

Student Handbook (Graduate Students)

2008-9

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A. Introduction

Welcome to the University of Oxford.

This Handbook is a guide for students for the degrees of BCL, MJur, MPhil, MSt in Legal Research, and MLitt, and DPhil. There is a separate Handbook for students of the M.Sc. and M.Phil. in Criminology and Criminal Justice, available from the Centre for Criminology.

The people listed in the table below will be glad to provide or to find any further information that you may need. Please bear the following in mind in using this Handbook:

- The Handbook provides a guide to the rules for each degree programme, but in case of any conflict, the *University of Oxford Examinations Regulations* (published in the “Grey Book”) prevail. Amendments to the Regulations are published from time to time in the *University of Oxford Gazette*.
- You can find a great deal of further information (in particular, information about members of the Faculty and their work) on the Law Faculty website: www.law.ox.ac.uk.
- The Law Faculty Office communicates with students by way of messages to the Law Postgrads e-mail list, and we expect you to be reading those messages more-or-less daily.
- You are a member of a college as well as a student of the University. Your college will provide much of the support and many of the facilities you will need as a student, and will be able to provide you with information.
- There is a glossary of Oxford terminology at the end of the Handbook.

Edwin Peel and Lucia Zedner
Directors of Graduate Studies
August 2008

HELPFUL PEOPLE:

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1. Administration

The Law Faculty carries out its responsibilities for graduate students through two Directors of Graduate Studies: the Director of Graduate Studies (research students), and the Director of Graduate Studies (taught courses). They report to the Faculty's Graduate Studies Committee, which meets in first and sixth week each term. Representatives of BCL, MJur and research students attend meetings of the Graduate Studies Committee (on student representation, see A.8, below). In some cases the Graduate Studies Committee has power to act; in others it makes recommendations to the Law Board, which is the governing body of the Law Faculty. The Law Board includes the Directors of Graduate Studies; most other members are elected from the Faculty, and student representatives attend its meetings. Its Chair is the Dean of the Faculty. The Law Board is responsible for administering and overseeing all teaching and examining in the Faculty, and for facilitating legal research. It meets twice a term in second and seventh weeks, and in the fifth week of the Summer vacation.

The Faculty's Head of Administration is responsible for day-to-day administration of faculty activities and the Law Faculty Office; the Academic Administrator is responsible for day-to-day administration of academic affairs for graduate (and undergraduate) students. The Graduate Studies Officer is responsible for administration of student status and progression through the degree programmes and the Student Administration Officers are responsible for student-related events and general course administration.

The tutor in your college with special responsibility for graduate students, and your college law tutors, are available to help and advise you. Any query concerning taught courses in the BCL and MJur should first be discussed with your college tutor, who will refer you to the Director of Graduate Studies (Taught Courses) if necessary. The Graduate Studies Officer for the Law Faculty (Geraldine Malloy) is also able to help with queries relating to graduate taught courses and research degrees.

2. Lectures and Seminars

The lecture list is published at the beginning of each term. Your college should give you a copy, and it may be accessed at <http://denning.law.ox.ac.uk/news/leclist.shtml>. corrections and changes are notified to students by e-mail as and when they occur and are recorded on the Faculty Intranet and the relevant subject page on Resources for Courses. You are entitled to attend any lectures, classes and seminars except those where it is otherwise indicated on the lecture list. The list includes lectures and seminars designed for the undergraduate, BCL, MJur, and MSc syllabuses, and also for the Course in Legal Research Method. Lectures on the undergraduate ("Final Honours School") sections of the lecture list may be useful to graduate students; it is best to consult your supervisor or college advisor for advice.

All the faculties publish lecture lists and you may attend lectures in other faculties. There is also a "Special Lecture List", listing lectures by visiting speakers. The law lectures may take place anywhere in Oxford, but most are held in the St. Cross Building.

3. The St. Cross Building and Bodleian Law Library

The St. Cross Building contains lecture and seminar rooms, and the Law Faculty Office, and one of the best law libraries in the world: the Bodleian Law Library (BLL). There is a student common room next to the senior common room at the top of the main steps. Coffee, tea and

snacks are available there. More substantial food is available at The Social Sciences Building, behind the St. Cross Building along Manor Road.

Your University card gives you swipe-card entrance to the law library, and your Oxford 'single-sign on' account gives you full access to the Bodleian's extensive electronic holdings.

Detailed information, maps and research guides are available in the BLL and on the library website (<http://www.ouls.ox.ac.uk/law>). The BLL is not a lending library: books and journals etc may not be taken out. Items from other parts of the Bodleian and from the bookstacks can be ordered into the BLL. Self-service photocopying and printing and a computer with Kurzweil software (for blind readers) are available. The seminar room on the main floor may be used for discussions when not in use for classes.

Computers providing access to electronic holdings, the internet, Microsoft Office applications and EndNote are available in the upstairs gallery computer room, the graduate reading room, the Freshfields Bruckhaus Deringer IT training room and at various positions around the library. All computers have USB ports.

If you prefer to bring your own laptop to the library, there are Ethernet points in various parts of the library, and wireless access in the main reading room and the graduate reading room. See the Computing Services page on the library website for more information.

Do not leave your laptop unattended in the library or anywhere else – use a computer cable lock or one of the lockers in the St Cross Building. Ask at the Porter's Lodge about lockers.

3.1 Access to Electronic Library Services

The library's electronic holdings are accessible via OxLIP +: <http://oxlip-plus.ouls.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 electronic holdings, including any exceptions regarding passwords, see <http://www.ouls.ox.ac.uk/law/e-resources-and-guides/databases>.

Online tutorials for key legal and journal databases are available at www.ouls.ox.ac.uk/law/training/database_guides. The BLL also gives many classes in how to more efficiently use databases or find online journals or investigate sources for particular areas of law. The Library distributes a Weekly Newsletter via the faculty's postgrad [LPg] email list. The Law Bod Blog (<http://lawbod.wordpress.com>) also provides current information

Contact law.library@bodley.ox.ac.uk or (01865) 271 462 for help using the library and electronic library resources.

3.2 Other Libraries

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

- the Old Bodleian Library in Catte Street with reading rooms for classical studies, history, theology including canon law, and early printed books
- the Radcliffe Camera in Radcliffe Square with British Parliamentary Papers and official publications from several other countries and international organisations
- the New Bodleian on the corner of Broad Street and Parks Road which has reading rooms for philosophy and Slavonic studies

- the Rhodes House Library and the Vere Harmsworth Library (Rothermere American Institute) in South Parks Road, which contain American and Commonwealth 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
- 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.

4. Computing Services

4.1 Your Oxford 'Single-Sign On' Account and Access to Network Services

Your Oxford card and related 'single-sign on' account are your passports to university services. Your card should be sent to your college. The card should be accompanied by a letter from Oxford University Computing Services (OUCS, www.oucs.ox.ac.uk) containing an activation code for your Oxford single-sign on account.

It is essential that you activate your single-sign on account. It gives you access to:

- electronic library services, such as Lexis, Westlaw, online journals etc
- Oxford email (<https://webmail.ox.ac.uk/>), to which all crucial university information will be sent, and which you can access via Outlook, Thunderbird or another email client, or redirect to your main email
- your My Weblearn space in which you can store and share files, have online discussions etc (see <http://weblearn.ox.ac.uk/site>)
- registration and software for the Sophos anti-virus program – most university network points require use of current anti-virus software (www.oucs.ox.ac.uk/viruses/)
- file backup (available on campus only, see www.oucs.ox.ac.uk/hfs)
- other OUCS services - see <http://welcometoit.ox.ac.uk>. OUCS is at 13 Banbury Road, phone 273200, fax 273275 or e-mail help@oucs.ox.ac.uk.

For help with using the university's electronic and computing services, contact Sandra Meredith (Faculty – sandra.meredith@law.ox.ac.uk), phone (01865) 271 499. Please use your Oxford email account for all email communication with the university.

4.2 University Rules for Computer Use

You are expected to adhere to the University's Computer Usage Rules and Etiquette guidelines and the Regulations Relating to the Use of Information Technology Facilities, which are available at <http://www.ict.ox.ac.uk/oxford/rules/>.

4.3 Email Lists

The Faculty's principal means of communicating with graduate students is via the postgraduate email list, to which all graduate students are automatically subscribed. Information about lectures and seminars, discussion groups, delegate elections, IT and library training, teaching opportunities, scholarships, library hours etc is distributed on this list. There is also an email list for research students only (the [law-research] email list), however all general information of interest to all postgrad students is sent to the [LPg] list. Students may subscribe to Faculty discussion group email lists.

Postgraduate email list messages have an [LPg] prefix in the subject line. **If you don't receive LPg emails, please notify the Faculty Office by emailing lawfac@law.ox.ac.uk.**

4.4 Faculty Website

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 postgraduate study, links to faculty centres, specialisations, publications, library and computing facilities and more.

On the Faculty intranet, the 'Resources for Courses' link gives access to detailed information about each subject, reading lists, powerpoint slides, lecture handouts and other support materials. The Course in Legal Research Method (CLRM) for research students has a separate link on the Postgraduates intranet page. There is also a link to the Research Students Directory, with information about graduate research students, their research interests, personal profiles etc. The password for accessing the intranet from outside the Oxford network is available from the Faculty Office (lawfac@law.ox.ac.uk).

The intranet's online editing system is used by taught course students to sign up for course options, and research students may use it to add information about their research details. The online editing system may also be used for adding information about discussion group meetings and other events. For logging in, the default username is the first part of your Oxford email address (ie the bit before the @ symbol), and the default password is your card number. You may alter your personal password.

4.5 IT Support in the Faculty

Contact Sandra Meredith (271499, sandra.meredith@law.ox.ac.uk) for help with general orientation to online services, one-to-one help with using legal and journal databases and research resources such as EndNote, NVivo, and basic computer applications, and for information about using Weblearn (see 6.7). Bento de Sousa (281269, bento.sousa@law.ox.ac.uk) can give advice on file storage and back ups, and may be able to offer limited help to graduate students having problems with their laptops or connecting to the network. Catherine Donaldson or Steve Allen (281681, web.support@law.ox.ac.uk), the Faculty's web officers, can give you help with using the on-line editing system to register for your subjects, or on the Graduate Research Student Database or the teaching and research registers. Email system.support@law.ox.ac.uk if your University card does not work in the swipe card machines at doors in the St. Cross Building.

4.6 Oxford University Computing Services

Oxford University Computing Services (OUCS) provide the main University IT services. The IT Help Centre at OUCS gives support in using these services by email and phone. PCs and Macs with a wide range of software, printers, and scanners are available at the OUCS building for general use. OUCS also provides numerous courses in all manner of computing, from 'computing for the terrified' to training and testing for the European Computer Driving Licence to web publishing to using Photoshop to programming. Their courses in using Word are invaluable for thesis writers and their computer maintenance contracts are very competitively priced. The OUCS shop sells a limited range of computers, site-licensed software, USB keys, CDs, cables etc. For a general overview of services offered by OUCS go to <http://welcometoit.ox.ac.uk>. OUCS is at 13 Banbury Road, phone 273200, fax 273275 or e-mail help@oucs.ox.ac.uk.

