

Law Moderations Handbook 2017-18

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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 Moderations; much of the information will apply to the Final Honours School stage of the degree as well, but when you have completed Mods, you should refer to the Final Honour School Handbook rather than continuing to refer to this handbook. This handbook applies to students starting Moderations in Michaelmas Term 2017. The information in this handbook may be different for students starting in other years.

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 this course are available at <http://www.admin.ox.ac.uk/examregs/2016-17/lawmode/studentview/> . 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

The information in this handbook is accurate as at 1 September 2017. However it may be necessary for changes to be made in certain circumstances, as explained at 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 Lucinda Ferguson

Associate Dean for Undergraduate Studies

September 2017

Versioning

The information in this handbook is accurate as at 1 September 2017. However it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. The first version of this handbook is designated Moderations 2017-18 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.

Table showing version

Version 1	Changes made subsequent to Version 1
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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 conducts teaching and research in the field 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 student representation 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 17.

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

Lucinda Ferguson, Associate Dean for Undergraduate Studies (lucinda.ferguson@law.ox.ac.uk)

Paul Burns, Academic Administrator and Disability Contact (Paul.Burns@law.ox.ac.uk)

Marianne Biese, Student Administration Officer (Marianne.Biese@law.ox.ac.uk)

Dan Payne, Timetabling and Events Assistant (Daniel.Payne@law.ox.ac.uk)

Kate Jackson, Legal Research Librarian (katharine.jackson@bodleian.ox.ac.uk)

Emma Gascoigne, Personnel Officer and Disability Contact (Emma.Gascoigne@law.ox.ac.uk)

Lucinda is based in Oriel College, where she also serves as Key College Contact, 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 Lucinda 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 Dan.

Details for student representatives and disability contacts can be found on pages 39 and 34 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 Dan 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. Further information about the Library is provided in the section of this handbook entitled 'Facilities'.

Induction events

During Week 0 of Michaelmas Term, there will be an introduction to the Bodleian Law Library – your college will organise this and tell you the date and time. Week 1 will commence with a welcome from the Dean and introductory lectures as follows:

Monday Week 1

Welcome to Law in Oxford: Law Faculty Dean, Professor Anne Davies – 9 am

An introduction to Moderations Lectures in Law Part 1: Dr Matt Dyson – 10 am

Sources of Law and the Scheme of the Institutes (A Roman Introduction to Private Law): Professor Wolfgang Ernst -3 pm

An introduction to Moderations Lectures in Law Part 2: Dr Matt Dyson – 5 pm

Introductory lectures in Criminal and Constitutional law will then follow on Tuesday and Wednesday.

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/>

College Handbooks

In addition to this Handbook and the Student Handbook referred to above, all colleges have their own Handbooks containing information specific to the college in question. These are generally available on college websites.

The Faculty website and Weblearn

The public Faculty website (www.law.ox.ac.uk) provides information about courses, news and events, graduate discussion groups, how the Faculty works, Faculty members, much detail relevant to undergraduate and postgraduate study, links to Faculty centres, specialisations, publications, library and computing facilities and more.

The Faculty website has two sections, the public site, and the intranet site. 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), 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 Course

The BA in Jurisprudence and the BA 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 Law Moderations can be found at <http://www.admin.ox.ac.uk/examregs/2016-17/lawmode/studentview/> The examination regulations for the BA in Jurisprudence and BA Law with Law Studies in Europe can be found at <http://www.admin.ox.ac.uk/examregs/2016-17/hsoj-c1/studentview/>

The BA in Jurisprudence is three years in length and the BA 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) and provides legal research training.

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.

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 overall aims and intended learning outcomes of the BA in Jurisprudence, inclusive of the Mods stage of the course, 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 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 structure of the BA in Jurisprudence

The 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. **NB Please note that in order to progress from Mods to the FHS stage of this programme, you will need to pass Mods. If you are studying Law with Law Studies in Europe, you will need to attain an average of 60 or better in the three Mods papers.**

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, Land Law, Tort and Trusts (the order in which you will take these courses will be decided by your College tutors). You will also study Jurisprudence, which will be taught in Hilary and Trinity Terms of Year 2. During the long vacation between Years 2 and 3, you will write an extended essay which will form part of the assessment for Jurisprudence.

