilary Term)

Overview

This half-option examines a representative selection of contemporary issues at the law and technology interface, focusing on the nature of the issues and the law's construction of and response to them, and on the relationship between law and technology in general. The readings are chosen with a view to situating legal developments and debates concerning advanced digital and bio technologies in their wider theoretical and policy context, and to equipping students with different perspectives from which to critique them. It should appeal to those interested in the philosophy and sociology of law and technology, in the role of law in managing the complex array of issues created by advanced technological and related social and economic developments, and in the significance of those developments for understandings of what law is and how it operates. The aim is to draw these themes out in a series of case studies focused on the use of different legal mechanisms to regulate technology-related activities and systems, and on the ways in which technology-related activities and systems disrupt and otherwise challenge traditional thinking about law.

The topics discussed will include the use of law to support and shape technological development and access to its benefits, the regulation of the content and technical structures of the Internet, the regulatory effects of Internet-based technologies, the challenges created for law by firms' and states' data-surveillance practices, and the global discord over how best to regulate AI. The course will also study the specific challenges posed for law and states by modern biotechnology, and its parallels with those posed by digital and data technologies. The focus will be less on the detail of this or that area of doctrinal law than on the theoretical and policy issues raised by advanced technologies of different types for law and the state.

There are no prerequisites for this course. Students do not need a background in science or technology to take it. Please note however that in-person attendance is required, and that remote participation in seminars/tutorials will not be possible.

Seminar schedule (indicative)

1. Introduction: theoretical frames
2. Regulating biotechnology
3. Genetic engineering as a "constitutional moment" in tech regulation
4. Regulation of the Internet
5. Regulation by the Internet
6. Data surveillance
7. AI
8. Concluding seminar

Convenor	Justine Pila
Name of those teaching on this option	Justine Pila
Timing of lectures/seminars/tutorials	8 x seminars in HT, 2 x tutorials in HT
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

Legal Concepts in Environmental Law

Overview

This award-winning course taught by award winning scholars fosters legal expertise in environmental law through the in-depth study of legal reasoning and legal ideas as they relate to environmental problems. Environmental problems are center-stage in business and governing but environmental problems have a type of complexity lawyers are not often used to. They involve many different parties, changing physical conditions, a range of different socio-political values, and knowledge of them is often limited. Traditional legal doctrines and concepts have not been developed with problems like this in mind. As this is the case, environmental law has evolved as a nuanced and intricate body of law at the national level through adapting legal ideas and developing new concepts. This course, through a study of these legal responses in a broad range of national systems, equips students with the intellectual skills needed to nimbly navigate this complex and dynamic legal landscape. Particular attention is given to: understanding environmental problems and the types of legal issues they give rise to; developing skills in working with environmental legislation, policy and case law; and developing an advanced appreciation for legal reasoning in this area. The course draws on cases and case studies from different jurisdictions and part of the legal expertise fostered by the course is the ability to work with legal material from different legal cultures. The course also focuses on current developments. Teaching is highly interactive and discursive. The course is assessed through extended essays.

This course will be of interest to: students who are wanting to deepen their environmental law knowledge through in-depth study of legal reasoning and legal concepts; students exploring law and society interrelationships; and students who want to develop their skills for dealing with environmental law in different areas of legal practice.

Topics covered

The course covers a range of topics clustered into four themes:

- **Environmental Problems**: socio-political and scientific complexity and how this gives rise to challenges for lawyers.
- **Markets**: emissions trading schemes; tax; supply chains, and infrastructure development.
- **Assessment**: environmental impact assessment, air quality, nature conservation and climate change.
- **Core Legal Ideas**: property, rights, legislation and administration, and courts.

Convenor	Sanja Bogojevic
Name of those teaching on this option	Liz Fisher Sanja Bogojevic Plus, guest lecturers from legal and regulatory practice (including Lord Carnwath (visiting Professor)
Timing of lectures/seminars/tutorials	8x seminars in MT, 8x seminars in HT 1x tutorial in MT, 2x tutorial in HT, 1x tutorials in TT and guest lectures
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in TT – 6 questions, 2 answers

Mental Capacity, Choice and the Law – Half-Option (Michaelmas Term)

Overview

This course considers issues around capacity throughout the life course. This includes both establishing the tests for capacity; the weight attached to autonomous decisions; and how decisions are made for those who lack capacity. The course will seek to explore the differences in the use of these tests for children, adults and older people. It will examine whether there are theoretical justifications for using different tests at different stages of life. The course will include critical perspectives on issues around capacity, including challenges using the United Nations Convention on the Rights of Persons with Disability and radical children's rights.

Topics covered

1. Introduction: issues around mental capacity
2. Theories of autonomy and capacity
3. Tests for capacity: Adults and Adults on the Borderline of Capacity
4. Tests for capacity: Children
5. Best interests: Adults and Children
6. Critical challenges to capacity
7. Decisions about future selves: Advance decisions, trans and gender questioning children
8. Court of Protection and Dispute Resolution, conclusions

Convenor	Jaime Lindsey
Name of those teaching on this option	Jaime Lindsey Jonathan Herring Imogen Goold Jonathan Pugh Rachel Taylor
Timing of lectures/seminars/tutorials	8 seminars in Michaelmas Term 2 tutorials in Michaelmas Term
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in MT – 6 questions, 2 answers

Mergers, Acquisitions and the Market for Corporate Control – New in 2026-27

Overview

This course examines the theory, policy, and doctrinal questions underlying mergers, acquisitions, and the market for corporate control. It critically analyzes how business objectives, economic theory, and regulatory strategies shape modern transactional practices. Students will engage in an analysis of the legal frameworks governing corporate acquisitions, focusing primarily on the UK Takeover Code and US (Delaware) corporate law. The course will also feature lectures by practitioners and regulators.

After an introduction to the economic theory underlying takeovers and its impact on policy goals, the course will cover the following topics:

- **Regulatory Design and Acquisition Techniques:** Takeover panels vs. courts; the legal mechanics of statutory mergers, schemes of arrangement, and appraisal rights.
- **Friendly Acquisitions and Process:** The economic background of negotiated sales, board fiduciary duties, and the tension between shareholder and stakeholder wealth maximization.
- **Deal Protection and Dynamics:** Contractual protection mechanisms, termination fees, Material Adverse Change (MAC) clauses, and legal mechanisms for allocating risks in corporate acquisitions.
- **Management and Controller Buyouts:** The law and economics of going-private transactions, Leveraged Buy-outs (LBOs), management buyouts (MBOs), and controller freeze-outs (squeeze-outs).
- **Tender Offers and Control Block Transfers:** Ownership disclosure rules, the mechanics of creeping acquisitions, the mandatory bid rule, and the equal treatment of shareholders.
- **Hostile Takeovers and Defensive Tactics:** A comparative look at target board strategies, including the US approach (for example, poison pills) versus the UK non-frustration rule.
- **Activist Campaigns and Proxy Contests:** Hedge fund activism, proxy solicitation frameworks, the removal of directors, and the broader impact of modern corporate raids on non-shareholder constituencies

Convenor	Assaf Hamdani
Name of those teaching on this option	John Armour Anna Christie Assaf Hamdani Nilufer Kheraj Trevor Norwitz
Timing of lectures/seminars/tutorials	10 Lectures in MT & HT 10 seminars in MT & HT 2 Lectures and seminars in TT 4 tutorials in MT and HT
Does this option require a prior knowledge of the common law?	No prior knowledge of common law is required.
Assessment format	Examination

Modern Legal History

Overview

This course examines the modern development of English law and the common-law tradition across three periods: the “long eighteenth century” (1688-1830s), the Victorian era (1830s-

1900) and the early 20th century (1900-1950). It also encompasses comparative, imperial and international dimensions, looking far beyond the English legal world. The focus of enquiry will include doctrinal and juristic development, together with a good deal of political, economic and social history, political economy and economic analysis, political science, sociology, anthropology, and occasional glances at literary and popular cultures. Students with strengths in common-law or civilian styles of doctrinal analysis and interpretation will be challenged to think as historians about continuity and change in the legal system, paying careful attention to the interplay of internal and external influences that have made the modern law. Students will learn varied topics across the course, but may also specialize in tutorials, essays and assessment exercises in certain concentrated fields within the course, e.g., corporate and commercial law; or obligations; or public law; or law of persons, etc.

Our guiding philosophy is that historical consciousness of the law creates intellectual freedom for modern lawyers to move beyond the bounds of contemporary thought, to develop a creative awareness of the sources, choices and potentials within the law, and going beyond the law itself, to wield the resources of historical jurisprudence as a metric to investigate the social world. These goals put us squarely within longstanding traditions of legal history as practised by Maine, Maitland, Pollock, Salmond, Holdsworth, Milsom, Simpson, Atiyah, Horwitz, Baker, Brand, and Ibbetson (eight of these twelve having a strong Oxford nexus).

The core group of teachers for this course are each researchers in modern legal history, and we aim to join this subject to the distinguished traditions of ancient, medieval and early modern legal history already well established at Oxford.

Topics covered

The main themes covered will be: Codification and Comparative Dimensions; Law of Torts; Law of Contract; Land Use and Environmental Control; Equity and Trusts; Law of Business Organization; Public Law; Habeas Corpus, Martial Law and Wartime Emergencies, Criminal Law and Justice; Married Women and Family Settlements; Slavery and the Common Law; and Imperial Jurisdiction and Native Law. Interchange between English law and civilian cultures from Scotland, France and Germany will also be highlighted. The idea of a native English law hermetically cultivated within an offshore island nation-state, and then successfully exported to colonies and dominions, will be held up to critical scrutiny.

Teaching materials will comprise primary sources including traditional case law and statute, supplemented where advised by materials including professional journals, treatise literatures, judicial and practitioner handbooks and notes, statistical analyses, parliamentary and press debates, official reports, polemical and pamphlet literatures, and every other possible historical source that can cast light on the development of the law. There are rich secondary literatures in every aspect of the subject, and excellent recent textbooks treatments. There are ample stocks of teaching materials in the university and college libraries of Oxford and online.

Convenors	Michael Lobban and Joshua Getzler
Name of those teaching on this option	Michael Lobban Joshua Getzler Ciara Kennefick Matt Dyson
Timing of lectures/seminars/tutorials	The core topics are taught in weekly seminars in Michaelmas and Hilary Term, and one in early Trinity Term, interspersed with some four tutorials (two in MT, one each in HT and TT), with revision sessions to follow. The main vehicle for teaching is by the weekly seminar, with readings prescribed

	ahead. Some lectures will be added in to point out leading themes. There will be ample opportunity to write on particular topics of interest, with full feedback and revision to prepare for the final assessments.
Does this option require a prior knowledge of the common law?	Students with no knowledge of the common law will need to do a certain amount of pre-reading before the course commences to understand basics of common-law method. Extra classes may be offered to help create a sound grounding. Students from all legal and scholarly traditions are welcome; we have had civilian-trained students from continental Europe and Asia take the course with great success.
Assessment format	- Submission in EV (40% of the final grade) – 2 questions, 1 answer - Examination in TT (60% of the final grade) – 9 questions, 2 answers

*Philosophical Foundations of the Common Law**

Overview

This course explores the philosophical principles which may be thought to underlie the major doctrines in each of the branches of the common law with which it is concerned – contract, tort, and the criminal law – as well as the relationships between them.
Do notions such as personal autonomy, causation, intention, justice, harm... (etc.), which figure in all three areas, lend them genuine doctrinal unity, or do these branches of the law represent different (complementary or conflicting) moral or political principles? For example: can one or other of them be understood as embodying principles of corrective justice, while the others are based on considerations of distributive justice? Does the law, in these areas, reflect moral concerns, pursues efficiency or some other goal, or is it the case that no underlying principles can be discerned? Are there interesting theoretical links between analogous doctrines or concepts to be found in these branches of the law, such as remedies, defences, excuses, freedom? -These are some of the issues explored in this course.
The course presupposes some knowledge of the basic doctrines of contract, tort, and criminal law, but not necessarily in much detail.

The main teaching is by seminars. Four tutorials are also provided, and these are arranged centrally via the seminars. The course is among those supported with detailed material on the Faculty's Jurisprudence website https://www.law.ox.ac.uk/research-and-subject-groups/legal-philosophy-oxford.

Learning outcomes: a knowledge of the concepts underlying the principal areas of English common law, an understanding of relevant philosophical debate concerning those areas, and a theoretical overview of the common law as a whole.

Topics covered

What is a crime? What is a contract? What is a tort? What are the relationships between those branches of the law? What is the rationale underpinning remedies for breach of contract, remedies in tort, punishment in criminal law? What are the philosophical foundations and what

are the appropriate limits of the freedom of contract, and what are the appropriate limits of the criminalisation of conduct? How central and meaningful is the concept of intention in criminal law, or the doctrine of intention to form legal relations in contract? Is tort law based on retributive justice? Are defences in tort analogous to defences in criminal law? Etc.

Convenor	Dori Kimel
Name of those teaching on this option	Dori Kimel Grant Lamond James Edwards Sandy Steel James Goudkamp
Timing of lectures/seminars/tutorials	8x seminars in MT, 8x seminars in HT, 4x seminars in TT 1x tutorial in MT, 1x tutorial in HT, 2x tutorials in TT
Does this option require a prior knowledge of the common law?	Basic knowledge of the main doctrines of contract law, tort law and criminal law is helpful.
Assessment format	Examination

Philosophy, Law and Politics

Overview

Topics in Philosophy, Law, and Politics is a philosophical course that draws on work from all three named disciplines and brings their analyses to bear on important foundational and practical problems. The course is designed especially for those who wish to go on to an academic career teaching moral, political, or legal philosophy.

The topics covered in the course vary from year to year, but the seminars are always alike in being pitched at a high level of philosophical rigour, and in putting moral, legal, and political philosophy to work in answering tough and pressing questions.

Questions that have been explored in past years include: How should we understand reasons to do things, and what do reasons have to do with values, obligations, and virtues? What is it to be rational and to make rational choices? How should we understand value conflict, and what should we do in the face of such conflict? What are incommensurable values? Is there a reasonable way to aggregate diverse opinions about evaluative matters within a society? How should an individual or polity confront hard choices? What are the limits of democracy? How should we understand liberalism/illiberalism? Should we try to maintain long-established legal and political institutions? Should a government censor pornography? How should we understand consent in the context of allegations of rape and other sexual crimes? What would constitute respect for a cultural artifact? When is war justified? The course is deeply interdisciplinary in nature, and its aim is to equip students with the ability to subject complex issues to theoretical scrutiny from a variety of perspectives.