4.7 Weblearn

Weblearn, the University's Virtual Learning Environment (www.weblearn.ox.ac.uk), is one of the services offered by OUCS. All students automatically have their own password-protected 'My Weblearn' site to you can upload documents, provide access to other Oxford students, have threaded discussions etc. If 'My Weblearn' does not meet your needs, ask Sandra Meredith for a Weblearn site in the Faculty Weblearn area.

4.8 Document Storage and File Backup

Keeping back-up copies of your work is crucial. In addition to Weblearn, many colleges provide file storage and back-up on their servers. The OUCS also provides file back-ups on the Hierarchical File Server (HFS), which can only be used when you are on the University network. For more information see www.oucs.ox.ac.uk/hfs.

5. University Resources

The University has a vast array of resources for its students. Here is a list of some of them with links to the relevant websites.

The Oxford University website	Main source of information about the University	www.ox.ac.uk
Oxford Examination Papers Online	Very useful! -includes past BCL and MJur papers; <u>only available from within Oxford.</u>	http://oxam.ox.ac.uk/pls/oxam/keyword
The University Club	Social, sporting and hospitality facilities	www.club.ox.ac.uk
The Oxford University Student Union	Central student union for all Oxford students	www.ousu.org
The Oxford University Law Society	Invites speakers, arranges moots and social activities	www.oxfordlawsoc.com
The Oxford Union	Debating and discussion society	www.oxford-union.org
The Language Centre	Library/courses for those interested in languages	www.lang.ox.ac.uk
The Newcomer's Club	Resource for partners of University members	www.wolfson.ox.ac.uk/clubs/newcomers
University Sports Centre	Central focus for University sport	www.sport.ox.ac.uk/facilities
Oxford University Gazette	Official journal of the University of Oxford	www.ox.ac.uk/gazette/
Careers Service	Information and guidance to students and graduates	www.careers.ox.ac.uk

Oxford University Society	The University's official alumni organisation	www.alumni.ox.ac.uk
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6. Law Graduate Students' Representatives and Association

Oxford's graduate law students have an association for the purposes of encouraging graduate law students to get to know one another, and co-ordinating academic and social events. The students' association depends on the work of elected student social representatives. Students who would be interested in serving their fellow students in this way are warmly encouraged to stand for these positions in elections run at the beginning of Michaelmas Term over the law postgraduate [LPg] e-mail list. The extent of community amongst the graduate law students ultimately depends on the effort each graduate is willing to make.

As well as social representatives, graduate law students also elect student representatives for Law Faculty committees in Michaelmas Term. A BCL representative, an MJur representative, an MSc (Criminology) representative, a first-year research students' representative, and a DPhil representative all attend meetings of the Law Faculty's Graduate Studies Committee, which is both a decision-making body and a forum for the discussion of graduate student issues. Some student representatives also attend other committees, including the Library Committee, the General Purposes Committee, and the Joint Consultative Committee (a committee to provide liaison between the Faculty Board and the graduate and undergraduate students in the Faculty), as well as the Law Board, to which committee decisions go for any final discussion and approval. It is useful for the Law Faculty to hear student perspectives, and student issues are best heard when students participate fully in such processes.

7. The Oxford University Commonwealth Law Journal

The Oxford University Commonwealth Law Journal (OUCLJ) is a project of the Oxford graduate law student body, produced under the aegis of the Oxford Faculty of Law. It is a fully peer-reviewed, student-edited journal, published twice yearly. Its aim is to foster international academic debate and exchange on a wide range of legal topics of interest throughout the Commonwealth. Graduate law students at Oxford have the opportunity to apply to be an Associate Editor of the OUCLJ (and subsequently to be an Editor). Associate Editors will have the unique opportunity to shape the content and future of the journal on behalf of the graduate student body, while also gaining invaluable publishing and editorial experience, and contact with legal scholars around the world. Student subscriptions to the OUCLJ are available at a reduced price. More information can be obtained from the OUCLJ website: www.law.ox.ac.uk/ouclj, or contact Tolga Yalkin (tolga.yalkin@law.ox.ac.uk).

8. Funding Opportunities

Information about funding opportunities for graduate students may be found in the University's Graduate Prospectus at www.admin.ox.ac.uk/gsp/finance/home.shtml#law and www.admin.ox.ac.uk/gsp/finance/more.shtml.

The Law Faculty made awards totaling over £115,000 to postgraduate students in 2008-2009. Information on how to apply is available on the Law Faculty website (see

<http://denning.law.ox.ac.uk/postgraduate.scholarships.shtml>). The Graduate Studies Officer can also advise.

9. Travel Grants

Any graduate student taking a research degree under the auspices of the Law Board may apply to the Graduate Studies Committee for a grant for travel associated with their studies. There are two possible grounds on which a grant may be given. The first is that empirical research is required to complete the project and that this empirical research may be undertaken at another location. The second is that a chapter of your thesis is being presented at an academic conference. Applications should always be made before the event. The absolute limit for travel grants to any one student in any one year is £200. Further information and application forms may be obtained from Mr Ray Morris, Law Faculty Office, St. Cross Building (Tel: 271479; e-mail ray.morris@law.ox.ac.uk).

10. Support for Students with Disabilities

The University and colleges can offer support to students with disabilities in a number of ways. These are summarised in the University's Disability Equality Duty, which is reproduced at the end of this Handbook. The Law Faculty itself has two Disability Contacts (contact Ms. Gascoigne in the first instance):

Ms Emma Gascoigne–Personnel Officer
Law Faculty
St. Cross Building
St. Cross Road
Oxford OX1 3UL
Tel No: 01865 281050
Fax No: 01865 271493
E-mail: emma.gascoigne@law.ox.ac.uk

Prof. Timothy Endicott – Dean of the Law
Faculty
St. Cross Building
St. Cross Road
Oxford OX1 3UL
Tel No: 01865 281050
Fax No: 01865 271493
E-mail: timothy.endicott@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, and tutorials, and access to information.

The Contacts are also involved in an ongoing programme to identify and promote good practice in relation to access to teaching and learning for students with disabilities within the Faculty, and to ensure that the Faculty meets the requirements of SENDA (Special Educational Needs and Disability Act 2001).

11. Alumni Relations

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, such as Oxford Law Alumni Lectures for professional interaction and networking. Because the Law Faculty organises and provides all graduate supervision and runs the postgraduate taught courses, graduate students tend to have stronger ties with the Faculty.

The Law Faculty is eager to maintain contact with all law alumni, including those who go on to practice law from other Oxford faculties. To encourage this, the Faculty will continue to offer a selection of alumni events, both social and professional, which historically have taken place in the UK, America, India, China, and Australia with plans of taking these events further afield in the years ahead. Annually the Faculty sends out Oxford Law News to those Oxford alumni practicing or teaching law. Semi-annual electronic updates are planned for 2009. To ensure that you are on our mailing list or to enquire how you might help organise some of these alumni events, please contact: Maureen O'Neill, Director of Development, Faculty of Law, St. Cross Building, or by e-mail at maureen.oneill@law.ox.ac.uk. Also, E-mail forwarding for those graduates who would like the @law.oxon.org e-mail address is now available to assist in keeping in touch with one another and to allow for a single email extension for announcing future events. If you are interested in email forwarding, we encourage you to register your details before you leave. Finally, should you know of any Oxford Alumni who are not in contact with us but would like to be, please pass on their contact details to Maureen O'Neill.

12. Careers

Graduate students who have academic careers in mind may be able to obtain information about suitable vacancies from their tutors and supervisors. Academic posts are advertised in The Times Higher Education Supplement and in some other national newspapers.

The Oxford University Careers Service, 56 Banbury Road, maintains comprehensive information on almost every career and notifies details of vacancies through its weekly newsletter The Bridge to those registered with it. For more information see www.careers.ox.ac.uk/.

B: Research

1. The Research Community in Oxford

The Law Faculty is home to a thriving community of research students. Students are encouraged to be involved in all aspects of academic life, including teaching as well as research. The Faculty has developed various opportunities, both formal and informal, for students to gain exposure to these facets of scholarly life.

1.1 Teaching Opportunities

Both for material reasons and in order to gain experience, you may want to do some teaching during your period as a research student. Research students are permitted to undertake teaching for the Faculty once they have transferred to D.Phil. status, and may undertake teaching for other institutions prior to transfer provided that such undertakings have the support of their supervisor and do not involve a time-commitment in excess of six hours' teaching per week. There is a long tradition of informal arrangements for teaching by graduate students in the University, and the Faculty now has a programme of Graduate Teaching Assistantships (GTAs) for students in areas of need specified by the Faculty's subject convenors. GTAs are awarded £1000 by the Faculty and are expected to provide up to 48 hours of tutorial teaching over the course of the academic year, and may teach up to six hours in any given week ((including preparation and marking time). GTAs may, in

exceptional circumstances, and with the permission of the Graduate Studies Committee, hold GTA positions in tandem with other posts as long as the total teaching hours per week are no more than six) The teaching itself will be paid for by colleges at senior tutors' rates (approximately £20 per hour of tutorial time). These positions are competitive and applications are due in late Hilary Term/early Trinity Term (you will be advised of the precise dates in due course). More details will be distributed over the law postgraduate e-mail list, as will announcements about other teaching opportunities during the year.

The Faculty runs a teacher training course in Trinity Term. Completion of the course is required for GTAs and students who wish to be listed on the Faculty's Teaching Register. Other research students and new Faculty members may also participate. More details on this course will be made available in Hilary Term on the law postgraduate e-mail list. Students who have completed this course will be given a certificate which must be produced whenever any offer of employment is made. A letter from a student's supervisor must also be presented, which addresses the question whether the teaching obligation will endanger the punctual completion of the thesis. Students may not teach more than six hours per week.

Students are encouraged to register themselves on the Teaching Register, which is found on the Faculty's intranet. This is a resource for Faculty members to consult if they find themselves in need of teaching.

1.2 Research Opportunities

Graduates can undertake research assistance at the request of Faculty members. All graduates (i.e. taught and research) can undertake *ad hoc* research assistance for which payment will be £12.63 per hour. Graduates following research courses are also eligible to join the Faculty's Graduate Research Assistantship Scheme, for which payment will be £15.85 per hour. You may not undertake work as a Research Assistant during your first year of graduate research work. After you have completed your first year, you may ask the Faculty to add your name to the list of Graduate Research Assistants. The list is kept on the Faculty's intranet, and allows Faculty members who need research assistance to see your areas of expertise. The Law Faculty will not fund more than 120 hours research assistance by any student in one year (whether as a GRA or not) and there is a general expectation that graduates should not be undertaking more than six hours of paid work per week. Since claims for payment are submitted after the work is done, it is your responsibility to make sure that you do not go over the limit. Please note that you may not work as a research assistant for your own supervisor without the consent of the Director of Graduate Studies (Research).