In the first two terms of your third year you will take EU Law and two optional subjects (you choose two from a list of 20 or so during Hilary Term of Year 2). You will then take examinations at the end of the third year (with the exception of two of the optional subjects, which are examined by extended essay. Further information about FHS options and other aspects of the FHS course can be found in the FHS Handbook

The overall structure of the BA in Jurisprudence Law with Law Studies in Europe

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.

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

The Teaching System

For Law Moderations, teaching will be delivered by the following means:

Lectures

Lectures fulfil a number of different needs. At one end of the spectrum, they can provide a basic introduction to a particular area of the law, familiarising students with the fundamental concepts and introducing them to key cases and judgements. At the other, they are an opportunity for lecturers to present new theories and ideas derived directly from their research thereby offering an important source of academic enrichment to the programme and taking students beyond doctrinaire approaches to the subject in question. Lecture provision within any given subject will vary from year to year, depending on various factors such as availability of academic staff and whatever other commitments the lecturers in question might have, but typically, there will be a core series of lectures in each subject which serve as an introduction. Lectures are delivered centrally – i.e. the same lectures are available to all students, regardless of which college they belong to - and for the core Mods subjects, will be held in the Gulbenkian Lecture Theatre in the Law Faculty. As well as lectures pertaining to the subjects covered in the Mods and FHS syllabus, the Faculty also offers a number of special lectures each term; these may be given by visiting academics from other institutions or legal practitioners such as judges and barristers and are an additional opportunity for exposure to different perspectives on particular areas of law.

Attendance at lectures is not compulsory and students should look to their college tutors for advice as to which lectures it would be most useful for them to attend. That said, all students are welcome at all lectures, with the occasional exception of lectures given for third-year FHS options.

Lecture recordings

The Faculty seeks to record all core course lectures and to make these available to disabled students whose Student Support Plans have indicated that they would benefit from this provision. The lectures are made available via a restricted folder on Weblearn. Certain lecturers may also choose to make recordings of their lectures available to all, in which case those recordings will be available in a folder on Weblearn that is generally accessible. However, for the most part, recordings are not generally available. The University policy on lecture recording can be found at <http://www.admin.ox.ac.uk/edc/policiesandguidance/>

Tutorials

The term ‘tutorial’ usually refers to a small group teaching session – typically a group of one to three students and a tutor. Tutorials are a special feature of the Oxford teaching system; they are more interactive than lectures, and require 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. Typically, students will be expected to write an essay for each tutorial, and the material covered will then be discussed in the tutorial itself, thereby ensuring that you receive feedback on your ideas and gain a sense of how you are progressing in terms of understanding the subject.

Tutorials are organised by each individual college, though in certain instances, students from different colleges will be taught together in tutorial groups. Unlike lectures, tutorials are, to all intents and purposes, compulsory. Tutorials provide an excellent means through which to deliver teaching influenced by the research interests of tutors. Tutors often structure their tutorials to provide a focus on recent events, or on their particular research interests as relevant to the syllabus, in addition to ensuring that students cover the syllabus.

Classes

Classes are a variant on tutorials. They usually involve slightly bigger groups (e.g. five to eight students) and are usually used when the principal aim of the teaching session is to impart certain ideas and principles and ensure students understand them rather than looking for students' own ideas on a particular subject. They can also be a useful means of focusing on problem-based learning, providing students with a problem question to work through in the class.

Aside from the various different forms of teaching, it is very important to understand that the greatest part of the learning process comes from the reading, thinking and writing which each student does for themselves. Reading of legal texts (books, cases, journal articles) is the basis of all legal scholarship and will occupy far more time than lectures, tutorials and classes. Reading is for the most part guided by a reading list provided by your tutor or provided on Weblearn by the convenors of the particular subject in question.