In the 2026-27 academic year, there are wide-ranging seminar series that all have to do with rationality, reasons, and value. The first full series focuses on artificial intelligence and rational decision-making. A second half-series investigates hard cases in law: what they are and how judges should deal with them. A third half-series examines legal and philosophical approaches to reasonableness, drawing on criminal, tort, and administrative law. A fourth half-series asks what rationality requires of us and what forms of legal reasoning are required by the rule of law. A final full seminar series will discuss a variety of topics in contemporary political philosophy, such as ideal and non-ideal theory, different versions of liberalism, and political epistemology (for instance, how facts about how people form politically relevant beliefs should affect what we think about regulating speech and about the justifications of democracy).

In most years the course will be cross listed with the philosophy and politics departments, and BCL students taking the course will thus have the opportunity to engage with peers from these other disciplines during seminars. While the discussions will aim for a high level of philosophical complexity, no background in philosophy is required.

Assessment will occur at two separate points during the academic year via two extended essays, each of 3500 words. Students will have two weeks over the first vacation period over which to write the first essay, and two weeks over the second vacation over which to write the second essay. Questions about the course may be directed to Ruth Chang, David Enoch or Kate Greasley.

Convenors	Ruth Chang David Enoch Kate Greasley
Name of those teaching on this option	Ruth Chang Julie Dickson David Enoch Cecile Fabre Kate Greasley Alison Hills Adam Perry Sophie Smith Amia Srinivasan
Timing of lectures/seminars/tutorials	MT: WKs 1-8, Mondays 11a.m. - 1p.m., Mondays 3p.m. - 5p.m., Wednesdays 11am – 1pm, Wednesdays 3pm – 5pm HT: WKs 1-8, Wednesdays 3pm – 5pm, WKs 1 – 8, Thursdays 3pm – 5pm
Does this option require a prior knowledge of the common law?	No
Assessment format	Submissions in MT and TT - 3 questions, 1 answer, 3500 words each.

Principles of Civil Procedure

Overview

The aim of the course is to acquaint students with the fundamental principles of Civil Procedure. These principles are not specific to England but are common to all advanced systems of law. The operation and implications of these principles is discussed against the background of English law and the jurisprudence of the European Court of Human Rights. There is introductory lecture to theories of procedural justice, and a short introduction to the English civil justice system is also provided so that students not familiar with the English system could soon acquire a working knowledge. However, students coming from other jurisdictions are encouraged to consider how the principles and the ideas discussed in classes apply to their own systems.

All classes involve active student participation. The course consists of 2 lectures, approximately 16 seminars (most of 2 hours' duration), and a number of guest seminars. There will be 3 or 4 tutorials (depending on final student numbers) with no more than 2-3 students per tutorial. The lectures and seminars are held in Michaelmas and Hilary Terms and any guest lectures are typically held in Trinity Term. The introductory lecture on the English civil justice system is given by Professor Stuart Sime of City University, and the seminars will be principally given by Professor Higgins, Professor Zuckerman and Paul McGrath KC.

The guest seminars are given by visiting scholars, practitioners and sometimes judges from England or abroad in conjunction Professor Higgins and Zuckerman.

Tutorials are given in all three terms, with students having some limited choice as to tutorial timing. Tutorials will be taken with Professor Higgins and Paul McGrath KC.

Learning outcomes: a comprehensive knowledge of the principles which underpin the laws governing the adjudication of civil lawsuits.

Topics covered

1. Each year the course will cover 9 or 10 examinable topics from the following list (there will be student input into the topics covered):
2. The Right to an Independent and Impartial Tribunal
3. The Principle of Open Justice and its Limits
4. AI, Technology and the Civil Justice System
5. Adversarial Process, Case Management and Procedural Default
6. Interim Remedies
7. Summary Adjudication
8. Disclosure Exceptions: Public Interest Immunity/Closed Material Proceedings
9. Disclosure Exceptions: Legal Professional Privilege
10. Expert Evidence and Assessors
11. Appeals
12. Finality of Litigation
13. Collective Redress

14. Costs and Funding
15. Alternative Dispute Resolution

Convenor	Andrew Higgins
Name of those teaching on this option	Andrew Higgins Adrian Zuckerman Inbar Levy Paul McGrath KC Various other visitors
Timing of lectures/seminars/tutorials	2x lectures in MT 6x seminars in MT, 8x seminars in HT, up to 4x seminars in TT 3 or 4x tutorials spread across the 3 terms (students will have flexibility as to when they take tutorials, but no more than two tutorials can be guaranteed in any one term)

Principles of Financial Regulation

Overview

Finance is indispensable to a modern economy, but financial systems can also generate profound risks for individuals, markets, and society. Why, when, and how should finance therefore be regulated?

Principles of Financial Regulation examines the fundamental ideas that underpin the regulation of financial markets and institutions. This course will introduce you to the underlying principles which various forms of financial regulation seek to implement. Students completing this course will be able to understand the regulatory goals of market efficiency, investor protection, the safety and soundness of financial institutions, and the promotion of financial stability, as well as their trade-offs, along with the principal regulatory strategies that are employed to try to achieve these objectives. Rather than solely covering the technical detail of financial regulation, the course develops a framework for analysing financial regulation across different markets, institutions, technologies, and jurisdictions. We will also explore how that framework can be used to mitigate emerging regulatory risks, and assess the limits and unintended consequences of regulatory interventions. The course therefore provides students not simply with knowledge of the existing regulatory framework, but with analytical tools for assessing how financial regulation should respond as the financial system evolves.

Learning outcomes: an understanding of the functions of the financial system and the primary financial markets and institutions through which these functions are performed; an understanding of the core principles and objectives which govern financial regulation; an understanding of the regulatory strategies for achieving these objectives and the policy debates that surround them; the capacity to assess critically new developments in financial regulation and their implementation in novel contexts.

Topics covered include:

- The functions of the financial system
- The objectives and architecture of financial regulation
- Consumer protection
- Securities and capital-markets regulation
- Banking regulation
- Non-bank financial intermediation, shadow banking, and private credit
- Systemic risk and macroprudential regulation
- FinTech, digital assets, stablecoins, and decentralised finance
- Emerging challenges in financial regulation, such as those posed by artificial intelligence, climate change, geopolitical fragmentation, and the changing relationship between regulation, competitiveness, and economic growth

Convenor	Thom Wetzer
Name of those teaching on this option	John Armour Luca Enriques Simon Gleeson Jeffrey Gordon Assaf Hamdani Thom Wetzer Guest speakers
Timing of lectures/seminars/tutorials	8x lectures in HT, 3x lectures in TT 7x seminars in HT, 4x seminars in TT 2x tutorials in HT, 2x tutorials in TT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Regulating Intimate Relationships

Overview

The course will provide students with a strong grounding in ethical, doctrinal, and practical approaches to how the law regulates relationships, with a particular focus on issues relating to intimacy and violence. Students will gain knowledge of debates and issues in relation to domestic abuse, obstetric violence, child abuse, and emerging forms of intimate abuse such as elder abuse and parental abuse. Students will also develop an understanding of how the law regulates adult-child and adult-adult relationships, including caring relationships, and how the law manages relationship breakdown.

Topics covered

1: Introduction to the course

2: Intimate Relationships: Neutrality and the Role of the State

3: Domestic abuse – definitions, concepts

4: Domestic abuse and international human rights

5: Domestic abuse, private family law proceedings & parental disputes

6: Abuse, Disability and Vulnerable Adults

7: Emerging forms of Intimate Abuse: parental abuse, IBSA

8: Obstetric Violence

9: Ethics of care, vulnerability and safeguarding adults

10: Regulating the parent child relationship

11: Child protection and evidence in the family justice system

12: Financial orders on relationship breakdown

13: Diversity and family relationships

14: Conclusions

Convenor	Jonathan Herring and Jaime Lindsey
Name of those teaching on this option	Shazia Choudhry Jonathan Herring Rachel Taylor Jaime Lindsey
Timing of lectures/seminars/tutorials	8 seminars in Michaelmas Term 2 tutorials in Michaelmas Term 6 seminars in Hilary Term 2 tutorials in Hilary Term
Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

Regulation

Overview

Regulation is at the core of how modern states in a range of jurisdictions seek to govern the activities of individual citizens as well as corporate and governmental actors. Broadly defined it includes the use of legal and non-legal techniques to manage social and economic risks. Traditionally regulation is associated with prescriptive law, public agencies and criminal as well as administrative sanctions. But the politics of the shrinking state and deregulation, as well as re-regulation in the context of the climate crisis and public health crises, such as Covid-19, have meant that intrusive and blunt forms of legal regulation have given way at times to facilitative, reflexive and procedural law which seeks to balance public and private interests in regulatory regimes. Enduring policy debates address whether there is actually too much, too little or the wrong type of regulation in different public policy areas.

This course examines what role various forms of law and regulatory strategies play in contemporary regulatory regimes, and how these become increasingly transformed through innovative technologies, including AI and machine learning. It thereby analyses how regulation both by humans and technologies constructs specific relationships between law and society, and thus how legal regulation is involved in mediating conflicts between private and public power.

Topics covered

A range of seminars in the course critically examine key conceptual approaches for understanding regulation. How can economic reasoning be employed in order to justify legal regulation? Does a focus on institutions help to understand the operation of regulatory regimes? What rationalities, and hence 'governmentalities' are involved in regulating through law? What role do emotions, such as fear of illness and trust in experts, play in regulatory interactions? How does 'the turn to infrastructure' inform regulatory approaches?

Further seminars illustrate and critically probe conceptual approaches by applying them in the context of specific case studies which address contemporary regulatory challenges in the field of environmental regulation and technology.

The course thus provides an opportunity for students to examine the pervasive phenomenon of regulation with reference to different disciplinary perspectives, in particular law, but also sociology, politics and economics and to gain detailed knowledge of substantive regulatory law in various fields of business and government regulation. It should appeal to those interested in the theory and practice of regulation, jurisprudence, technology, and questions about the nature of law and its capacity to regulate human behaviour. The course is assessed by two essays.

Convenor	Prof. Bettina Lange
Name of those teaching on this option	Prof. Bettina Lange Prof. Justine Pila
Timing of lectures/seminars/tutorials	8 x 2 hour seminars in MT 8 x 2 hour seminars in HT 2 tutorials in MT (Wks 6 & 8) 2 tutorials in HT (Wks 6 &8)
Does this option require a prior knowledge of the common law?	No The course convenor is happy to address any questions students may have about whether to choose this course.
Assessment format	Submission in TT – 6 questions, 2 answers

Reproduction and Parenthood – Half-Option (Hilary Term)

Overview

The course aims to equip students with a strong grounding in ethical, doctrinal, and practical approaches to issues around reproduction and parenthood. It brings together topics and approaches from family law and medical law. Students will gain a detailed understanding of issues relating to Artificial Reproductive Technologies, surrogacy, embryo selection and PGD, abortion, wrongful life, birth and conception, and parenthood.

Topics covered

1. Introduction seminar: Cross-cutting issues and concepts
2. Abortion
3. Artificial Reproductive Technologies
4. Surrogacy
5. Gametes and Embryos
6. Embryo Selection and Procreative Beneficence
7. Wrongful Life, Birth and Conception
8. Regulating Conception and Parenthood

Convenor	Imogen Goold
Name of those teaching on this option	Rachel Taylor Imogen Goold
Timing of lectures/seminars/tutorials	8 seminars in Hilary Term 2 tutorials in Hilary Term

Does this option require a prior knowledge of the common law?	No
Assessment format	Submission in EV – 6 questions, 2 answers

*Restitution of Unjust Enrichment**

Overview

Restitution of Unjust Enrichment is concerned with how and when a claimant can obtain a court order compelling a defendant to surrender to them an enrichment gained at the claimant's expense. Long neglected, the subject has in recent years been one of the most exciting in the postgraduate curriculum. It draws its cases from areas of the law which have resisted rational analysis, largely because they have tenaciously preserved the language of an earlier age. Common lawyers found themselves unable to escape from money had and received, money paid, quantum valebat and quantum meruit, while those on the chancery side became defensively fond of the unsolved mysteries of tracing and 'trusts' arising by operation of law. In the result, down to earth questions about getting back money and value in other forms have been made to seem much more difficult than they need be. The aim of any course on restitution must be to understand what has really been going on and to play back that understanding to the courts in accessible modern language.

This course is concerned only with restitution of unjust enrichment. Restitution for Wrongs is not part of the course and is dealt with in the Commercial Remedies course.

Topics covered

Enrichment; at the Claimant's Expense; which is Unjust; for which there is no Defence; Remedies.

Convenor	Robert Stevens Jordan English
Name of those teaching on this option	Robert Stevens Jordan English
Timing of lectures/seminars/tutorials	1 x 2hr lecture in week 1 MT 8 x 2hr seminars in MT, 4 x 2hr seminars in HT, 1 x 2hr seminar in TT 4 x 1hr tutorials spread over HT and TT
Does this option require a prior knowledge of the common law?	Students must note that this course assumes a knowledge of the common law of Contract, Tort, Trusts, and Property. Students from civilian backgrounds have successfully completed the course in the past, but have had to familiarise themselves with the common law in their own time.
Assessment format	Examination

Roman Law (Delict)

Overview

Roman law. A central feature of this course is close attention to primary sources, particularly the commentaries on each delict in Justinian's Digest. Some attention is paid to the nature of delict through comparisons 1) between species of wrongdoing; and 2) between delict and obligations quasi ex delicto. Where appropriate, comparisons with later developments are made.
Knowledge of Latin is not necessary; sensitivity to the philological aspects of the original texts, when relevant, is. The set texts are provided in a translation adapted to its use in this course. Prior engagement with Roman law is no requirement. In the past, students have indeed welcomed this course as a first immersion into Roman/Civilian legal thought. The course is also open, as an option, to Oxford undergraduates (with a different exam), which creates additional opportunities for intellectual exchanges.
Learning outcomes: An understanding of the concepts of the Roman law of private wrongs and of the ideas and methods of classical jurists, and a capacity to reflect on their influence on English common law and the modern civilian tradition. Basic acquaintance with research tools of Roman law research.

Topics covered

The first half of the course (MT) engages with the nature and place of delict, furtum (theft), iniuria (insult/contempt), noxa and pauperies (liability for the conduct of those in power and of animals) and quasi-delict; the second half of the course (HT) is devoted to close study of damnum iniuria (loss and unlawful damage to property) and selected chapters from the development of civil liability in the modern period.

