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## **Introduction and general administration**

This handbook gives you a certain amount of basic information but it cannot tell you all you need to know. You must be prepared to ask for information or advice. As indicated by its title, it is principally a source of information for students studying for the Final Honour School in law and the Diploma in Legal Studies; it is also specific to 2015-16 but please refer to the section on versioning below for information about how updates to the Handbook will be communicated to you.

The University of Oxford is large and amorphous; the differences between the University and the colleges (the result of the way in which the University has developed historically) are difficult to explain; the extent to which faculties have an independent existence is variable. It will take time for you to pick all this up by experience, and by asking.

Your college will have allocated someone as your tutor of whom you may seek advice. Information gained from a personal contact is far better than any handout from an impersonal central organisation, and it is to your college that you should in the main direct your queries and difficulties. Fellows of colleges all belong to faculties, and can redirect any matter raised to an appropriate official or body out of the college if it is necessary to do so.

The Examination Regulations relating to the BA in Jurisprudence and Diploma in Legal Studies can be found at <http://www.admin.ox.ac.uk/examregs/2014-15/hsoj-c1/studentview/> and <http://www.admin.ox.ac.uk/examregs/2015-16/dinlegastud/studentview/> respectively. 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 Law Faculty Academic Administrator at [Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)

The information in this handbook is accurate as of 1 September 2015. However it may be necessary for changes to be made in certain circumstances, as explained at [www.ox.ac.uk/coursechanges](http://www.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Dr Rebecca Williams

Director of Undergraduate Studies

September 2015

## Versioning

It may prove necessary over the coming months to make certain changes to this Handbook. The first version of this handbook is designated Final Honour School 2015-16 Version 1. Minor alterations are indicated by subsequent iterations of Version 1 – so, version 1.1, 1.2, 1.3 etc and in each case, the changes made in the new iteration are outlined in the table. Major alterations will prompt a new version of the Handbook – Version 2; and in that circumstance, you will be emailed to make you aware of the changes, which will also be summarised in the table below and highlighted in the main text of the Handbook as well.

**You should continue to refer to the most recent version of the 2015-16 handbook for the rest of your time as an FHS student. Students currently in their second year will be able to see the 2016-17 Handbook in Michaelmas Term 2016 (and BA with Law Studies in Europe students will be able to see the 2017-18 Handbook in Michaelmas Term 2017) but they should not refer to it.**

*Table showing version*

Version	Changes made subsequent to Version 1
Final Honour School 2015-16 Version 1.1	Description of Jessup Moot option added on page 36
Final Honour School 2015-16 Version 1.2	Catherine Redgwell in place of Sue Bright as Harassment Advisor on P57; additional health and safety information about the St Cross Building on P58
Final Honour School 2015-16 Version 1.3	Link to University statement on plagiarism has been updated

## The role of the Faculty and the college

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

Colleges have the main role in organising undergraduates' tuition, monitoring their academic progress, and taking care of their day-to-day problems. They also provide accommodation and meals, as well as 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 in the Oxford University prospectus (many also have their own prospectus), and, in much more detail, in the material which they supply to their own students.

The University contributes 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 Proctors' and Assessor's Memorandum.

The Law Faculty is the entity through which the University delivers its activities in the area of law. It consists of all college and University staff who are involved in the teaching of law. Its members meet regularly to discuss its affairs. There are also subject groups within the Faculty consisting of members with a particular interest in the various subjects. The Faculty is led by the Dean, who also serves as the Chair of the Faculty Board. The Faculty holds annual elections of its members to the

Faculty Board, which takes an executive role on behalf of the Faculty. The Board has a number of committees. Students are also represented on it and on some of its committees, and there is one committee (the Joint Consultative Committee) specifically devoted to discussion of issues between senior and junior members (see the section in this handbook on Feedback and Complaints for more information about this). The Faculty Board has a Chair and a Vice-Chair, and includes a Director of Undergraduate Studies, a Director of Graduate Studies (research degrees) and a Director of Graduate Studies (taught degrees).

For further information about the division of responsibility between colleges and the Faculty in respect of teaching provision, please refer to the section on the roles of the College and the Faculty in teaching provision on page 19.

### Key Contacts

For the most part, your key contacts will be your college tutors and administrators. However, on occasion you may have a need to contact the Faculty, in which case the principal contacts are

Rebecca Williams, Director of Undergraduate Studies ([Rebecca.Williams@law.ox.ac.uk](mailto:Rebecca.Williams@law.ox.ac.uk))

Paul Burns, Academic Administrator ([Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk))

Marianne Biese, Student Administration Officer ([Marianne.Biese@law.ox.ac.uk](mailto:Marianne.Biese@law.ox.ac.uk))

Caitlin Kennedy, Timetabling and Events Assistant ([Caitlin.Kennedy@law.ox.ac.uk](mailto:Caitlin.Kennedy@law.ox.ac.uk))

Rebecca is based in Pembroke College, where she also serves as Senior Law Tutor, while Paul, and Marianne have offices in the St Cross Building. As a general rule, you should in the first instance direct queries to Paul or Marianne. They can then relay them to Rebecca if the matter in question requires her involvement. If you have queries about the lecture list or the timetabling of certain events, then you should consult Caitlin.

Details for student representatives and disability contacts can be found on pages 62 and 56 respectively.

### 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 (see <https://www.law.ox.ac.uk/about-us/about-faculty/location-st-cross-building> for further directions).

It houses the Faculty's administrative offices, including the Faculty Office in which Caitlin is based and from where you can pick up lecture lists and other documentation. 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 right (the Faculty Office is the first office on the right).

It also houses the Faculty's principal lecture and seminar rooms – the Gulbenkian Lecture Theatre, the White & Case lecture theatre, the Cube, and Seminar Rooms C-G. You will 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 Freshfields IT Room and the Baker & McKenzie room – an additional seminar room. Further information about the Library is provided in the section of this handbook entitled 'Support'.

### The lecture list

Further details of the lectures above and of all the Faculty's lectures can be found in the lecture list. An online copy is available at <https://www.law.ox.ac.uk/current-students/lecture-list> and hard copies can be obtained from the Faculty Office. The webpage referred to above also contains a link entitled 'Changes to the Published Lecture Timetable': **please check this 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.

#### Academic Dress

The full regulations concerning academic dress can be found at <http://www.admin.ox.ac.uk/statutes/regulations/48-012.shtml> However, we would suggest you refer to information which will be provided by your college as this is likely to be more accessible.

#### Dates of Term

Information about term dates can be found at:

<http://www.ox.ac.uk/about/facts-and-figures/dates-of-term>

#### Oxford Students website

For general information about all aspects of student life- academic matters, fees, social activities, health and welfare, please refer to the University's webpage 'Oxford Students' at

<http://www.ox.ac.uk/students>

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 doesn't pertain specifically to the Law Faculty itself.

#### Student Handbook

There is a generic Student Handbook which covers information which applies in common to all students; it covers information about such things as student welfare, exams, disciplinary procedures etc. It can be found at <http://www.admin.ox.ac.uk/proctors/info/pam/>

#### The Faculty website and Weblearn

The public Faculty website ([www.law.ox.ac.uk](http://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. Reading lists and lecture handouts are held on Weblearn (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law>). All students have their own password-protected 'My Weblearn' site on Weblearn which provides calendars and some file storage. For help with Weblearn, contact Marianne Biese (Marianne Biese ([marianne.biese@law.ox.ac.uk](mailto:marianne.biese@law.ox.ac.uk)), phone 281051.

#### Paid work

Term-time employment is not permitted other than in exceptional circumstances and in consultation with your tutor and senior tutor. For more information about paid work, and how to find work experience opportunities during the vacations, please refer to the Paid work experience section at <http://www.ox.ac.uk/students/life/experience>

#### Visa Information

For information about all matters relating to visas, please refer in the first instance to the webpage at <http://www.ox.ac.uk/students/visa>

#### Prizes

The Faculty awards a range of prizes to students attaining the best results in all Mods and FHS core subjects and in a number of FHS options. For a full list, please refer to the webpage at <https://www.law.ox.ac.uk/admissions/undergraduate/undergraduate-prizes>



## The Courses

The BA in Jurisprudence and the BA in Jurisprudence Law with Law Studies in Europe are rated as level 6 qualifications under the Framework for Higher Education Qualifications of UK Degree-Awarding Bodies and fall under the subject benchmark statement for law within the Quality Assurance Agency code (see <http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code/subject-benchmark-statements/honours-degree-subjects> for further information).

The examination regulations for this course can be found at <http://www.admin.ox.ac.uk/examregs/2015-16/hsoj-c1/administratorview/> The BA in Jurisprudence is three years in length and the BA in Jurisprudence Law with Law Studies in Europe is four years in length. Both are recognised as Qualifying Law Degrees by the Bar Standards Board and Solicitors' Regulation Authority. A Qualifying Law Degree is a qualification which fulfils the academic stage of training as a barrister or solicitor by covering the foundation subjects of legal knowledge (Public Law, EU Law, Criminal Law, Obligations, Property Law, Equity and the Law of Trusts<sup>1</sup>) and provides legal research training.

The Diploma in Legal Studies is one year in length and rated as level 6 qualifications under the Framework for Higher Education Qualifications of UK Degree. The regulations for the course can be found at <http://www.admin.ox.ac.uk/examregs/2015-16/dinlegastud/studentview/>.

### The purpose of the undergraduate law degree at Oxford

The law degree at Oxford is shaped by a set of goals common to law degrees at other leading British universities, as well as embodying ideals that are unique to Oxford. The idea is not that you should simply emerge, after three years, better informed about law than you were before coming up. You could have sat at home for three or four years and achieved this through memorising from books.

Reading law at Oxford is "educational" in the true sense of that term: it is aimed at facilitating the highest level of intellectual development, critical acumen, and sensitivity to the nuances of moral, legal and political argument. This is done by immersion for three or four years in an organised system of the highest quality lectures and tutorials that only the best Universities can provide.

It is important to mention this here, and for you to keep this in mind. For, it is understandable that when students come to the end of their final examinations, when of necessity they have just had to memorise a good deal of material, they sometimes remember only the effort of that last few weeks of memorising and synthesising of material, when thinking about the value of their studies, and not the process of intellectual development and improvement that went before it, and (indeed) which made the final learning process not just possible but worthwhile.

This process begins with Law Moderations, the first Public Examination you will have to take, after two terms, at the end of Hilary term. This examination serves several purposes:

It is a means of giving you an essential grounding in two subjects (Criminal Law and Constitutional Law, which you must study if you are to gain exemption from the first stage of professional training to be a solicitor or barrister in England and Wales).

More broadly, however, this first stage introduces you to the essential nature of legal study (which will be new to most of you) and to the unique way in which that is taught at Oxford, primarily through tutorials. To this end, you will also be studying a Roman Introduction to Private Law, which will give you a broader understanding of the historical and moral foundations of legal thought, and an introduction to legal values, systems, and procedures.

Finally, Law Moderations provide a means by which the University can be sure that you are competent to go on to tackle seven further terms of legal study at Oxford, at the higher level requirement to pass the Final Examinations. The grades that you receive in Law Moderations do not count towards your final degree classification.

The subjects you study for the **Final Examinations**, from your third term until your final term in Oxford, are all examined towards the end of your final term<sup>2</sup>. A number of points should be made at this stage:

The reason for concentrating examinations at the end of your studies is the strongly held view amongst tutors that it is undesirable to classify (assess) students before they have had a chance to reach the peak of their intellectual development, and that is almost invariably at the end of their final year, when they have a chance to consider together all of the topics and issues that they have studied. No one doubts that to take examinations in nine subjects in a relatively short space of time puts the examinee under a great deal of pressure. Pressure, however, can bring out the best in us if we handle it in an appropriate way, and if study and revision has been given careful thought and a good deal of planning. **The skills you learn in “managing” your Finals will be invaluable to you in later life.**

Your tutors will not, though, leave you to fend for yourself in making your preparations. College examinations (“**collections**”) normally take place at the beginning of every term, on the previous term’s work. This will give you the examination practice you need as well as help you to crystallise your thoughts, to begin assembling revision material, and (most importantly) to give you some idea of how well you are progressing. Your progress will also be the subject of formal review by your Head of College, and (less formally but no less importantly) by your tutor in his or her meetings with you during the term. The almost daily contact between students and tutors within the tutorial system makes the constant provision of assistance and evaluation a built-in feature of the relationship between tutors and students.

As far as teaching of individual subjects is concerned, Oxford is also unusual in concentrating study, in each term, on one or two subjects, rather than spreading the study of four or five subjects out over a whole year. This can give the course a disjointed appearance, but the appearance is misleading. The point of the Oxford system is to ensure that when you study subjects, you study them in depth, giving them your almost undivided attention. This is, ultimately, both more scholarly and more rewarding for you and your tutor.

Moreover, the fact that you must yourself take responsibility for completing the assigned reading from week to week, for formulating your thoughts in a short essay, and for defending them in argument with your tutor and your tutorial partners, will give you an invaluable ability to work constructively on your own, as well as developing your confidence in your own ability to understand, explain and defend ideas.

Undergraduate study at Oxford should not, however, be solitary work. It is the privilege of Oxford students to be able to use law libraries within college, alongside the Bodleian Law Library, where the week’s work can often be discussed and argued over with other law students. **Without always realising it, living and working alongside other law students during your years at Oxford will develop in you the kind of “teamwork” skills now so highly prized by the main employers of law graduates.**

You should also ensure that, during your time at Oxford, you learn how to make use of the excellent IT facilities within the Bodleian Law Library, as skill in the use of these will be essential to lawyers in the 21st century.

The overall aims and intended learning outcomes of the BA in Jurisprudence, inclusive of the Mods stage of the course, can be summarised as follows:

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<sup>2</sup> For the Jurisprudence paper, you submit an essay at the start of the third year, but a formal mark is only assigned at the end of the year, at the same time as marks are assigned for all other papers.

## Aims

- To bring students into direct intellectual engagement with the law, an engagement distinguished by rigour, depth and conceptual sophistication, focusing mainly but not exclusively on English law, and emphasising the use of primary sources
- To furnish students with advanced skills suitable for legal practice or graduate study, but also transferable to a wide range of employment contexts and life experiences outside the law
- To encourage and enable in students a critical and reflective attitude to the law, and more generally a capacity and propensity for sustained independent study, thought and argument
- To constitute an intense learning experience characterised by close and frequent individual or small-group contact with tutors, a demanding schedule of independent study, and non-trivial exposure to academic disciplines other than law
- To provide a humane education appropriate to a student's first years of university study.

## Outcomes

- An understanding of the nature of law, and of its central concepts, values, principles and institutional features.
- An understanding of the character and uses of legal reasoning and argument.
- An understanding of the range of legal sources and how to use them.
- A thorough knowledge and understanding of the constitution of the United Kingdom, including its relationship to the European Union.
- A thorough knowledge and understanding of at least six core areas of English law.
- A thorough knowledge and understanding of some more specialised areas of law, and/or some legally-related subjects.
- An understanding of how law is seen through the lens of at least one academic discipline other than law itself, and hence a working knowledge of that other discipline's methods and assumptions.

For those studying the BA in Jurisprudence Law with Law Studies in Europe, the following additional outcomes will also apply.