Mods teaching pattern

The table below shows a teaching pattern by which tutorials/classes for Constitutional Law are given in Michaelmas Term, tutorials/classes for Criminal Law are given in Hilary Term, and tutorials/classes for A Roman Introduction to Private Law are given across the two terms. As explained in the workload pattern statement below, one of the three subjects will usually be taught across Michaelmas and Hilary terms but the decision as to which subject will vary from college to college. College practice may also vary slightly in terms of number of tutorials and classes.

	Constitutional Law	Criminal Law	A Roman Introduction to Private law
Michaelmas			
Lectures	16	28	16
Tutorials	6		3
Classes	2		1
Hilary Term			
Lectures	6	14	16
Tutorials		6	3
Classes		2	1

During Michaelmas Term, you will also undertake the first components of the Legal Research and Mooting Skills Programme (LRMSP) – see page 22 for further details.

Workload Pattern

While there may be some local variation, the Faculty's basic position is that each Mods subject can be thought of as breaking down into eight units, with each unit comprising 30 hours of work (covering, reading, thinking, writing, attendance at a tutorial/class and at lectures). Over the eight weeks of each term, you will study one and a half subjects, meaning that one of the three Mods subjects will be studied at half the pace of the other two so it can be divided over the two terms of the Mods course, as shown in the teaching pattern table above; The question of which subject will be divided, and the order in which you will study the three Mods courses, will vary from college to college. The consequence will be that in any given week, you should have a workload of 45 hours (30 hours for the subject you are studying only in the term in question and 15 hours for the subject split over two terms).

Study during the Christmas vacation is strongly advised and most students will find themselves given a certain amount of holiday reading to undertake by their college tutors. They are also likely to sit a mock examination (a collection) in the subject or subjects studied in Michaelmas Term. An opportunity will be given to sit a collection in each of your three Mods subjects before you take Mods at the end of Hilary Term.

The roles of the College and Faculty in teaching provision

For Mods, the division of responsibility is straightforward. As mentioned above, colleges will be responsible for tutorial provision while the Faculty will be responsible for lectures. The situation for FHS is slightly more complicated.

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 Key College Contact 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 at the end of this Handbook. 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 Lucinda Ferguson 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:

1. 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 hours in the Mods Subjects;
2. to state the material with which all students are expected to be familiar for the purposes of examination;
3. 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 sub-set (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.

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 the law to another degree programme 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).

Mods 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>

A Roman Introduction to Private Law

Examination Regulations

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

Syllabus

This subject is an introduction to the legal concepts and legal thought of Roman private law, which inspired and influenced our modern private law. The course therefore shows where many of the ideas which we take for granted have come from. The course is based on primary materials, the set texts from Gaius (second century AD) and Justinian (sixth century AD). The texts are studied in translation. No Latin is needed, nor is Latin an advantage. Contact with primary materials is one of the great merits of the study of law. It allows the mind to form its own judgments, freed from second-hand opinions.

The course has five sections: I. Sources of Law and the Scheme of the Institutes; II. Property; III. Obligations (A) Contract, (B) Delict (Tort); IV. Influence of Roman Law.

Lectures are given in Michaelmas and Hilary Terms on most aspects of the course. There are also tutorials arranged by your college tutor. Within this structure, it is possible to introduce most of the principal concepts and distinctions which are still of importance in modern law. The two great categories, property and obligations, comprehend most of the private law encountered in ordinary life and legal practice. The first and last sections provide an opportunity to see how enormously influential the Institutes and the Digest have been in the western legal tradition and introduce, from a comparative perspective, the principal kinds of law-making, namely legislation and interpretation.

A more detailed breakdown of the five sections listed above reads as follows:

- (i) The structure of the Institutes, to be studied in connection with Gaius, Institutes I.8; II.1-2 and II.12-14; III.88 and 91 and Justinian, Institutes I.1; II.1 pr.; II.2; and III.13. Sources of Roman Law, to be studied in connection with Gaius, Institutes I.1-7 and Justinian, Institutes I.2.
- (ii) Property to be studied in connection with Gaius, Institutes II. 1-33, 40-51, 65-79, and Justinian, Institutes II. 1-6.
- (iii) Contract (but not quasi contract) to be studied in connection with Gaius, Institutes III. 88-93, 97-106 (omitting 100-101, 104), 128-148, 155-157, 162, and Justinian, Institutes III. 13-15.1, 19.pr.-5 (extracts of 4 only), 19.7-8, 19.12, 19.14, 19.16-21 (extracts of 20 only), 19.23-24, 19.26-27, 21, 22, 23.pr.-3, 23.5, 24.pr.-5, 25.pr., 26.pr.-7, 26.13.
- (iv) Delict (but not quasi-delict), to be studied in connection with Gaius, Institutes III. 182-225, Justinian, Institutes IV. 1-4;