Convenor	Wim Decock
Name of those teaching on this option	Wim Decock Wolfgang Ernst Stefan Enchelmaier
Timing of lectures/seminars/tutorials	7x seminars in MT, 6x seminars in HT 2x tutorials in MT, 2x tutorials in HT, 1x tutorial in TT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

Taxation of Trusts and Global Wealth

Overview

The taxation of wealth and the use of trusts to reduce the tax liabilities of the wealthiest has come to the forefront of public debate in recent years, and the COVID-19 pandemic has only sharpened this focus. This course explores these issues in two halves. The first covers domestic UK issues including (a) UK capital taxes, particularly Inheritance Tax and Capital Gains Tax, and their application to trusts; and (b) the UK's general responses to statutory interpretation and tax avoidance. The second half is taught alongside students on the MSc in

Taxation across two intensive weekends either side of the Easter vacation. It covers international issues, such as (c) the taxation of foreign domiciled individuals and their trusts generally; (d) connecting UK tax factors including situs of assets and residence and (e) the use of foreign entities including trusts in succession planning where wealth is spread geographically and there may be conflict of law issues to consider.

These two elements are assessed separately. The domestic half of the course is examined at the end of the year, while the international material is assessed by an extended essay set during the first week of Trinity Term.

Candidates will not be examined on the details of the Finance Bill or Act of the year of examination. Candidates are advised not to offer this paper unless they have studied the law of Trusts in their first law degree course.

Topics covered

Capital Gains Tax comprises: (i) general charge to tax on individuals both foreign and UK domiciled; (ii) disposals and acquisitions of assets in general; (iii) gifts and settlements including non-resident trusts; (iv) disposal on death; (v) computation of gains and losses in general (but not the rules relating to leasehold interests, or wasting assets); (vi) exemptions; (vii) foreign element including the taxation of foreign domiciled individuals, offshore trusts and residential property held by non-residents.

Inheritance Tax comprises: (i) brief historical background; (ii) general charge to tax on individuals and basic concepts; (iii) settled property; (iv) reliefs and exemptions; (v) brief survey of valuation; (vi) foreign element including taxation of foreign domiciled individuals; the taxation of enveloped UK residential property; domicile, residence, source and situs issues more generally.

Convenor	Edwin Simpson
Name of those teaching on this option	Edwin Simpson Simon Douglas Emma Chamberlain David Tipping
Timing of lectures/seminars/tutorials	Lectures/seminars/tutorials TBC 2x weekend seminars: Fri – Sat, 11-12 March (HT8) Fri – Sat, 22-23 April (TT0)
Does this option require a prior knowledge of the common law?	See end of 'Description of option' above.
Assessment Format	Examination

Trade Marks and Brands – Half-Option (Michaelmas Term)

Overview

Brands are the most valuable assets owned by many companies and as consumers we inhabit brand-saturated environments. Trade mark law provides the legal underpinnings for the protection of brands. However significant tension remains between (i) the 19th century

understanding of marks as indications of commercial origin, helping consumers to find what they want and (ii) the contemporary significance of brand image as a valuable form of property, which exists only in consumers' minds. This half-option will interrogate this tension.
This course will be structured around key elements of the registered trade mark system, using (EU-influenced) UK trade mark law to set up the basic concepts and rules. The first half of this course will outline key aspects of registered trade mark protection – what sorts of signs can be registered, what counts as infringement and the defences available. The second half of this course will explore topical controversies, such as AI and trade mark law; publicity or image protection rights in the age of deepfakes; branding and sustainability issues (such as eco-certification or greenwashing); and the liability of platforms and online intermediaries for counterfeits.
The teaching materials include black letter or doctrinal sources, but also secondary literatures to facilitate critical engagement. This course draws on insights from economic history, psychology, marketing and other fields. For instance, the very existence of trade mark law is often justified by reference to reducing consumer search costs: that consumers benefit from being able to rely on certain signs to indicate trade origin, such that they can more easily and confidently locate the goods and services they wish to purchase. But this rests on various assumptions about consumer behaviour and perceptions, many of which take place at an unconscious level. When we look at the rules of trade mark law, to what extent are they really concerned about, or informed by, actual consumer reactions? And to the extent they are not – is that a problem?

Learning outcomes: a thorough grounding in UK and EU trade mark law; an introduction to key insights from other fields, such as neuroscience, psychology and marketing, in relation to how consumers engage with trade marks and brands; and critical engagement with the content of, and assumptions underpinning, trade mark law.

Topics covered

1. From Trade Marks to Brands: History and Theory
2. Trade Mark Registration
3. Trade Mark Infringement
4. Invalidation and Defences
5. Trade Marks on the Internet: Platform Liability and Social Media Uses
6. AI and Trade Marks
7. Image and Publicity Rights
8. Brands and sustainability

Convenor	Dev Gangjee
Name of those teaching on this option	Dev Gangjee Emily Hudson Ansgar Ohly Robert Burrell
Timing of lectures/seminars/tutorials	8x seminars in MT 2x tutorials in MT
Does this option require a prior knowledge of the common law?	No
Assessment format	Examination

List III – options available to MJur students only

The following options are taken from the BA in Jurisprudence (Oxford undergraduate degree in Law) syllabus and are only available to MJur students, who can only take **one** option from this list.

Administrative Law

Examination Regulations

Candidates will be required to show a sufficient knowledge of such parts of the general law of the constitution as are necessary for a proper understanding of this subject.

Syllabus

Administrative Law is concerned with legal control of the activities of the executive branch of government. The main topics covered are: the grounds on which decisions and rules made by the executive can be challenged in a court (some of these relate to the substance of the decision or rule and others to the procedure by which it was made), the process of judicial review (and the ways in which administrative decisions can be challenged in other judicial processes) and the remedies that can be obtained, administrative tribunals, public sector ombudsmen, and liabilities of public authorities in contract and tort.

Coverage

Students will be expected to know the law relating to the general principles of the European Convention on Human Rights and the Human Rights Act, so far as they affect administrative law. Questions will not be asked which require a detailed knowledge of the meaning of a particular Convention right.

Teaching

The subject is taught through tutorials arranged by your college, and through lectures provided by the Law Faculty.

Learning outcomes

A knowledge of administrative law within the context of the English common law system.

Advanced Criminal Law

Advanced Criminal Law provides students with an opportunity to return to and learn more about the criminal law that they studied for Moderations. The idea behind this course is that by examining some of the areas where criminal law touches other forms of regulation, or has to draw a fine line between unwanted and socially useful behaviour, we will understand better what it is that criminal law is and does, and thus get a better understanding of the core of the subject by considering its limits. It will therefore draw on the general knowledge of criminal

law that students have from Mods, but it will go deeper into some of the general principles and philosophical or other concepts which underlie the subject.
We will consider, in particular, the following areas:

- Tort and crime
- The regulation of sexual activity
- Terrorism and intelligence
- Violence Against Women
- Discrimination and hate crime

Teaching

	Lectures	Seminars	Tutorials	
Advanced Criminal Law	8	8	2	Michaelmas
	8	6	3	Hilary
*figures represent hours of teaching				

Assessment

This course is assessed by a 3-hour, in-person, computer-based examination. Candidates will be asked to answer two questions, one from Part A and one from Part B. There will be one question in Part A and seven questions in Part B.

Civil Dispute Resolution

This course will introduce students to key procedural rules and principles in civil litigation (and alternative dispute resolution) and teach them how to critically evaluate the rules and the leading cases seeking to apply them.
The course is divided into 4 topics, although the time dedicated to each varies substantially:

i. The right to fair trial: the rights to which people are entitled in court, and to get to court, and exceptions and limits on those rights.
ii. Litigation procedures and the overriding objective of the Civil Procedure Rules: how the courts balance accuracy, timeliness and cost in resolving disputes.
iii. Alternative dispute resolution: principles of mediation and arbitration, and the benefits and costs of private dispute resolution.
iv. Theories of procedural justice: the nature of procedural justice, its relationship to substantive law, and the role of the legal system in the rule of law.

Teaching

	Lectures	Seminars	Tutorials	
Civil Dispute Resolution		14	4	Michaelmas
		8	3	Hilary
*figures represent hours of teaching				

Assessment

This course is assessed by extended essay where all candidates will be asked to write three essays, from a list of nine. Each essay should be no longer than 2,000 words.

Company Law

The company is one of the most important institutions in our society. There are over two million registered companies which, of course, vary radically in size and commercial significance ranging from the "one person" company to the large public companies. By virtually any measurement the company is the dominant vehicle through which business is conducted. There are a number of reasons for this, but principally it is because it is a very flexible commercial institution and it is made conveniently and cheaply available.
The purpose of the course is to introduce students to the basic conceptual apparatus of company law and to analyse some of the policy issues raised in regulating this pervasive commercial form. It is important to note that the course is of relevance not only to those who wish to pursue a career as commercial or company lawyers, but also to those who have no such aspirations, as a knowledge of the company and how it works is relevant to many aspects of legal practice. The course involves an analysis of not only cases but also statute law and, although the Companies Act 2006 is among the largest statutes on the statute book, the course is not overly dominated by the study of statutory materials.
By the end of this course, students should have developed an understanding of the laws relating to the creation and regulation of companies.

Teaching

	Lectures	Seminars	Tutorials	
Company Law	8		4	Michaelmas
	20	4	4	Hilary
**figures represent hours of teaching*				

Assessment

This course is assessed by a 3-hour, in-person, computer-based examination. FHS candidates must answer four questions, including at least one problem question. DLS candidates must answer three questions, including at least one problem question.

Contract

Examination regulations

Candidates will be required to show a knowledge of such parts of the law of restitution of unjust enrichment as are directly relevant to the law of contract. Questions may be set in this paper requiring knowledge of the law of tort.

Syllabus

The syllabus comprises the general principles of the law governing contracts. It is not primarily concerned with special rules governing specific types of contracts, such as sale, carriage or employment, though it is concerned with aspects of the law governing consumer contracts. The principal topics normally discussed are:

- the rules relating to the formation of agreements (including certainty of intention and the requirement of intention to create legal relations)
- the doctrines of consideration and promissory estoppel
- the contents of a contract and the rules governing the validity of contract terms (especially exemption clauses and unfair terms in consumer contracts)
- the nature and effects in a contractual context of mistake, misrepresentation, duress, undue influence and unconscionability
- the principle of privity of contract and its principal exceptions
- performance and breach, including the right to terminate for failure in performance and the effects of wrongful repudiation
- the doctrine of frustration and its effects
- remedies for breach of contract by way of damages, action for the agreed sum, specific performance and injunction, and restitutionary damages/account of profits
- the basis of contractual liability

Coverage

The teaching is based on the assumption that questions will not be asked on contracts that are illegal or contrary to public policy or on gaming and wagering contracts; and that detailed knowledge will not be expected of formality requirements, agency, assignment or contractual capacity.

Learning outcomes

A comprehensive understanding of the general English law of contract.

Feminist Perspectives in Law

As the title suggests, the course is defined by a specific critical perspective on the law – a feminist one. It cuts across standard legal areas and methodologies to cover topics from private and public law; it looks at both domestic and international law; and introduces students to legal, as well as socio-legal, perspectives on the subject.

Often, rather than starting from the law and its logic, the intellectual journey is problem-driven, discussing the various ways the law responds to real life, irrespective of formal, potentially

limiting, legal categories. The course brings together ten experts on various aspects of the regulation of women's status and gender relations in law as seminar-leaders. The following topics are discussed:

- Introduction to Feminist Legal Thought
- Gender and Reproduction
- Equal Pay
- Women, Gender and Constitutionalism
- Violence Against Women
- Migration
- Urbanism
- Intellectual Property

Teaching

Paper	Term	Faculty				Comments
		Lectures	Seminars	Tutorials	Classes	*Figures in this table are in* hours.
Feminist perspectives in Law	MT	0	14	3	0	There will be 12 seminars (7 in MT and 5 in HT), but they will last two hours.
	HT	0	10	2	0	
	TT	0	0	0	0	

Assessment

This course will be assessed by a 3-hour, in-person, computer-based examination. Each seminar topic will be represented in the exam by a question.

Introduction to Asian Comparative Law

Asian comparative law is built on new developments of comparative law in the twenty-first century. Asia is a significant region of the world with 51 jurisdictions and 60% of global population. The rise of Asia, particularly major world powers such as China and India, has generated great demands for understanding of laws in the region. It is also important to study the laws of Asia where legal experiences are rich, law reforms and legal developments are dynamic.

This course introduces students to major features of seven common themes of comparative law in Asia, including:

- religious law
- colonial law
- authoritarian law
- legal diffusion
- law and development
- regional law
- international law

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This course illustrates the themes by experience in four jurisdictions, namely: China, Japan, India, and Singapore. By first focusing on jurisdictions in Asia, this course will expand the jurisdictions covered by comparative law studies beyond the familiar jurisdictions of the Global North. Second, the course goes far beyond the conventional focus on private law, and traditional categories of comparative law in general, to examine under-examined factors that are salient to, and shape, the legal dynamics in Asia. These are religions, colonialism, authoritarianism, economic development, globalization, regionalization, and internationalization. Third, beyond doctrinal and formalist analysis of judicial decisions and legislation, this course adopts an inter-disciplinary and global approach by situating the comparative analysis of laws within the pluralist social context of the Asian jurisdictions, and the dynamics of globalization.

Teaching

	Lectures	Seminars	Tutorials	
Introduction to Asian Comparative Law		8	3	Michaelmas
		8	2	Hilary
**figures represent hours of teaching*				

Assessment

This course is assessed by a 3-hour, in-person, computer-based examination. All candidates must answer three questions, from a list of eight.

Land Law

Examination Regulations

N/A – the Examination Regulations contain nothing further than the name of the course

Syllabus

The focus of attention within the course is on interests in land: interests which do not merely operate between the parties to a particular transaction involving the land but can also affect third parties - other people encountering it, such as later purchasers. Examples of such interests are the fee simple, leases, easements and mortgages. The course concerns itself with questions such as: What interests count as interests in land? How are they created? Exactly when, and how, will they affect third parties?

Land Law has a well-established set of principles, often regulated by statute, to govern it. In part this is because people dealing with land need to know with certainty what the result of a particular transaction will be. Even so, there are many areas of the subject which are currently being developed by case law.

The course is not about conveyancing, the buying and selling of land. It is true, however, that in Land Law we are conscious of the needs of purchasers. Thus, for example, the circumstances in which purchasers will be bound by interests are inextricably tied in with the way land is bought and sold.

Land Law covers material in the “foundations of legal knowledge” and so must be taken by those who wish to become a barrister in England and Wales. Candidates in the FHS examination must offer both Land Law and Trusts.