1.3 Work Permits

If you want to do any work beyond a very limited amount of teaching and you come from outside the European Union, you are obliged to get a work permit. In practice the acquisition of short-term permits for intra-University work presents no problems. For general immigration and employment advice you are advised to contact the Work Permits Desk of the University. More information can be found at <http://www.admin.ox.ac.uk/ps/managers/appoint/permits/index.shtml> .

1.4 Discussion Opportunities

Self-sustaining discussion groups are an essential part of the life of our graduate school. They are an important support to research. Knowing what others are doing and telling others what you are doing will help your work. For some years there has been a small fund through which

the Law Board has met the minor expenses of running such a group, as for instance the cost of circulating papers.

A number of discussion groups are already in existence and their meetings are publicised by e-mail and on the web. Postgraduates who wish to set up a discussion group should consult <http://denning.law.ox.ac.uk/published/pdfs/discussiongroups.pdf> for more information on the process. Annual grants are normally available for discussion groups. Further details on discussion group funding can be found on the Faculty's intranet at <http://denning.law.ox.ac.uk/published/pdfs/gsfpolicy.pdf>.

1.5 Tuesday Research Lunch

There are usually fortnightly lunches during term time for research students to discuss their research with a more generalized audience. These lunches also provide a forum for discussing common issues of interest to research students. Past topics have included academic recruitment, the publishing process, the specifics of the Oxford research pyramid, the use of legal databases and the process of ratification of the European Constitution.

1.6 Publication Opportunities

From the beginning, you should keep one eye on the goal of publishing your work. Many doctorates are published, frequently by Oxford University Press, and many research students publish articles during their degree work. Even shorter theses sometimes become books, while others come out as articles or series of articles. It is a matter of pride to us to know that so much of the research which is done here succeeds in making this permanent contribution to the study of law. Some people make the mistake of thinking that they will have to exclude from their thesis anything that they have published in the course of their research. This is not right. **We encourage you to publish your work during your research, and to include it in your thesis.** There is a different bar, which is quite distinct, namely that there are strict rules against trying to get more than one degree wholly or partly with one piece of writing.

2. Four Research Degrees

Important Note: If you have any questions about your degree that are not answered here, or if you have any problem, please contact Geraldine Malloy or the Director of Graduate Studies for Research. Geraldine Malloy can provide you with the forms you will need for the various steps in your degree, or you can find them at www.admin.ox.ac.uk/gso/forms.

Your supervisor can advise you on progress through your degree, and in particular on the academic standards that you must reach. But remember that administration of the degree is not the supervisor's job. It is your responsibility to complete the requirements for your degree, and it is the Faculty's job to support you, and to provide any advice that you may need about the requirements.

Another note: Learn to **back up** your research from the start! See A.6.9, above.

The doctoral programme in the Faculty of Law takes the form of a pyramid built from four research degrees. The apex is the DPhil.

2.1 The DPhil

The doctorate requires a thesis of up to 100,000 words. It should be completed in three or at the most four years. The thesis must make a significant and substantial contribution to its field. The examiners assess the contribution of the thesis having regard to “what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study.”

We do not admit people directly to the full status of DPhil student, but to Probationer Research Student status. There is more about this below. The first year of research is substantially similar for all four degrees (2.5 below).

2.2 The MLitt

The MLitt requires a thesis of up to 50,000 words in length. It is completed in two or at most three years. The thesis must make a worthwhile contribution to knowledge and understanding within its field. In parallel with the provision for the doctorate, the examiners make their judgment bearing in mind what is reasonably to be expected of a capable and diligent student after two or at most three years of full-time study.

2.3 The MPhil

The MPhil constitutes the second year of the taught master’s programme, the BCL or MJur, and can only be taken by a student who has done one of these degrees. For information on how to apply for the MPhil, see C.7, below.

The MPhil requires a thesis of up to 30,000 words. Admission to the MPhil is potentially a doctoral admission, subject to availability of supervision and successful completion of the Qualifying Test (see 3.1). If you are given DPhil status, you can use your MPhil thesis as the basis of your doctoral thesis. For those who are able to follow it, that route is strongly recommended. The first year of advanced taught courses creates an ideal platform from which to launch serious research. Despite having spent that extra year before turning to research, those who follow this route reach their doctoral goal more expeditiously than others and often with less anxiety.

2.4 The MSt in Legal Research

The MSt requires a thesis of up to 30,000 words. As will appear more fully below, the MSt is both the one-year research degree which some people make their final aim, and, for others, the first step on the way to a DPhil. Progression from the MSt to the DPhil is the same as from the MPhil to the DPhil.

2.5 Residence

The minimum residence requirement for the MSt is three terms of full-time supervised research in Oxford, for the MPhil three terms, for the MLitt six terms, and for the DPhil six terms. In the case of both the MLitt and the DPhil, the requirement is reduced to three terms if the candidate has already been in relevant postgraduate residence for at least three terms, as for example where a doctoral thesis is built on and incorporates a completed MSt or MPhil thesis (but note that residence for the BCL or MJur does not reduce the residency requirement for the DPhil). There is a narrow discretion to grant dispensation from periods of residence, as for example, where your research requires you to travel abroad. Subject to that, you cannot obtain your degree unless your college certifies that you have fulfilled the residence

requirements. Residence for a term requires that you be in Oxford for 42 nights during the term in question, “term” then being defined as the extended, not the full, term. There are provisions for counting vacation residence instead, but they do not allow you to squeeze the equivalent of more than three terms into any one year. Most people remain in residence longer than is minimally required. Full fees have to be paid. Students taking full-time DPhil only at Oxford will remain liable for a total of nine terms’ (three years’) fees. Students progressing to full-time DPhil following completion of a one-year full-time graduate taught programme (MSc, BCL, MJur), will become liable for a total of **twelve terms’** (four years’) **fees**. You will see from this that the obligation to reside does not define the obligation to pay fees.

Being “in residence” does not only mean living in Oxford. For the purpose of a research degree, it means being engaged in full-time supervised research in Oxford. You may not engage in any form of employment that is incompatible with that requirement, during your period of residence. Various forms of employment are compatible with the requirement, including limited amounts of teaching (which may actually enhance your research work). Work that will not hinder your research is fine, but you **must** discuss any substantial employment with your supervisor and the Director of Graduate Studies.

2.6 The Common First Year

Every research student begins work as either: 1) an MPhil, in the second year of the two-year master’s programme, 2) an MSt student, or 3) a Probationer Research Student (PRS). In their first year of research, all three sorts of research students will be doing very much the same thing, whatever their ultimate objective. All will complete the Course in Legal Research Method and will write a substantial piece of research work.

2.7 The Course in Legal Research Method (CLRM)

Every research student has to do the CLRM. It is intended to help you define and carry through your project, and to give you some insight into the methods used in other areas of legal research. In addition, it confers a secondary benefit in bringing research postgraduates together. There are seminars and assessed exercises. The course does not lead to an exam, but everyone has to obtain a certificate to the effect that they have achieved a satisfactory level of proficiency. You cannot transfer to a higher status or proceed to any examination without it (See also 3.1.4 below).

The Co-Directors of the CLRM are Dr Liz Fisher and Ms Sandra Meredith.

3 Climbing the Pyramid

3.1 The Qualifying Test

The DPhil is a major, extended project. Because the standard is a significant and substantial contribution to your field, we do not allow you to proceed beyond the first year of research without a serious test, by experts in your field, of the prospect that your project can make such a contribution.

By the end of fourth week of your third term as a PRS, or when you complete an MSt or MPhil, you need to apply to transfer to full DPhil status (information and forms can be found on www.admin.ox.ac.uk/gso/forms). This transfer requires successful completion of the Qualifying Test, in which your project and your achievements so far are assessed by two members of the Law Faculty. If you are a PRS, you submit a statement of your doctoral

project in no more than 2,000 words ('Part A'), together with a paper of up to 10,000 words (or 6,000 for the MLitt) ('Part B'). The Part B essay must be written using the format for theses in law (below, 6.3). Two faculty assessors are then asked to meet you and discuss your submissions with you, and write a detailed report. Your supervisor will discuss possible Qualifying Test assessors with you, and propose the names of suitable assessors to the DGS(R). There is no formal dress code for a QT. Sub fusc is not required; just dress smartly.

If you are transferring to DPhil status on completion of the MPhil or MSt, the process is the same, except for two differences: (1) Timing: The Qualifying Test is conducted at the end of your MPhil or MSt, at the same time as the examination for the degree. (2) The Part B material: Your MPhil or MSt thesis is assessed, in place of the essay submitted by a Probationer Research Student for Part B. You will be assessed by your two MPhil or MSt examiners, one of whom must be external. If you are thinking of applying to transfer from the MPhil or MSt to the DPhil, it is a very good idea to discuss the prospect with your supervisor at the beginning of your work on the master's degree. You will need to complete a self-contained project in order to earn the MPhil or MSt, and plan a larger project as well. Your supervisor can advise you on how to meet those challenges.

Your MPhil or MSt is classed as the first year of your D Phil, and serves as the basis of your further doctoral research. For this reason, when you submit your MPhil or MSt, you will be granted conditional PRS status. If you are successful on both parts of your QT, you will move to DPhil status. If you are referred back on Part A of your QT, you will remain a conditional PRS until you have completed your second attempt. If you are referred back on your thesis, your PRS status will be suspended, and your MPhil or MSt status will continue. This may all seem very arcane, but it is of crucial importance to funding bodies and the immigration authorities. If you are facing these external constraints, please ensure that your QT submission is done in good time. Please be advised that you should check with your college about its procedures for admitting you to the DPhil. You will need to demonstrate to your college that you have the requisite funds for your doctorate. In order to take up your conditional PRS status, you must fulfill your college conditions. Your college can provide more details on how to do this.

The Qualifying Test has three possible outcomes. The assessors may recommend that you be transferred to DPhil status; that you be transferred to MLitt status; or that you be asked to re-submit either your proposal or your paper or both. If they recommend re-submission, detailed guidance will be given in the assessors' report. We hope that the re-submission will meet the assessors' concerns, and transfer will be recommended. However, in a very few cases, this will not be so, and the assessors decide not to recommend transfer. This is a very disappointing outcome, especially for the student, but also for the supervisor and the Faculty. However, experience has proved that it is important to stop a project at this stage, rather than investing more time and emotional energy into it. A PRS in this position has the right to request retrospective transfer to the MSt. This request will usually only be granted if the supervisor agrees to continue supervising. This means that a student may convert the work done into a Master's thesis, using the remaining time.

The assessors are charged with the task of ensuring that your project is well conceived, matches your skills, and can be punctually completed. Their main purpose is to give an independent, serious and demanding assessment of your progress, in order for you to move on as efficiently and effectively as possible.