- A good knowledge and understanding of the constitutional arrangements, sources of law, and modes of legal reasoning that apply in a European legal system other than that of England.
- A good knowledge and understanding of some core areas of law in the same European legal system.
- An ability to study and work without disadvantage in a second European language in addition to English. (Applies to students sent to France, Germany, Italy, or Spain only. Students sent to the Netherlands require the Dutch language only to an elementary level).
- An ability to integrate seamlessly into new cultures and ways of life

The overall aims and intended learning outcomes of the Diploma in Legal Studies can be summarised as follows:

## Aims

- To bring students into direct intellectual engagement with the law, an engagement distinguished by rigour, depth and conceptual sophistication, focusing mainly but not exclusively on English law, and emphasising the use of primary sources
- To furnish students with advanced skills relevant to legally-related work or to the use of English law in legal practice in other jurisdictions. These skills are also transferable to other graduate study work, a wide range of employment contexts and life experiences outside the law
- To encourage and enable in students a critical and reflective attitude to the law, and more generally a capacity and propensity for sustained independent study, thought and argument
- To constitute an intense learning experience characterised by close and frequent individual or small-group contact with tutors and a demanding schedule of independent study.

## Outcomes

- A basic understanding of the nature of law, and of its central concepts, values, principles and institutional features
- A basic understanding of the character and uses of legal reasoning and argument
- A basic understanding of the range of legal sources and how to use them
- A sound knowledge and understanding of at least three areas of law or legally-related subjects.

## The structure of the BA in Jurisprudence (Course 1)

This programme comes in two principal parts. First, lasting the first two terms, there is the **Law Moderations** course. In this part, you will study three subjects: Constitutional Law, Criminal Law, and a Roman Introduction to Private Law. This part of the programme is intended to introduce you to the main techniques and ideas which characterise legal study, especially as it is conducted in the Oxford Law Faculty. It culminates in a set of examinations (one in each of the three subjects) at the end of Week 9 of the second term.

Second, lasting the remaining seven terms, there is the **Final Honour School** course:

In the four terms after Law Moderations you will be required to study the following six subjects: Administrative Law, Contract, Jurisprudence, Land Law, Tort and Trusts (the order in which you will take these courses will be decided by your College tutors).

In the first two terms of your third year you will be required to take EU Law and two optional Standard Subjects

The subjects taught in the third year will differ slightly from the subjects taught in the four terms after Law Moderations. The latter courses will be taught in eight units and each unit will require 30 hours of work on your part. The subjects taught in the third year will consist of seven rather than eight units (although each unit will still require 30 hours of work). You will be informed of the subjects available for you to choose from in your final year in Hilary Term of your second year. We hope to be able to offer most, if not all, subjects each year but we reserve the right not to run individual courses in any particular year should the resources needed in order to run the course not be available. The Final Honours School programme aims to provide an in-depth training in the skills which the Faculty sets out to inculcate through its BA programmes. It culminates in a set of examinations (one in each of the subjects studied) at the end of the third year.

Alongside the subjects which you will study for the Final Honour School of Jurisprudence, you will take the Legal Research and Mooting Skills Programme. There is more information about the programme in Section 18.

We make no assumption that students taking our BA degrees should go on to become practising lawyers. But we recognise that most students wish to ensure that their law degree gains them exemption from the first stage of legal professional training in England and Wales, at any rate so as to keep that option open. Our BA degrees are accordingly constructed in such a way as to allow this. The subjects required by the legal profession are now compulsory subjects on the degree programme so that completion of the degree will also satisfy the requirements of the professional bodies.

### The structure of the BA in Jurisprudence Law with Law Studies in Europe (Course 2)

**NB** Please note that in order to progress from Mods to the FHS stage of this programme, you will need to pass Mods and attain an average of 60 or better in the three papers; those participating in exchanges with partner institutions in France, Germany, Italy and Spain must be certified at the end of the second year as having reached a sufficient level of linguistic competence in the language in question.

For the most part, the information outlined above for the BA in Jurisprudence will still apply, but with one or two important differences.

First, in addition to the subjects outlined above, you will also undertake language training in your first two years which will prepare you for your year abroad. For those going to France, Italy, Germany, or Spain there are classes in French, Italian, German, or Spanish language and law which are designed not only to develop your language skills but also to give you confidence in being able to study in your European University during the year abroad. On the basis of the French, German, Italian, and Spanish law classes (which are taught in the language of the system studied) a final decision will be made towards the end of the second year as to whether you have sufficient linguistic competence to cope with the study abroad. Teaching in Leiden is conducted in English, and students there are studying a range of topics within European (and International) law, so there is no special law training during the two years before going abroad. The Faculty, does, however, arrange introductory Dutch language classes during the second year, to give the students going to Leiden a head start on the language of the country in which they will be living for the year abroad.

Second, you will spend your third year, in the law Faculty of a continental European University with which the Oxford law Faculty has an exchange arrangement (currently Paris II, Leiden, Siena, Bonn, Konstanz, Munich, Regensburg and Pompeu Fabra (Barcelona)). There, you study a prescribed course. It amounts to a foundation course in French (Paris II), Italian (Siena), German (Bonn, Konstanz, Munich and Regensburg), or Spanish (Pompeu Fabra) law, or the study of a range of topics in European Law (but which may also include courses in International and Dutch Law) (Leiden). Except in the case of Leiden, where the teaching is conducted in English, it takes place in the language of the country concerned. The University to which you go will assess you in its own way, in order to certify to Oxford that you have performed satisfactorily in your year abroad. It is that certification which, when you sit your Oxford Final Honour School a year after your return, will entitle you to graduate with the degree of “BA in Jurisprudence (English Law with European/French/German/Italian/Spanish Law)” as opposed to “BA in Jurisprudence”, to which successful completion of the Final Honour School would otherwise entitle you.

You will then return to Oxford in your fourth year and undertake courses as outlined above for students of the three year BA in Jurisprudence.

### Additional information for Law with Law Studies in Europe

Additional information about the course can be found on Weblearn at [https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/course\\_2](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/course_2) The information available includes general notes of guidance, details of courses available during the year abroad, and information

about Erasmus and funding. **It is important that all Law with Law Studies in Europe students consult this information as it is the principal source for details about the year abroad.**

#### The structure of the BA in Jurisprudence with Senior Status

The BA in Jurisprudence, in its Course 1 form, can be taken as a “second BA”, i.e. by someone who already has at least one degree. There are two options. Such a student can take the programme in exactly the same form as those for whom it is their first degree over three years, as described above. Or he or she can, with the agreement of his or her college and the Faculty, claim “senior status”.

If you are a student having senior status, you omit the Law Moderations part of the programme, and so proceed directly to the Final Honour School part. Your studies differ from the description of the Final Honour School given in the account of Course 1. You will study nine subjects. Seven of these subjects are compulsory (Administrative Law, Contract, EU Law, Jurisprudence, Land Law, Tort and Trusts). Alongside this, you will take the Research Skills Programme in the first, second and third terms of your first year.

Senior status students either join the FHS programme in the Trinity Term following Mods or the Michaelmas Term of what for standard BA students is the start of the second year. In the latter case, senior status students have to ‘catch up’ that missing term’s work, by fitting the work which would otherwise occupy seven terms into six. The precise means by which this is accomplished varies from college to college but tutors will provide a structure which will enable students to cover the seven subjects within the time allotted.

A senior status student may wish to secure exemption from the first stage of legal professional training in England and Wales. Two of the subjects upon which such exemption depends are, however, normally studied in the Law Moderations part of the programme: *Constitutional Law* and *Criminal Law*. To allow senior status students to cover these subjects, they can be taken as ‘options’ in the Final Honour School. The effect, however, is that senior status students wishing to secure professional exemption are left with no free choices as to their subjects.

The educational aims of the Senior Status BA are the same as those of the three year BA, outlined under 3.2 above. The examination regulations are the same as for Course 1 (see URL above).

#### The structure of the Diploma in Legal Studies

The structure of the Diploma is simple enough; students take three subjects from a list of FHS core course and options – see page 16 for further details

## Timetables

### BA in Jurisprudence

Year	Michaelmas Term	Hilary Term	Trinity Term
1	A Roman Introduction to Private Law Constitutional Law Criminal Law	A Roman Introduction to Private Law Constitutional Law Criminal Law Mods examinations (Week 9)	FHS core courses* Legal Research and Mooting Skills Programme
2	FHS Core course	FHS Core courses	FHS core Courses Jurisprudence essay**
3	EU Law FHS Option 1 FHS Option 2	EU Law FHS option 1 FHS Option 2	Revision/examinations

\*Administrative Law, Contract Law, Jurisprudence, Land Law, Tort Law, Trusts law

\*\*Questions are released in Trinity Term, Essays must be submitted by end of Week 0 of Michaelmas Term of the third year

### BA Law with Law Studies in Europe

Year	Michaelmas Term	Hilary Term	Trinity Term
1	A Roman Introduction to Private Law Constitutional Law Criminal Law	A Roman Introduction to Private Law Constitutional Law Criminal Law Mods examinations (Week 9)	FHS core courses Legal Research and Mooting Skills Programme
2	FHS Core courses	FHS Core courses	FHS core Courses Jurisprudence essay
3	Year Abroad (studying the law of France/Germany/Italy/Spain/ Holland/International Law)		
4	EU Law FHS Option 1 FHS Option 2	EU Law FHS option 1 FHS Option 2	Revision/examinations

### Diploma in Legal Studies

Year	Michaelmas Term	Hilary Term	Trinity Term
1	Option 1 and Option 2	Option 2 and Option 3	Option 3 Examination

## The subjects offered

The rules as to the number of subjects which you have to take, and the permitted combinations, are given above. A full list of subjects offered is as follows. Detailed descriptions of them are given in subsequent pages.

*Law Moderations:* Constitutional Law; Criminal Law; A Roman Introduction to Private Law.

*Final Honour School compulsory subjects:* Administrative Law; Contract; European Union Law; Jurisprudence; Land Law; Tort; Trusts. Students must also complete the Legal Research and Mooting Skills Programme

*Final Honour School optional subjects:* Commercial Law; Commercial Leases; Comparative Private Law; Competition Law and Policy; Company law; Constitutional Law (Senior Status only); Copyright, Patents, and Allied Rights; Copyright, Trademarks, and Allied Rights; Criminal Law (Senior Status only); Criminology and Criminal Justice; Environmental Law; Human Rights Law; Family Law; History of English Law; International Trade; Labour Law; Medical Law and Ethics; Moral and Political Philosophy; Personal Property; Public International Law; Roman Law (Delict); Taxation Law (NB not all optional subjects are available in any given year).

*Diploma in Legal Studies:* Administrative Law, Contract, European Union Law, Company Law, Competition Law and Policy, Constitutional Law, Copyright, Patents and Allied Rights, Copyright, Trade Marks and Allied Rights, Criminology and Criminal Justice, Criminal Law, Environmental Law, European Union Law, Family Law, History of English Law, Human Rights Law, Labour Law, Land Law, Media Law, Medical Law and Ethics, Public International Law, Roman Law (Delict), Tort, Trusts.

Diploma in Legal Studies students are also required to take units 1 and 2 of the Legal Research and Mooting Skills Programme (further details of which are provided below).

Students may take any combination of subjects with one exception: Copyright, Patents and Allied Rights and Copyright, Trade Marks and Allied Rights may not be taken together.

## The Teaching System

All the Faculty's undergraduate programmes share a common teaching system. Indeed, students taking one of the programmes will commonly find themselves sharing teaching with those taking another. That teaching system is, however, multi-faceted. The main components of it are:

- reading by the student of legal texts, mostly books (law reports, learned journals, monographs, textbooks) in libraries, but increasingly also texts accessed electronically. This reading is for the most part guided by a 'reading list' provided by your tutor;
- thinking about the results of your reading, and working these into a piece of written work answering a question set by your tutor;
- attending lectures, where the lecturer will normally set out to portray a topic in such a way as to add value to the treatments of it which you can read for yourself;
- For FHS third year options, attending seminars. In many respects these are similar to lectures but because options tend to work with narrower and more specific syllabuses than core courses, attendance is crucial. Seminars may also have a more interactive, discursive style than lectures. Seminar group sizes typically vary from 10 up to around 40.
- attending tutorials (which usually denote a group of 1-3 students and a tutor) or small classes (perhaps up to 10 or 12 students and a tutor). These are more interactive than lectures, normally requiring substantial active participation by the students. They normally aim to review and develop the understanding of a topic which the students have gained from their own reading, thinking and writing, and/or attendance at lectures.

The teaching system employed by Oxford BA programmes is often referred to as the "tutorial system". That name connects with the presence of tutorials in the system. But it is

important to realise, as just explained, that you do not learn simply from things said and done in the tutorials themselves. By far the greatest part of your learning comes from the reading, thinking and writing which you do for yourself. But whilst you do this reading, thinking and writing by your own efforts, you do not do it unaided. It is the function of tutorials (and, to a lesser extent, lectures and also interaction between students themselves) to provide intensive orientation in your study, and feedback on your efforts and ideas.

Most subjects are taught in much the same way. There are some variations, notably jurisprudence (see below for further details) and in some of the optional subjects. There are also variations between one tutor's approach and another's, but generally the subject's syllabus is broken down into eight units (with the exception of courses taken in your final year – year 3 for Course 1 students and year 4 for Course 2 students – which are broken down into seven units). Your tutor issues you with a reading list in respect of each of these units, culminating in a question to which you are expected to write an answer. (This will usually be either an essay, or a "problem question": i.e. a statement of a factual situation, which you are asked to discuss with a view to offering the most plausible legal solution.)

For each unit, you do the reading over perhaps three to four days, draw your thoughts together and write your answer. You then attend a tutorial or small class at which you discuss what you have learnt with your tutor. Alongside all this you may attend lectures, but these could well be on subjects other than the unit or indeed the subject which you are currently studying for tutorials. For example, many students find it especially helpful to go to lectures on a subject after they have studied it for tutorials, so as to add further depth to their understanding of it, or to help them revise it; your tutors will advise you as to your approach to attending lectures. The Faculty maintains that the load for each standard subject (covering reading, thinking, writing, attendance at a tutorial, and attendance at lectures) should be 8 (units) x 30 hours work (with the exception of final year subjects where the load should be 7 (units) x 30 hours work). Ultimately, students are responsible for their own academic progress and the information given here serves only as a guide – the reality will vary from student to student.

The Faculty has recently made one exception to the standard core course model above; from 2012, the Jurisprudence paper has involved a combination of core topics, taught by means of six tutorials, in the traditional way, and mini options, with students choosing one mini-option from a list provided by the Jurisprudence teaching group. The mini-options are then taught in classes. The teaching takes place during Hilary and Trinity terms of the second year, and then at the end of Trinity Term you are required to write an extended essay on a question relating to your mini-option over the vacation (the essay must be submitted at the end of nought week of Michaelmas Term of your third year – see 9.2 below for full details of the means by which this paper and other papers are assessed).

You do not study all of your Law Moderations subjects, or your Final Honour School subjects, alongside one another at the same time. The usual arrangement - which will apply during most of your Final Honour School work is that you start and finish a course of reading and tutorials in a fresh standard subject each term (each term has eight weeks, into which the eight units of the subject fit); and, alongside this, take a second subject at half the pace, spreading it over two terms. That is, each term you will study one and a half standard subjects (or three subjects over two terms). Broadly speaking, this pattern means that you should have about 12 units of 30 hours work to do each term: which, since the terms last eight weeks, means a weekly load of about 45 hours. The arrangements for Law Moderations are less clear-cut, but generally you will start only two of your three subjects in your first term, adding the third in your second term. And for a short while before the Law Moderations examinations, and for some weeks before your Final Honour School examinations, you are left free to revise-though both during this period, and often also before it, you are offered the assistance of revision classes and lectures.