Specific topics comprise the following:

- Estates and interests in land; the idea of ownership; the numerus clausus principle
- Formalities required for transactions relating to land
- Successive and concurrent interests and trust of land
- Leases
- Easements and covenants
- Licences; proprietary estoppel
- Mortgages
- Protection of title to and of rights in and over land by registration
- Human rights as relevant to land law
- Acquisition of title by possession; Loss of title because of dispossession.

Coverage

All the topics listed above are examinable. Candidates will not be expected to display in-depth knowledge of human rights issues in answering problem questions.

Learning outcomes

A knowledge of the law dealing with the rights to use, alienate, or exclude other from land, but excluding the buying and selling of land.

Medical Law and Ethics

This course covers selected legal, ethical, and medical issues arising in medical practice and research. It focuses on issues of consent, autonomy and best interests of the patient and other interested parties, and how these create intersections with other areas of law, such as tort, criminal and personal property law. Four core areas of medical law are covered:

- Intentional torts and clinical negligence
- Reproductive medicine and rights
- Organ donation and transplantation
- End of life issues

Lectures cover both the legal and ethical issues arising in those areas of medicine and assume knowledge of the relevant law already covered in the Law Moderations Criminal Law course, and the FHS Tort Law course. Students will be encouraged to take a critical approach and consider where the law may require reform, drawing on the legal and ethical literature to support their views. The course

also includes lectures on reasoning in ethics, which will cover various methodologies in ethics for determining about how to act, to give students a grounding in how conclusions about ethical issues are reached (and critiqued), and on a range of issues in medical ethics not covered elsewhere in the course.

The lectures are intended to be interactive, and students should expect to be called upon to participate in discussion and debate. Lectures will cover the syllabus, and a number of guest lecturers will also speak on topics of interest in medical ethics. These guests will include barristers, medical practitioners, religious leaders and members of the Uehiro Centre for Practical Ethics.

Teaching

	Lectures	Seminars	Tutorials	
Medical Law and Ethics	16		3	Michaelmas
	8		2	Hilary
**figures represent hours of teaching*				

Assessment

This course is assessed by a 3-hour, in-person, computer-based examination. There will be seven questions, including 2 problem questions. Candidates will be required to answer 2 questions, which must include one problem question.

Tort

Examination Regulations

Questions may be set in this paper requiring knowledge of the law of contract.

Syllabus

The law of tort is mainly concerned with providing compensation for personal injury and damage to property, but also protects other interests, such as reputation, personal freedom, title to property, enjoyment of property, and commercial interests.

There is an agreed reading list for tort, which is revised frequently, usually each term. The topics on the list include:

- Negligence
    - Duty of Care; Breach of Duty; Economic Loss
- Compensation (Fault and Insurance)
- Damage, Causation and Remoteness
- Defamation
- Defences
- Economic Torts

- Liability
    - Liability for Defective Premises; Product Liability; Vicarious Liability; Joint Liability; Employers' Liability
- Intentional Personal Mistreatment
- Public and Private Nuisance
    - the Rule in *Rylands v Fletcher*
- Tort Remedies
    - Damages for Personal Injury and Death
- Theoretical Perspectives on Tort Law.

Coverage

The examiners are entitled to set questions requiring knowledge of issues across both sets of topics referred to above, as well as the seminal/leading cases associated with both sets of topics (marked with an asterisk on the reading list).

Learning outcomes

A knowledge of the principles and practical applications of the law of tort within the English common law system.

Trusts

(may not be taken in conjunction with Advanced Property and Trusts from List I)

Examination Regulations

N/A – the Examination Regulations contain nothing further than the name of the course.

Syllabus

The institution of the Trust is one of the central ideas in English law. Although its definition is debated, it is generally agreed to refer to a situation wherein a trustee holds rights and inherent powers but is unable to use them for personal gain. Instead, they hold those rights for the benefit of others (beneficiaries) or for permitted purposes.
Trusts arise either by a right-holder's declaration or because the law imposes a trustee for other reasons. Declared trusts allow wealth to be administered in a more complex ways than could be achieved by straight-out conveyance, such as distributing rights on particular conditions, securing tax advantages, or enabling ongoing management of the rights. The law may also impose trusts in contested situations, such as when rights are received as a bribe or by mistake.

In addition to the various scenarios in which trusts arise and how they behave, this course also considers fiduciaries and the law's control of fiduciaries. These may be trustees or other actors, such as solicitors acting for their clients' benefit, agents contracting on behalf of their principals, and directors acting for the benefit of the company.
The specific topics which will be studied are as follows:

1. The idea and categories of the trust, and beneficiaries' rights:
    - The beneficiary principle, the nature and characteristics of a beneficiary's interest under a trust (*Saunders v Vautier*), and the transfer of such an interest (and the formality rules relevant to this)
    - Purpose trusts (charitable (including the rules defining charitable purpose) and non-charitable)
    - Purported gifts to unincorporated associations
    - Quistclose trusts.
2. Express trusts and their essential requirements:
    - 'The three certainties'
    - Formality rules (*inter vivos* and on death)
    - The effect of 'non-compliance' (*Rochefoucauld v Boustead*) and secret trusts (not including mutual wills)
    - Constitution requirement and the effect of promises to constitute.
3. Constructive trusts and 'remedial' constructive trusts:
    - Acquisition by fiduciaries (*Keech v Sandford*, *FHR European Ventures LLP v Mankarious*)
    - Vendor-purchaser contracts (*Lysaght v Edwards*)
    - Transfers 'subject to' the rights of others (*Binions v Evans*, *Lyus v Prowsa Developments*)
    - 'Failure' for want of formality (*Rochefoucauld v Boustead*, *Blackwell v Blackwell*)
    - Tracing rules (*Foskett v McKeown*)
    - Mistaken payments (*Chase Manhattan v Israel-British Bank*)
    - Imperfect gifts (*Dillwyn v Llewellyn*; *Strong v Bird*; *donatio mortis causa*; *Re Rose*; *Pennington v Waine*)
4. Resulting trusts
5. Duties and powers of trustees of non-charitable trusts, including the enforcement and control thereof:
    - Personal and proprietary remedies (including tracing rules)
    - Breach of fiduciary duty (*Re Hastings-Bass)* and obligations to disclose information
    - Exclusion clauses, the defence of consent to breach of trust, the Trustee Act 1925 s 61;
    - Delegation
    - Fiduciary duties where there is no underlying trust
6. Third parties:
    - The impact of trusts on those not, or not originally, their trustees
    - Recipient and accessory liability
    - Trusteeship by assumption

Coverage

The examiners may set questions on any of the topics listed above.

Learning outcomes

An understanding of the concept of a trust, the circumstances in which trusts can arise, the different types of trust, and the rules regulating trusts.

Optional dissertation

A BCL or MJur student can propose a dissertation, in lieu of one written examination. The dissertation must be written in English, and it must not exceed 12,500 words which includes footnotes, but which does not include tables of cases or other legal sources. The proposal will be approved by the Course Director, and this will depend upon whether the relevant subject group can provide a supervisor and two examiners.

You should be aware that the demand for supervision for such dissertations may exceed the supply, especially from particular faculty members, and where this is the case, a potential supervisor may elect to supervise only those dissertations which he or she judges most promising. Although in principle the option of offering a dissertation is open to all BCL and MJur students, in practice it is possible that some students who wish to offer a dissertation will be unable to do so, as a suitable supervisor with spare capacity cannot be found.

The dissertation must be submitted online to Inspera no later than noon on the Friday of week five of the Trinity full term in which the examination is to be taken. Further information on how to submit dissertations via Inspera will be circulated in due course.

The topic of your dissertation may (and often will) be within the area of one or more of your taught courses, and/or in an area which you have studied previously. But any part of the dissertation which you have previously submitted or intend to submit in connection with any other degree cannot form any part of your BCL/MJur dissertation. Although BCL students cannot take the List II courses, they are allowed to offer a dissertation within these fields. BCL students may offer a dissertation which does not fall into the field of any BCL course, if a suitable supervisor within the Faculty can be found.

Once you have received approval for your dissertation topic at the start of Michaelmas term, the topic may not be changed. This is because supervisors and examiners have already been approached and have agreed to act on the strength of the original proposal. However, it is accepted that, in light of your work on the dissertation, the title (not the topic) may change. If that happens, you should agree a new title with your supervisor then email both the new title and the old title to Lilit Rickards (bclmjur@law.ox.ac.uk) and ask your supervisor to send an email to Lilit indicating that they support the proposed change. Approval for the change will then be sought from the Examiners. Proposed new titles should be communicated as soon as possible and no later than **Friday of Week 1 of Trinity term**. If your dissertation is submitted with a title different from that approved, the examiners have the right to refuse to examine it.

Dissertation Format

1) 'Thesis' here includes not only the writing submitted for the DPhil, MLitt, MPhil, or MSt, but also the essay which is submitted by a Probationer Research Student for a Qualifying Test, Confirmation of Status and dissertations offered in the examination for the BCL or MJur. It does not include essays set by way of examination for the BCL or MJur.

2) Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 6 to 8 below.

3) Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the pages where the chapters and first-level sub-headings begin. If required, a table of abbreviations should follow the table of contents.

4) Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. Unless there are very few cases and/or statutes, divide the tables into separate sections for separate jurisdictions. Arrange EU cases in chronological and numerical order. Any other tables should follow, e.g., tables of other primary legal sources (official papers treaties, UN documents, etc.), and of tables and/or diagrams provided in the text. The tables must be indexed, so that each entry shows on what pages the case or statute in question is mentioned.

5) A bibliography listing secondary sources (articles, books, monographs etc.) in alphabetical order must appear at the end of the thesis. It should include all such sources cited in the thesis. It need not be indexed.

6) The order of the thesis should be: title page, abstract, table of contents, table of abbreviations, table of cases, table of statutes, tables of other primary legal sources, table of diagrams and tables, main body of thesis, any appendices, and bibliography. An index is not required. If there is one, it must come after the bibliography.

7) All footnotes and appendices are included in the word count. The abstract, the table of contents, the table of cases, the table of statutes, the bibliography, any headers or footers, and any index are not included in the word count.

8) The thesis must be written in English.

9) The thesis must be word-processed using size 12 font, with a margin of 32 to 38 mm on the left- hand side. Variations of font size may be used for headings, sub-headings, and footnotes.

10) The lines in the main text must be double spaced (8mm).

11) The first line of every paragraph must be indented unless the paragraph immediately follows a heading or sub-heading, or an indented footnote.

12) Quotations must use single inverted commas, saving double inverted commas for use for quotes within quotes. Quotations longer than three lines must be presented as a double-indented, single- spaced paragraph with no further indentation of the first line. Such double-indented quotations must not use quotation marks.

13) Endnotes must **not** be used. Footnotes must be internally single spaced with double spacing between the notes.

14) The thesis must comply with OSCOLA (the Oxford Standard for Citation of Legal Authorities: OSCOLA: The Oxford University Standard for Citation of Legal Authorities, or another useful standard for citation. You should consult your supervisor if you wish to depart from OSCOLA.

15) Where the thesis is offered as part of an examination which is assessed anonymously, it must not at any point divulge the identity of the candidate or the candidate's college.

16) The word limits for the dissertation are: 10,000 words minimum and 12,500 words maximum.

Conduct of Research

The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself.

The following research must be reviewed through the appropriate research ethics committee and formally approved before it is conducted:

- research involving living human participants;
- research involving the personal data of living human participants;
- research involving human samples;
- research requiring approval or authority from other bodies.

In the case of members and students of the Law Faculty, the review committee is the Social Sciences & Humanities Inter-Divisional Research Ethics Committee.

If there is uncertainty as to whether activity requires research ethics review, researchers are advised to contact the Senior Research Facilitator in the Law Faculty (research@law.ox.ac.uk)

Human participants may be people classed as vulnerable or as experts/elites. Personal data includes contact details, and it is not limited to sensitive data.

Approval must be secured prior to the commencement of the research project. Review can take up to two months from the point of submission, and you are therefore advised to seek guidance at the earliest opportunity, to minimize any delay.

All researchers conducting this type of research, should also complete at least some of the ethics training available from the university.

Integrity and ethics training | Research Support (ox.ac.uk)

For more general information on the subject of research ethics, please refer to:

Research ethics (including CUREC) | Research Support (ox.ac.uk)

Suspension of Status

If you experience any difficulties that are sufficiently serious as to mean you are unable to continue with your studies, either for the immediate future, or for a sufficient period of time to mean that your chances of passing the BCL and MJur examinations will have been jeopardized, you can apply for suspension of status; the relevant form can be found on the Suspension of Status webpage.

However, because the BCL and MJur are structured one-year taught courses, if you do suspend, then you have to return the following year at the point at which you suspended; so, if you suspended at the start of Trinity term 2025, then the earliest you would likely return would be at the start of Trinity term 2026.

Course Changes

The procedures for changing a BCL/MJur option choice are described above. Changing to a different course – i.e. a course other than the BCL and MJur – is likely to be considerably more difficult. If you think you might want to change your course entirely, then please contact the Head of Academic Administration (paul.burns@law.ox.ac.uk) to discuss your position.

Progression to the MPhil or DPhil After Completion of the BCL/MJur

Each year, a significant proportion of BCL and MJur students continue to the MPhil or DPhil after completion of the BCL/MJur. The application procedure for students progressing from one course to another is slightly different from that which new applicants follow; details can be found on the Graduate Admissions webpage. You will be given further guidance about how to apply, and which course you might wish to choose, towards the end of Michaelmas term.

3. Teaching and Supervision

There are a number of different people who will be involved in the teaching and supervision you receive as a BCL/MJur student. If you have any issues with teaching or supervision, please raise these as soon as possible so they can be addressed promptly. Details of who to contact are provided in the Complaints and Appeals section at the end of this handbook.

Academic Advisor

Your dedicated Academic Advisor will support you throughout your studies and endeavour to assist you with any academic concerns that you may have. Pastoral concerns should be dealt with by your college advisor. You will meet with your supervisor on at least four occasions throughout the year. Your Academic Advisor has a number of duties:

1. To meet with each student assigned to them individually, in either week -1 or Monday and Tuesday of week 0 of Michaelmas term. It is expected that the meeting will take place in person. It will involve assisting you in choosing options and discussing with them induction-related matters.

2. To meet with each of their assigned students again in Hilary term. Further meetings should be organised if requested or considered necessary by the Advisor. Discussion should concern academic progress and any problems they have encountered.

3. To respond to student concerns as needed and offer support.

4. To read tutorial reports on students assigned to them and liaise with the student if concerns have been raised about their performance by the tutors, the supervisor (if the student is preparing a dissertation) or by an option convenor.