(v) Influence of Roman Law: an assessment of the dissemination and impact of classical Roman Law, especially the institutional scheme, on the European *ius commune*, the English common law, and the French and German codification movements.

Students will be given booklets with the prescribed texts from the Institutes of Gaius and Justinian in an English translation, based on that by T.L. Mears. They will be required to answer one question on these texts.

Coverage:

The following convention is intended to explain and in some important ways to restrict the subject as defined above.

Structure of the Institutes & Influence of Roman Law Questions on the arrangement of the Institutes will expect candidates to be aware of the fact that modern codes and overview literature all to a greater or less extent embody the institutional scheme.

Candidates will be expected to have some knowledge of the codification movement, sufficient to allow them to understand that codification, although the best known feature of modern civilian systems, was not previously characteristic of Roman Law and that the reputation of Roman law for “system” long rested solely on the Institutes. However, questions will not be asked which require knowledge of the detail of the modern codes.

The course therefore aims to provide an early introduction to comparative methodologies. Tutors may, at their discretion, wish to highlight comparisons between the institutions and doctrines of Roman law and English law.

Property The teaching will start with the categories of assets (*res*) and the distinction between ownership and possession. Candidates will be expected to understand the different modes of acquiring ownership, both by way of primary acquisition and by way of transfer, and how their effects differ due to being either formal and exclusive to Roman citizens or “natural” and thus non-exclusive. The protection of possession and ownership will introduce the distinction between remedies working in *rem* and those working *in personam* – and thus highlight the juxtaposition of property and obligation – and include the concept of bonitary ownership. As to limited interests in assets (*iura in re aliena*), candidates will get to know the differences between use & enjoyment (*ususfructus*) and the different servitudes in land. Candidates will not be expected to show detailed knowledge of the rules applicable to security interests (*pledge/hypotheca/fiducia*).

Contract The teaching will start with the fourfold institutional scheme with some attention to the “gaps” between the nominate contracts and the means to cope with them (pacts, innominate contracts). It will be pointed out that the different types of contract were not successfully fused into an overarching general contract law, although the general idea of contract as founded on consensus was forged over time. Substantive elements of contract law – formation (formalities, impossibility, error, fraud, duress), performance (impossibility, standards of care, and transfer of risk) and breach (including protection against defects in quality and lack of title) – thus need to be taken from (and understood to be confined to) specific contracts. *Stipulatio* and purchases/sale (*emptio venditio*) will yield suitable material, also providing examples for the difference between contracts tried according to “strict law” and those tried according to the standard of good faith. The teaching will also illustrate the basic concept of so-called real contracts using loan for consumption and gratuitous borrowing. For the remaining contracts (letting/hiring, partnership, mandate, deposit, pledge, and

contracts by writing) the texts will furnish a basic understanding, and enable them to be distinguished from the contracts being studied in more detail. Candidates will not be expected to show detailed knowledge of the rules applicable to letting/hiring, partnership, mandate, deposit, and pledge, contracts by writing, pacts or innominate contracts.

Delict Candidates will be expected to understand the character of delictual liability, its evolution over time and its place in the Institutional scheme. Questions may be asked on the Institutional delicts of theft (*furtum*), robbery (*rapina*), insult/assault (*iniuria*), and wrongful damage to property (*damnum iniuria datum*). Candidates will also be expected to understand, in outline, associated concepts such as infamy and noxal liability for slaves, and the praetorian protection against duress, fraud and corruption of slaves.

Quasi-Contract and Quasi-Delict No texts are set on these topics and questions will not be asked directly on them. In answering questions on the structure of the Institutes in general and of the law of obligations in particular candidates should know of the existence of and be able to take account of these categories.