Study in the vacations is also important, and, in respect of Jurisprudence, crucial at the end of the second year, as explained above. Many students find that by going back over the subject which they have just finished, they can consolidate and deepen their understanding of it considerably. This has great benefits not only for their grasp of that particular subject, but also for the development of their intellectual skills generally. To give you a focus for your vacation work, your college will normally set you an internal examination on it, known as “collections”, at the start of the following term.

Teaching for the Legal Research and Mooting Skills Programme is organised differently. The content of and arrangements for the LRMSM are described in Section 18, but briefly, it is for the most part taught in classes of about 20-25 students using the Bodleian Law Library’s IT and other facilities.

### The roles of the College and the Faculty in teaching provision

As an undergraduate student, you will rely on your College to provide most of the tutorial teaching described above. This may be provided by members of the Law Faculty who are Fellows of your College, by others employed by your College to teach Law, or by Law Fellows at other colleges (colleges commonly have reciprocal teaching arrangements with other colleges). The exception to this pattern will be the second-year Jurisprudence course mini-option teaching, and the third-year option teaching; in each case, tutorials will be organised centrally, by the convenor of the option in question, rather than your college. Your college law tutors have primary responsibility for monitoring your progress.

The Law Faculty will be responsible for providing most of the lectures which you attend. Typically, these will be taught in lecture theatres/rooms in the St Cross Building. For Moderations, all lectures take place in the Gulbenkian lecture theatre.

### OxCORT

OxCORT (Oxford Colleges Online Reports for Tutorials) is a system which allows tutors to write online reports on students’ progress in tutorials – these reports are usually discussed at the end of term in a meeting between the student, the Senior Law Tutor and the Senior Tutor (though arrangements vary from college to college). Many colleges also give students online access to the reports. Further information about OxCORT can be found at <http://www.oxcort.ox.ac.uk/>

If you have any issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in the Complaints and Appeals section on page 60 below. As a general rule, you would not be expected to seek advice by email or in person from members of the Faculty who are not directly involved in your teaching with the exception of Rebecca Williams as Director of Undergraduate Studies.

### Statement on Agreed Reading Lists

The Faculty has agreed that each subject teaching group should annually produce a reading list. These reading lists will shortly be available on the Faculty weblearn-pages. The purpose of these lists is:

- To articulate, subject to review by the Undergraduate Studies Committee, each Subject Group’s assessment of the work that can be covered within 8 x 30 or 7 x 30 hours in the Standard Subjects.
- To state the material with which all students are expected to be familiar for the purposes of examination.
- To provide guidance for tutors (especially newcomers to the Faculty, “weekenders”, etc.) as to the material typically taught.

It is possible for a single list to serve all these purposes, and some groups (especially small ones) may wish to take this approach. But many will wish the material listed for (2) to be only a subset (the “core”) of that listed for (1) and (3), leaving the tutors the option of substituting materials of

their own choosing for the periphery, so long as the quantum articulated by the group is not exceeded.

Reading lists are updated at the start of the academic year, and there is a cut-off date of Friday of Week 4 Hilary Term after which reading lists on the Faculty weblearn pages will not be updated, and FHS candidates taking the examination in Trinity Term that year will not be criticized nor penalized by the Examiners for being unaware of developments in the law which occur after that date. Any changes made between the start of the academic year and Friday of Week 4 of Hilary Term will be appropriately highlighted.

### **Changing course or suspending status**

If you wish to change course, you should discuss the possibility with your college tutor and other college staff as advised. Changing from Course 2 to Course 1 is often possible, and would be required of students who have not reached the necessary standard in Mods or in the language of the country they proposed to visit in the Course 2 year abroad (see Course 2 general information above). Changes from Course 1 to Course 2 are sometimes possible if a vacancy arises in Course 2. Changes from Jurisprudence to another subject entirely are likely to be considerably more difficult to secure permission for and to enact.

If you need to suspend your studies for a certain period of time due to illness, family problems or any other good cause, then you should discuss the matter with your college tutor and other relevant college staff. Because of the yearly cycle of the undergraduate course, you normally cannot suspend for one term and return the following term; instead, you have to return the following year (so, for example, if you wish to suspend for Trinity Term in your second year, you will have to return in Trinity Term the following year).

### **FHS Course descriptions**

NB For all the courses listed below, reading lists and additional information can be found on the Faculty's weblearn site at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law>

#### **Core Courses**

##### **Administrative Law**

Administrative Law is concerned primarily with judicial control of the activities of the executive branch of government. The main topics covered are: (1) the grounds on which decisions and rules made by the executive can be challenged in the court - some of these relate to the substance of the decision or rule and others to the procedure by which it was made; (2) the remedies which can be obtained by applicants challenging administrative decisions; (3) the liability of public authorities in contract and tort.

Some tutors also deal with tribunals, public local inquiries, next steps agencies, contracting out and public sector ombudsmen. Some of these topics are the subject of lectures, which also occasionally deal with more theoretical aspects of the subject. Administrative Law is now one of the compulsory standard subjects within the Final Honours School syllabus. It also covers material in the "foundations of legal knowledge" and so must be taken by those seeking a professional qualification in England and Wales. The subject is taught in tutorials arranged by your college tutor.

##### **Syllabus:**

Questions will not be set on the law of local government or of public corporations except as illustrating general principles of administrative law. 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.

### **Teaching Conventions:**

Students will be expected to know the general principles of the European Convention on Human Rights jurisprudence so far as they affect judicial review, natural justice, remedies and damages actions. Questions will not be asked which require a detailed knowledge of the meaning of a particular Convention right.

Learning outcomes: a knowledge of administrative law within the context of the English common law system.

### **Constitutional Law (Senior Status only)**

This course covers the law of the constitution, including the structure and basic principles of the British constitution, and the impact of European Community law on the constitution. It also provides an introduction to the protection of human rights in English law.

Constitutional Law covers material in the “foundations of legal knowledge” and so must be taken by those seeking a profession qualification in England and Wales.

Students taking the BA in Jurisprudence (Course 1 and Course 2) take Constitutional Law as one of the three papers for Law Moderations and will in general cover eight topics in tutorials. Students taking the BA in Jurisprudence with Senior Status may choose to take Constitutional Law as an option in the Final Honour School and these students will in general cover seven topics in tutorials. The examination papers for both Law Moderations and the Final Honour School will consist of ten essay questions.

The precise pattern of tutorial teaching varies from college to college but the Faculty expects that tutors will include the items listed in **bold type** in the Teaching Convention. Lectures are given in Michaelmas and Hilary Terms on most aspects of the course. Please see the core reading list for more detailed guidance as to the depth of knowledge required of the topics listed in the Teaching Convention.

### **Syllabus:**

The examination regulations contain no further specification of the subject.

### **Teaching Conventions:**

Structure: separation of powers, the role of the courts, the powers of the executive (including prerogative powers), devolution (to Scotland, Wales and Northern Ireland), the supremacy of European Community Law as it relates to national law, and the European principle of state liability. Questions will not be set on the detail of the legal effect of directives or on the detail of European Institutions. General principles: constitutional conventions (including ministerial accountability), parliamentary sovereignty, the rule of law. Human rights: the structure and effect of the Human Rights Act 1998 (focusing in particular on its impact on parliamentary sovereignty and the judicial role); the application of the Human Rights Act 1998 in the context of freedom of political expression (including the law’s treatment of racist speech and incitement to religious hatred).

Learning outcomes: familiarity with the structures and underlying principles of the British constitution, and the impact of EU Law on the constitution.

### **Contract**

The syllabus comprises the general principles of the law governing enforceable agreements. It is not concerned with special rules governing specific types of contracts, such as sale, carriage or employment. The principal topics normally discussed are: (a) the rules relating to the formation of agreements and to certain further requirements which must be satisfied to make agreements legally enforceable; (b) the contents of a contract and the rules governing the validity of terms which exclude or restrict liability; (c) the nature and effects in a contractual context of mistake,

misrepresentation, duress and undue influence; (d) the general principle that right and duties arising under a contract can only be enforced by and against the parties to it; (e) performance and breach, including the right to terminate for failure in performance and the effects of wrongful repudiation; (f) supervening events as a ground of discharge under the doctrine of frustration; (g) remedies for breach of contract by way of damages, action for the agreed sum, specific performance and injunction. (h) the basis of contractual liability.

Contract is one of the compulsory standard subjects within the Final Honour School syllabus. It also covers material in the “foundations of legal knowledge” and so must be taken by those seeking a professional qualification in England and Wales.

The subject is taught in tutorials arranged by your college tutor. Particular areas are also explored in lectures.

### **Syllabus:**

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

### **Teaching Conventions:**

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 Formal Requirements, Agency, Assignment or Contractual Capacity.

A comprehensive understanding of the general principles of contract law within the English common law system.

### **Criminal Law (Senior Status only)**

The course is not available for those who have taken the subject in Law Moderations and is intended for those who have transferred to Law after Mods, and for senior status students. The syllabus is the same as for the Law Moderations course, but only covers topics 1 - 7 (it does not include topic 8). The paper in the Final Honour School is examined separately, and is intended to be more challenging.

Criminal Law covers material in the “foundations of legal knowledge” and so must be taken (if not taken in Law Moderations) by those seeking a professional qualification in England and Wales. The subject is taught in tutorials arranged by your college tutor.

Learning outcomes: an understanding of the criminal law of England and Wales including criminal liability, general defences, property and economic interests.

### **Teaching Conventions:**

The following matters are examinable. In every case, candidates are expected to have knowledge of other statutory provisions which are relevant to the interpretation of examinable offences. 1. General principles of criminal liability: actus reus (including liability for omissions); mens rea (including different kinds of fault, such as intention, negligence, strict liability); causation. 2. General defences to criminal liability. 3. Liability as a party to a crime, including participation as a principal and secondary participation (including "joint enterprise"). Questions will not be set on sections 4 or 5 of the Criminal Law Act 1967 (assisting offenders after the fact and compounding offences). 4. Liability for the inchoate offences of statutory conspiracy, attempt and the offences created by sections 44, 45 and 46 of the Serious Crime Act 2007. 5. Liability for the following kinds of homicide: murder; manslaughter (excluding corporate manslaughter); the offence created by the Suicide Act 1961, s.2(1). 6. Liability for the offences created by sections 1, 2 and 3 of the Sexual Offences Act 2003. Candidates will be expected to know of the existence of the other offences created by that

Act. 7. Liability for the following offences: common assault and common battery; the offences created by the following sections of the Offences Against the Person Act 1861: 16, 18, 20, 23, 24, 47.  
8. Liability for the following offences: the offences created by the Criminal Damage Act 1971 sections 1-3; the offences created by the Theft Act 1968, sections 1, 8 and 9; and the offences created by the Fraud Act 2006, sections 1-4. Candidates will be expected to know of the existence of the offences created by sections 12, 21, 22 and 25 of the Theft Act 1968 and section 3 of the Theft Act 1978.

Learning outcomes: an understanding of the criminal law of England and Wales including criminal liability, general defences, offences against property and economic interests

### European Union Law

The law of the European Union is based largely on the Treaty on European Union and the Treaty on the functioning of the European Union, and legislation made under the Treaties by the Council, the Parliament, and the Commission. The case law of the European Courts is of considerable importance and looms large in the study of EU law. EU law takes immediate effect in English Law, and is enforceable by English courts. EU law raises issues of intrinsic theoretical interest, and considerable practical importance. No linguistic expertise is necessary, since EU legislation and case law are published in all official EU languages, including English.

The Oxford course deals with: (i) the institutions of the EU, including the jurisdiction of the Court of Justice and General Court; (ii) the essential features of the EU law, and its incorporation into national law; (iii) the principle of free movement of persons and services within the EU; and (iv) the rules governing the free movement of goods within the EU. Study of the institutions entails consideration of the majority voting rules used by the Council in making EU legislation, and examination of the roles of the Commission and European Parliament in decision-making. Emphasis is placed on the scope of the law-making competence of the institutions, in particular as regards the internal market, and on the principle of subsidiarity, which is intended to act as a brake on the exercise of such competence. Most of the course, however, is concerned with the nature and operation of rules of EU law rather than with institutional matters.

The 'general part' of the course covers such matters as the aims and policies of the European Union, the sources and supremacy of EU law, its direct effect before national courts and its impact on domestic legal rules, procedures and remedies, including the principle of State Liability for breach of EU Law. The court of final recourse in matters of EU law is the Court of Justice of the European Union. It has jurisdiction, e.g., to give preliminary rulings on references from national courts (references are an increasingly common occurrence in the U.K.), and to review the legality of EU legislation. Such matters receive detailed treatment in the course.

The free movement of persons aspect of the course presents a combination of social and commercial law. The rights of EU employed and self-employed persons to free movement and non-discrimination graphically illustrate the significance of the EU legal system for such persons, while at the same time being of considerable significance to commercial undertakings and their advisors. General principles applicable to mutual recognition of qualifications are covered, as are the Directives on establishment and service provision by lawyers. All nationals of Member States are also "EU Citizens" and this status is of increasing importance as regards rights of free movement, residence and equality. The syllabus also includes study of EU rules on the free movement of goods. These have been given wide-ranging effect by the European Court and have given rise to considerable litigation in English courts, which have made many references to the European Court.

The subject is taught in tutorials arranged by your college tutor.

## Syllabus:

European Union Law comprises: (A) the basic structure and functions of the EU; the aims of EU; law-making; the composition and jurisdiction of the Court of Justice; directly effective EU norms; (B) free movement of persons and services; and (C) free movement of goods. Questions will not be asked specifically on the substantive law of the EU other than (B) and (C) above.

## Teaching Conventions:

(A) 1. The basic structure and functions of the EU. 2. The aims of the EU: free trade, customs union, internal market, economic community. 3. Law-making within the EU: (a) composition, functions and inter-relation of the main institutions involved in law-making; (b) forms of law-making; (c) competence of the institutions to make law, in particular to regulate the internal market under Article 114 TFEU, and the application of the principle of subsidiarity. 4. The Court of Justice (and General Court): (a) composition, powers and style; (b) suits against Member States; procedure and effect; (c) suits against EU organs: (i) review of legality: grounds (including general principles of EU Law); locus standi; (ii) suit for inaction; (iii) plea of illegality; (iv) non-contractual liability; (d) Preliminary rulings. 5. The general principles of EU Law, including fundamental rights; the Charter of Fundamental Rights. 6. Direct effect of EU Law: conditions for and consequences of norms having direct effect within Member States; including effects on national rules on procedures and remedies, State liability.

(B), (C) The free movement of persons, services and goods, and the principle of non-discrimination on grounds of nationality. 1. The free movement of goods; quantitative restrictions and measures having equivalent effect. Exceptions on grounds of public policy, public health etc., and mandatory requirements in the general interest. 2. The free movement of workers, non-discrimination, entry to and residence in the Member States, the right to seek work in other Member States, eligibility for employment in other Member States, equality in social and tax advantages and rights of members of the family. Mutual recognition of qualifications (principles from case law plus legislation on lawyers' qualifications). Exceptions on grounds of public policy, public security and public health, and mandatory requirements in the general interest. 3. The Right of Establishment and Freedom to provide services, including non-discrimination. Entry and residence for self-employed persons in the Member States. Mutual recognition of qualifications (see above). Exceptions on grounds of public policy, public security and public health, and mandatory requirements in the general interest. 4. European Citizenship, rights to entry and residence and non-discrimination, other rights of European Citizens.