5. To submit eVision reports each term, which will include a report from their meetings with the student and comments made by the tutors/supervisor in tutorial reports.

6. To raise with the option convenors any relevant concerns arising from the meeting with the student or from tutorial reports. Where appropriate, they will also bring matters to the attention of the BCL/MJur Course Director or the Associate Dean for Graduate Studies (Taught).

7. To liaise with the tutor and with the option convenor where the student reports to them that there has been a delay in returning marked written work or if tutorials have not taken place when expected.

8. To provide academic references for the students assigned to them, if so requested.

9. To pass on any relevant student feedback to the BCL/MJur Course Director and the BCL/MJur Course Administrator and respond to their calls for comments on issues raised by students in surveys and in other communication with the Faculty.

Graduate Mentors

Graduate Mentors are former BCL and MJur students who have recently progressed to further study either on the MPhil or DPhil. They are able to offer advice to new students as they start their course, and throughout the year as and when required. The aim of the mentoring system is to enable BCL and MJur students to benefit from the experiences of recent BCL and MJur alumni. Whilst the type of advice given to each mentee will vary from student to student, it will

focus around academic studies. In particular, guidance might be given on choosing options, managing reading lists, what to expect from tutorials and exam preparation advice. Graduate Mentors do not have a pastoral role, as this type of care is within the remit of colleges.

Graduate Mentors are not automatically assigned to all new students. In the first instance, students may request a Graduate Mentor via Lilit Rickards, and we will endeavour to find a suitable mentor. However, we cannot guarantee that we will be able to assign a mentor to all interested students. A Graduate Mentor will be assigned based on a number of factors. These will include course (i.e. BCL/MJur), nationality, and area of legal interest. Contact will then be made by the Graduate Mentor to the student, initially by email. Further communication can be either via email, or face to face; it is up to the mentor and mentee to decide the best approach for them to take.

The Role of Course Convenors and Tutors for BCL/MJur Options

As described above, BCL and MJur options are typically taught by a combination of seminars and tutorials (and sometimes by means of lectures as well). While every option has an overall course convenor, in some options, the teaching will be shared between a number of individuals. The person you will work with most closely is generally the faculty member with whom you have tutorials, given that tutorials offer the closest interaction between the student and teacher. Reports will be provided for Academic Advisors by the course convenors and tutors detailing the academic progress of students.

The Role of the Dissertation Supervisor

Those who have opted to write a dissertation will be allocated a dissertation supervisor. Each student is entitled to six sessions of supervision, each of approximately one hour duration (any meetings to settle the shape of the dissertation before it was approved are not included in the six sessions). The supervisor will report every term on the progress the student is making through GSR. Since BCL and MJur students are graduate students, we expect advanced research and argumentation, so that supervising a dissertation is quite similar to supervising a thesis for a research degree such as the MPhil (with an obviously significant difference in the scale of the project, as the dissertation is 1/4 of the work for a one-year degree). It is essential for the supervisor (1) to give useful advice as to how to go about the research, and (2) to give a serious, critical response to the work itself, which means reading the work and giving the same sort of advice as to substance and presentation as with a research student. The number of meetings will depend on the student's productivity (and on whether they submit a succession of chapters in good time or leave the project until close to the deadline). As with a research degree, the work submitted is the student's responsibility. For that reason, the student should be expected to decide how to respond to the supervisor's advice; we would not expect the supervisor to read a final draft, and the student should not have the impression that it is the supervisor's role to approve the dissertation.

The Role of the College Advisor

Each graduate student is assigned a College Advisor (different to their **Academic Advisor**) who is normally (but not always) a member of the Law Faculty. Their specific role will vary slightly from college to college (and will be defined more precisely in information provided by your college) but essentially, they are available for consultation on pastoral matters, and act as a focal point for each individual student’s relationship with their college.

The Role of the Student

The student is responsible for the successful completion of their degree programme and playing an appropriate part in working with tutors and supervisors to that end. They are also responsible for making appropriate use of the teaching and learning facilities available within the University and following the relevant procedures concerning registration for and assessment of BCL/MJur options. The student is also responsible for ensuring that they have a standard of English sufficient for successful completion of the course.

It is not possible to translate these expectations into a workload that can be expressed in terms of a weekly timetable – the work patterns dictated by the various options will fluctuate across the year (though overall, the work-load of each option will be broadly similar), and student's individual approaches to their work will differ greatly – but as a very general guideline, we would expect students to be working a minimum of 45 hours per week, inclusive of time spent in seminars. If you have concerns about your workload, you should speak to your Academic Advisor.

For a more detailed account of the role of the student and supervisor, please refer to the Education Committee's policy document on graduate taught degrees which can be found on the webpage at Postgraduate taught courses: responsibilities of the student | Academic Support (ox.ac.uk).

4. Assessment

Formative Assessment

The term 'formative assessment' refers to any form of assessment that does not relate directly to your final results. This typically takes the form of marks and written comments provided by tutors on essays submitted by the student. It is an important element of all postgraduate taught programmes at Oxford and should provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment. It will also indicate areas of strength and weakness in relation to an assessment task and provide an indication of the expectations and standards towards which students should be working. You should receive feedback on written work within two weeks of submission. If there are any issues then please contact the Course Administrator, Lilit Rickards (bclmjur@law.ox.ac.uk)

University policy requires that all students on taught masters programmes could expect to receive formal written feedback on at least one designated piece of work normally submitted during the first term or very early in the second term of the course. The standard practice for BCL/MJur courses is to discuss written work in a tutorial, but the structure of a number of options militates against holding tutorials in the first term. These options are listed below. Typically, we find that, amongst their four option choices, most students will have chosen one or more options which do hold tutorials during the first term.

However, if <u>all</u> of your choices are taken from the list below then please contact the Course Administrator. We will arrange for you to have the opportunity to submit an essay in one of your four options and receive feedback on that essay before the end of Michaelmas term.

- Commercial Remedies
- Competition Law
- Comparative Copyright
- Intellectual Property and the Creative Industries
- Jurisprudence and Political Theory
- Principles of Financial Regulation
- Reproduction and Parenthood
- Restitution of Unjust Enrichment

Summative Assessment

Summative assessment is the term used to describe the results that you receive for examinations, dissertations, and any essays you submit as the formal means by which a course is assessed. Formal written feedback (i.e., the comments of the examiners) is provided on the dissertation. This feedback is intended to provide a critical review of the work and provide suggestions for improvements and future development of the topic of research to enable students to develop their work for doctoral study if appropriate. For options assessed by means of timed examinations, a more general feedback will be available in the form of the examiners' reports. These will be published in the October following your completion of the

course on the Faculty website. They will comment on the general performance of the group taking the examination in question and will include such details as which questions were answered badly, which were answered well, characteristic mistakes made, what qualities good answers typically exhibited etc. Because of data protection issues, examiners' reports cannot comment on individual performances in any way that would identify the specific candidate in question.

Informal Feedback

In addition to formative and summative assessment, students also receive feedback on their work and their ideas by more informal means: tutorials and seminars both provide contexts in which students can put their ideas to tutors, seminar convenors, and fellow students, and receive verbal feedback in the form of comments and counter-arguments to which they in turn can respond.

Entering for University Examinations

On Thursday of week four of Michaelmas term, you will be required to enter for the examinations. You will receive an email invitation to log in to Student Self Service and will then need to complete an online record to indicate which BCL and Mur options you are taking. These will need to match the options you chose in the BCL/MJur option registration as explained above. If you change options after the registration deadline, then you are charged a fee by Examination Schools. For further information about changing options, see the entry under The Course heading.

Submission of the Dissertation

If you have chosen to write a dissertation, then you must submit your dissertation online via Inspera by noon on Friday of the fifth week of Trinity full term. In order to ensure anonymity, the dissertation must bear your examination number. Neither your name nor the name of your college must appear. The examiners shall exclude from consideration any part of your dissertation which is not your own work, or which has been or will be submitted to satisfy the requirements of another course, and the examiners shall have power to require you to produce for their inspection the work so submitted or to be submitted. Further information relating to the presentation of the dissertation is included in the entry Dissertation Format above.

Submission of Essays in Options Using Extended Essays as the Form of Assessment

Questions will be released to candidates on the day on which the assessment period begins, and candidates will be required to submit essays on the last day of the assessment period. All assessments will be submitted online via Inspera. Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the Coursework Submissions website. Students will be notified when questions have been released. The essay must bear the candidate's examination number, but **not** his or her name or the name of his or her college.. A final confirmed timetable of submission dates and assessment rubrics will be provided at the start of MT through the BCL/MJur 2026-27 Examination Conventions.

In addition to the forms of assessment above, Law and Computer Science has a group work exercise as well as an extended essay.

Dates of examinations

The dates of examinations are only finalised in the course of the year and the final timetable is generally available at the start of Trinity Term. Typically, BCL/MJur examinations begin on Monday of week 9 of Trinity term and continue through week 10 of Trinity term. For more information see the Exams and Assessments Timetables website.

Examinations in 2026-27 will be in person and closed book (i.e. materials may be provided in the examination room by the University, but students will not be permitted to bring notes or other materials into the room with them). Information about materials provided in each examination will be included in the Examination Conventions.

The examination in each option offers a choice of questions, though in some cases there are rules as to permissible combinations of questions, which are strictly enforced. You are normally required to answer three questions in three hours, but this can vary depending on your option choice; this rule is also strictly enforced and attempting fewer than the required number of questions is penalised.

Please refer to the Examination Conventions on Canvas for further details. For past examination papers visit SOLO | Bodleian Libraries (ox.ac.uk)

Examination Conventions

Examination Conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work. The Examiner's Edict (see below) will also be circulated during the year and will supplement the information in the Examination conventions. If any changes are made to the examination conventions, you will be informed by email, and the nature of the changes will be explained. The Examination Conventions will be made available during Michaelmas Term, and will be posted on Canvas.

Notices to Candidates

These serve as a supplement to the Examination Conventions and provide practical instructions about assessments. There will be a general Notice to Candidates applicable to the examinations at the end of Trinity Term which will be circulated in Hilary Term, but for options using essay assessments, there will also be a Notice to Candidates circulated shortly before the release date for those assignments.

Sitting your examination

Please refer to the Exams and Assessments website for information regarding the standards of conduct expected in examinations, and what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement).

Withdrawal from the examinations

If you experience problems of any kind which are severe enough to mean you are unable to take your examinations, then you may apply for withdrawal from the examinations. For further information about how to do this, please refer to Part 14 of the Examination Regulations at 2024-25, Regulations for the Conduct of University Examinations: Part 14 Late Submission, Non-submission, Non-appearance and Withdrawal from Examinations. You should also contact your college.

Late submission of work (for dissertation and essays)

If, for good reason, you are unable to submit the dissertation/essays by the stipulated deadline, you may apply through your college to the Proctors for permission to submit the work later than the deadline. This process can also be enacted retrospectively – i.e. after you have missed a deadline – but you should make the case to the Proctors as soon as you possibly can. The full regulations concerning late submissions can be found in Part 14 of the Examination Regulations. In terms of practical guidance about what to do if you think you need an extension, please refer to Problems completing your assessment | University of Oxford

Complaints and appeals

Please refer to the section Complains and Academic Appeals at the end of this handbook.

External examiner

The external examiner for the BCL and MJur in 2026-27 will be appointed during Michaelmas term. Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see Complaints and Academic Appeals section at the end of this handbook).

Examiners' Reports

Examiners' reports from previous years can be found on the Faculty's website at https://www.law.ox.ac.uk/admissions/postgraduate/bachelor-civil-law. Examiners' reports for your year will be made available in the October following your examinations, once they have been approved by the Examinations Committee. Please refer to the *'Summative Assessment'* section for information on Examiner Reports.

Students are advised to read the internal and external examiners' reports for recent past cohorts, which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment.

5. Good Academic Practice

Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The University's definition of plagiarism can be found at: http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

For law students, there are particular things to watch for:

Getting ideas from other students' work

Law students often "borrow" work from other students in their own year or from students in the year above. If the work is directly copied, then this will clearly be an obvious form of plagiarism, but you also need to be aware that taking the structure and ideas from this work can also be plagiarism unless the source is acknowledged. Although it may sometimes be helpful to see how others have tackled issues, an important part of the learning exercise in Oxford is to work out how to present an answer yourself. This is often an intellectual struggle, but it is an important part of the educational process. By borrowing the work of others, you therefore not only risk plagiarism but you are also less likely to develop your own intellectual abilities fully.

Articles etc.

You will be expected to read many articles as part of your tutorial preparation. Students often find it difficult to know how to incorporate these into their own written work. The temptation is there to "lift" bits from the introduction and conclusion of the article, or odd sentences from it. Usually, an article will be presenting an argument which is, to some extent, original and the author makes the case for this argument in the detailed text. You may wish to use this article in a variety of different ways, but it is important to bear in mind that it is not only verbatim quotations and paraphrases that need to be properly referenced but also the overarching argument that the author makes. Therefore, even if you are not using any of the detailed wording of the article, you must still acknowledge the author's intellectual input if you are drawing on the argument that he/she makes.

A brief example:

Source text, from S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 64 Cambridge Law Journal, 449, 455.

It can therefore be argued that proprietary estoppel, like wrongs, unjust enrichment and other nonconsensual sources of rights, always gives rise to an underlying personal liability which may, in some circumstances, be coupled with a property right. As A's personal liability will persist after a transfer of the land in respect of which the proprietary estoppel claim arose, it may well be that B has no need of a property right to protect his reliance: instead, B is adequately protected through his personal right against A.

Plagiarised

Proprietary estoppel always gives rise to personal liability and may also generate a property right, but a person to whom a representation is made will not always need a property right to adequately protect his reliance.

(This is plagiarism. Even though there is little verbatim copying it paraphrases the argument of Bright and McFarlane without acknowledging the source of this argument.)

"Proprietary estoppel, like wrongs, unjust enrichment and other non-consensual sources of rights, always gives rise to an underlying personal liability"[3] and sometimes the courts will give a property right if necessary to protect reliance.

(This is also plagiarism. Although the first part of the sentence is correctly attributed, the implication is that the second part is the original idea of the writer.)

Non-Plagiarised

Bright and McFarlane argue both that proprietary estoppel gives rise to personal liability and, further, that this will sometimes be coupled with a property right, but only if it is necessary to protect the reliance of the person to whom the representation was made.[4]

(This is not plagiarism as it clearly attributes the whole of the argument to Bright and McFarlane and cites the source).