Please note: While you may apply for an extension of the time for transferring from PRS to DPhil status, in no case may the materials for the Qualifying Test be submitted or resubmitted after the end of the sixth term from admission as a PRS.

3.1.1 Assessment: The assessment for PRS to DPhil must be completed within a month. Time runs from the day that the work is sent out to the two assessors. (You should be aware that the Graduate Studies Officer must complete certain formalities before sending out the materials. This usually takes about a week.) Make sure that you are easily contactable. The assessors will call you to an interview. They will contact you very shortly after receiving the materials. Two weeks after submitting your materials to the Graduate Studies Officer at the Law Faculty, if you still have not been contacted to fix an appointment for the interview, you should get in touch with the Graduate Studies Officer, Geraldine Malloy without further delay.

3.1.2 Assessing the Qualifying Test: The assessors are required to decide (a) whether the candidate's project is suitable for the degree in question and (b) whether the candidate has demonstrated the ability to complete it in good time. The assessors provide written reasons for their recommendation. On the first submission, the assessors have three choices. They can recommend that the transfer be granted; they can recommend reference back for resubmission, either on Part A or Part B or both, or they can recommend that the candidate be permitted to advance only to the MLitt. If, on the first submission, the assessors recommend a transfer to MLitt rather than DPhil, you are not barred until the end of your second year from making an entirely new submission with a view to transferring to the higher status.

3.1.3 Resubmission: The assessors cannot recommend that a transfer be refused on the first submission. There is always one chance to re-submit. The same assessors generally continue to act and it is highly advisable that they do so. However, you may, in exceptional circumstances, request new assessors. You should discuss this with your supervisor. An application for the appointment of new assessors must be made to the DGS(R) via the Graduate Studies Officer and must come with the written support of your supervisor. You should be sure to re-submit your forms and materials for the QT as soon as possible (normally within three months), and in any event before the end of the sixth term from your admission. Remember that the longer you take on your QT, the less time you have during your second year. You should make every attempt to have your resubmission out of the way as soon as you can. After a resubmission, the assessors may or may not need to interview you again before making their report. Please note an interview will be held if the assessors are unable to certify they are satisfied (without interviewing) that they can recommend transfer to DPhil status.

A student who is not granted transfer on the second submission is permitted to request that she or he be allowed to register retrospectively for the MSt. If your supervisor supports this request, and it is feasible to convert the research into an MSt in the short time left, then this is a viable option. However, the request will not be granted unless your supervisor agrees to supervise, or alternative arrangements can be made. Sadly, if all available options have been exhausted, this signifies the end of this particular road. While of course this is deeply disappointing, not everyone is cut out to be a researcher. Every graduate student admitted the Law Faculty is highly talented, and your skills and talents will flourish in other contexts. The Faculty and your college will do everything they can to help and support you at this time. Do contact both your supervisor and your college adviser.

3.1.4 CLRM Certificate: You cannot be transferred to the new status unless the Director of the Course in Legal Research Method has certified that you have satisfactorily completed that course. If you pass the QT, your pass will remain conditional until you have that certificate.

3.1.5 Advice on the Materials you Submit for the Qualifying Test:

Part A (2000-word statement of the proposed project): The assessors need to know that you have a viable project and that you have all the necessary skills to allow you to complete it. The statement must map out a thesis which will make a significant and substantial

contribution to its field, and the proposed work must fit comfortably within your remaining two or, at most, three years. Remember that a DPhil is regarded as a project for three or at most four years. There is more than one way of convincing the examiners of all these dimensions of viability. Many candidates use up about a third of their 2,000 word allowance in a general description of their proposed thesis, saying in connected prose what they hope to achieve and why it matters. It is a good thing, though not essential, to be able to say briefly how things stand in your field, so as to show what advance you hope to make. The remainder of the word allowance can usefully be devoted to a provisional contents page, showing the titles of the chapters and giving a short account of what each will do. Everyone understands that you cannot at this early stage be bound by this, also that there may be some chapters which you are not yet able to see into with much clarity. Feel free to say that that is the case, if it is so. If you can outline the reasons for your uncertainty, so much the better.

It is good to link this provisional contents page to a timetable. You need not go into great detail, but it is sensible to say roughly where you hope to be after one more year and how long you have set aside for writing up your final version. When it comes to confirmation of status towards the end of the second year, you will be asked for more a more detailed schedule leading to completion.

Part B (an essay under 10,000 words for a transfer from PRS status; or your MPhil or MSt thesis): The essay written by a PRS (which must be written using the format for theses in law (below, 6.3) usually takes the form of a draft of one of the chapters of the thesis. Your crucial task in the essay is to show the reader that you can carry out the sustained argument that will be needed to accomplish the project you propose in your Part A statement. The best way to do that is usually to engage in an important part of the argument that the DPhil will present.

In a transfer from MPhil or MSt, your thesis forms Part B because you will ordinarily want to make your master's thesis into a substantial part of the DPhil. You will need to push your work further in the doctorate (from a 'worthwhile' contribution to the field for the master's, to a 'significant and substantial' contribution); in order for you to transfer to DPhil status, your thesis will need to show the assessors that you have the potential to do so,

The assessors will look to Part B for evidence that you have mastered the craft of serious legal writing and that you can conduct a complex argument in an orderly, structured and lucid manner. The argument should be clear and cogent, and not written so as to be intelligible only to a tiny number of insiders. Keep in your sights a notional reader who is well-informed and well-grounded in the law but not an insider within your own particular field - as it might be, yourself when reading someone else's article in a journal.

3.2 Incorporating a Completed Thesis

As mentioned above, there is no bar to submitting work which you have published during your research work, but there is a general principle against trying to get an Oxford degree with or partly with work which has been submitted for another degree, whether at Oxford or at any other university. However, there are some exceptions, narrowly defined. These exceptions allow you to move up the pyramid of Oxford research degrees. Within the exceptions, a thesis which has been submitted can be incorporated in a subsequent doctoral thesis. But an MLitt cannot be incorporated in a later doctorate, and an MSt cannot be incorporated in a later MLitt. In some cases people intend to incorporate their Oxford work in a thesis later to be submitted for another degree at another university. That is entirely a matter for that other university. Some permit that kind of incorporation, others do not.

3.3 Confirmation of DPhil Status

The Examination Regulations require all DPhil students to apply for confirmation of DPhil status. Just as the Qualifying Test moves you up to full DPhil status at the end of the first year, so at the end of the second year the process which leads to confirmation of the status will carry you into the third and final stage of the doctorate. The purpose of the confirmation procedure is to determine whether a student has made adequate progress in their studies since transfer of status, and to ascertain whether or not they are on course to submit for examination. It is not possible to submit a thesis for examination until DPhil status has been confirmed.

Applications for confirmation of D.Phil. status should normally be made no earlier than the sixth term after admission to Probationer Research Status, and no later than three terms after the Qualifying Test. To apply for confirmation of status, you will need to submit an application form www.admin.ox.ac.uk/gso/forms and

(a) a statement giving the title of the thesis, and summarizing each component chapter in approximately 100 words per chapter

(b) an overview of the intended thesis, of approximately 1,000 words, stating how much of the thesis is complete and how much remains to be done (with an estimate of the probable date of completion). The form will need also to be completed by your supervisor and college and it and the two pieces of work should then be sent to Geraldine Malloy.

The application materials will then be considered by the Graduate Studies Committee, or by at least two members of that committee to whom power may be delegated. The committee shall have power *either* (a) to authorize confirmation of D.Phil. status, *or* (b) to call for further examination by two assessors. If the committee adopts (b), two assessors will be appointed, one of whom will be, wherever practicable, one of those who acted as one of the assessors of your Qualifying Test application.. The assessors may call for the submission of written work (which shall normally be of 20,000-30,000 words in length and intended to form part of the thesis) by a date which they shall determine, and will in any case interview you to discuss your work with you. The assessors then submit a joint report to the Graduate Studies Committee in which they indicate whether they think D.Phil. status should be confirmed. The Committee may grant the application or refer it back for resubmission. No further resubmission is permitted after the end of the candidate's ninth term.

4. Supervision

The Law Board will appoint someone to supervise your work. Some students have joint supervisors and many work with more than one supervisor during their degree. In providing you with a supervisor, the Law Faculty offers you something extremely valuable: a reader who will respond seriously and critically to your work. The supervisor will also advise you on your topic and how to develop it, and may guide you in your work in a variety of other ways. It is the single most important resource the Faculty provides. Your supervision arrangement is the responsibility of the DGS(R). If you think that a change would be helpful, bear in mind that a change in supervision is not a crisis; if the Faculty can help you with your project through a different supervision arrangement, please contact the Director of Graduate Studies for Research students.

4.1 Meetings

A question frequently asked is, 'How often should I see my supervisor?' Simple as the question sounds, it admits of no fixed answer. As you define your project, you may need to meet frequently. And in the period immediately before submission the same may be true. But when the work is under way there may be relatively long periods when you are making progress without needing to meet. While supervisors take different approaches, a meeting with your supervisor will ordinarily happen when you submit work. So the timetable is largely in your hands, and the way to make the most of your supervision is to submit written work often. In most cases, it is a mistake to go a month without submitting a substantial piece of written work. It helps a lot to go to any lectures or seminars which are being given by your supervisor or your supervisor's group.

Oxford's Educational Policy and Standards Committee requires supervisors to:

- ❑ meet students regularly and return submitted work with constructive criticism within a reasonable time;
- ❑ be accessible to students at appropriate times when advice is needed;
- ❑ assist students to work within a planned framework and time-table;
- ❑ monitor students' ability to write a coherent account of their work in good English;
- ❑ attempt to avoid unnecessary delays in the progress of the research;
- ❑ pursue opportunities for students to discuss their work with others in the research community (including the presentation of research outcomes where relevant) at University, national and international level;
- ❑ arrange appropriate temporary supervision for the student during periods of leave.

4.2 Supervisor Away

If your supervisor is away for a term or more you will almost certainly require to be assigned to a new supervisor, usually only until the other returns. There is generally plenty of time to discuss the change, and where there is time your supervisor should talk the matter over with you. It is often possible to make informal arrangements which suit everyone, but it is essential that such arrangements be formalized through the Graduate Studies Officer. The Law Faculty cannot discharge its responsibilities through informal arrangements of which it knows nothing. The Faculty must at all times know who is supervising you and, except for very short periods, there must be no time during which you have no supervisor in Oxford.

4.3 Vacations

The traditional distinction between term and vacation means very little for those engaged in research. Work, if anything, intensifies when undergraduate teaching stops. You may need to make some allowance for the fact that after term supervisors are themselves desperate to get on with their research, which sometimes also means their going off to use libraries and other facilities in other places. Once again, the best solution is to talk things over with your supervisor. A prolonged absence, even during vacation, triggers the steps discussed in the previous section. Though the rhythm may change, supervision does not stop during the vacation.