## Jurisprudence

Jurisprudence is one of the compulsory standard subjects within the Final Honour School syllabus. It is, however, taught and examined in a distinctive way (see below).

Jurisprudence, in the sense relevant to this subject, is the philosophy of law. In studying it you will learn to reflect in a disciplined and critical way on the nature, role, and importance, of legal systems, legal reasoning, and legal institutions, often using examples from other parts of your law studies. By choosing a suitable 'mini-option' (see below) you could also examine the philosophy of a particular area of law such as criminal law or tort law.

**Teaching:** In the second year of the Final Honour School your Jurisprudence teaching will be as follows:

(i) Core topics: You will have six tutorials covering some *core topics* in philosophy of law, in the traditional way.

(ii) Mini option: You will then choose a *mini-option* from a list that the teaching group will provide. The mini-options will be taught in classes and you will not necessarily be taught by the same person who was your tutor for the core topics.

Authoritative guidance on the range of topics in the core will be issued in Michaelmas Term, together with an indicative list of mini-options. You will choose your mini-option from a finalized list in HT or TT of your second year, when you are studying Jurisprudence (all Jurisprudence tutorials take place in HT and/or TT of the second year).

#### **Examination:**

Core topics: your Jurisprudence unseen written examination (at the end of your final year) will take a new form. Instead of our traditional finals paper taking three hours and requiring you to answer three out of sixteen questions, your finals paper will take two hours and will require you to answer two out of ten questions. This examination paper will cover only core topics on the tutorial syllabus.

Mini option: your mini-option will be examined by an essay that you must write in your own time *during the summer vacation at the end of your second year* (this applies to Law with Law Studies in Europe students too). You will be provided near the end of TT with a list of questions arising from your mini-option and you will choose one to answer. The essay writing will be unsupervised. However guidance on what is expected will be given, including one or more classes on how to write an essay for assessment.

Arrangements for lectures and other teaching will be explained in full during the course.

Learning outcomes: a capacity to reflect on the nature, role, and importance, of legal systems, legal reasoning, and legal institutions and a more comprehensive understanding of the philosophical concepts of law in the particular area covered by the student's mini-option; a capacity, through the extended essay, to engage in sophisticated analysis and to produce a sustained intellectual argument.

#### **Land Law**

The focus of attention within the course is on interests in land: interests which do not merely operate not merely between the parties to a particular transaction involving the land, but can also affect third parties - other people coming into contact with it, such as later purchasers. Examples of such interests are the fee simple (virtually equivalent to ownership of the land), 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 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 seeking a professional qualification in England and Wales. Candidates in the FHS examination must offer both Land Law and Trusts.

The subject is taught in tutorials by your college tutor. For an introduction to the subject see Simon Gardner with Emily MacKenzie, *An Introduction to Land Law* (Hart Publishing, 3rd edn, 2012).

### **Teaching Conventions:**

- (a) Estates and interests in land; the idea of ownership
- (b) Formalities required for transactions relating to land: estoppels
- (c) Successive and concurrent interests
- (d) Leases
- (e) Easements, covenants, licences
- (f) Mortgages
- (g) Protection of title to and of rights in and over land by registration
- (h) Human rights as relevant to land law. [W.e.f. FHS 2015 for Course 1, 2016 for Course 2.]
- (i) Acquisition of title by possession; Loss of title because of dispossession. [W.e.f. FHS 2016 for Course 1, 2017 for Course 2.]

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.

### **Tort**

Tort is one of the compulsory standard subjects within the Final Honour School syllabus. It also covers material in the “foundations of legal knowledge” and so must be taken by those seeking a professional qualification in England and Wales. 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.

The subject is taught in tutorials arranged by your college tutor. Lectures in Michaelmas and Trinity terms cover most, but not all, of the topics on the agreed reading list. Revision lectures on contract and tort take place in Hilary term.

### **Syllabus:**

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

### **Teaching Conventions:**

There is an agreed reading list for tort, which is revised frequently, usually each term. The topics on the list in bold type are taught by most Oxford tutors. The other topics without bold headings are taught by some Oxford tutors. The examiners are entitled to set questions requiring knowledge of issues across the bolded and unbolded categories and across topics.

Currently, the topics with headings in bold type are: Negligence/Duty of Care; Negligence/Breach of Duty; Causation and Remoteness of Damage; Negligence and Economic Loss; Defences; Liability for Defective Premises; Nuisance and the Rule in *Rylands v Fletcher*; Product Liability; and Vicarious Liability. Currently the topics with headings that are not in bold type are: Joint Liability; Employers' Liability; Defamation; Trespass; Economic Torts; Tort Remedies, including Damages for Personal Injury and Death; Compensation: Fault and Insurance; and Theoretical Perspectives on Tort Law.

Some of the materials on the agreed reading list are marked with an asterisk. This indicates the seminal and leading cases and other materials with which the examiners are entitled to expect that candidates answering questions on that topic are familiar.

Learning outcomes: a knowledge of the principles and practical applications of the law of tort within the English common law system

## Trusts

**NB For second-years, Family Property will not be taught as part of Constructive Trusts so the section highlighted below will not constitute part of the syllabus. For third-years, Family Property will be part of the examined syllabus.**

The institution of the Trust is one of the most important ideas in English law. Its very definition is heavily contested, but most would agree that a trust arises where someone (a trustee) nominally owns property, and may wield many of the powers of ownership, but is generally unable to take advantage of that ownership. Instead the trustee-owner holds the property to the benefit of some other person (known as a beneficiary), a class of persons, or an object such as a charitable purpose bringing benefit to the public. Trusts can arise in two main ways – by intention; or because the law has other reasons to make an owner into a trustee. The purpose of the intentional trust is to transfer wealth in a more complex way than would be easy or possible to achieve by straight-out conveyance, such as to have the property distributed on particular terms and conditions, or to disperse ownership to win tax advantages, or to allow ongoing management of the asset. There are myriad situations in which the law has other reasons to make an owner of property into a trustee; one very important one is where a couple's home is nominally owned by only one partner, but the other partner deserves a share in it. The course looks at the scenarios in which the different kinds of trusts arise, and at how they behave.

In one respect, the course also looks outside trusts. A trustee is a fiduciary, being someone having a duty to act for another's benefit through the control of property. But there are other examples of fiduciaries too, such as solicitors, who must act for their clients' benefit; or agents who can contract on behalf of their principals. The course looks at the law's control of fiduciaries in general, whether they are trustees or persons otherwise charged with promoting the interests of others.

Trusts is one of the compulsory standard subjects within the Final Honours School syllabus. It also covers material in the "foundations of legal knowledge" and so must be taken by those seeking a professional qualification in England and Wales.

### Teaching Conventions:

1 The idea of a trust; beneficiaries' rights.

- The 'categories' of express, resulting and constructive trusts.
- The beneficiary principle.
- The nature and characteristics of a beneficiary's interest under a trust (including the effect of the rule in *Saunders v Vautier*); the transfer of such an interest (including the formality rules relevant to this).
- Purpose trusts (non-charitable and charitable, including the rules defining a charitable purpose); purported gifts to unincorporated associations; Quistclose trusts.

2 Express trusts

- Their essential requirements (notably 'the three certainties', but not the rule against perpetuities).
- Formality rules relevant to express trusts (arising inter vivos and on death); the effect of non-compliance with these rules (including the rule in *Rochefoucauld v Boustead* and secret trusts, but not including mutual wills).
- The effect of promises to settle.

3 Constructive trusts

- Certain possible instances of constructive trusts: those associated with:
  - acquisition by fiduciaries (*Keech v Sandford*, *FHR European Ventures LLP v Mankarious*);
  - vendor-purchaser contracts (*Lysaght v Edwards*) (but not the details of these);
  - transfers 'subject to' the rights of others (*Binions v Evans*, *Lys v Prowsa Developments*);

- failure for want of formality (Rochefoucauld v Boustead, Blackwell v Blackwell)
- the tracing rules (Foskett v McKeown)
- mistaken payment (Chase Manhattan v Israel-British Bank);
- 'family property' (Stack v Dowden, Jones v Kernott);
- perfecting imperfect gifts (Pennington v Waine).
- 'Remedial' constructive trusts.4 Resulting trusts

#### 5 Duties and powers

The duties and powers of the trustees of non-charitable trusts. • The enforcement and control of these duties and powers; personal and proprietary remedies (including the tracing rules); the rule in Re Hastings-Bass; trustees' obligations to disclose information. • Exclusion clauses; the defence of consent to breach of trust, and that in the Trustee Act 1925 s 61, but not other defences. • Delegation. • The possible differences in these respects between express, constructive and resulting trusts. • Fiduciary duties where there is no underlying trust.

#### 6 Trusts and third parties

- The impact of trusts on those not, or not originally, their trustees; recipient and accessory liability, and trusteeship by assumption.

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.

### Third-year options

The following lists options which will be running in 2015-6 and provides descriptions for those options as they will be taught in 2015-16. For those in their second year, an updated version of this Handbook will be available in Trinity 2016 containing information about the options available in 2016-17. Second years will also be required to register their option choices for 2016-17 in Hilary 2016; before registration, which will take place towards the end of Hilary Term, there will be an afternoon of 'taster lectures' – short ten-minute introductions to each option by the option convenor which will help students make their option choices. More information will be provided about this in Hilary 2016. Third-year students will already have registered their option choices and will begin studying the options they have chosen in Michaelmas 2015.

### Commercial Law

Part of the fascination of commercial law springs from its responsiveness to the changing needs of the business community. Through the ingenuity of those in business and their legal advisers new instruments and procedures are constantly being devised which have to be tested for their legal effect against established principles of the law of property and obligations.

The core of the course involves a rigorous examination of personal property law in the context of commercial transactions, together with contractual issues of central importance to commercial transactions. The first part of the course looks at issues related to the sale of goods, such as implied terms, transfer of property and title disputes with third parties. Basic principles of commercial transactions, such as assignment, agency and possession are then examined. The last part of the course looks at real security in personal property, including priorities (between secured interests) and the characterisation of, and justification for, real security. There are also lectures covering negotiable instruments and documents of title to goods.

A feature of the whole course is that the student learns how a desired legal result can be achieved, or a legal hazard avoided, by selection of an appropriate contract structure.

Though students will be expected to analyse statutory materials as well as case law, a distinguishing feature of the course is its concentration on fundamental concepts and their application in a commercial setting. The course thus offers an intellectual challenge and provides a good foundation for those contemplating practice in the field of commercial law.

The course is taught by Dr Thomas Krebs, Professor Louise Gullifer and Professor Hugh Beale. Teaching is by a combination of tutorials (arranged by your college tutor), and seminars given in Michaelmas and Hilary Terms. Lectures are also given in Michaelmas and Hilary Terms.

Learning outcomes: a knowledge of personal property law in the context of commercial transactions and of contractual issues of principal relevance to commercial transactions.

### 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.

Learning outcomes: an understanding of the laws relating to the creation and regulation of companies.

### **Comparative Private Law**

Comparative Law is one of the most fascinating subjects in the legal syllabus. Comparative lawyers examine the differences and similarities of legal rules and doctrines across various legal systems. Students of comparative law soon realise that many of the legal issues that they have examined in the first two years of their degree are resolved in a very different manner in foreign jurisdictions.

English private law in particular has certain features that exist in a radically different shape, or are not present at all in other jurisdictions. These include the doctrine of consideration, the specific structure of tortious liability and the entire law of trusts.

An awareness of such differences is vital for students if they wish to be prepared for the challenges of legal practice in a globalised world, where many of them will be faced with cross-border dealings on a daily basis. It also enables them, at a time when they are approaching the end of their degree, to build on the knowledge of English private law that they have been able to acquire in their first and second year. Studying comparative private law allows them to draw together various threads of the wider discourse on the foundations of private law and to reflect critically on the English law by comparison with other legal systems.

The course focuses on a number of selected topics, drawn from the areas of contract (the conception of contract; performance, non-performance and remedies), tort (the structure of extra-contractual liability; product liability), land law (ownership, title and possession) and trusts (trust and fiduciary devices). English law is mostly compared to the private laws of France and Germany, the two most influential jurisdictions within the Western legal tradition other than England and the US.

Teaching is provided throughout Michaelmas and Hilary. For each of the selected topics there is an introductory lecture and a two-hour class contrasting English law with the solutions found in other jurisdictions. Lectures and classes are followed by tutorials. Instead of producing four or more standard length tutorial essays students write two extended essays of 4,000-5,000 words on a topic of their choice (one in Michaelmas and one in Hilary). They receive four (one-to-one) tutorials overall: for each of the two essays there is a tutorial discussing the proposed plan of research and another one discussing the result.

The teaching also includes a general lecture series provided throughout Michaelmas. This gives a general overview of the discipline of comparative law and provides a theoretical and methodological framework for the actual comparison to be made in the classes and tutorials.

Students work with a wide range of materials including primary sources, such as cases and statutes, and legal writings drawn from articles and textbooks. All materials are made available in English, so no knowledge of foreign languages is required.

Learning outcomes: an understanding of how certain fundamental aspects of private law are dealt with in jurisdictions beyond England and Wales and a capacity to reflect on the differences and similarities between practices in those jurisdictions and those of English common law.

## Competition law and policy

The aim of the course is to enable students to critically reflect upon the core principles and policies at the heart of competition law. In particular, to understand how the law governs business practices that may restrict competition in economic markets through private and public enforcement and to analyse how competition law can curb anticompetitive activities and facilitate free competition.

Learning outcomes: at the end of the course, students should be able to: (i) understand how the law controls: a. cartel agreements and concerted practices b. the abuse of monopoly power c. mergers and acquisitions d. enforcement of competition law through private enforcement and via the investigations of the Commission (ii) critically reflect upon the economic principles underpinning the definition and control of anti-competitive practices (iii) apply the law to solve practical problems concerning the control of anti-competitive practices (iv) critically analyse how far the law facilitates the promotion of free competition. (v) develop their own critical perspective concerning how law should and could control anti-competitive practices and the role of the European Community in developing this law.

The teaching in this course is done by way of lectures, seminars and tutorial sessions. The lecture series is devoted to examination of the relevant statutory and case law framework and to the discussion of basic economic concepts (no prior knowledge of economics is required). Lectures are held on weeks 1-8 in MT. Each lecture lasts two hours. Two seminar sessions, each lasting two hours, will also be held in MT.

The tutorial series provides practical experience in the application of competition law through problem solving. Tutorials will be arranged centrally by the competition law group. There will be two tutorials in MT and two in HT.

For more information on the course see the Centre for Competition Law and Policy website at:

[www.competition-law.ox.ac.uk](http://www.competition-law.ox.ac.uk)

## Copyright, Patents and Allied Rights

It is commonplace to say that we live in an age in which expressive, informational and technological subject matter are becoming increasingly important. Intellectual property is the primary means by which the law seeks to regulate such subject matter. It aims to promote innovation and creativity, and in doing so to support solutions to global environmental and health problems, as well as freedom of expression and democracy. It also seeks to stimulate economic growth and competition, accounting for its centrality to EU Internal Market and international trade and development policies. And it is of enormous and increasing importance to business. According to the Hargreaves Report of 2011, for example, “[e]very year in the last decade, investment by UK business in intangible assets has outstripped investment in tangible assets: by £137 billion to £104 billion in 2008. Global trade in IP licences alone is worth more than £600 billion a year: five per cent of world trade and rising.”