Textbooks and Cases

A particular challenge for law students is how to use textbooks correctly. The most obvious form of plagiarism is where students closely follow the wording of textbook writers. This often occurs (unintentionally) where students have taken notes from a textbook and then use these notes to form the basis of their essay.

It also occurs where students use the structure adopted by a textbook writer in order to organise the essay.

By way of illustration, the author of a textbook may put forward that a general principle can be manifested in one of 3 ways, and then set out those 3 ways. To the student, this may appear uncontroversial and 'the only' way in which the topic can be understood. It is likely, however, that other writers will present the material differently. The breakdown of the principle into those 3 ways is thus the author's original work, and if this structure is adopted, the author must be acknowledged.

Students often use textbooks too closely without being aware that this constitutes plagiarism and will say to tutors: "...but X put it so clearly and I could not put it better", or "...lots of writers break down this principle into those 3 ways". This does not justify plagiarism. If a textbook writer is being relied on, the writer must be acknowledged.

The same applies with respect to cases. The reasons for citing a case are therefore two-fold: first, as an *authority* for a proposition of law, in which case you will generally be citing the case itself; and second, as the *source* of a statement about the law, in which case you will generally be citing the court or a judge.

3 S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 64 Cambridge Law Journal, 449, 455
4 S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 64 Cambridge Law Journal, 449, 455

If, having referred to the above and to the University website, you are still unsure how to reference your work properly, and would like further advice, you should contact your Tutor or Academic Advisor for guidance.

Auto-plagiarism/Self-plagiarism

You must not submit work for assessment that you have already submitted (partially or in full), either for your current course or for another qualification of this, or any other, university, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly. Identical pieces of work or passages of text submitted concurrently will also be considered to be auto-plagiarism.

OSCOLA

The Oxford University Standard for Citation of Legal Authorities (OSCOLA) is a widely used citation system which you are advised to refer to for good referencing practice. The webpage at The Oxford University Standard for Citation of Legal contains the OSCOLA Quick Reference Guide, further information on citing international law sources, use of OSCOLA in conjunction with Endnote and a Frequently Asked Questions section about using OSCOLA style.

For enquiries you can also email oscola@law.ox.ac.uk

Further guidance on avoiding plagiarism

Plagiarism will be covered in the class on OSCOLA referencing for BCL and MJur dissertations (date to be confirmed). While this class is predominantly for those writing dissertations, all those with an interest in learning more about how to avoid plagiarism are invited to attend. There are various online tools and support materials available via Referencing | Oxford University regarding good practice in citation and avoiding plagiarism.

Students are able to sign up to the newly updated Avoiding Plagiarism (E-learning course) which provides fresh guidance on using sources, referencing and Generative AI.

General academic good practice – time-management, referencing, research skills etc. – will help you to avoid plagiarism. Information about how to acquire and develop such skills can be found at http://www.ox.ac.uk/students/academic/guidance/skills.

Use of Artificial Intelligence

Please note that the University's rules on plagiarism prohibit the unauthorised use of AI in exams and coursework submissions.
The Student Handbook states:
"Any **unauthorised** use of AI in work submitted for assessment constitutes cheating and plagiarism under University rules, penalties for which include failing the exam and, in appropriate cases, expulsion. Any use of AI in work submitted for assessment is unauthorised unless you are specifically told differently in writing in advance of the assessment in your department's instructions for each specific assessment. Even if a type of AI use has been authorised for a previous assessment or for formative work, it is your responsibility to ensure you comply with the rules on AI use for the specific assessment, you are taking, in the knowledge that all types of AI use are unauthorised unless specifically listed in assessment instructions.
Work submitted for assessment and open book exam responses may be screened for matches either to published sources or to other submitted work. Any matches might indicate plagiarism, collusion or use of AI. University policy in respect of use of AI in summative assessment or during research is under the headings 'Assessment' and 'Use in research' at Guidance on safe and responsible use of AI."
The Faculty of Law's policy on AI Use in Summative Assessments, details how students are permitted to use AI in the preparation of assessment. Students should read this policy thoroughly before starting work on any piece of summative assessment.
A further note on use of AI in examinations can be found in section 6.2 and section 6.10 of the University's Student Handbook.

Faculty of Law Policy on AI Use in Summative Assessment

The Faculty of Law's policy on AI usage in summative assessment can be found online. The full statement is below:
The University's position on the use of AI is set out under 'information about plagiarism' and states that students are prohibited from presenting work or ideas as their own if the material is generated wholly or in part through use of artificial intelligence unless specific prior authorisation has been given. This statement sets out when use of AI is permitted by students for taught course summative assessments in the Law Faculty.
AI **must not** be used in closed book examinations. For other taught course summative assessments, students **may** use permitted AI platforms in preparatory work as a tool for research and initial brainstorming for ideas. If using AI, students must do so responsibly and consider the accuracy and integrity of results; in particular, the risk of 'hallucinations'.
Students remain responsible for their submitted work in its entirety, and specifically for the selection and development of ideas, for critical thinking, analysis, for the veracity of the information and sources, and for the writing style of the submission. To ensure this, AI **must not** be used to generate any text in submitted work, including any drafts, or any outlines of all or part of the argument.

Permitted AI platforms

Use of AI platforms is restricted to those provided to students by Oxford University (e.g. Chat GPT Edu). These are made available free at the point of use to ensure equality of access and are governed by agreements with platform suppliers that ensure the security and integrity of information uploaded and compliance with relevant intellectual property, confidentiality and

data protection laws. For further guidance, please refer to the University's Policy for using Generative AI in Research.

Declaration

When students submit a summative assessment, they must confirm that it has been prepared in accordance with the Faculty's policy on use of AI. A declaration form has been developed for this purpose and includes the following elements:

- A statement that any use of AI was consistent with the policy and that the student did not use AI to generate any of the text of the submitted work, including drafts, or any outline of all or part of their argument.
- An acknowledgement that the student is responsible for all of their submission's contents.
- An undertaking to retain a record of AI use as described below.

Records

If students use AI in the course of their work, they should retain for consultation on request, a record of which University-approved AI platform was used, and a list of the types of preparatory work for which it was used (e.g. research, brainstorming). Within their workspace in the AI platform in question, they should also retain records of prompt(s) used, and the number of generations of the same prompt(s). Such records should be kept until assessment marks have been released.

6. Skills and Learning Development

Monitoring of academic progress

Overall responsibility for monitoring student progress on the BCL and MJur falls to your individually assigned Academic Advisor. The Course Director, will provide support where necessary. Progress in respect of particular options is monitored by the convenor of the option in question, and then reported back to the Academic Advisor. The Faculty uses the Graduate Supervision Reporting system (GSR) for monitoring academic progress.

The GSR System

The University operates an online Graduate Supervision Reporting system (GSR). For all students, it is an opportunity to review and comment on your progress over the term.

Access to GSR for students will be via Student Self Service at https://www.ox.ac.uk/students/selfservice.

Students will be sent a GSR automated email notification with details of how to log in at the start of each reporting window, and who to contact with queries.

It is strongly recommended that you complete a self-assessment report every reporting period. If you have any difficulty completing this you must speak to the Academic Advisor, or the Course Director. Your self-assessment report will be used by the Academic Advisor as a basis to complete a report on your performance this reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will alert you by email when the Academic Advisor has completed your report and it is available for you to view.

Use this opportunity to:

- Review and comment on your academic progress during the current reporting period;
- Measure your progress against the requirements and agreed timetable for your programme of study;
- Identify skills developed and training undertaken or required (taught programmes only);
- List your engagement with the academic community;
- Raise concerns or issues regarding your academic progress to your supervisor;
- Outline your plans for the next term (where applicable).

Students and supervisors are reminded that having a positive student-supervisor relationship is an important factor in student success. Research suggests that one of the strongest predictors of postgraduate completion is having expectations met within the student-supervisor relationship.

Students are asked to report in Weeks 7 to 9 of each term. Once you have completed your sections of the online form, it will be released to your Academic Advisor for completion. These reports will also be visible to the Course Director and the Associate Dean for Graduate Studies (Taught), the administrative team and to your College Advisor. When the Academic Advisor's sections are completed, you will be able to view the report (as will those listed above). The

Course Director is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

It is also possible for other academic colleagues (e.g., Course Directors, PGT thesis/dissertation supervisors, and class teachers) to submit a report or additional comments in addition to your Academic Advisor. College Advisors will be able to record how many meetings they have held with their students.

Student concerns should relate directly to academic progress. If students are dissatisfied with any other aspects of provision e.g. their supervisory relationship or their working environment, they should raise these with their Academic Advisor and in the first instance, and pursue them through the department's complaints procedure if necessary.

Learning development and skills

Any statement which purports to describe the skills students will gain from the BCL and MJur is likely to be reductive and too generalised to fit the experience of any given student. Nevertheless, there are certain key skills which we think it is fair to assume that all students will gain. The following statement seeks to summarise those and the means by which they are developed by the course.

	Teaching/learning methods and strategies
Intellectual Skills	
A highly-developed ability to parse a problem into its component sub-problems.	The intensive dialogic character of argument in seminars and tutorials is designed to encourage students to distinguish between different issues and to tackle them one at a time.
An ability immediately to see the same legal or legally related problems from a variety of intellectual angles, using different legal classifications and perspectives gleaned from different academic perspectives.	Many courses on the BCL are centrally concerned with the contrasts and relationships between different legal classifications (e.g., tort and contract) or between different legal systems (e.g., English and German). Others are centrally concerned with the non-legal analysis of legal problems (e.g., their philosophical foundations). The seminar format encourages students to challenge each other and the seminar convenors repeatedly and thereby gradually to reconceptualise the issues. BCL students are drawn from the whole range of common law jurisdictions and therefore every BCL course is enriched by insights from a variety of legal cultures. In addition, MJur students allow an enormous variety of non-common-law perspectives to be added to the debate.

An ability to build a complete, convincing argument from the ground up, and to build a complete and convincing critique of the argument of another.	Again, the seminar format is conducive to sustained argument under pressure, with different students adopting and developing rival positions and gaining support or opposition from their peers. The tutorial essay encourages students to do the same, but this time representing both sides in the argument.
Practical skills	
A highly-developed ability to conduct legal research and legal or legally-related academic research	The programme calls for a great deal of advanced independent study using primary materials. Students make full use of library materials from around the world and advanced electronic research tools, including legal databases and scholarly research networks. Library orientation and an introduction to electronic research tools is provided at the start of the programme.
A highly-developed ability to write for specialist legal and academic audiences	Where the programme has a writing component (in the dissertation option, in tutorial essays, in the examinations) sophisticated written communication skills are expected. Students are continuously exposed to exemplary judicial and scholarly writings.
A highly-developed ability to read and digest complex legal and legally-related materials accurately at speed	The workload on this programme is high, especially in respect of the volume of reading that a successful student will be expected to cover. At the same time, seminars and tutorials emphasise accuracy and perceptiveness in interpretation.
For those taking the Commercial Negotiation and Mediation option, an ability to engage in negotiation and mediation in a commercial context.	As well as giving students a comprehensive understanding of the analytical concepts of conflict theory and negotiation management, the option involves role-play sessions in which students can hone their negotiation and mediation skills in a practical context.
Transferable Skills	
A highly-developed ability to communicate orally and in writing.	Both seminars and tutorials, with their high levels of student participation, help to cultivate strong oral communication skills. Tutorial essays, and of course the examinations, emphasise economical, clear and highly structured writing.

A highly-developed ability to master and organise complex information.	A typical BCL reading list contains material of several types with diverse sources, sometimes from several disciplines or jurisdictions. The student's first task is to survey and synthesise this material.
A highly-developed ability to plan and organise the use of one's time.	The programme sets tough demands in terms of reading and preparation, as well as providing a very full diet of seminars, lectures and classes. The centrality of independent study to success in the programme means that students quickly refine the developed time-management skills that they will have acquired in their previous legal education.
The ability to thrive in a competitive and intellectually challenging environment	The BCL programme is competitive at point of entry and throughout. Students are among their intellectual equals; they are drawn from the very brightest law graduates in the common law world. The programme therefore demands a great deal of its students intellectually and in terms of application and motivation. The difference between sheer ability and sheer ability coupled with hard work is reliability detected by the intensive teaching and assessment systems.
For those taking the Commercial Negotiation and Mediation option, an ability to engage in negotiation and mediation in a commercial context.	As well as giving students a comprehensive understanding of the analytical concepts of conflict theory and negotiation management, the option involves role-play sessions in which students can hone their negotiation and mediation skills in a practical context.

Faculty, college, and library resources

During your first week here, the Bodleian Law Library (BLL) organises induction sessions for graduate students to introduce you to the library and its staff and help you to use its resources. The BLL also gives classes on using databases, find online journals and researching particular areas of law. The Library distributes a Newsletter via the Faculty's email lists.

University resources

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website: https://www.ox.ac.uk/students/academic/guidance/skills

Opportunities to engage in Faculty research activity

There is an extensive programme of research seminars in which BCL and MJur students are welcome to participate. These are supplemented by a number of discussion groups which have regular lunchtime meetings at which members (graduate students or Faculty members) present work in progress or introduce a discussion of a particular issue or new case. These may involve guest speakers from the Faculty and beyond.

Oxford University Commonwealth Law Journal

The OUCLJ is the flagship journal of Oxford University's postgraduate law community, designed for doctrinal and theoretical contributions from academics, professionals, and policymakers, wherever situated, on matters of current interest to Commonwealth legal systems. The Journal was founded in 2001 and has been run for the last 25 years by postgraduate students at the Faculty, many of whom have gone onto to successful careers in legal academia and practice. Joining the Editorial Board or Editorial Committee of the Journal is a great opportunity for law postgraduates to contribute to the academic community, make connections, and improve their own writing and editing skills.

7. Facilities

General Information about Oxford and University Facilities

Libraries

Bodleian Social Science Library

The Bodleian Social Science Library is on the ground floor of the Manor Road Building. It is a lending and reference library, supporting staff and students across the Social Sciences Division
The Bodleian Social Science Library offers over 300 workspaces, quiet study zones, group study rooms, study carrels, wireless networking and 56 PCs connected to the Bodleian Libraries network. Around 8 million volumes of Bodleian Libraries material are housed offsite, and can be ordered to this library. University members can also access online resources, including ejournals, and an extensive collection of databases and archives and ebooks. The online guide Criminology https://libguides.bodleian.ox.ac.uk/criminology is an introduction to key resources available in the Bodleian. Inter-library loans are available.
See https://www.bodleian.ox.ac.uk/libraries/ssl for further information on the opening times and services available at the Bodleian Social Science Library.