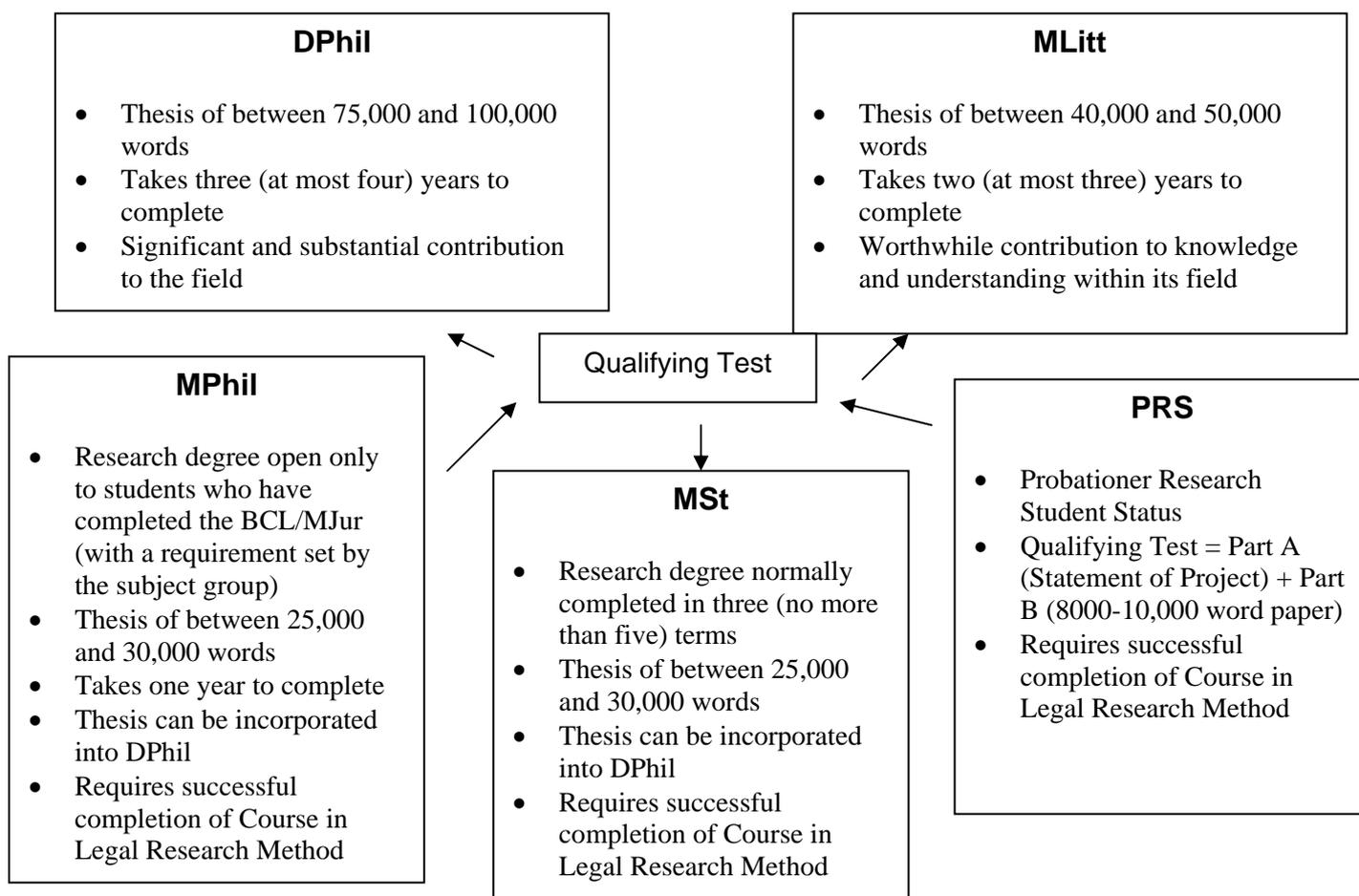
5. Requirements as to Time

Time limits and related requirements are outlined in the table on the following page. Some have been mentioned already. Most people most of the time only need to know the normal expectations because a combination of good discipline and good luck keeps them well away from the formal deadlines. However, if you do run into time trouble, you need to know the limits. You may also need to know what discretions exist to suspend or waive the limits and what kind of case has to be made in order to invoke their assistance.

5.1 Discretions and Dispensations

The Law Board has power to stop the clock by granting a suspension of status. If for any good reason you are temporarily not able to study, you may apply through the Graduate Studies Officer. The Board can grant a maximum of six terms' suspension, never more than three at one time. Suspension is different from extension. Extension allows more time. Suspension stops the clock.

We make no attempt to set out in detail in this handbook all the powers to extend deadlines and waive other rules. Very few people will need their help. For those who do, there are two guiding principles. The first is that provided you do have a genuine and strong reason for needing the dispensation it will probably be possible for you to get it. The second is that your chances of getting the help you need will be greatly improved if you talk to someone about it well before the burdensome rule operates. Take advice early. You can talk to your supervisor about it or to your college advisor, or, if that is not appropriate in your case, you can go straight to the Director of Graduate Studies (Research).



6. Submission

6.1 Stage 1: Application for Appointment of Examiners

As you approach completion of your thesis you have to apply for the appointment of examiners. (www.admin.ox.ac.uk/gso/forms). The application requires signature by your supervisor, and another on behalf of your college.

You and your supervisor have a say in the choice of the examiners. In all cases (MSt, MPhil and DPhil), two examiners will be needed, one from Oxford and one external. The form asks for suggestions. It would be a rare case in which those suggestions were not accepted, and the Law Faculty Board would be unlikely to appoint others without first consulting with the supervisor, who in turn would be likely to consult you. It is not uncommon for the appointment of examiners to be a somewhat protracted process, especially where one suggested name turns out to be unable to act. It is therefore very important that you put in the relevant forms at the earliest opportunity to the Graduate Studies Officer, at least three to four weeks before you submit your thesis. Where possible, your supervisor should contact proposed examiners *informally* to ascertain whether they are willing to act and available at the expected time. The withdrawal of one name sometimes creates problems of imbalance. It is very important indeed that you should be contactable during this phase at the place in which you have said that you will be, and you should independently make sure that your supervisor knows how to get in touch with you quickly. In case of difficulty, the Research Degree Office, at the Examination Schools will contact your supervisor, and the supervisor will want to talk to you.

6.2 Stage 2: Submission of the Thesis

The deadline for submissions is the last day of the vacation which follows the term in which the thesis is due to be submitted. Two bound copies, printed or typed, have to be put in. The only proper recipient is the Research Degree Office, at the Examination Schools (**not the St. Cross Building**). The thesis must state the number of words to the nearest hundred, and the number so stated must be within the prescribed word limit. There must be an abstract of the thesis, of about 300 words. At the end of the process, successful DPhil theses must be submitted for the Bodleian Library.

Be careful to comply with the Faculty's Format for Theses which follows this section. If you think you have not understood any of the requirements, you must raise the matter as early as possible with the Graduate Studies Officer.

6.3 Format for Theses in the Faculty of Law

1. 'Thesis' here includes not only the writing submitted for the DPhil, MLitt, MPhil, or MSt, but also the essay which is submitted by a Probationer Research Student for a Qualifying Test, and dissertations offered in the examination for the BCL or MJur. It does not include essays set by way of examination for the BCL or MJur.
2. Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 7 to 10 below.
3. Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the

pages where the chapters and first-level sub-headings begin. If required, a table of abbreviations should follow the table of contents.

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

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

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

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

8 The thesis must be written in English.

9 The thesis must use A4 paper.

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

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

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

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

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

15 The thesis must comply with OSCOLA (the Oxford Standard for Citation of Legal Authorities: <http://denning.law.ox.ac.uk/published/oscola.shtml>), or another useful standard for citation. You should consult your supervisor if you wish to depart from OSCOLA.

16 The thesis must be bound in a soft or hard cover.

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

18 The word limits for theses:

	minimum	maximum
DPhil	75,000	100,000
MLitt	40,000	50,000
MPhil and MSt	25,000	30,000
QT Part B (for DPhil)	8,000	10,000
QT Part B (for MLitt)	5,000	6,000
BCL or MJur dissertation	10,000	12,500

6.4 The Title of the Thesis

The exact title has to be approved, and the thesis must be submitted under the approved title. However, it is relatively easy to obtain permission for a modification. There is a form for seeking this permission. It is available on www.admin.ox.ac.uk/gso/forms. Do not make the title too long. It is the business of your first few pages, not of the title, precisely to define your project and make clear what questions will and will not be addressed. Think of your title as the title of a book.

6.5 Electronic Submission

Students following D.Phil, M.Litt and MSc by Research programmes registering from October 2007 will be required to deposit a digital copy of their thesis in the Oxford University Research Archive (ORA). For more information about what this entails, please refer to the ORA website at <http://www.ouls.ox.ac.uk/ora>

7 Examination

7.1 Timing

The internal examiner will contact you to arrange the date of the viva. In the normal course you might expect the examiners to have fixed the date for the viva within three weeks from submission. The viva usually takes place roughly eight weeks after submission. Do not hesitate to contact the Research Degree Office, (ResearchExams@admin.ox.ac.uk) if you think something has slipped up. It is extremely important that the examiners should be able to contact you in the period after submission. The forms oblige you to say where you will be, but even so some people turn out to be very elusive. In addition to the contact point given on the form, examiners will generally try your address. If they cannot contact you, very long delay can ensue.

Examining a thesis is hard work and requires the examiners to clear a substantial slice of time. You cannot reasonably expect to be viva'd within a month of submission, but, if you have a good reason for needing a viva as early as possible, you can say so when you apply for examiners to be appointed. It is then sometimes possible to fix dates in advance. If you want to do this, apply for the appointment of examiners well ahead of the actual submission. Once again, be sure that all relevant people know where to contact you.

7.2 The Viva: A Public and Inescapable Event

The viva is a public event. **You have to wear sub fusc**, and so also do members of the University who come to spectate. Sometimes people do come. They are usually people who expect to go through the same ordeal themselves and want to see what it is like. The ordeal is also inescapable, in the sense that, however clear the examiners think they are as to their likely recommendation, they are obliged to conduct the oral examination. And you cannot get your degree unless you have been viva'd. Your supervisor can advise you on preparing for the viva. Its purpose is partly for the examiners to satisfy themselves that you have a sound grasp of the general area of your thesis, but the primary focus of the viva will be to give you an opportunity to defend your own work. Take your own copy of your thesis with you to your viva.

7.3 The Recommendation of the Examiners

The final decision lies with the Director of Graduate Studies (Research). The examiners do not decide. They recommend. It goes without saying that departures from the examiners' recommendation are rare. Nevertheless, the fact that the examiners cannot make the decision is a serious reason inhibiting their communicating to you the nature of their judgment. Some examiners feel more inhibited than others in this respect. Every effort will be taken to minimize the time within which you are kept in suspense, and the DGS(R) will take a final decision as soon as possible following the receipt of the report. But there may well be some delays. Sometimes the examiners are not able instantly to complete and submit their report after the oral examination. There may be grounds to refer the report to the Faculty Board. Hence you may have to wait for the final result.