In Copyright, Patents and Allied Rights we introduce two of the central intellectual property regimes. Copyright protects authorial works and recordings/transmissions of them (such as music and films), and patents protect inventions of industrial and commercial value (such as biotech, medical and computer products and processes). We ask why we have these regimes and how they operate at a national and European level. The course should have broad appeal, including for those interested in the arts and entertainment industries, technology, research and development, unfair competition, medical law and ethics, European harmonisation, and science and technology. It will be taught in 8 seminars and 6 tutorials spread over Michaelmas and Hilary Terms by Lord L Hoffmann, Dr J Pila and Dr D Gangjee.

NOTE: MJur and DLS students are welcome to take this course. The course may not be taken in conjunction with Copyright, Trade Marks and Allied Rights.

Learning outcomes: an understanding of intellectual property law with specific reference to copyright and patents, and of various applications of this area of law.

### Copyright Trade Marks and Allied Rights

It is commonplace to say that we live in an age in which expressive, informational and technological subject matter are becoming increasingly important. Intellectual property is the primary means by which the law seeks to regulate such subject matter. It aims to promote innovation and creativity, and in doing so to support solutions to global environmental and health problems, as well as freedom of expression and democracy. It also seeks to stimulate economic growth and competition, accounting for its centrality to EU Internal Market and international trade and development policies. And it is of enormous and increasing importance to business. According to the Hargreaves Report of 2011, for example, “[e]very year in the last decade, investment by UK business in intangible assets has outstripped investment in tangible assets: by £137 billion to £104 billion in 2008. Global trade in IP licences alone is worth more than £600 billion a year: five per cent of world trade and rising.”

In Copyright, Trade Marks and Allied Rights we introduce two of the central intellectual property regimes. Copyright protects authorial works and recordings/transmissions of them (such as music and films), and trade marks protect signs that indicate the commercial origin of goods and services (such as the Nike name and swoosh logo). We ask why we have these regimes and how they operate at a national and European level. The course should have broad appeal, including for those interested in the arts and entertainment industries, brand management, unfair competition, and European harmonisation. It will be taught in 8 seminars and 6 tutorials spread over Michaelmas and Hilary Terms by Dr J Pila and Dr D Gangjee.

NOTE: MJur and DLS students are welcome to take this course. The course may not be taken in conjunction with Copyright, Patents and Allied Rights.

Learning outcomes: an understanding of intellectual property law with specific reference to copyright and trade marks, and of various applications of this area of law.

### Criminology and Criminal Justice

Why are criminal laws made? Why are they broken? How do we, and how should we, react to the breaking of criminal laws? These three questions are the stuff of criminology. They also occupy a central and controversial place in public and political debates about the condition and future of contemporary liberal democratic societies. This course provides students with the chance to study them in depth.

*Criminology and Criminal Justice* offers students an opportunity to study crime and the ways in which it is dealt with by the criminal justice system. It enables students to explore the nature of crime and its control by examining the issues at stake using the resources of legal, penal and social theory. It also offers students the chance to think about crime as a social phenomenon and to explore using criminological research and analysis how criminal justice and penal systems operate in practice.

The course is structured as follows: 18 lectures as well four classes and tutorials

Lectures, classes and tutorials are provided by several academics from the Law Faculty who are also [members of the Centre for Criminology](#).

More information about the Centre for Criminology, including the All Souls Criminology Seminar Series, can be found on the [Centre's website](#).

Learning outcomes: an understanding of crime and the means by which society seeks to control crime from a legal and sociological perspective.

### **Environmental Law**

This course is an introduction to the subject of environmental law and covers the main areas of substantive UK (with the focus on England) and EU environmental law. Environmental law is concerned with the law relating to the protection of the environment and includes areas such as planning law, pollution control law, nature conservation, environmental impact assessment, waste law, and EU free movement law. Much of the substance of UK environmental law is derived from EU law and as a subject environmental law builds on the core subjects of EU Law and Administrative Law as well as applying concepts from other areas such as criminal law and tort law.

The course will take into consideration the socio-political context that environmental law operates in and the course will explore the complex and ever expanding case law and legislation on the subject. A major theme of the course is the type of challenges that environmental problems provide for the law. In the last decade environmental law has given rise to difficult legal questions including: what should be the rights of citizens to legally challenge 'public' decision-making; what should be the limits of discretion placed on administrative decision-makers in their pursuit of environmental protection; how should environmental protection be weighed up against other social goals; what are the best means of achieving environmental protection; and how much regulatory autonomy should Member States have under EU law to protect the environment in the way they so wish.

Learning Outcomes: knowledge of the substantive legal aspects of most significant environmental law frameworks in the UK; knowledge of the complexity of environmental problems and how that complexity affects the application of the law; knowledge of how environmental law relates to core legal areas, particularly EU law and administrative law

### **Family Law**

This course focuses on the legal regulation of individuals' intimate personal and family lives. The fact that the definition of 'family' itself is both highly contested and much assumed offers some insight into the hotly contested nature of much of Family Law.

Studying Family Law often involves taking a legal concept or underpinning idea with which most have some familiarity from daily life, such as marriage, divorce, parenthood, or children's rights, and then exploring exactly how the law regulates that subject and why. Key issues are examined within their historical, social, economic, and theoretical context. For example, what is the purpose of the consanguinity restrictions on marriage and should those have been extended to civil partnership? What does it mean to say a child is a rights-holder? If we cannot offer a coherent account, is there no such thing as 'children's rights'? Why do so many people believe the 'common law marriage myth'? Should the courts and Parliament care that these people think that legal benefits and obligations exist when they do not? The syllabus lists the precise topics covered.

Our focus is on the substantive law, though an awareness of the family justice system in practice adds an important additional perspective to key debates. We currently examine through essay questions only so as to enable students the opportunity to devote sufficient attention to the interplay between law and the larger social and policy issues that are critical to an in-depth understanding of the Family Law field.

Family law is inter-disciplinary in terms of the range of materials students are expected to read and the nature of the arguments and debates with which students are expected to engage. This includes working with social science research, government publications, and non-government public and social policy materials. Family law involves an examination of statutory law, which is more extensive than in many other subjects.

Property law and trusts law are relevant to discussing the legal position of relationships outside of marriage and civil partnership. Students may find the background from having studied these as part of their core Land Law and Trusts courses useful, though the Family Law perspective is distinctive. Underlying conceptual ideas and a little substantive detail covered in Contract Law are also relevant to private ordering and adult intimate relationships more generally. Discussion of contentious issues in parenthood and disputes over who should raise and see children when interested adults do not live together (residence and contact disputes) includes children born as a result of fertility treatment, which is discussed from a different perspective as part of the Medical Law and Ethics course. The child's capacity to make medical treatment decisions also features as part of both courses; in Family Law, it is one aspect of a larger discussion of children's rights and children's involvement in decision-making affecting them in a number of contexts. Examination of the legal approach to child protection includes limited discussion of public authority liability in negligence, as explored in Tort Law.

Learning outcomes: a knowledge of the principles and practical applications of family law, and of discussion of relevant issues not only in a legal context but in social and political contexts as well.

#### History of English Law

This option studies the history of the principal features of the branches of law that are today known as tort, contract, land law, and trusts. The course is taught using a selection of primary sources (in translation where necessary) and of academic literature. Students are expected in the course of study to acquire knowledge of the sources of law and of the judicial system. The timespan covered is roughly between the fifteenth and the nineteenth century. This period, of course, contains a large number of separable issues, and the course is designed so that individuals can follow to some extent their own preferences, both amongst and within the major heads of study.

The examination paper contains an above average number of questions, (currently 12), which reflects this flexibility. The treatment of the subject is primarily legal, though the political, social and economic constituents in the story are referred to whenever this assists our perception of specifically legal ideas.

The teaching presumes a familiarity with the notions of property, tort and contract law and is virtually exclusively taught as a final year option. The legal history does not serve as an introduction to the modern law; if anything, the converse is the case. It is in this sense an advanced course; the feedback to the modern law is conceptual or theoretical, though a study of the history may occasionally illuminate a modern problem. There is, however, absolutely no need to have studied any other kind of English history, nor is familiarity with foreign languages necessary since the course is designed around translated materials.

Learning outcomes: an understanding of the origins of English law and the judicial system and a more specialised knowledge of developments in English law during the period between the fifteenth and nineteenth century, including an understanding of relevant social, political and economic contexts.

## Human Rights Law

The objective of the course is to provide a thorough grounding in the law of human rights which applies in the United Kingdom. The primary aim is to introduce students to the substance of these applicable rights and to their interpretation and enforcement. This will include an analysis of general principles as well as broad themes arising from the interpretation and limits of several specific rights (such as fair trial, protection of private life, and non-discrimination). The course will also follow developments in the reform of human rights law in the United Kingdom, and its content will reflect changes in a fast moving field of law. The course will incorporate domestic UK law, as well as the relevant law of the European Convention on Human Rights and other international human rights norms which apply directly to UK human rights law. While the course will refer to EU law where relevant, it will not involve a detailed specialist study of EU law.

Teaching will take place over Michaelmas and Hilary Terms, and will consist of a combination of lectures, seminars, classes and tutorials.

Learning outcomes: by the end of the course, students will: have a sound understanding of the significance of human rights and civil liberties, and their theoretical dimensions; be familiar with and able to apply the relevant provisions to practical problems concerning a range of the rights and liberties; have a knowledge and understanding of the human rights system as a whole; and have an understanding of the institutional procedural requirements for bringing human rights claims.

## International Trade

This course takes as its subject matter a sale of goods by a seller in one country to a buyer in another, and examines the contractual relations between various parties that may be involved in the making and performance of such a sale. Accordingly, it is concerned first with the relations between buyer and seller, emphasising the special features of the sale which are due to its international character. Secondly, it is concerned with the carriage of goods from the seller to the buyer, once again emphasising the special rules which govern international carriage. So as to keep the course within reasonable bounds, it deals only with carriage by sea; it does not cover the special rules governing international carriage by air, road and rail. Thirdly, the course deals with an aspect of banking law. Payment in international sales is often made, not directly by buyer to seller, but through the mechanism of a banker's commercial credit; the law relating to such credits forms the third part of the course.

Looked at from another angle, the course is concerned with the special problems that arise in overseas sales because the parties are often comparative strangers to one another, and because there is often a long interval of time between the despatch of goods and their receipt. During that time, the parties are exposed to certain financial and physical risks. The financial risk to which each party is exposed is that of the other's insolvency: to protect himself against this risk the seller will want to be paid as early as possible while the buyer will want to pay as late as possible. One major topic for discussion is the way in which the law and commercial practice seek to reconcile these conflicting desires. So far as the physical risks are concerned, there is the possibility that the goods may be lost or damaged or delayed in transit. Sometimes that risk has to be borne by one of the parties to the contract of sale; sometimes it has to be borne (at least in part) by the carrier; and exactly how it is to be borne has obvious repercussions on the decisions to be made by each party with regard to insurance.

Although its name might suggest something different, the course is about a branch of English domestic law. Our concern is with the English rules governing international transactions (though these rules are often applied to contracts which have no physical connection with this country). It

follows that the materials and methods of this course are almost entirely those of the traditional law course, i.e. that it consists largely of a study of decided cases and legislation, though the latter is to a considerable extent influenced by international conventions. Internationally accepted customs and practices figure prominently in the banking section of the course; but the course contains nothing that anyone with the standard equipment of a common lawyer cannot handle.

The course has three principal attractions. Firstly, it raises not only complex and fascinating analytical issues but also fundamental issues of legal policy. Secondly, a study of International Trade will help candidates very considerably with their understanding of the law of contract, particularly in the areas of privity, breach, frustration and remedies. Thirdly, the course forms a useful background to one of the most intellectually satisfying types of legal practice.

Lecturing and other guidance is important in this subject because there are no suitable student books for students to study it for themselves at the right level. The books available are either too simple, or are large practitioners' works in the use of which students need guidance.

Lectures are given in Michaelmas Term on carriage by sea and on letters of credit. There are handouts for each set of lectures. In the Hilary Term (second of the year) there is a weekly class where the three contracts are treated together and their interaction studied. For this there are separate lists of cases and questions. Tutorials (which include practice in analysing problems) are also available in that term, and that is the term in which the bulk of the student's own personal work on the subject (other than attending lectures) should be done.

Learning outcomes: an understanding of the ways in which the law seeks to regulate and facilitate international trade and carriage of goods by sea, and a specific knowledge of the relevant English law covering this area, and its interaction with relevant international conventions.

### **Jessup Moot option**

The Jessup Moot option may only be taken by candidates who have been selected for the Law Faculty's team participating in the Philip C. Jessup International Law Moot Competition ('the Jessup Moot'). Candidates thereby selected are not compelled to take the option and may choose to take any other optional subject instead. Candidates may not take this option and the standard optional subject 'public international law'.

Jessup moot students will take the existing FHS option Public International Law (PIL) as one of their two FHS options, but will study this option in the second year rather than the final year, at the same time as they prepare for the moot; and will take Administrative law (a core subject in the undergraduate degree) in the final year rather than the second (the subject will be taught over Michaelmas and Hilary Terms on the model followed by FHS options).

The moot competition involves two components: participation in a competition in which the teams argue their cases orally against one another in a simulated courtroom; and the writing of two 12,000-word memorials which present the team's case in written form. Independently of the Jessup Moot competition itself, the memorials that the students submit for that stage of the competition will be marked by members of the PIL subject group and this mark will constitute 50 percent of the assessment for the PIL option. All students on the team will receive the same mark. Students will sign a declaration upon being selected for the team, in which they acknowledge the obligations that descend upon them individually in the memorial writing progress; and will sign a further statement on submission of the memorials for assessment declaring that each student has contributed significantly and proportionately to the memorials.

The mark will be held over until the students complete Finals the following year. For the remaining 50 percent, the students will take the standard PIL timed examination in their third year, but will answer only two questions rather than four and their time in the exam will be correspondingly reduced (from 3.15h to 98 minutes). The paper will be divided into Part A and Part B. Non-Jessup candidates will have a free choice of questions as at present, while Jessup candidates will be required to answer one question from Part A and one from Part B.

### **Labour Law**

Issues in labour law affect most people during their working lives. What rights does a worker have if he or she is dismissed? Is there a right to strike? What can the law do about discrimination? This is a rapidly changing field, particularly in the past decade, which has witnessed a transformation in labour law. Most major industrial disputes are now fought out in the courts rather than on the shop-floor, in stark contrast with the traditional view that strikes are best resolved by the parties themselves. Of growing importance is the impact of EU law on British labour law, particularly in the field of discrimination. Labour law will be of considerable interest to anyone who is concerned with the interaction between law, politics and society. All British governments in recent decades have regarded policies on labour law as central to their political programmes.

Labour Law is also useful in practice. Many young barristers acquire invaluable experience by appearing before employment tribunals; and most solicitors' firms, whether in the City or elsewhere, require specialists in employment law. It remains truer than ever that "the law governing labour relations is one of the centrally important branches of the law - the legal basis on which the very large majority of people earn their living. No-one should be qualified as a lawyer - professionally or academically - who has not mastered its principles." (Kahn-Freund).

The course covers the law concerning individual employment law (including discrimination law), as well as trade unions, industrial action and collective bargaining. The student is not expected to acquire a detailed knowledge of the whole of this relatively large and complex field, but to pick out the central themes, and integrate them into a wider social and theoretical context.

The main relevant statutes are supplied to examination candidates. It has normally been the case that candidates are not expected to have detailed knowledge of any legislation which has not received the Royal Assent by the beginning of the calendar year in which the examination takes place. Candidates will be required to answer four questions from a choice of twelve.