Bodleian Law Library

The Bodleian Law Library is on four floors of the St Cross Building in St Cross Road. Each floor is accessible by both stairs and a lift. It offers over 200 workspaces, discussion and computer rooms, wireless networking, 40 PCs connected to the Bodleian Libraries network and 3 self-service print, copy and scan machines.
The Law Library holds the Bodleian's collection of criminal law and the research collection for criminology. It also provides access to a number of online legal databases. The online guide Criminal Law & Justice https://libguides.bodleian.ox.ac.uk/law-crim is an introductory overview to all forms of resources available to students at Oxford.
The Bodleian's Official Papers collection is on the ground floor of the Bodleian Law Library. Among its collection of UK government publications are criminal statistics. There is an online guide to these https://libguides.bodleian.ox.ac.uk/crimjudicialstats.
Neither the Bodleian Law Library nor Official Papers are lending collections, no items may be taken out. See https://www.bodleian.ox.ac.uk/libraries/law for further information on the opening times and services available at the Bodleian Law Library.

Both the Social Science and the Law Library have bookable spaces. Students wishing to use these are welcome to book online at https://ox-ac.libcal.com/ .

No food is allowed anywhere in the Bodleian libraries; water in secure drink bottles or hot drinks in keepcups are the only liquids permitted.

Up to date information for all Bodleian Libraries services and locations is at https://www.bodleian.ox.ac.uk

Your Oxford Single Sign On account and access to networked services

Your Oxford Single Sign On account is your main access to University online services. It is essential that you activate your account. It gives you access to all the main Oxford University services,

including Student Self Service, electronic library services, such as Lexis, Westlaw and online journals, and ORLO https://oxford.rl.talis.com/index.html; Oxford email (https://nexus.ox.ac.uk/), to which all crucial University information will be sent; and Canvas, where reading lists and handouts from lectures are available.

IT facilities in the St Cross Building

Most of the computing provision for Law students in the St. Cross Building is within the Bodleian Law Library. The Large IT Training room is available for general use when not being used for teaching. It has 12 networked computers, giving access to all the online resources within the Library and University.

There are also networked computers in the small computer room, and more at various positions around the library. Microsoft Office applications and EndNote are available, and it is necessary to use a USB key or a cloud-based service to save documents when using these computers. The Library also has ergonomic equipment and assistive software.

The Library has wireless access throughout and there are power points at many desks. For more information ask at the library. There is no network access in the lecture theatres, and extremely limited access to power points. If you wish to bring a laptop to lectures, charge it before you arrive.

Do not leave your laptop or other devices unattended in the library or anywhere else. You can store your laptop and other items in a locker in the St. Cross Building. Ask at the Main Reception for information about getting a locker.

Contemplation Room

The Contemplation Room is located on the ground floor and is open to all staff, students and visitors who may need a little time away from the busy spaces we occupy. It is a quiet, private space, for people to use for short periods during the working day to pray, rest or meditate.

Cafés

The Missing Bean café is situated on the floor above the St Cross Building reception and will serve drinks and snacks, including excellent coffee. The cafeteria in the Manor Road Building (the last building on Manor Road before the entrance to St Catherine's College) provides hot meals as well as drinks and snacks. Vending machines are also located on the ground floor of the St Cross Building

Email Lists

All BCL and MJur students are automatically subscribed to the email lists specific to each option, and to a more general PGT email list (PGT stands for Postgraduate Taught). These mail lists are the Faculty's main means of communicating announcements about lectures and seminars, examinations, IT and library training, library hours etc. It is therefore essential that students check their email on a regular basis and ensure that their Oxford email accounts remain operative. If you do not receive messages, contact the Faculty Office.

The Faculty website and Canvas

The public Faculty website (www.law.ox.ac.uk) provides information about courses, news and events, graduate discussion groups, how the Faculty works, faculty members, much detail relevant to undergraduate and postgraduate study, links to faculty centres, specialisations, publications, library and computing facilities and more. The Faculty website has two sections, the public site, and the intranet site; you'll be given access to the latter to sign up for your BCL/MJur option choices.

Canvas

Canvas is the University's Virtual Learning Environment and the means by which we make available course material and examination-related communications. There is a main BCL/MJur Canvas site at Bachelor of Civil Law and Magister Juris (BCL/Mjur) which you will all be members of. In addition, there are individual sites for each BCL/MJur option: you will be able to access these from the main site but, once you have signed up for your options you will be made members of the relevant individual sites so convenors can use Canvas to communicate with you and sign you up for tutorials. The main BCL/MJur site will provide general guidance as to how to use Canvas but if you do encounter any problems, please contact the course administrator.

Student Self Service

Student Self Service provides web access to important information that you will need throughout your academic career. You are able to register, view and update your personal and academic information throughout your studies at Oxford. For further information, see: http://www.ox.ac.uk/students/studentselfservice/

IT/electronic research resources training

The library's electronic holdings are accessible via SOLO: https://solo.bodleian.ox.ac.uk and Databases A-Z https://libguides.bodleian.ox.ac.uk/az.php using your Oxford 'Single Sign On' log in. In general, you should not need any other passwords: Lexis, Westlaw and other legal databases are all accessible via these websites, from both on and off campus. For more detailed information about the e-resources in law, including any exceptions regarding passwords, see https://www.bodleian.ox.ac.uk/libraries/law/legal-databases

Online guides to key legal resources for legal systems, jurisdictions and topics are available via https://libguides.bodleian.ox.ac.uk/lawindex The BLL gives many classes in how to more efficiently use databases or find online journals or investigate sources for particular areas of law. Students can also 'book a law librarian' for a one-to-one session: email: law.ref@bodleian.ox.ac.uk. If you have a quick question please email law.library@bodleian.ox.ac.uk.

The Library distributes a Newsletter via the Faculty's postgrad [LPg] email list and the Law Bod Blog (http://blogs.bodleian.ox.ac.uk/lawbod/) also provides current information.

Other libraries

You are entitled to use all of the Bodleian libraries (see www.bodleian.ox.ac.uk/libraries). Libraries of special interest to lawyers include:

- the Old Library in Catte Street with reading rooms for classical studies, history and early printed books;
- the Vere Harmsworth Library (Rothermere American Institute) in South Parks Road, which contains American history, politics and current affairs;
- the Radcliffe Science Library on the corner of South Parks Road and Parks Road which has the Bodleian's collection of forensic science and geography;
- the Social Science Library in the Manor Road building, a lending library which incorporates the libraries of the Centre for Socio-Legal Studies and the Centre for Criminological Research.

University Rules for Computer Use

The University's Regulations and Policies applying to use of University ICT facilities can be found at http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml In the Policy Statements section below, there is also a specific link to the Regulations Relating to the use of Information Technology Facilities – though that information can also be found at the URL above.

Language Support

The BCL and MJur are fast-paced courses. All teaching is carried out in English. If you are struggling to keep pace with a course or understand lectures due to language issues we would encourage you to talk to your Academic or College Advisor, and if you think you may require some additional language support you should contact the University's Language Centre as early as possible. We would strongly advise you to visit the website for the University's Language Centre, where (amongst many courses) students can sign up for courses focusing on academic writing and communication skills. Please visit Oxford University Language Centre for details. The Language Centre (admin@lang.ox.ac.uk) will be able to advise you about the most appropriate course(s) for you to take during your time at Oxford.

8. Support

General sources of help

Being a student is exciting, challenging and rewarding, but it is not always a bed of roses! Everyone in Oxford is well aware that students, like anyone else, can have problems. To a large extent we take these in our stride, consciously or unconsciously making use of the familiar support systems with which we surround ourselves, such as family bonds, friendships, and reliance upon those whose role it is to supervise us. But sometimes our problems need more intensive attention. Do not feel alarmed about acknowledging this: it really can happen to anyone. Oxford has a number of mechanisms designed to help.

Departmental

If the problem is essentially academic in nature, you should speak either to your Academic Advisor or the convenor of the BCL/MJur option in question. If the issue concerns a particular option then the option convenor will likely be the best person to speak to, but if the issue relates to your studies more generally then you should approach your Academic Advisor.

If, for whatever reason, you would prefer not to discuss the issue with either of the latter, you may also contact the Faculty's Administrative team or the Course Director, who will also be able to offer help. Contact details for all of the above can be found under Key Contacts near the start of this Handbook.

College

If the problem is not principally an academic one, then you should speak to your College Advisor. Each graduate student is assigned a College Advisor who has various pastoral responsibilities and can 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). Colleges also have various appointees with specific pastoral and welfare responsibilities, e.g. advisors to women students, chaplains, and 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 Middle Common Room (college graduate 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.

Every college has their own systems of support for students. Please refer to your College handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

Equality, Diversity and Inclusion at Oxford

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish." - University of Oxford Equality Policy**.**

The **Equality and Diversity Unit (EDU)** works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The EDU also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation.

The EDU has a team of advisors covering each area of equality and diversity, in relation to both staff and students – except provision for disabled students. This is the responsibility of the Disability Advisory Service. They also support the University's Harassment Advisory Service.

EDU's work is overseen by the Equality and Diversity Panel and receives input from the Disability Advisory Group, BME Staff Advisory Group, and LGBT+ Advisory Group. These groups are composed of staff and student representatives from across the collegiate University and are in turn supported by different networks.

There are a range of faith societies, belief groups, and places of worship within the University and in and around the city centre. For details you can visit the faith societies and belief groups webpage. The Faculty of Law also offers a space in the St Cross Building for quiet contemplation and prayer. The Contemplation Room is located on the ground floor, close to the Faculty's main teaching spaces (the Cube, Seminar Room D and Seminar Room F) and close to the accessible entrance on Manor Rd.

As a member of the University, you contribute towards making it an inclusive environment. Bullying and harassment are unacceptable behaviours which can cause harm, physically or emotionally. As such, the University expects all members of the University community, its visitors and contractors to treat each other with respect, courtesy and consideration.

If you have experienced bullying or harassment, you are encouraged to seek support and advice. The University has approximately 490 trained harassment advisors available to support you as part of its Harassment Advisors' Network.

The Oxford Student Union (SU) is also a great source of support. It runs a series of campaigns to raise awareness and promote causes that matter to students, as well as having a wide range of activities, student clubs and societies to get involved in.

Equality, Diversity and Inclusion at the Faculty of Law

At the Faculty of Law, we incorporate equality, diversity and inclusion into our core objectives, making every effort to eliminate discrimination, create equal opportunities and develop good working relationships between different people.

All our activities are led by the Associate Dean for Equality and Diversity, Professor Ignacio Cofone, with the support of the Equality, Diversity and Inclusion Officer (EDI Officer), Clara Elod, and overseen by the Equality and Diversity Committee (EDC), which reports directly to the Law Board. EDC meets twice a term, on Tuesdays of Weeks 4 and 8, and **all meetings are open to students**, with no reserved business. If you would like to raise an item for discussion, you can do so directly by emailing the EDI Officer or contacting your student representative on the Committee. Every year, at least three student representatives join the Committee (one from each degree type: undergraduate, and postgraduate taught and research).

You can find out more about our recent activities and get involved by visiting Equality, Diversity & Inclusion | Faculty of Law. Please email the EDI Officer if you have any questions. We are keen to listen to student voices and work together to make the Faculty a more inclusive space for all.

Lastly, the Faculty has trained mental health first aiders and harassment advisors whom students may contact for advice. They can be found at Mental Health First Aiders | Faculty of Law and Harassment Advice | Faculty of Law.

Oxford Against Sexual Violence

Oxford Against Sexual Violence is the University's campaign against sexual harassment and violence. Central to the campaign is the Sexual Harassment and Violence Support Service, which is jointly funded by the University and colleges, providing free support and advice to any student who has been affected by sexual harassment or violence, domestic or relationship abuse or stalking. You can refer to the Support Service webpages for details of specialist professional advice and support.

What to do if you are ill or otherwise unable to attend seminars or tutorials

Generally, it is not necessary to inform convenors if you are unable to attend a seminar but you should always inform your tutor if you are unable to attend a tutorial. If you are prevented from working by illness or other cause for more than two weeks then you are advised to contact the course administrator. You may also want to discuss the situation with your College Advisor. If you are ill/unable to work for a longer period of time then it may ultimately be necessary to consider a possible suspension of status.

Education Committee and the Proctors

The University's Education Committee is principally concerned with policy matters relating to teaching, learning, and assessment, but it is also the body which can grant dispensations from the regulations in certain instances (though in such situations a student's college will normally write to the Education Committee on the student's behalf – the student does not write direct). Further information about the Education Committee and its activities can be found at: Governance | University of Oxford

The Proctors are responsible for ensuring that regulations are implemented and investigating complaints by members of the University. The activities they regulate and the regulations they enforce are set out in detail in the documents on the Webpage 'Essential information for students' at https://www.proctors.ox.ac.uk/the-proctors-and-the-assessor The Proctors and Assessor's Memorandum in particular covers an extensive range of subjects, including disciplinary procedures, welfare matters, and a number of University policies which are referred to in the policy statements section below.

Oxford SU

The Oxford University Student Union exists to provide a number of student services, ranging from enhancement of your experience whilst a student to protection of your ability to study should you encounter financial, academic or health-related difficulties. For further information about all its activities, please refer to its website at https://www.oxfordsu.org/

Merchandise

Please note that the University has strict licensing rules for any merchandise created in affiliation. If you wish to enquire about the creation or availability at the Faculty of Law, please contact the communications office. Students should not attempt to create and order their own merchandise.

Safety for students

Guidance about how you can ensure your personal safety while studying at Oxford can be found at: http://www.ox.ac.uk/students/life/community/personal

Health and safety in the St Cross Building Fire Information

In the event of the fire alarm sounding, evacuate the St Cross Building immediately and assemble at the edge of the car park, round the corner from the main steps.

First Aid

First Aid can be administered by a porter trained in first aid. There is a first aid box at the porters lodge. Accident reporting – Please report any accidents, incidents or near misses to the Facilities Team at reception.

Employability and Careers Support

The Careers Service can provide you with comprehensive support in your career planning and management. As an Oxford Alumnus you can attend careers events, fairs, workshops and company presentations. Your student account on CareerConnect will switch to an alumni account when your University card expires, ensuring you stay up-to-date with job vacancies, events, skills sessions, fairs and resources on job sectors, applications and international opportunities. The Careers Service website can be found at http://www.careers.ox.ac.uk/; for CareerConnect information, please refer to How We Help | Oxford University Careers Service.