7.4 Being Referred

You should remember that many candidates, even those who have written really excellent theses, are referred back for resubmission. There is often some aspect of the thesis which strikes the examiners as incomplete or unfocused. It is of course a blow to have to do more work on something, which you had hoped, was finished, but the result can be a substantial improvement in the work. To satisfy the examiners on resubmission it is vital that you read their report carefully and follow their recommendations as closely as possible. If they refer you, the examiners will tell you, in writing, exactly what parts of the thesis require to be rewritten and why. After you resubmit, there may or may not be a second viva, depending on whether the examiners need to meet you in order to decide whether you have done what they required.

If the examiners spot minor errors they may, without referring you, require the mistakes to be put right. If they take that course, you have to make the corrections before depositing the final version in the Library. Where corrections have been required, the Library copy must be accompanied by a signed statement from the examiners that the corrections have been implemented. You should remember that you cannot actually take your degree until the Library copy of the thesis has been deposited.

7.5 Publication Again

In the immediate aftermath of your examination, you may find it difficult immediately to turn back to your thesis. The sense of exhaustion will quickly wear off. And when it does you should do your best to bring it out either as a series of articles or as a book. Your supervisor and the tutors in your college will be happy to advise how to go about it and in particular how

to get in contact with a publisher. Read the report of the examiners carefully and follow any advice given there on how to improve your work with a view to publication. It is important that the research which you have done should make its contribution in the most effective way. Often that means writing a chapter or two more, and perhaps making some quite radical changes to others. It will be worth the effort. When you publish work arising from your research, we hope very much that you will remember, in advance, to draw the publication to the attention of the Faculty through the DGS(R). We do not lose interest in you or in your work when you leave.

8. Course In Legal Research Method

Participation in this course is compulsory for Probationer Research Students, MSt in Legal Research students, and MPhil in Law students.

The aim of this course is to assist our first-year or one-year research students in establishing a sound methodological base for their legal research and writing in its early stages. This we seek to achieve by providing a focus for structured and purposive discussion between graduate students and members of the Faculty about the methodology and problems of legal research and writing. This serves to emphasize the community of concerns between graduate students and law teachers in their legal research and writing activities, and helps to avoid or dispel the sense of intellectual isolation, which can inhibit the development of legal research work.

8.1 Teaching Programme

The course has two components. The first component is a series of seminars on various aspects of legal research method given by members of the Faculty in their areas of expertise. The second component is that each student must do an individual assessed exercise which consists of an oral and written presentation. These are designed to help individual students with the planning and development of their future research work and legal writing in their chosen area of work. The oral presentations will be given as part of the two day Oxford Graduate Legal Research Conference on Monday and Tuesday of the first week of Trinity Term.

8.2 Further Information

Further information about the course (including details of seminars, attendance requirements, and details about the assessed exercises) can be found on the Course in Legal Research Method website at <http://denning.law.ox.ac.uk/oxfordonly/students/clrm.shtml> .

C: The BCL And MJur

1. The Aims of the BCL

The BCL degree programme aims to:

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

Note: Details of how these aims are pursued are in the programme specifications available at: denning.law.ox.ac.uk/published/documents.shtml

2. The Aims of the MJur

The MJur degree programme has all the same aims as the BCL, and aims in addition to give students from non-common-law backgrounds an opportunity to explore some of the distinctive methods, practices and doctrines of the common law.

Note: Details of how these aims are pursued are in the programme specifications available at: <http://denning.law.ox.ac.uk/published/documents.shtml>

3. Teaching Arrangements

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

Seminars: Seminars are organised at Faculty level and are open to all students taking the BCL course and (in general) to any other interested postgraduate student from the law faculty or beyond. Many BCL seminars are convened jointly by two or three members of the relevant subject group. Some BCL seminars have a tradition of attracting senior academic visitors and research students in addition to BCL students. Some attract postgraduate students from other faculties (e.g. politics, philosophy). Some are also taken by MJur students sharing the same course. Such intellectual and international cross-pollinations are welcomed and encouraged by many subject groups. In some courses there is one core seminar series closely corresponding to the syllabus; in others the syllabus is covered by a selection of different seminar series from which the students take their pick according to interest and intended intellectual emphasis. BCL students taking some interdisciplinary courses are encouraged to attend seminars in other relevant faculties. Every BCL seminar series is accompanied by published reading lists that are used by students in preparing for the seminars and in organising their study. Many students use the seminar reading lists as starting points for their own self-prescribed research and reading, rather than regarding the listed materials as sufficient for real mastery of the subject. However the listed materials in each course do represent the level and range of materials which the examiners are entitled to expect the

students to have mastered.

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

Tutorials: In Oxford, a tutorial is a meeting lasting at least one hour and often 90 minutes, at which a single member of the subject group meets with between one and five students. The tutorial system is the second major teaching/learning component of the BCL programme. In view of the extensive diet of seminars, BCL tutorials do not generally provide full coverage of the course: instead, the two methods of course delivery complement one another – the tutorial demanding in-depth scrutiny of a particular aspect or aspects of a field of law that have been covered in more general terms through a seminar. Students are usually invited to nominate around four topics for tutorial discussion, typically using the seminar reading lists as the basis of preparation. Each selected tutorial topic is also typically associated with an essay question or a legal problem question (or a choice of such questions) suggested by the tutor, which might be drawn from a past examination paper or specially devised. Students will normally write an essay or problem answer for each tutorial, which is then used as the basis for tutorial discussion. Often, although not always, tutorials are provided at or near the end of the seminar provision for the year so as to allow for consolidation and revision.

Lectures: Lectures are typically less central to the learning experience of BCL students than that of their undergraduate counterparts. However lectures are more often provided in those BCL courses in which there is a great deal of new legal information to master. BCL students are also welcome to, and often do, attend undergraduate lectures to update and refresh their basic knowledge in subject areas in which they are now working at a more advanced level. Some BCL students also attend lectures in other faculties to assist with their grasp of neighbouring academic disciplines.

The number and mix of seminars, tutorials, and lectures varies from option to option, but in most cases, students can expect that any given option will involve something in the region of 8 to sixteen seminars and/or lectures and four to six tutorials. There are one or two exceptions but in these cases, a balance will be struck between seminars and tutorials (i.e. an option involving more tutorials will involve less seminars).

Timetabling information for the various lectures and seminars (but not tutorials) offered by the Faculty can be found in the termly lecture list, available through your college or on the Faculty website (please note that timings vary from term to term – for example a seminar series that runs on Thursdays in Michaelmas Term may run on Tuesdays in Hilary Term). Information about the subjects available in the BCL and MJur (and the permissible combinations of subjects) is given in section 7 below. Information about Final Honour School of Jurisprudence standard subjects available in the MJur is given in “FHS Subjects” in the *Student Handbook (Undergraduate Students)*, which is available in print or on the Faculty website.

The Faculty welcomes student feedback on lectures and seminars. Questionnaires are issued during one week each term in the hope that students will comment anonymously on each lecture/seminar attended. In addition, at the end of the year the Faculty invites

BCL/MJur students to complete an anonymous questionnaire about their experience of their degree programme as a whole.

4. Assessment for BCL and MJur

4.1 The standard in the BCL and MJur is higher than that required in a first degree in Law. Students are expected to analyse material critically and to consider it from different perspectives. Attention is given particularly to policy issues, and you are encouraged to make your own contribution to the debate.

The formal assessment of most BCL and MJur courses is by written examinations, held at the end of the year. Typically these are of three hours' duration and require answers to three or four questions chosen from a range of about eight to ten. Attempting fewer than the required number of questions (or otherwise failing to follow the 'rubric' at the top of the examination paper) is penalised. Examinations are unseen, and you are not allowed to take books or notes into the examination room (except that students whose first language is not English may, with permission from the Proctors, provide themselves with a dictionary of translations between their language and English). However, in many 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. You will normally be required to hand write your examination answers, so you must take care that your handwriting is legible. If an examiner is unable to read what you have written, you may be required to have your script typed out, at your own expense.

If you think your performance in an examination will be or has been affected by factors such as illness, there are procedures for feeding this into the examination process, where it will, under appropriate circumstances, be taken into account. You should consult your tutor.

BCL courses and those MJur courses also on the BCL syllabus are examined in late June/early July. MJur courses drawn from the undergraduate syllabus are examined in mid-June. The BCL/MJur course in Jurisprudence and Political Theory is examined by the submission of three essays written unsupervised and unaided during the Easter vacation, on topics chosen from a list set by the examiners.

You will also be subject to assessment of a less formal character. Some seminar series offer students the opportunity to present their own papers. All courses on the BCL and MJur have a tutorial component (typically four tutorials for BCL/MJur courses and seven or eight for MJur courses drawn from the undergraduate syllabus). Tutorials are in groups of up to five students, but may often involve pairs or threes. They give you the opportunity to ask detailed questions, write essays, and receive feedback from your tutor. You should also have the opportunity - although as graduate students you are generally not required - to sit practice examinations if you want to. Please consult your tutor on this. Performance in tutorials, essays and practice examinations will be recorded by each tutor in a report to your college, which may of course be used in the writing of recommendations etc. A very bad report might also be the basis for a college to invoke its academic disciplinary procedures. College reports are not, however, part of the degree classification process. The classification of the degree depends entirely on the formal examinations at the end of the year.

The assessment of each of your formal examination papers begins, obviously, with a grading of each of your answers. The examiners' approach to grading your answers is described below. Once they have graded your individual answers, they produce a grading for

each of your examination papers. This will very often be an average of the grades awarded for the individual answers, though the examiners may depart from this average if for some reason it does not appear appropriately to reflect the true quality of your paper. Then they will take the grades awarded for each of your examinations and deduce from these which of the possible degree classifications you should be awarded (distinction, pass, fail). Their approach to this task, known as the “examiners’ conventions”, is also explained below.

These are the standards used in assessment of BCL and MJur examination answers:

Distinction (70% and above): Distinction answers are those that represent an excellent level of attainment for a student at BCL/MJur level. They exhibit the following qualities:

- acute attention to the question asked;
- a deep and detailed knowledge and understanding of the topic addressed and its place in the surrounding context;
- excellent synthesis and analysis of materials, with no or almost no substantial errors or omissions, and coverage of at least some less obvious angles;
- excellent clarity and appropriateness of structure, argument, integration of information and ideas, and expression;
- identification of more than one possible line of argument;
- advanced appreciation of theoretical arguments concerning the topic, substantial critical facility, and personal contribution to debate on the topic.