The subject is taught by means of a programme of lectures/seminars in Michaelmas and Hilary Terms, and by college tutorials which are co-ordinated with them.

Learning outcomes: an understanding of the central themes of employment law, including individual employment law, industrial action and collective bargaining, and the associated socio-political context.

### **Media Law**

Media Law is a fast developing and increasingly high profile area of law. It is an area that allows scholars to look at advanced issues relating to freedom of expression and the right to communicate, and the way these rights intersect with competing interests. The course covers a number of key themes in Media Law and will begin by looking at the justifications for and meanings of media freedom. This introduction will provide a theoretical background against which the later topics will be evaluated. The topics in the course can be grouped into three broad categories:

(1) Liability for media content – For example, when can the press publish facts about a person’s private life? Do public figures have weaker rights to reputation? Will media coverage prejudice a jury trial?

(2) Legal assistance and control of newsgathering – Can the police seize journalists’ notebooks? When do journalists have a right not to disclose the identity of confidential sources?

(3) Media regulation – What system of regulation should govern the press? Why do we have different regulatory systems for television and newspapers (and where should the internet fit in this scheme of things)? How much media should any person or company be allowed to control?

In different weeks, the course will build on areas already studied in Tort Law, Criminal Law and Constitutional and Administrative Law. The course will analyse these various issues in the light of the political and social functions (and responsibilities) of the media. In doing this, aspects of media theory and policy may be drawn on in the readings and discussion.

Learning outcomes: at the end of this course students will have a good understanding of the key debates and principles underlying the legal controls on media and communications.

### **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; and 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 subject is through five tutorials and a series of 20 lectures. The lectures are intended to be interactive and students should be expected 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.

Learning outcomes: a critical understanding of the principal areas of medical law and of the social and ethical considerations relating to his field of law.

### **Moral and Political Philosophy**

The aim of this course is to provide an introduction to the fundamental questions of moral philosophy and some central issues in political philosophy. The course is divided into two parts: Part A covering the nature of moral philosophy, and Part B dealing with the topics in political philosophy.

Part A takes a philosophical perspective on fundamental questions about the nature of morality. It asks whether moral values are (or can be) ‘objective’, or whether they are simply ‘subjective’ or ‘relative’, and what reason(s) we have (if any) to be moral. Part A also examines three of the most prominent approaches to the nature of morality—consequentialism, deontology and virtue ethics.

Finally, it raises questions about our relationship to morality: Do we really have the freedom to choose whether or not to act in the morally right way? Does morality always provide us with a permissible course of action?

Part B examines some central topics in political philosophy, namely, democracy, liberty, equality and justice.

Learning outcomes: an understanding of the fundal concepts of moral philosophy and a knowledge of some of the most prominent areas of political philosophy.

### **Personal Property**

The objective of this course is to provide students with an overview of the law of personal property, focusing in particular on underlying concepts and subjecting those concepts to a detailed, critical examination. The course aims to broaden students' knowledge by introducing them to fundamental ideas which the FHS compulsory subjects do not cover: such as the role of the tort of conversion in protecting interests in property; and the means by which gifts of interests in property can be made. The course further aims to deepen students' understanding of important concepts which feature in the core subjects of Land Law and Trusts: students will be re-introduced to and, more importantly, invited to re-examine concepts such as the nature of ownership and the need for security of transactions.

Learning outcomes: a critical understanding of the principal concepts of personal property and how they operate within the context of areas of law covered elsewhere in the syllabus.

### **Public International Law**

There has never been a more exciting time to study Public International Law (PIL). Issues of PIL and international justice are at the forefront of public debates to a greater degree than ever before. International law provides the technical and intellectual underpinnings to large areas of international co-operation, including the prosecution of war crimes (both internationally and nationally), the legality of the use of force against States (e.g. Iraq), environmental protection, the scope of human rights protection (e.g. the 'war on terrorism'), the economic effects of globalisation promoted through the work of institutions such as the World Trade Organization, the settlement of land and maritime boundary disputes, and the resolution of jurisdictional conflicts arising in the context of anti-trust and other forms of economic regulation by States.

PIL today not only impacts and shapes decisions by States to a greater degree than ever before, but it also penetrates into the national legal order – often through national court decisions – to give rights to individuals and corporations to an extent that is unrivalled in the history of the subject. These developments have in turn led to the growth of lawyers and law firms who specialise in the practice of PIL. This is in addition to the demand for PIL lawyers in governments, inter-governmental organizations (such as the United Nations and the large number of UN Specialized Agencies), and non-governmental organizations.. For those who do not intend to follow a career in international law, the subject provides a broad sweep of issues which illuminate not merely questions of international law but the problems and processes of the world of diplomacy.

The PIL course at Oxford covers the major areas of general international law and is not over-specialized. The lectures cover the core tutorial topics on the nature and sources of international law, the law of treaties, international legal personality, jurisdiction and immunities, the law of foreign investment, State responsibility, the use of force and the procedures for peaceful settlement of disputes. In addition, the lectures introduce students to special areas such the law of the sea,

international humanitarian law and investment arbitration. The consideration of these subject areas takes place within their broader policy context and having regard to recent experience.

Although in principle the syllabus is extensive, both the teaching practice and the mode of setting the FHS paper avoid any drawbacks which might result from this wide scope. Thus, different teachers will focus on different selected topics, and the student will find that it is not necessary to know the whole syllabus from A to Z. In the same context, the Schools paper provides a wide selection of questions.

Learning outcomes: an understanding of a variety of areas of Public International Law selected from a list which covers laws relating to international relations, international economic issues and human rights, amongst others.

### **Roman Law (Delict)**

The Roman law option focuses on set texts from the Institutes and Digest. Its primary aim is to understand those texts and the ideas and methods of the great Roman jurists who wrote them. The secondary aim is, by comparison, to throw light on the law of our own time. It caters for the interests of those who are interested in making use of their classical background or of developing the knowledge of Roman law they have acquired by taking the 'A Roman Introduction to Private Law' course in Law Moderations, although it is not essential to have done the Moderations Roman law course. It allows students to study in some detail the outlook and methods of reasoning of the classical jurists, who provide the models on which professional legal argument has ever since been based. In practice, this will lead to discussion of fundamentals of the law of delicts/torts, aided by comparisons with English cases.

The lectures are based, so far as the Roman law is concerned, on the set texts, in English translation. Indeed, one of the advantages of this course from the point of view of students is that the body of relevant texts and other authoritative material is more limited than it is in most, perhaps all, the other options. It is possible to concentrate on detail. In the examination, candidates are required to comment on selections from the set translated texts and on questions regarding the literature provided in relation to the texts. Knowledge of Latin is not required or necessary; sensitivity for philological dimensions of the original texts, where relevant, is. Much literature will quote Latin phrases but in practice this should not cause problems; for sources on the reading list, translations are provided either in the sources or separately.

By its nature, this course attracts and is suitable for only small numbers. This fact tends to dissolve the distinction between tutorials and lectures. However, it remains true that the backbone of the course is an exposition of the set texts, supported by further lectures on associated topics.

Learning outcomes: an understanding of the concepts of Roman law and of the ideas and methods of classical jurists, and a capacity to reflect on their influence on English common law.

### **Taxation Law**

Taxation pervades every area of life, including property, family, employment and business affairs. Tax law is well suited to interdisciplinary study, intersecting as it does with economics and politics. It also offers rich opportunities for the study of many areas of law, given that tax factors have frequently influenced development of legal concepts and principles. In turn, tax laws are shaped by concepts of property, commercial, corporate and employment law and approaches to drafting and interpretation of legislation. This course introduces students to selected issues in the law of taxation, chosen to illuminate fundamental concepts and to link to other parts of the undergraduate law course. The focus is on tax law, but the technical issues are examined by focusing on themes and

principles and placing the law within its political and economic context, in order to create an understanding of the requirements of a tax system and the difficulties encountered in designing, legislating for and administering such a system.

Students taking this course are required to use a variety of sources, ranging from statute and case law to easily accessible literature from other disciplines, such as economics and accounting of which no prior knowledge is required. All the material is non-mathematical and no computation is required in any part of the course. The approach taken and topics chosen ensure that the course is of interest to a wide range of students.

Those entering the legal profession will find that knowledge of taxation is of value whether they intend to specialise in taxation, for which there are many opportunities, both in the City and in private client work, or as background to practice in other areas. The course will provide a valuable intellectual framework for the tax element in the professional legal training courses. Students interested in careers outside the legal profession will also find that the tax course provides a thorough grounding in a topic of central importance to business, politics and government.

The course examines the objectives and functions of a "good" tax system and how these affect what society chooses to tax. The focus of the course is on direct taxes - income tax, capital gains tax and inheritance tax in relation to individuals and businesses and the application of these taxes to private trusts. The issue of tax avoidance is of central concern in most tax systems. The course examines the way in which our tax system has lent itself to ingenious tax avoidance (or tax planning?) schemes and the attempts of the judges and the legislature to combat these activities.

The course is taught by lectures and co-ordinated classes commencing in Michaelmas and continuing to 4th week in Hilary. These lectures and classes are key elements of the teaching. The five tutorials are also spread through Michaelmas and Hilary.

Learning outcomes: an understanding of the fundamental concepts and instruments of taxation law and of the political and economic contexts within which taxation law operates.

### **The Legal Research and Mooting Skills Programme**

A precondition for the award of a degree in the Final Honour School of Jurisprudence is successful completion of the Faculty of Law's Legal Research and Mooting Skills Programme. This practical programme was designed to help new law students learn about the structure of legal resources and how to use them efficiently. Students beginning either the BA in Jurisprudence or the BA Law with Law Studies in Europe (including Senior Status students) are required to successfully complete the programme during their first year.

The programme has two parts. In Michaelmas Term students must do Part 1, Finding and Using Sources on Reading Lists. This involves working through the online tutorial before term begins; the Library Tour in Week 0 (compulsory); and a 1.5 hour Legal Research Skills class (compulsory) in Weeks 1-4. Drop-in sessions will be available throughout term to help students find materials on reading lists.

Part 2, Cold Start Research and Mooting, takes place in Trinity Term. It involves a Mooting Workshop in Week 3; a 2-hour Research for Mooting class (compulsory) in Weeks 4-5; drop-in sessions during Week 6 for students who want help with their research; and taking part in a Moot during Week 7 (compulsory).

The online tutorial for the programme is at <https://www.law.ox.ac.uk/legal-research-and-mooting-skills-programme> . Sign up for classes and other information is on Weblearn at

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/lrsp>. Students will be notified about classes and workshops via the Law Faculty email lists.

Learning outcomes: a familiarity with legal resources and a capacity to make effective use of them.

## Assessment

### Assessment strategy

Assessment takes two principal forms: formative assessment and summative:

The term 'formative assessment' refers to any sort of mark/assessment that doesn't feed directly into the formal results that you attain at the end of the programme. This typically takes the form of marks and written comments provided by tutors on essays submitted by the student. Also, at the end of each term the tutors who have taken you that term will write a report on your work, which will give you a further statement as to your progress. Your performance in the internal examinations held at the start of most terms, 'collections' (see below for further details), will also be graded using the same scales as are used in the public examinations: indeed, collections are in most cases a mock version of the public examination that you will eventually take in the subject in question. Although the standard of your work is thus carefully gauged throughout your programme, none of the gradings which you receive along the way will contribute (either for good or ill) to the official assessment of your performance in your programme.

Summative assessment is the term used to describe the results that you receive for examinations, dissertations, and coursework. In the context of FHS, it therefore refers to the marks that you attain for each of your seven FHS core courses and two FHS options. Feedback on this summative assessment is available in the form of the examiners' reports that will be available on the Faculty website in October. These 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.

In addition to these two forms of assessment, students also receive informal feedback in the form of comments made by tutors and fellow students in the course of tutorials and classes.

### Examining 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. This is the first year the Law Faculty has sought to present these details in this form – prior to this year, the information has been presented in The Examiners' Edict (see below). At the point of publication of this Handbook, it is not yet decided whether the Conventions will replace the Edict entirely, or whether the latter will supplement the information in the former. More information about this will be communicated to you by email during Michaelmas Term. The Examination conventions for the FHS course can be found at:

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/undergrad/page/resources> Changes may be made to the Examination Conventions over the course of the coming terms; should this happen, you will be informed by email, and the nature of the changes will be explained.

The conventions may be subject to some minor revisions after the point at which this Handbook goes to print. If this happens, then you will be notified by email that the conventions have changed and the nature of the change will be explained.

## **The Examiners' Edict**

In past years, midway through Michaelmas Term, the Examiners' Edict, also known as the Notice to Candidates, has been circulated to all students. This is a set of instructions about all aspects of the FHS examinations and covers information such as how many questions each paper will comprise, what materials you will be provided with in the exam room, and information about examination protocol. Typically, this is followed by further notices to candidates to provide supplementary information that wasn't available at the time of the initial circulation. As explained, above, the Examiners' Edict may be replaced by the Examination Conventions and more information about this will be provided during Michaelmas Term.

## **Entering for the FHS examinations**

In the first half of Michaelmas Term of your third year, 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 FHS options you are taking. If you change options after the registration deadline, then you are charged a fee of £40 by Examination Schools.

## **Dates of Examinations**

The dates of examinations are only finalised in the course of the year in which they are set but they do follow a particular pattern from one year to the next. FHS exams generally take place during the first two weeks of June. Exam dates, once available, will be posted at <http://www.ox.ac.uk/students/academic/exams/timetables>

## **Procedures for completion and submission of Jurisprudence extended essays**

The following should be read in conjunction with the description of Jurisprudence. Essay topics will be chosen from a list that will be available on Weblearn, and hard copies will be available from the Law Faculty reception, St Cross Building, from noon on Friday of week 7 of the second year of BA (first year for Senior Status students). The list will include a selection of three essay topics for each mini-option taught in the Hilary Term and/or Trinity Term of that year. Essays are to be written over the summer unsupervised. 'Unsupervised' is to be strictly understood. Essays must be written without help from anyone. Students will be required to certify that the essays are their own unaided work and very robust checks on plagiarism will be applied, including technology-based ones as well as human ones. Students will not be strictly required to write on the same mini-option as they studied in classes – but to do otherwise would of course be extremely ill-advised.

The required length of the essay is 3000-4000 words. The deadline for submission of essays is noon on Friday of Week 0 of Michaelmas Term of the third year (second year for Senior Status students). Students can submit essays electronically into weblearn (detailed instructions will be circulated to students in the preceding Trinity Term). Please refer to the Examination Conventions for the rules applying to late submission of the essay.

## **The nature of Public Examinations**

In your public examinations (i.e. Law Moderations, the Final Honour School of Jurisprudence, or the examination for the Diploma in Legal Studies) you will have one examination in each of your subjects. FHS examinations usually take place over two weeks. Detailed notes as to the timetable, location and the conduct of examinations are sent to you some time in advance of the event. The results of all examinations are normally released some weeks later, on a date of which you will again be notified.

Each FHS/Diploma examination lasts for three hours, with the exception of Jurisprudence, which lasts for two hours. Examinations are unseen, and as the regulations stand, you are not allowed to take books or notes into the examination room, though this situation is under review and may have changed by the time you come to take the Final Honour School examinations (you will of course be notified of any changes). However, in certain examinations you will be provided with copies of statutory and other official material relevant to the subject: details of this are notified to you in advance via the examination conventions and/or the examiners' edict. The examination in each subject 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 four questions in three hours; this rule too is strictly enforced, and attempting fewer than the required number of questions is penalised. **NB Diploma students are only required to answer three questions rather than four, to give them extra time in recognition of the fact that English is not their first language in most cases.**

You will normally be required to hand write your examination answers, so you must take care that your handwriting is legible.