Meaning of "questions will not be asked" Where these conventions say that questions will not be asked, they mean to exclude all forms of question, whether of the essay, problem or gobbet kind.

Form of the Examination Subject to anything that may be said in the Moderators' edict, candidates will be required to answer four questions in three hours. Candidates will be required to answer one compulsory question of the kind which asks for comment on extracts from the set texts (gobbet question); this question will require comment on two extracts from a choice of six. Candidates will be also required to answer at least one problem question; they will be given a choice from three such questions.

Core reading list

[URL to follow – this will be provided in online version]

Learning outcomes

An understanding of legal concepts and thinking, and of the comparative methodologies of common and civilian law.

Constitutional Law

Examination Regulations

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

Syllabus

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

It covers the following topics:

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.

Coverage

Whilst all topics are examinable, not all of the topics in the syllabus are required to be covered in tutorials. Tutors may focus on some parts of the course at the expense of other areas, and may include additional materials on their reading list that are not included on the core list.

Learning outcomes

Familiarity with the structures and underlying principles of the British constitution, and the impact of EU Law on the constitution.

Criminal Law

Examination Regulations

[N/A – the Examination Regulations contain no details beyond the name of the course]

Syllabus

The course deals with the following: (i) General principles of criminal liability: actus reus and mens rea, omissions, causation, negligence, strict liability, complicity and inchoate offences. (ii) General defences. (iii) The law relating to offences against the person (including sexual offences) and offences against property and other economic interests.

The subject requires attention to cases and statutes, and is an important bridge to subjects studied for the Final Honour School, in particular the opportunity it provides to study problem questions. It is hoped that students will find it interesting for its intellectual challenge, as well as for the colourful material.

The subject comprises the following topics:

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). No question will be set requiring knowledge of infanticide or of encouraging or assisting suicide.
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.

NB Second BA students taking Criminal law study a slightly different syllabus and should refer to the FHS Handbook for details of what that syllabus covers.

Coverage

Examiners may set questions on all the topics listed above. In every case, candidates are expected to have knowledge of the statutory provisions and case law relevant to the interpretation of the examinable offences

Core Reading list

[URL to follow – this will be provided in online version]

Learning outcomes

A general understanding of the principles and theory of criminal law and a specific knowledge of criminal liability for the offences listed above. An ability to demonstrate this knowledge in both essays and problem questions.

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 1-2. 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 Subject Searching using Lexis@Library class (optional) in Week 1, a 2-hour Research for Mooting class (compulsory) in Weeks 3-4; a Mooting Workshop in Week 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/undergrad/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 (see section on OxCORT on page 17 for further details). 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 Mods, it therefore refers to the marks that you attain for each of your three Mods papers. 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. The Faculty uses timed examinations as its preferred method of assessment for all three Mods papers because it considers that they assess knowledge and test a student's ability under time pressure to critically assess multiple perspectives on a topic and present a concise and informed argument. Timed written exams are also thought to be a safeguard against plagiarism.

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. The Examination conventions for Moderations 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.

At certain points, it may be necessary to circulate supplementary information to candidates over and above the information that appears in the conventions themselves. This information will be circulated in the form of an examiners' edict or notices to candidates and will include an explanation as to the particular cohort of students to which it applies.

Entering for the Moderations examinations

Students enter for most examinations by entering the course choices in the Student Self Service system. However, because Mods involves only core assessment units (i.e. compulsory course components common to all students taking the degree in question) this process does not apply. Instead, the core assessment units will be displayed in Student Self Service on your Academic and Assessment Information page automatically when you complete your University registration. Check that these are correct – you should expect to see A Private Introduction to Roman Law, Constitutional Law, Criminal Law, and the Legal Research and Mooting Skills Programme – and let your College know if there are any errors.

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. Mods exams generally take place on the Wednesday, Thursday, and Friday of Week 9 of Hilary Term in the first year. Exam dates, once available, will be posted at <http://www.ox.ac.uk/students/academic/exams/timetables>

The nature of Mods 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; so for Law Moderations you will have three examinations.