Pass (50-69%): Pass answers represent a level of attainment which, for a student at BCL/MJur level, is within the range acceptable to very good. They exhibit the following qualities:

- attention to the question asked;
- a clear and fairly detailed knowledge and understanding of the topic addressed and its place in the surrounding context;
- good synthesis and analysis of materials, with few substantial errors or omissions;
- a clear and appropriate structure, argument, integration of information and ideas, and expression;
- identification of more than one possible line of argument;
- familiarity with theoretical arguments concerning the topic, and (especially in the case of high pass answers) a significant degree of critical facility.

Fail (below 50%): Qualities required for a pass answer are absent.

In assessing the optional dissertation, examiners are particularly instructed by the Examination Regulations to judge “the extent to which a dissertation affords evidence of significant analytical ability on the part of the candidate”.

The “**Examiners’ Conventions**” that will be used to work out whether your overall performance adds up to a distinction, a pass, or a fail, are as follows:

Scripts are marked on the University scale from 1 to 100. In practice a mark above 75 is very rarely seen, and a mark of 80 would indicate an utterly exceptional script. In the BCL or MJur marks of 70 and above are Distinction marks and marks of 50-69 are pass marks. Marks of 49 or below are fail marks.

The short informal statement is that you get the BCL or MJur by passing all the subjects which you offer and you get a distinction if you do well in all subjects and have a distinction mark in two or more papers. The dissertation counts as one paper for these purposes. More fully and formally:

Pass. For the award of the degree of BCL or MJur there must be no mark lower than 50. A mark lower than 50 but greater than 40 may be compensated by very good performance elsewhere, but a mark of 40 or below is not susceptible of compensation.

Distinction. For the award of a Distinction in BCL or MJur a candidate must secure marks of 70 or above on two or more papers. The dissertation counts as one paper for these purposes (please see section 8.3, below). In addition, there must be no other mark lower than 60.

It is important to appreciate that these conventions are not inflexible rules. The examiners have a residual discretion to deal with unusual cases and circumstances.

As for the discretion to depart from the normal conventions, candidates may be assured that it is not exercised except in very unusual circumstances in which the examiners are convinced that the convention would yield an indefensible result. The discretion has to be exercised rationally, and the primary component of rationality in this context is that all candidates should be subjected to exactly the same rules. It follows that the discretion will not be exercised in favour of a candidate merely because the marks very narrowly fail to satisfy the convention or against a candidate merely because they only very narrowly succeed in satisfying the convention.

4.2. Examination Procedures

Before marking begins, the team of markers for each paper meets to discuss how to treat individual questions and then liaise to exchange information about how candidates are handling questions. The marking process then involves the second marking of a random sample of scripts for each paper (if a particular paper only has a few candidates, then all the scripts may be marked) after which all the markers for that paper meet and consider any differences arising, following which a single mark is agreed the by two markers of the scripts in question. Second marking is also applied to short weight scripts (those on which questions haven't been fully answered), scripts where the exam paper rubric has been breached, potential prize-winning scripts, and any scripts identified by the first marker as unusual.

After this first stage, the examiners meet and compare the profiles for each paper, which may then lead to further re-readings to address any anomalies. Second marking will also be applied for candidates whose overall marks profiles place them on the distinction and fail borderlines, and may also be required to determine the winners of prizes. In exceptional circumstances (e.g. medical) third readings may take place.

After this second stage, the examiners meet again and agree a final classification/result for each candidate, having taken account of medical and other special case evidence and having made appropriate adjustments for such matters as short weight and breach of rubric. The examiners also agree on the award of prizes at this stage. The decisions of the examiners are then passed to Examination Schools for publication.

5. Plagiarism

The work that you present for your examination (this includes assignments, projects, dissertations and examination papers) must be your own work and not the work of another individual. You should not quote or closely paraphrase passages from any source (including books, articles, webpages, lecture or seminar papers or presentations, or another student's work), without acknowledging and referencing that source. If you do present someone else's work as your own work, you are committing plagiarism. That is cheating and the Faculty and the University treat any alleged offence of plagiarism very seriously.

If you are unsure how to reference your work properly, and would like further advice, you should contact your Tutor or Supervisor, or the Director of Graduate Studies. Please also see <http://www.admin.ox.ac.uk/epsc/plagiarism/infograds.shtml> for more information (including an online tutorial) on plagiarism that has been developed by the University's Education Standards and Policy Committee. There are some particular areas of risk:

Getting ideas from other students work.

Students sometimes "borrow" work from other students. 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) 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

1. 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.)

2. “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) Cambridge Law Journal, 449, 455

² S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) Cambridge Law Journal, 449, 455

6. Residence

The three University “full” terms, called Michaelmas, Hilary and Trinity, last eight weeks each. But terms simply set the periods during which formal instruction by way of lectures and seminars and most tutorials are given. The University functions throughout the year: you will need to work in vacation as well as in term time (less reasonable breaks) and you should not in any way feel inhibited from making contact with your supervisor, college tutor or other member of the Faculty out of term.

The official requirements for residence are however measured by terms. Residence for a term means that you must have been in Oxford for 42 nights, not necessarily consecutive, during that term. (For this purpose the “term” is longer than the eight-week full term: the relevant dates are given in the Examination Decrees, the University diary, and various other places.) Your college will be called on to certify this before you can obtain your degree.

7. The MPhil

Candidates who have completed the BCL or the MJur may apply to go on to the MPhil in Law. The Law Board will normally admit to the MPhil in Law only candidates whose thesis topic and supervision arrangements have been approved by the Graduate Studies Committee for Law and who have met any other academic conditions imposed by the relevant subject group – this will normally mean attaining a particular average in the BCL/MJur examinations (the figure in question will vary between subject groups and candidates). Applicants apply during the course of the BCL or MJur; the application requires a proposal for a project that can be supervised in the Law Faculty. Information on how and when to apply will be provided during the year.

The MPhil entails a further year of study, which will normally occur immediately after having done the BCL or the MJur. A candidate who does not wish to proceed to the MPhil immediately after the BCL or MJur will have to seek the permission of the Graduate Studies Committee.

Candidates for the MPhil will have to complete the Course in Legal Research Method (see B.8 above), and a thesis of up to 30,000 words. The thesis may cover the same area of law as a dissertation offered in the BCL or MJur, but the text of the dissertation must not simply be incorporated into the thesis. See Section B.2, above, for information on the MPhil thesis, the Course in Legal Research Method, and progression from the MPhil to the DPhil.

8. Courses in the BCL and MJur

8.1 The Available Courses

Below is a listing of all the courses which are currently recognised as available to be taken in the BCL and/or MJur.

The courses are grouped into three categories. This is of significance for the rules governing the availability of these courses for those doing the BCL or MJur which are described below. **Courses shown in italics are NOT being offered in 2008-2009.**

List I: Courses involving advanced common law study

Corporate Insolvency Law

Evidence

Personal Taxation

Restitution

List II: Courses involving advanced study, but placing less emphasis on common law technique

Advanced Property and Trust
 Comparative and European Corporate Law
 Comparative Human Rights
 Comparative Public Law
 Competition Law
 Conflict of Laws
 Constitutional Principles of the European Union
Constitutional Theory
 Corporate and Business Taxation
 Corporate Finance
Crime, Justice and the Penal System
 Criminal Justice and Human Rights
 European Business Regulation
 European Community Environmental Law
 European Employment and Equality Law
 European Private Law: Contract
 European Union as Actor in International Law
Global Comparative Financial Law
Globalisation and Labour Rights
Intellectual Property Rights
 International Dispute Settlement
 International Economic Law
International Environmental Law
International Law and Armed Conflict
International Law of the Sea
 Jurisprudence and Political Theory
 Law and Society in Medieval England
 Law in Society
 Medical Law and Ethics
Philosophical Foundations of Property Rights
 Philosophical Foundations of Common law
 Principles of Civil Procedure
 Regulation
 Roman Law (Delict)
 Socio-Economic Rights and Substantive Equality
 Transnational Commercial Law

List III: Courses derived from the syllabus of the BA in Jurisprudence

Administrative Law
 Company Law
 Contract
 European Union Law
 European Human Rights Law

Family Law
 Land Law
 Public International Law
 Tort
 Trusts

Any amendment to the above list of courses will be posted in the Law Faculty Office by the Monday of week minus 1 of the first term (generally late September) (in the case of new subjects, announcement will be made in the Oxford University Gazette by the same date).

8.2. Course Requirements and Permitted Combinations of Courses

- (a) If you are a BCL student, you may take:
- (i) any course in List I or List II; and
 - (ii) a dissertation subject to the rules set out below.
- and you must take, either:
- (iii) four papers, i.e. four courses leading to written examinations (e.g. Restitution, Evidence, Conflict of Laws and Law of the Sea),
 - or
 - (iv) three papers and one dissertation (e.g. three of the above and a dissertation)
- (b) If you are a MJur student, you may take:
- (i) any course in List II or List III (though not more than one course from List III);
 - (ii) any course in List I for which you obtain the permission of the Law Faculty's Director of Graduate Studies (taught degrees), given on the recommendation of your college tutor and a teacher of the course in question. (List I courses involve advanced common law study. The Faculty does not intend to close them absolutely to students with non-common law backgrounds, but will wish to see evidence that the student in question is likely to be able to take them successfully. This evidence will often take the form of the student having studied the same topic to an advanced level in his or her own jurisdiction.)
 - (iii) a dissertation subject to the rules set out below.
- and you must take, either:
- (iii) four papers, i.e. four courses leading to written examinations (e.g. Comparative Human Rights, Competition Law, Conflict of Laws and Law of the Sea),
 - or
 - (iv) three papers and one dissertation (e.g. three of the above and a dissertation)
- (c) Whether you are a BCL or a MJur student, you may not take:
- (i) two courses having the same syllabus;
 - (ii) any course with the same title and/or syllabus as one which you have previously taken in the Oxford BA in Jurisprudence or Diploma in Legal Studies.

The timetable for BCL/MJur teaching is overcrowded and some combinations of courses are impossible. The impossible combinations have been chosen to minimise the number of students typically affected. You can find the latest list of incompatible courses at <http://denning.law.ox.ac.uk/postgraduate/clashes.shtml>

8.3 Optional Dissertation in the BCL and MJur

A BCL or MJur student can offer a dissertation, in lieu of one written examination.

- The dissertation must be written in English
- It must not exceed 12,500 words which includes notes, but which does not include tables of cases or other legal sources.
- The subject must be approved by the Graduate Studies Committee.

The Committee will take account of the subject matter and the availability of appropriate supervision. Candidates must submit the proposed title and description of the dissertation in not more than 500 words, not later than Monday, Week Minus One of Michaelmas Term (the first day of registration) to the Director of Graduate Studies (Taught Courses).

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

The dissertation (two copies) must be delivered to the Clerk of the Examination Schools for the attention of the Chairman of the BCL and MJur Examiners. It must arrive not later than noon on the Friday of fifth week of the Trinity Full Term in which the examination is to be taken.