#### Procedures for dealing with illegible scripts

Examiners are not bound to take account of illegible material and may ask for illegible scripts to be typed if they are unable to read them. Examiners will try to identify such scripts as early as possible in the examining process; once scripts are identified, the candidate's College will be notified and the candidate will be asked to read out the script to a scribe who will then transcribe it. The candidate will be charged for the re-typing of the script. To accommodate this possibility, it we recommend that candidates remain in Oxford for five days after their final examination.

#### Sitting your examination

Information on (a) the standards of conduct expected in examinations and (b) 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) are available on the Oxford Students website ([www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance)).

#### Special Examination Regulations for students requiring adjustments on grounds of ill health and disability

The University is able to make various adjustments to its examination procedures to accommodate the needs of particular students. The process normally involves your College writing to the Proctors on your behalf and providing medical evidence in support of the application. For further information about how to apply for adjustments to be made, please refer to the webpage at <http://www.ox.ac.uk/students/academic/exams/arrangements> and subsequent links. **Wherever possible, you should make applications well in advance of the examinations in question**, to allow time for adjustments to be made.

#### Collections and mock examinations

'Collections' is the name given to the college exams that are held at the start of certain terms (practice varies from college to college) and give you an opportunity to get used to writing answers under examination conditions. The University also offers an opportunity to sit a mock examination in Trinity Term (see for <http://www.ox.ac.uk/students/academic/exams/mocks> further details); if you wish to participate in this, you should first discuss the matter with your tutor.

### External Examiner and Examiners' Reports

The external examiners' reports for 2014-15 will be made available on the Faculty website as soon as they have been approved by the Faculty's examinations committee.

Examiners' reports from previous years can be found on the Faculty's website at <https://www.law.ox.ac.uk/admissions/undergraduate/ba-jurisprudence> Examiners' reports for your year will be made available in the October following your examinations, once they have been approved by the Examinations Committee

## 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 (s)he 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 non-consensual 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”<sup>3</sup> 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.<sup>4</sup>

(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 text books 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 text book writer in order to organise the essay.

By way of illustration, the author of a text book may set out 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 as ‘the only’ way that 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 the author’s work, and if this structure is adopted, the author must be acknowledged.

Students often use text-books 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 text book 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.

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

<sup>4</sup> 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 Director of Studies for guidance.

### 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 <https://www.law.ox.ac.uk/research-subject-groups/publications/oscola> 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.

### **Further guidance on avoiding plagiarism**

In the lecture series that prepares students for the writing of the Jurisprudence essay, there is a lecture which deals with plagiarism, as well as matters such as referencing and finding reading materials. All second-year FHS students are strongly advised to attend this. Students may also wish to attend the plagiarism awareness class run by IT Services— see <http://courses.it.ox.ac.uk/detail/TTER> for details.

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>

## Skills and learning development

### Skills

Any statement which purports to describe the skills students will gain from the BA in Jurisprudence, BA Law with Law Studies in Europe, and the Diploma in Legal Studies, 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.

<i>Intellectual Skills</i>	<i>Teaching/learning methods and strategies</i>
An ability to read and assimilate complex legal and legally-related texts	Students are given a reading list for each tutorial, devised by the tutor (using an agreed reading list as a basis). The emphasis is normally on primary materials, including cases, statutes, and scholarly articles. The student is expected to work out how the materials relate to each other and (where relevant) which materials represent the current state of the law. Naturally textbooks are used for support but over-reliance on textbooks tends to inhibit success in the tutorial system, which calls for independence of thought, and this is well-known among students.
An ability to bring together information derived from a number of different sources, distinguish the relevant from the irrelevant, and create a coherent synthesis	The bread-and-butter of an Oxford law student's life is working through the weekly reading list on a particular area of law and preparing the associated set work (usually essays or problems, but may also include moots and presentations). These necessitate the isolation of only the relevant themes and debates from the material studied and their deployment in a continuous and organised argument.
An ability to analyse complex issues so that they can be tackled in smaller steps	This is the other side of the essay-writing exercise. The student is expected to separate out issues that may have become confused in the law, and to deal with the issues severally. The problem question (see next entry) particularly encourages such analysis.
(BA only) An ability to construct and sustain an argument over the course of a longer piece of work than the standard tutorial essay	As well as the traditional tutorial essay, as part of the Jurisprudence paper, students are required to write an essay of 3,000-4,000 words over a period of weeks rather than under timed conditions in an exam room
An ability independently to identify the legal issues that are raised by a question or factual situation	In addition or as an alternative to essay questions, tutors may set 'problem' questions in which imaginary fact-scenarios are used to test a student's grasp of the legal doctrines and their interrelations. Usually such cases are legally arguable both ways. Some tutors use such questions as the framework for the tutorial itself. Tutors and lecturers will often vary the details of these imaginary fact scenarios to test legal doctrines, and students are encouraged to do the same in their essays.

An ability to conduct the legal research necessary to tackle even an unfamiliar legal problem independently	The regime of the tutorial reading list with its emphasis on primary materials teaches students where to begin looking for the law on any subject. Over time, they become extremely familiar with law libraries and legal research tools and learn to depart from their reading lists and go off on their own when a troublesome essay topic so demands. Students are equipped with the skills to do this in the Legal Research and Mooting Skills Programme.
An ability to make a reasoned choice between rival answers to legal questions	It is hard to write a successful tutorial essay or to have a productive tutorial while fence-sitting. In particular, 'problem' questions generally require the resolution of legal questions as more than one answer is generally arguable.
(BA only) An ability to think critically about the law and envisage its reform	Wide-ranging tutorial reading lists, including dissenting judgments and critical academic articles, are designed to encourage critical thinking about legal doctrine. More specifically, tutors prescribe the reading of Law Commission reports and similar reform documents (from the UK and overseas) when they are pertinent to the tutorial topic. In the compulsory Jurisprudence course several topics are devoted to standards by which the law may be criticised and the ethical expression of dissent.

<i>Practical skills</i>	
An ability to communicate legal information and ideas for a variety of audiences and in a variety of contexts	Communication skills, both written and oral, are at the heart of the tutorial system. Students must explain themselves for the benefit not only of their tutor but also their tutorial partners. General communication skills – clarity, fluency, economy – are valued alongside technical ability in legal writing. At College level students live and work among students of other disciplines and are often asked to explain legal points in that context.
An ability to read and digest legal materials accurately at speed	This essential requirement of legal practice is also a central feature of every Oxford law student's life. Reading lists are long by comparison with other undergraduate courses. Students acquire the skill to prioritise reading and to distinguish the central from the peripheral.
(BA only) An ability to understand and make use of numerical and statistical information as required.	Certain elements of the course – e.g. Company Law, and Trusts – will require students to engage with numerical data to understand and demonstrate the practical effects of particular legal positions and arguments.
An ability to use computer applications ranging from basic word-processing to the latest legal research technology	This is ensured by the compulsory Legal Research and Mooting Skills Programme. Excellent IT provision in the Bodleian Law Library and at College level helps to ensure that computer-aided research comes naturally to students from an early stage. Networked computers within the ox.ac.uk domain have access to a suite of legal research tools including Lexis and Westlaw, for which training is provided.

<i>Transferable Skills</i>	
An ability effectively to plan and organise the use of one's time	The law student's life is a busy one and getting through the reading in time for tutorials and classes takes careful management if social and recreational time is to be preserved. Tutorials are fixed deadlines every week that can only be shifted with great difficulty and students quickly learn that they must be ready in time. Most law students become adept at the very full use of their week.
(BA only) An ability to work constructively as a member of a group or team	The typical tutorial is a team effort involving two or three students who help each other out, share problems, and engage in constructive mutual criticism. Students often have discussions before the tutorial. Students are grouped in colleges and pool their expertise in this setting. Teamwork is also central to mooting and joint presentations, which students must engage in to complete the mooting component of the Legal Research and Mooting Skills Programme. The college law libraries are often a focus for this activity. In addition to tutorials there are collegiate and intercollegiate classes in which larger groups come together, especially at revision time. This makes revision more of a collaborative enterprise.
An ability to work independently	Independent reading and writing remains the core activity of the law student. Students are also required to exercise this ability in the specific context of the Jurisprudence essay, which is written without supervision or input from tutors.
An ability to adapt to technological change	The emphasis on computer-aided research, formalised in the Legal Research and Mooting Skills Programme, as well as our increasing use of the web for course delivery and support, helps to make our students adaptable to new technologies
An ability to tackle everyday problems constructively	Because the programme has a large legal problem-solving component, it encourages students to take a pragmatic problem-solving attitude in non-legal matters as well, including their own progress with the course.
An ability to present one's arguments confidently and clearly	Both oral and written confidence and presentation skills are increased by the regular diet of tutorials and are tested specifically through the mooting component of the Legal Research and Mooting Skills Programme in a situation which bears a very close resemblance to those encountered in legal practice. The programme is unusual among law degrees in the amount of writing and oral argument that it requires. In tutorials, students are required to defend their ideas in dialogue with an established academic and one or two other students. In addition they write on average three essays every two weeks.
An ability to locate information quickly	The programme ensures that students are highly skilled in library and computer use, and in maintaining notes and files. Our Legal Research and Mooting Skills Programme is again an important training in these skills.

An ability to think on one's feet	The relatively quick-fire character of many tutorials and classes means that students must advance, refine, abandon and reformulate their arguments as the tutorial develops. The process is intellectually experimental and makes for imaginative and lively participants in other settings (e.g. committees, working groups) as well as good advocates.
An ability to maintain critical distance from one's own arguments and ideas	The encouragement of quick thinking is not at the expense of a self-critical perspective. Students are given critical perspective on their own discipline. Through the tutorial system, students learn to make arguments without commitment as well as arguments with commitment, and hence learn to appreciate the impersonal force of ideas, reasons, and arguments.
Additional skills pertaining to the BA Law with Law Studies in Europe	
An ability to study and work without disadvantage in a second European language in addition to English. (Applies to students sent to France, Germany or Italy only. Students sent to the Netherlands require the Dutch language only to an elementary level.)	In our partner universities in France, Germany, Italy and Spain, instruction is entirely in the local language. In the Netherlands, instruction is entirely in English but some use of Dutch language is normal outside the classroom. Oxford provides students with linguistic preparation. Students going to France, Germany, Italy or Spain (all of whom are already assessed for linguistic competence at point of admission) are provided with continuing language classes in Oxford during year 1 (and year 2 for those going to Germany). They also attend introductory classes on the relevant legal system during year 2, taught in the relevant language by a native speaker. The year 2 classes are oriented towards fostering the student's confidence in his or her ability to study at university level in the relevant language, among native speakers. Students going to the Netherlands have introductory classes in the Dutch language in year 2.
An ability to integrate seamlessly into new cultures and ways of life	A year spent living in a different country and studying in a different university system makes for polycultural graduates who adapt readily to new living and working environments, and who are better equipped to participate in transnational professional and economic activities, a matter of growing importance not only for legal practitioners.

## Skills training

### Faculty, college, and library resources

The Faculty has a specific programme, the Legal Research and Mooting Skills Programme, which is designed to help new law students learn about the structure of legal resources and how to use them efficiently, and to ensure all students have an experience of mooting. All BA Jurisprudence students, including Senior Status students, are required to successfully complete the compulsory components of Parts 1 and 2 of the LRMSP during their first year. The full programme for the course can be found on the weblearn site <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/lrsp> There is also a more detailed description of the course in the list of course descriptions provided earlier in this handbook (it appears under the section in the Contents page entitled 'The Course')

As part of your general induction programme, colleges will also offer guidance in the basics of legal scholarship including approaches to reading lists, essays and problem questions, referring to legal

materials in your work, and reading cases and statutes. During your first week here, the Bodleian Law Library will organise an induction session for students from each college, to introduce you to the library and its staff and help you to use its resources. Online tutorials for key legal and journal databases are available at <http://ox.libguides.com/law-uklaw>. The BLL also gives classes on using databases, finding online journals and researching particular areas of law. The Library distributes a Newsletter via the Faculty's email lists

#### University resources

At University level, 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 <http://www.ox.ac.uk/students/academic/guidance/skills>

## Professional Accreditation

The following statement explains how the BA is recognised as a Qualifying Law Degree for the purposes of legal training as a solicitor or barrister. For further information about how to qualify as a solicitor or barrister, please refer to the careers section below.

The degree of BA in Jurisprudence (Course 1 and Course 2) of the *University of Oxford* is recognised by the *Solicitors Regulation Authority* (SRA) and *Bar Standards Board* (BSB) as satisfying the requirements of the academic stage of training specified by those bodies for entry into the legal profession.

A Joint Statement (from the SRA and BSB) concerning the requirements for a Qualifying Law Degree (QLD) came into effect for students who began their law degree course after 1 September 2001. If you intend to qualify professionally in a different jurisdiction, you should inquire in that jurisdiction as to the status of your Oxford law degree and what subjects you should include in your course.

If you already have a law degree not from Oxford, you need to consult the Solicitors Regulation Authority/Bar Standards Board as to its status.

In order to satisfy the requirement that you have studied and passed the examinations and assessments set in the subjects that constitute the '*Foundations of Legal Knowledge*,' and received training in legal research, you must include in your law degree the following subjects (QLD subjects):

- Constitutional Law (*either in Law Moderations or the Final Honour School*)
- Criminal Law (*either in Law Moderations or the Final Honour School*)
- And in the Final Honour School:
  - Administrative Law
  - Contract
  - Tort
  - Land Law
  - European Union Law
  - Trusts

You must receive a mark from the Moderators or Examiners of at least 40% (SRA and BSB requirement) in each subject. If any of your marks are below 40% you will need to take the steps indicated below.

In addition, you must successfully complete the Faculty's Research and Mooting Skills Programme.

If you intend to qualify as a barrister, you must have attained at least a class II.ii honours degree. If your degree is less than class II.ii honours, you need to take the steps indicated at the end of this section.

It is the responsibility of candidates to put in motion the procedures by which the candidate's college informs the SRA or BSB that the candidate has attained a QLD. However, the Faculty does provide a form to initiate this process; this will be circulated to you in your final term.

## Consideration of marginally failed examinations and deemed passes

If you have failed (mark below 40%) one or both of the above QLD subjects in Law Moderations (**Constitutional Law** and **Criminal Law**), you must re-take the subject(s) in order to pass Law Moderations and proceed to the Final Honour School.

If you have “marginally failed” any of the QLD subjects in the FHS, the BSB have discretion to condone that failure and you should refer to their website at [www.barstandardsboard.org.uk](http://www.barstandardsboard.org.uk) for advice about how to proceed. The SRA delegates decisions about marginal failures to the student’s institution<sup>5</sup>, so the FHS Board of Examiners will make a decision about whether you should be deemed to have attained a QLD despite marginal failure in one subject. If you have any questions about this, please contact the Academic Administrator ([Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)). Further details of the procedures operated by the SRA can be found on their website at ([www.sra.org.uk](http://www.sra.org.uk)).

If no application for exercise of the discretion is made, or if such an application is refused, then you will be required to pass the relevant QLD subject in an approved *Common Professional Examination* (CPE)/*Postgraduate Diploma in Law* (PgDL) examination/assessment in another institution. But, in the case of failure in either Constitutional Law or Criminal Law in the FHS, you will have the option of taking the failed subject in a Law Moderations examination. Details of institutions offering approved CPE/PgDL courses may be obtained from the SRA and BSB.