Law Moderations examinations usually take place over three consecutive half-days. 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 Mods examination lasts for three 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. 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. 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).

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.

Examiners’ Reports

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

Prizes

The following prizes are awarded to the Law Moderations students who the examiners consider submitted the best papers on the following subjects:

Slaughter and May Prize in Criminal Law

Slaughter and May Prize in Constitutional Law

Slaughter and May Prize in A Roman Introduction to Private Law

Norton Rose Fulbright Prize for Overall Best Mods Candidate

Prize winners will be notified around the beginning of Trinity Term.

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”¹ 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.²

(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.

¹ S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 64 Cambridge Law Journal, 449, 455

² 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>

Additional explanatory material is provided in Annex F of the *Policy and Guidance for Examiners* (www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexf)

Skills and learning development

Skills

Any statement which purports to describe the skills students will gain from the BA in Jurisprudence 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. The statement covers both the Mods stage and the Final Honours stage.

<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.
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.
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.
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.
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.
For the BA Jurisprudence 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 LRMSPP 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/undergrad/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>

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, 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

Roderick Bagshaw, Magdalen College
Tel No: 276078
Email: Roderick.Bagshaw@law.ox.ac.uk

The Faculty also has two Disability Contacts. These are:

Emma Gascoigne, Personnel Officer
St. Cross Building, St. Cross Road
Tel No: 01865 281622
e-mail: Emma.Gascoigne@law.ox.ac.uk

Paul Burns, Academic Administrator
St. Cross Building, St. Cross Road
Tel No: 01865 271495
e-mail: 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

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 main reception. Accident reporting Please report any accidents, incidents or near misses to the Facilities Manager (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 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 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: Anthony Evans-Pughe, Donor Relations Coordinator, Faculty of Law, St. Cross Building, St Cross Road, Oxford or by e-mail anthony.evans-pughe@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 result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

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

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those 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 Director of Undergraduate Studies ([#Insert name]) or with the Director of Graduate Studies ([#Insert name]) as appropriate. Complaints about departmental facilities should be made to the Departmental administrator ([#Insert name]). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty ([Insert Name]). The officer concerned will attempt to resolve your concern/complaint informally.

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

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

Academic appeals

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

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

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

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 2017.
- 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: <https://www.ox.ac.uk/students/life/student-engagement?wssl=1> . Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at 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 agenda³. 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

³ 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

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 law 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, journals and law reports, but access to all relevant legal electronic databases and online journals and ebooks.

Most books on the reading lists are available at the library's Reserve desk, for ease of access. As a member of the University you are able to use any of the other 30 libraries which are part of the Bodleian Libraries, in addition to your own College's library.

Books in the BLL 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 and scanning 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 the Bodleian Libraries. 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. There is a Seminar Room available for small group discussions, as well as three small discussion rooms, a small IT room and a graduate reading room.

Further details of services will be explained at your library induction. Further information about the law library can be found at its web site <http://www.bodleian.ox.ac.uk/law/>

Cafés

The Missing Bean café is due to re-open in the St Cross Building from the start of Michaelmas Term 2017 after a period of closure during building works. It will be situated on the floor above the St Cross Building reception and will serve drinks and snacks. The cafeteria in the Manor Road Building (the last building on Manor Road before the entrance to St Catherine's College) provides hot meals as well as drinks and snacks.

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.

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 Bruckhaus Deringer 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 ground floor 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 Main Reception 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 eresources in law, including any exceptions regarding passwords, see 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 or phone (01865 271 462). The

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

Other Libraries

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

the Old Library in Catte Street with reading rooms for classical studies, history and early printed books;

the Vere Harmsworth Library (Rothermere American Institute) in South Parks Road, which contains American history, politics and current affairs;

the Radcliffe Science Library on the corner of South Parks Road and Parks Road which has the Bodleian's collection of forensic science and geography;

the Social Science Library in the Manor Road building, a lending library which incorporates the libraries of the Centre for Socio-Legal Studies and the Centre for Criminological Research.

University Rules for Computer Use

The University's Regulations and Policies applying to use of University ICT facilities can be found at <https://www.it.ox.ac.uk/policies-and-guidelines>.