Alumni relations

As part of the University's 350,000-strong alumni community, you can take advantage of our varied alumni programme to stay involved. Whether your interests lie in further study, building a career, travel, or something else, Oxford's alumni programme has something to offer everyone. For more information, please visit: HOME | Oxford Alumni. All law students at Oxford are members of both a college and the University and therefore they have shared allegiances. Undergraduate alumni are inclined towards contacting their colleges for most alumni matters yet increasingly become involved with the Law Faculty offerings for professional interaction and networking. Because the Faculty of Law organises and provides all graduate supervision and runs the postgraduate taught courses, graduate students tend to have stronger ties with the Faculty.

The Faculty of Law is eager to maintain contact with all law alumni, including those who go on to practice law from other Oxford faculties. Benefits of staying in touch with the Faculty's alumni programme include:

- Opportunities to attend alumni reunions and professional networking events. The Faculty organises events, both social and professional, which take place in the UK and internationally. We have previously held events in the United States, Canada, India, Singapore, Hong Kong, China, and Australia and, due to their popularity, we plan to increase these events in the years ahead.

- Receiving copies of the Faculty's annual alumni magazine, The Oxford Law News, and the termly electronic e-bulletin, The Law eBulletin, to keep you up-to-date with Oxford news.

- With collaboration from our alumnae and benefactors, the Law Faculty has founded the networking group Oxford Women in Law (OWL) which will assist female alumni working in the field of law to network, discuss career issues especially those facing women, and find mentors as well as engage in relevant professional panel discussions and lectures.

- Joining the group 'Oxford University Lawyers', via LinkedIn, which offers exclusive membership to all Oxford students, staff, and alumni. This provides members with the chance to share discussions with other Oxford law alumni across the world. Our major benefactors often post their news and job advertisements on the group's page as well.

- Professional support and advice. We work closely with the Careers Service and our benefactors to help our alumni achieve their full potential in the workplace.

Please visit the Faculty's alumni webpage for more information: www.law.ox.ac.uk/alumni.

To ensure that you are on our mailing list, or to enquire about organising an alumni event, please email alumni@law.ox.ac.uk. Finally, should you know of any Oxford Alumni who are not in contact with us but would like to be, please forward their contact details to us.

9. Policies and regulations

The University has a wide range of policies and regulations that apply to students. These can be accessed through **Policies, codes and guidance | Oxford Lifelong Learning, University of Oxford**.

Policy on recording lectures by students

Lectures will normally[1] be recorded and made available to all students. Seminars will only be recorded for students who have been/are in the process of being assessed by Disability Advisory Services are requiring access to such recordings. The University's policy on lecture recording can be found at: Educational Recordings Policy | Academic Support (ox.ac.uk)

Freedom of speech

Free speech is the lifeblood of a university. It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored. It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford. For further information, see https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech

10. Feedback and student representation

Opportunities for feedback

You should provide feedback by the following means:

Law Faculty BCL/MJur Surveys

Throughout the Academic year, you will be asked to complete three surveys: a survey at the end of Michaelmas term, another at the end of Hilary term, and a final survey after your Trinity term examinations. We use the results of the surveys to make improvements to the course provision

[1] The policy referred to above details instances in which lectures may not be recorded

and organisation. The surveys will be considered (confidentially) by the BCL/MJUR Course Committee and Graduate Studies Committee. All survey responses are anonymised.

Student Barometer

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public at: www.ox.ac.uk/students/life/feedback

Student representatives/representation

The Graduate Studies Committee (GSC) is the body with the principal responsibility for making decisions on graduate matters and it includes representatives of each of the Faculty's postgraduate taught and research courses. At the start of Michaelmas term, an email is circulated to all postgraduate students asking if they wish to stand as representatives for their particular course, after which students from each course vote for those standing. The elected representatives then serve as a voice for their cohort – on GSC. As such, they will raise with GSC any matters that other students on their course have asked them to bring to the Committee's attention; they will also consult those students if there is an issue on which GSC wants students' opinions. From time-to-time, they will also coordinate social events of one sort or another. The BCL and MJur representatives also attend the open business of the BCL/MJur Course Committee, which meets twice per term. One of the two BCL/MJur representatives will attend the open business of the Law Faculty Board, the Faculty's most senior decision-making body to which GSC refers any matters which it does not have the constitutional authority to deal with itself. Student representatives also serve on the Committee for Library Provision and attend a Divisional forum at which student representatives across the Social Sciences Division come together to discuss matters of relevance. Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

You can email the BCL/MJur student representatives if you have matters that you wish to bring to their attention.

11. Complaints and Academic Appeals

The University, the Social Sciences Division and the Faculty of Law all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the Faculty, then you should raise it with the Course Director for the BCL & MJur as appropriate. Complaints about Faculty facilities should be made to the Head of Academic Administration(. If you feel unable to approach one of these individuals, you may contact the Dean. The officer concerned will attempt to resolve your complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor/academic advisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure.

12. Glossary of Oxford Terminology

Some words and phrases used at Oxford are explained below, but the list will be incomplete because anyone who has been here for a while forgets which words are strange. If you don't know what something means, just ask someone!

Associate Professor: the standard tenure-track or tenured academic post at Oxford. Some Associate Professors hold the title of full Professor in recognition of their distinction.

Battels: college bills, payable each term. Non-payment results in suspension as a student.

BCL: (Bachelor of Civil Law) so called, but it is actually a *postgraduate* degree in *English* law. Its history and name are medieval, like the MA. But it evolved after World War I into a demanding postgraduate course taught by the professors of the University, as well as college tutors, in a combination of seminars and tutorials. In 1927, the exams for the BCL were in Common Law, Conflict of Laws, Equity, Evidence, Jurisprudence, Roman Law: Ownership and Possession, Roman Law: Locatio Conductio and Societas, Real and Personal Property, and Public International Law. There are now over 40 options available in the BCL.

BCL/MJur Course Committee: a sub-committee of the Graduate Studies Committee dedicated to the BCL/MJur course.

Common Room: in a college, a name for the organization of the academic staff (Senior Common Room), the undergraduates (Junior Common Room) or the graduate students (Middle Common Room; members of the MCR are typically given membership of the JCR as well). These names are used because along with other facilities, those organisations usually provide a room where you might find coffee and newspapers, or at least comfy seats.

Collection: (1) a mock examination held by colleges (typically just before the beginning of term, based on work done in the previous term); (2) a college meeting between a student and the head of college, and or tutors, held at the end of each term to discuss the student's work (also called a 'handshaking' in some colleges).

College: a self-governing society of fellows. Colleges admit undergraduate students (who are then admitted to the University), and admit graduate students after they are admitted by the University. Colleges provide accommodation, meals, common rooms, libraries, sports and social facilities, and pastoral care for their students and faculty. Crucially, they provide tutorial teaching for undergraduates. That makes them more than just student residences; they are residential communities whose focal purposes are teaching and learning.

DPhil (Doctor of Philosophy): a recent (1914) innovation, the University's highest research degree.

Examination Schools: grandiose, scary Victorian building on the High Street where most undergraduate and BCL, MJur, and MSc examinations are held, as well as some oral examinations for research degrees.

Fellow: member of the governing body of a college. Most of the tutors in a college are fellows.

Final Honour School ['FHS']: the undergraduate course leading to the second public examination (i.e., the University examination for the BA). The course for the BA in Law is the Honour School of Jurisprudence.

Finals: the final examination in the Final Honour School, sometimes called 'Schools'.

First Public Examination: see Law Moderations.

Graduate: a person who has received a university degree.

GSC: Graduate Studies Committee (a committee of the Law Board).

Head of a college: the chief officer in a college, with various responsibilities including chairing meetings of the governing body. 'Head' is a generic term; they are called President (Corpus Christi, Kellogg, Magdalen, St. John's, Trinity, Wolfson), Principal (Brasenose, Harris Manchester, Hertford, Jesus, Lady Margaret Hall, Linacre, Mansfield, Regent's Park, St. Anne's, St. Edmund Hall, St. Hilda's, St. Hugh's, Somerville), Master (Balliol, Pembroke, St. Catherine's, St. Cross, St. Peter's, University), Rector (Exeter, Lincoln), Warden (All Souls, Green, Keble, Merton, New College, Nuffield, St. Antony's, Wadham), Provost (Oriel, Queen's, Worcester), or Dean (Christ Church).

Isis: the Thames, while running through Oxford.

Junior member (of a college, or of the University): student.

Law Board: the governing body of the Law Faculty, chaired by the Dean. Faculty officers (the Chair and Vice-Chair of the Law Board, the Associate Deans for Graduate and Undergraduate Studies) are members *ex officio*; other members are elected from among faculty members. The Graduate Studies Committee, like other faculty committees, reports to Law Board and acts subject to the approval of Law Board. The Law Faculty sometimes meets as a faculty to discuss policies, but decisions are made by the Law Board.

Law Moderations (Law Mods): the first University examination taken by undergraduate law students. The result is a Fail, a Pass, or a Distinction, and students must pass to proceed to Finals. Marks awarded are supplied to students' colleges, but do not count to the final classification of degrees. First Public Examinations in other subjects may be called Preliminary Examinations or Prelims.

Lecture: an exercise in which one teacher addresses an audience of students (a few students, or a few hundred). Students are allowed to ask questions!

MA (Master of Arts): a degree awarded to a student who completes the BA, and then survives for 21 terms (7 years) after matriculating without going to prison. MAs outrank any person who does not have the degree of MA, other than doctors of divinity, medicine and civil law.

MJur (Magister Juris): a taught postgraduate degree introduced in 1991, and designed as a counterpart to the BCL for students who have been trained in law outside the common law jurisdictions. MJur candidates may take one of the Oxford undergraduate common-law courses, and are eligible for most of the BCL options.

MLitt (Master of Letters): A two- to three-year research degree.

MPhil (Master of Philosophy): a one-year research degree.

MSc in Criminology and Criminal Justice: a one-year taught postgraduate course, which involves a combination of coursework and a dissertation.

Matriculation: ceremony in the Sheldonian Theatre for admission to the University of Oxford as a student.

Pigeonhole: your mailbox, usually in an array of mailboxes in a porter's lodge at your college.

Porter: gatekeeper, receptionist, and postal worker at the front entrance ('porters' lodge') of each college. Porters are helpful.

Postgraduate: a graduate who is a student.

Proctors: two senior university officers, nominated by colleges in rotation for a period of one year, with responsibility for (among other things) some matters of student discipline, overseeing the conduct of examinations, and investigating student complaints about the University. The extent of their jurisdiction is indeterminate.

Professor: the holder of a senior academic post with responsibilities to teach for the University but not for a College, or an academic holding another post on whom the title has been conferred in recognition of their distinction.

PRS (Probationer Research Student): the term used for a student admitted to work towards the DPhil or the MLitt, before completion of the Qualifying Test for DPhil or MLitt status.

Punt: a boat with a pole. When it comes to a choice, stay with the boat and let go of the pole.

Reader: the holder of an academic post intermediate between a university lectureship and a professorship, or an academic holding another post on whom the title has been conferred as a sign of distinction. The University no longer creates new Readerships.

Rustication: a temporary sending down, i.e. a suspension from the University, usually for a major disciplinary offence.

Schools: see **Examination Schools**. also, a name for the undergraduate examinations (see **Finals**).

Scout: a member of a college's staff who cleans rooms and keeps an eye on students.

Second Public Examination: see Finals.

Seminar: an exercise, typically held around a table, in which one or more teachers discuss their subject with a group of students. Different from a lecture because the teacher is usually sitting down, and there is often more than one teacher. A common procedure is that one teacher (sometimes a visiting speaker) presents a paper, or less formally explains their view on a problem, and another teacher responds, with open discussion following.

Sending down: requiring a student to leave the University.

Senior Member (of a college or the University): roughly, a member of the Faculty or a college fellow. So, professors, lecturers (whether of a college or of the University) and research fellows of colleges may all be termed senior members. The contrast is with junior members (students).

Senior Status: the status of a student who has already taken a degree, and is reading for another undergraduate degree (a second BA) with dispensation from the First Public Examination.

Senior Tutor: the officer in a college who has overall responsibility for academic affairs. The fellow who has been at the college the longest is usually called the 'senior fellow'.

Subfusc (from the Latin for 'dark brown'): for women, black trousers and black socks or a black skirt with dark tights, black shoes, white blouse, a black ribbon worn as a bow-tie, and mortarboard and gown. For men, a dark suit, black shoes and socks, a white shirt and white

bow-tie, and mortarboard and gown. Wear subfusc for matriculation, examinations (written and oral) and degree ceremonies. Avoid wearing it on other occasions.

Term: the 8 weeks (Sunday of week 1 to Saturday of week 8) of the three Oxford academic terms: Michaelmas term (MT) (early October to early December, named after the feast of St. Michael on September 29), Hilary term (HT) (mid-January to mid-March, named after the festival (January 13) of Hilarius, the bishop of Poitiers, who died in 367), and Trinity term (TT) (mid-April to mid-June, named after the festival of the Holy Trinity). Strictly speaking, those periods are known as 'full terms' and extended terms are about three weeks longer. Faculty teaching, including lectures and seminars, is conducted during full terms.

Tutor: a teacher who gives tutorials. Most undergraduate students have a tutorial at least once a week in term time. Tutorials are more important in the BCL/MJur than in any other graduate degree in Oxford (or in the whole world).

Tutorial: a meeting to discuss the student's work, and the subject that the student is studying. Tutorials vary widely, depending on the tutor's methods and the subject matter; the core features are that (i) there is one teacher present, (ii) there are very few students (typically two, sometimes one or sometimes three for an undergraduate tutorial; anywhere from one to four for a BCL/MJur tutorial), (ii) one or more of the students has written an essay. The students' own work is usually the focus of discussion in the tutorial; most tutors try not to turn the tutorial into a small lecture.

The University: the oldest English-speaking degree-granting institution in the world, and older than any of the colleges. It was already in some sort of operation before 1100, but it started to grow in 1167 when Henry II stopped English students going to Paris. The University has had a Chancellor since 1214. The University decides the content of courses, organizes lectures, seminars, and graduate supervision, provides libraries, laboratories, museums, computing facilities, etc.; admits graduate students, conducts all degree examinations, and awards degrees. The Law Faculty is part of the University's Division of Social Sciences (www.socsci.ox.ac.uk). The University's first overseas student was Emo the Friesian, in 1190. For the University's legal status, see: www.admin.ox.ac.uk/statutes/375-092.shtml

The University is not to be confused with University College, which is a college.

Viva (short for 'Viva Voce'): oral examination. There used to be vivas for the BA and for the BCL, but now we only use them in examining research degrees, for which purpose the viva serves as an opportunity for the student to defend the thesis.