If through illness or other urgent cause you have been unable to complete all the papers in the FHS or performance in the papers has been seriously affected, then the same procedures concerning the condoning/compensating of marginal failures will apply.

Application to the SRA or BSB must be made by your college and it is your responsibility to take the initiative and ask your college to take the necessary steps to put the application together and send it to the Solicitors Regulation Authority/Bar Standards Board (addresses under 15.3 below). Applications must be made by the appropriate college officer (Senior Tutor), but, in the first instance, you may wish to discuss this with your college tutor.

For the SRA, your college will need to include a statement by the Chair of Examiners as to whether the Board of examiners deems you to have attained a QLD notwithstanding marginal failure in one paper. For the BSB, a statement by the Chair of Examiners as to the view taken by the Examiners as to your likely mark in a QLD subject paper if you had not been seriously affected by illness etc. during the examination may also be necessary. Even if you are not intending to proceed immediately to professional training, **you should ask your college to contact the Chair of Examiners at once** as information relating to the individual performance of candidates may only be retained for a limited period.

**NOTE:** Failure to achieve class II.ii honours degree (Bar Standards Board only): If you have not achieved class II.ii in the FHS, Bar Standards Board has discretion to allow you to proceed despite a poor result. Full details of how to proceed are given on the Bar Standards Board web-site ([www.barstandardsboard.org.uk](http://www.barstandardsboard.org.uk)).

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<sup>5</sup> Though the SRA stipulates that a failure can only be condoned/compensated if it is in one subject and the mark in question is above 35%

## 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.

The first line of resort will usually be found in or through your college. All colleges have ways in which you can seek help for illness or other personal problems. Depending on the nature of the problem, it may be appropriate to approach your tutor, the college Chaplain, or some other person who has a designated responsibility for your welfare. Your doctor (most students register with a GP suggested by their college) is obviously a valuable resource. 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 that are available more widely in the University are available from the Oxford Students website [www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare), including information relating to mental and physical health and disability.

The Faculty has two harassment advisors whom students and Faculty may contact for advice:

Catherine Redgwell  
Tel No: 01865 279342  
Email: [Catherine.Redgwell@law.ox.ac.uk](mailto:Catherine.Redgwell@law.ox.ac.uk)

Roderick Bagshaw, Magdalen College  
Tel No: 01865 276078  
Email: [Roderick.Bagshaw@law.ox.ac.uk](mailto:Roderick.Bagshaw@law.ox.ac.uk)

The Faculty also has two Disability Contacts. These are:

Emma Gascoigne, Personnel Officer  
St. Cross Building  
Tel No: 01865 281622  
e-mail: [Emma.Gascoigne@law.ox.ac.uk](mailto:Emma.Gascoigne@law.ox.ac.uk)

Paul Burns, Academic Administrator  
St. Cross Building  
Tel No: 01865 271495  
e-mail: [Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)

The Disability Contacts work with the University Disability Staff and other bodies, such as the Bodleian Law Library to help facilitate students' access to lectures, classes, tutorials and access to information.

### 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 <http://www.admin.ox.ac.uk/edc/>

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 <http://www.admin.ox.ac.uk/proctors/info/> 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.

## OUSU

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 <http://ousu.org/>

## Policies and Regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website [www.ox.ac.uk/students/academic/regulations/a-z](http://www.ox.ac.uk/students/academic/regulations/a-z)

## Health and safety in the St Cross Building

### Fire Information

In the event of the fire alarm sounding, evacuate St Cross building immediately and assemble on the grass area by the main entrance 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 Manager ([George.Newman@admin.ox.ac.uk](mailto:George.Newman@admin.ox.ac.uk)).

## Careers

The Faculty's BA programmes give you some highly desirable skills: not only the obvious legal ones, but also others of more general application, which equip you to enter upon a wide range of careers, some drawing on your legal expertise, others not. The most obvious careers involving legal expertise are those of solicitor and barrister, but local and central government, the legal departments of companies (usually after acquiring a professional qualification), the police, the probation service, welfare advisory services, insurance and shipping also spring to mind. More widely, Oxford law graduates have recently entered the Civil Service as Administration Trainees, or taken up posts in marketing and production in industry, management consultancy, banking and journalism. Also on graduation a number of students continue their academic legal studies taking a higher degree course in the UK or abroad (maybe in the USA or mainland Europe). Their ultimate destination may be the legal profession or an academic career.

You can obtain advice about all aspects of career matters from the Oxford University Careers Service (<http://www.careers.ox.ac.uk>). The service makes contact with you during your first year in Oxford, and helps you decide on an appropriate approach. You can seek further information, personal guidance, and up-to-the-minute vacancy details by dropping in to 26 Banbury Road.

You are urged to draw on the expertise of the Careers Service throughout your time in Oxford, not just immediately before graduation. The two careers which attract most attention amongst law students are of course those of **barrister** and **solicitor** in England and Wales. Information about

these careers can often be obtained by going to hear talks by those already pursuing them. The Oxford University Law Society sometimes arranges such talks; so too does the Careers Service. During Michaelmas Term in particular, a large number of firms of solicitors hold presentations on their practices and careers opportunities. The Careers Service also organises an annual **Law Fair** in November, which is attended by representatives of a large number of solicitors' firms, barristers' chambers and the Government Legal Service.

There are complicated admissions procedures and deadlines to be met if you wish to become a barrister or a solicitor in England and Wales, and it is essential to act only on the most up-to-date information. You are urged to draw on the Careers Service for detailed advice. Broadly, however, if you have taken the appropriate combination of subjects during your BA programme (see section 15 below), you should be exempted from the first stage of professional training (the academic). But you will be required to take the second stage of professional training (the vocational): the **Legal Practice Course**, for those wishing to become solicitors, or the **Bar Professional Training Course**, for those wishing to become barristers (further information about this can be found in the section of this handbook entitled Professional Accreditation).

After that, you will have a period of on-the-job training (the practical stage): a two year training contract for solicitors, or a one year pupillage for barristers. In the case of the bar, it is also necessary to become a member of one of the *Inns of Court*. The Careers Service will advise you as to the timetable and procedures for making all the necessary applications. If you intend to practice in another jurisdiction (including Scotland and Northern Ireland), you should seek advice from the appropriate professional body in the relevant country.

For most students, the first step in seeking out a career as a solicitor or barrister takes the form of a vacation placement (sometimes, in the case of the bar, called a mini-pupillage): *i.e.* of your spending a short period, usually one or two weeks, of one of your vacations in a solicitors' office or barrister's chambers. Some students take two or more such placements, though you are discouraged from taking too many, not least because of the inroads which this would make into your vacation time, when you need to be doing a substantial amount of academic work. They are normally undertaken during the Easter, or more especially the summer, vacation of your second year (in the case of students with senior status, your first year, and in the case of those taking Course 2, it might be the summer vacation either before or after your year abroad). You can obtain information about them from the Careers Service. Given this situation some students find it helpful to gain a general insight at the end of their first year through a short period of informal work experience/shadowing in general practice firms.

These placements give you a taster of the kind of work in question: and not simply solicitors' or barristers' work generally, but also, more specifically, provincial *versus* City, or commercial *versus* criminal *versus* family, or large *versus* small, and so on. But you should be aware that many solicitors' firms, in particular, treat them as in effect the first stage in their recruitment process, and are keen to offer them especially to students whom they believe show a fair prospect of ultimately taking a training contract with them.

The contact which you make with the Careers Service over vacation placements will lead you naturally into their advising you as to the timetable for applying for a training contract or pupillage itself, and making available to you all the literature which they hold on the subject. You will also be able to discover the position as regards the financing of your training period: both the solicitors' profession and the bar nowadays make reasonably substantial provision for this.

### Alumni relations

As part of the University's 180,000-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: [www.alumni.ox.ac.uk](http://www.alumni.ox.ac.uk) 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 Law Faculty offerings for professional interaction and networking. Because the Faculty of Law organizes 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 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. Amongst other initiatives, the Faculty has founded the networking group Oxford Women in Law (OWL) which will assist female alumni working in field of law to network and find mentors.

To ensure that you are on our mailing list, or to enquire about organising an alumni event, please contact: Dr Elizabeth Hodges, Donor Relations Coordinator, Faculty of Law, St. Cross Building, St Cross Road, Oxford or by e-mail at [elizabeth.hodges@law.ox.ac.uk](mailto:elizabeth.hodges@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.

## **Complaints and academic appeals**

The University, the Social Sciences Division and the Law Faculty 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.

Nothing in the University's complaints procedure precludes 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). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within faculties/departments and from bodies like Student Advice Service provided by OUSU or the Counselling 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/department's committees.

### **Complaints**

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Academic Administrator, Mr Paul Burns ([Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)) or with the Director of Studies for undergraduate courses, Dr Rebecca Williams ([Rebecca.Williams@law.ox.ac.uk](mailto:Rebecca.Williams@law.ox.ac.uk)). Each will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage ([www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints](http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints)), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml))

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 defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college may put your appeal directly to the Proctors.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage

([www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints](http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints)), the Student Handbook ([www.admin.ox.ac.uk/proctors/info/pam](http://www.admin.ox.ac.uk/proctors/info/pam)) and the relevant Council regulations ([www.admin.ox.ac.uk/statutes/regulations/247-062.shtml](http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml)).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- On no account should you contact your examiners or assessors directly.

## Feedback and Student Representation

### Opportunities for feedback

You can provide feedback by one or more of the following means:

- Lecture evaluation forms: these are generally available at all lectures and seminars based in the St Cross Building (ask in the Faculty Office if there are not copies available in the lecture theatre itself). The forms are anonymised – i.e. you are not required to provide your name or college. The process for reviewing these forms is itself currently under review; further information will be circulated to you during Michaelmas Term 2015.
- End of year questionnaires: at the end of each year of the undergraduate course, you will be asked to complete an online survey which will ask you questions specific to your year. The survey is then considered (confidentially) by the Undergraduate Studies Committee. All survey responses are anonymised.
- 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](http://www.ox.ac.uk/students/life/feedback). Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at [www.unistats.com](http://www.unistats.com)
- Contacting your student representative, as described below

### Student representation

Undergraduate students are represented by student representatives on the Law Joint Consultative Committee (LJCC). The Committee comprises a representative from each college (typically the president of the Law Society of the college) and the Director of Undergraduate studies and Dean of the Law Faculty. Before the start of the year, the student members elect from amongst their number a President, Vice-President, Course II Representative, Events Co-ordinator, Secretary, and Mooting Representative.

The LJCC is run by its student members who determine its agenda<sup>6</sup>. The Committee may refer issues on to the Undergraduate Studies Committee (USC), the body principally considered with undergraduate student matters. The President and the Vice-President of the LJCC attend USC for open business and one or other will also attend for the open business of the Law Faculty Board, the Faculty's most senior decision-making body to which USC refers any matters which it doesn't have the constitutional authority to deal with itself. LJCC representatives also serve on the Committee for Library Provision and may attend a Divisional forum at which student representatives across the Social Sciences Division come together to discuss matters of relevance.

Law student representatives may also be selected to sit on the Divisional Board. Student representatives sitting on the Divisional Board are selected through a process organised by the

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<sup>6</sup> Though on occasion, USC or the Faculty Board may ask the Committee to consider a specific matter

Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

If you wish the LJCC to consider any issues of particular importance to you, you may either raise the issue through your college representative or by contacting the LJCC president direct at:

[LJCC.President@law.ox.ac.uk](mailto:LJCC.President@law.ox.ac.uk)

## Facilities

### General Information about Oxford and University Facilities

#### Libraries

The Law Faculty is lucky to have a superb library resource in the form of the Bodleian Law Library, which has an excellent, extensive collection, providing support for the teaching and research needs of our students. It is a library of legal deposit, with the largest law collection in the United Kingdom. It offers not only its collection of books, but access to all relevant legal electronic databases and online journals. All books on the reading lists are placed at the library's Reserve desk, for ease of access. As a member of the University you are also able to use any of the other 40 libraries which are part of the Oxford University Library Service, in addition to your own College's library.

Books in the law library may not be borrowed: they must be read in the library, this ensures they are always available when you need them, and there are self-service photocopying facilities. Public access computers are available in several areas of the Library, including the Freshfields IT Room. They provide access to the catalogue and the extensive range of databases provided by Oxford University Library Services. PCs in the Freshfields IT Room also give access to word processing and other computing applications. Students' own laptops may be used in the Library, which has wireless and ethernet access. The Baker & McKenzie Seminar Room is available for small group discussions when not in use for seminars.

Further details of services will be explained at your library induction. The procedures for enrolling as a user of the library are explained to you on arrival in Oxford, as part of the orientation sessions offered by the law library staff. Further information about the law library can be found at its web site <http://www.bodleian.ox.ac.uk/law/>.

#### Computing Services

##### **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 Serf Service, electronic library services, such as Lexis, Westlaw and online journals; Oxford email (<https://nexus.ox.ac.uk/>), to which all crucial University information will be sent; and Weblearn (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law>), where reading lists and handouts from lectures are available. For more information about IT Services see <http://welcometoit.ox.ac.uk>. IT Services is at 13 Banbury Road. Information about the IT services help desk can be found at <http://help.it.ox.ac.uk/help/request>

Please use your Oxford email account for all email communication with the University.

#### Law-Mods and Law-FHS Email Lists

All BA Jurisprudence students and Diploma in Legal Studies students are automatically subscribed to the Law-Mods maillist and Law-FHS maillist. These maillists 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 **ALL** BA and Diploma students check their email on a regular, preferably daily basis, and ensure that their Oxford email accounts remain operative. If you do not receive messages from the [Law-Mods] or [Law-FHS] Maillist, contact the Faculty Office by emailing [lawfac@law.ox.ac.uk](mailto:lawfac@law.ox.ac.uk).

## 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 facilities in the St. Cross Building

Most of the computing provision for students in the St. Cross Building is within the Bodleian Law Library (BLL). The Freshfields IT Training Room, which is used for the Legal Research and Mooting Skills Programme, has 26 networked computers, giving access to all the online resources within the Library and University. Word and other Microsoft Office applications and EndNote are available on these computers. It is necessary to use a USB key to save documents on these computers.

The Freshfields room is available for general use when not being used for teaching. There are also networked computers in the upstairs gallery computer room, and more at various positions around the library. Kurzweil software, which allows blind readers to listen to pages of a book being read aloud, is also available in the BLL, but it must be booked in advance.

The main reading room has wireless access and there are power points at the ends of several 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 come.

Do not leave your laptop unattended in the library or anywhere else – cables for securing your laptop are available at the library enquiry desk or at any computing shop. You can store your laptop and other items in a locker in the St. Cross Building. Ask at the Porter's Lodge for information about getting a locker.

## IT/electronic research resources training

The library's electronic holdings are accessible via SOLO: <http://solo.bodleian.ox.ac.uk/> and via OxLIP+: <http://oxlip-plus.bodleian.ox.ac.uk> 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 this website, from both on and off campus. For more detailed information about the resources in law, including any exceptions regarding passwords, see [www.bodleian.ox.ac.uk/law/e-resources/databases](http://www.bodleian.ox.ac.uk/law/e-resources/databases) .

Online tutorials for key legal and journal databases are available at <http://ox.libguides.com/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 librarian' for a session: email: [law.library@bodleian.ox.ac.uk](mailto:law.library@bodleian.ox.ac.uk) or phone (01865 271 462). The Library distributes a Newsletter via the faculty's 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](http://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 <https://www.it.ox.ac.uk/policies-and-guidelines> .