The topic of your dissertation may (and often will) be within the area of one or more of your taught courses, and/or in an area which you have studied previously. But any part of the dissertation which you have previously submitted or intend to submit in connection with any other degree must be excluded from consideration by the BCL and MJur Examiners. Although BCL students cannot take the List III courses, they are allowed to offer a dissertation within these fields. BCL students may offer a dissertation which does not fall into the field of any BCL course, if a suitable supervisor within the Faculty can be found. Candidates for the MJur will not normally be given approval to do a dissertation on a subject which falls within List I (those subjects which entail an advanced knowledge of the common law).

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

Please be aware that you must follow the Law Faculty's format for theses in writing your dissertation. See section 6.3.

8.4 Registration for BCL/MJur courses

You register for your choice of courses using the Faculty's online registration system. Registration is during week 1. It is possible to change courses later (any time up to the end of week 4, when you submit your examination entry form through your college) but changing

your course choice after week 1 will incur the risk of additional timetable clashes in Hilary Term or Trinity Term, as well as the risk of a less satisfactory examination timetable.

9. Descriptions of Courses in the BCL/MJur

Please note: (i) Teaching in some subjects may not be available every year; (ii) Every effort has been made to ensure that references to statutory materials to be supplied in examinations are correct at the time of going to press, but these are liable to change and definitive information will be provided to candidates by examiners nearer the time of the examinations; (iii) Descriptions of List III subjects can be found under the FHS Syllabus in the Student Handbook (Undergraduate Students).

Advanced and Property and Trusts

The course will explore the nature and meaning of the institutions of property and trusts. It will combine conceptual analysis of doctrine with more abstract theoretical enquiry. The course will examine principles across and within property and trusts, bringing different perspectives to bear including ideas drawn from moral and political philosophy, history and economics, as well as more formally legal, comparative and jurisprudential analyses. Some knowledge of the legal details of property in one or other legal system will be essential for students taking the course. A common-law background is not a prerequisite but is desirable, as much use will be made of English law and other common law systems. Non-common law systems will also be examined in order to illustrate core concepts.

The course gives students an opportunity to study a fundamental part of private law with wide ramifications in the social sciences and humanities. Students will be exposed to the widest possible range of research and teaching in property law and trusts drawing on visiting scholars as well as Oxford faculty. The topics discussed are all ripe for exploration as areas of future research.

The course will divide into four areas:

- A. The Manifestations of Property (what property is; how property institutions operate)
- B. Equitable Property (the distinctive contribution of common law systems in blurring the lines between in rem and in personam claims, notably through trust and other equitable institutions)
- C. Justifying Property (mainstream and novel defences and critiques of property)
- D. Problem Areas in Modern Property Law (including debates over intellectual property rights, plural ownership, property and regulation, property and personhood, and other topics)

The course will be taught by means of 12 two-hour seminars led by the convenors, Dr Joshua Getzler and Mr Ben McFarlane over Michaelmas and Hilary terms, six in each term, with other scholars contributing week by week. Students will be provided with course materials accessible through the internet and the intranet, together with material in university and college libraries. Students will explore the reading materials and address a set of thematic questions, on which they will be asked to prepare brief notes. In the fourth and eighth weeks of Michaelmas and Hilary terms seminars will not be given; instead tutorials will be provided in those four weeks, for which students will be asked to prepare essays on given topics. Each student will thus have the opportunity to take a set of four tutorials in the midst of their seminar learning across the first two terms. In Trinity Term students will be given the opportunity to consolidate their learning in seminars where they will take the lead in discussion and in presenting topics, with extra readings supplied to help with deeper

exploration of issues. The tutorials and third-term seminars will assist students in preparing for assessment.

Assessment will take the form of a three hour written examination at the end of the course. Candidates will be required to answer three from twelve essay questions, which may cut across topics covered in the course. Candidates will be expected to show a detailed knowledge of relevant theoretical debates and also applicable legal materials, including judgments in cases, and statutory and constitutional provisions. They will also need to display an ability to synthesise complex materials and to present their own analysis of the arguments.

This will be a closed-book examination.

Comparative and European Corporate Law

The course consists of a comparative study of major areas of the company laws of the UK, continental Europe (in particular, Germany) and the United States as well as an assessment of the work done by the European Union in the field of company law.

The three areas or jurisdictions selected for comparative study have, collectively, had a very significant impact on the development of company law throughout the world. An understanding of these thus assists students in understanding both the content of, and influences upon, many others. The approach taken is both functional and comparative, looking at a series of core problems with which any system of corporate law must deal, and analysing, from a functional perspective, the solutions adopted by the systems in question. The course seeks to situate these solutions in the underlying concepts and assumptions of the chosen systems, as these often provide an explanation for divergences. To this end, the course begins with a contextual overview of 'systems' of corporate governance, which material is then applied in the following seminars on more substantive topics. Such a comparative study is intended to enable students to see their own system of company law in a new and more meaningful light, and to be able to form new views about its future development. Finally, a study of the ways in which the European Union is developing company law within its boundaries is also important, not only as illustrating, by a review of the harmonisation programme, the benefits to be derived from a comparative study in practice, but also because it shows new ways in which corporate vehicles can be developed to meet particular policy objectives.

The course assumes students have knowledge of the basic structure of corporate laws, such as would be gained from an undergraduate course (regardless of jurisdiction). MJur students who have previously studied company law in another jurisdiction may find it helpful to take Company Law at the same time.

The teaching group comprises Professor J Armour, Dr WG Ringe and Ms J Payne. Teaching consists of a combination of lectures, seminars, and tutorials. Guest lectures by visiting academics may also be given at various points.

Comparative Human Rights

The course involves a study of human rights drawing on legal materials primarily (though not exclusively) from the United Kingdom, the United States, the Commonwealth and Europe. The course considers the meaning of particular human rights and their significance in theory and in practice, and the approaches taken by the legal institutions designed to protect them at the national and European regional levels, including those of the European Convention on

Human Rights and the European Union. A number of specific substantive issues (most notably, freedom of speech and protection from discrimination) are studied in depth to illustrate the complex interplay between theory, legal concepts and procedure, and between legal and non-legal sources of protection.

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

Teaching is in the form of a two-hour seminar which runs each week during Michaelmas and Hilary Terms.

Comparative Public Law

Judicial protection against unlawful (and sometimes lawful) legislative and administrative acts or rules is of concern to individuals and companies in a variety of contexts. This course covers the central aspects of procedural and substantive judicial review under the public law of England, France and the European Union. The course will consider these issues against the constitutional framework which exists in the three systems. Throughout the course the emphasis will be on making comparisons between the different systems. To facilitate this each of the topics studied will be analysed within the same week's work.

The principal course objective is to enable students to acquire knowledge and understanding of the law in this area, and to be able to discuss at an advanced level elements of public law as they are evolving in England, France, and in the EU.

It is possible to undertake the course exclusively on the basis of English language materials, but the ability to read French is an advantage, since some of the secondary sources on French law are only available in the French language. There are, however, translations of the French case law used in the course.

Advice on this and other aspects of the course is available from the course convenor, Professor P P Craig (St. Johns College). The course is taught by Professor P P Craig, S. Boyron and Dr A Young.

Teaching is primarily through lectures and seminars in Michaelmas and Hilary terms. Tutorials will be available in Trinity Term. The structure of the course is as follows. In Michaelmas Term there will be lectures which deal with the central aspects of procedural and substantive review in the three systems. The lectures are designed to lay the foundations for seminar discussion that will take place in Hilary Term, and the first half of Trinity Term. The lectures and seminars will cover the following topics: the constitutional foundations of the three systems; procedural review; review for jurisdictional error; improper purposes; irrationality; proportionality; legitimate expectations; equality; and fundamental rights; damages actions, including damages for losses caused by lawful governmental action.

Teaching Conventions: The treatment of substantive law takes account wherever appropriate of the different procedures which are applicable under the laws of the United Kingdom, France, and the European Communities. Some of the examination questions will enable candidates to place principal emphasis on comparison between any two of the three systems studied during the course. Other examination questions will require candidates to make comparisons between all three systems.

Competition Law

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

The emphasis is placed predominantly on EC competition law to reflect the importance it assumes in practice. UK competition law is also taught in detail, both because of its value in providing a comparative study of two systems of competition law and because of its importance to the UK practitioner. The antitrust laws of the USA and competition laws of other jurisdictions are also referred to by way of comparison.

Seminars: Competition law is taught in seminars by Dr Ariel Ezrachi, Slaughter and May University Lecturer in Competition Law, and Mr Aidan Robertson, visiting lecturer and barrister, Brick Court Chambers.

Tutorials: In addition to the seminars, a course of four tutorials will be given in the Hilary and Trinity terms. Tutorial arrangements will be made in due course. All students taking tutorials will be asked to submit written work before they attend tutorials.

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

Teaching Conventions: The teaching of this subject is based on the assumption that the matters listed below are included in the syllabus: (i) European Union law under Articles 81-86 Treaty of Rome, and Regulation 139/2004 EC (the EC Merger Regulation); (ii) United Kingdom competition legislation set out in the Competition Act 1998 and the Enterprise Act 2002 together with associated subsidiary legislation. Knowledge is also required of the common law doctrine of restraint of trade, though not as it applies to employment contracts; (iii) The practice and procedure of governmental institutions in the application of competition law; (iv) The general principles of economics relating to competition law.

Detailed knowledge is not required of specific UK statutes, applying competition policy in specific industries, including the Financial Services, Telecommunications, Water, Gas, Electric and Rail industries.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

For The University of Oxford Centre for Competition Law and Policy see: www.competition-law.ox.ac.uk

Conflict of Laws

The Conflict of Laws, or Private International Law, is concerned with private (mainly commercial) law cases, where the facts which give rise to litigation contain one or more foreign elements. A court may be asked to give relief for breach of a commercial contract made abroad, or to be performed abroad, or to which one or both of the parties is not English. It may be asked to grant relief in respect of an alleged tort occurring abroad, or allow a claimant to trace and recover funds which were fraudulently removed, and so on. In fact this component of the course, in which a court chooses which law or laws to apply when adjudicating a civil claim, represents its middle third. Prior to this comes the issues of jurisdiction; that is, when an English court will find that it has, and will exercise, jurisdiction over a defendant who is not English, or over a dispute which may have little to do with England or with English law. Closely allied to this is the question of what, if anything, may be done to impede proceedings which are underway in a foreign court but which really should

not be there at all. The final third of the course is concerned with the recognition and enforcement of foreign judgments, to determine what effect, if any, these have in the English legal order.

The syllabus as studied in Oxford has to omit some subject areas which are properly part of the conflict of laws. Accordingly, candidates will not be required to show knowledge of (i) state and diplomatic immunities, (ii) jurisdiction in admiralty actions in rem; (iii) family law and the law of persons including the effect of marriage on property rights; (iv) succession to property and the administration of estates; (v) negotiable instruments; (vi) choice of law in respect of immovable property; (vii) foreign arbitral awards. However, they may be required to show outline knowledge of the choice of law rules relating to marriage and the law of persons as is necessary to understand, analyse and explain the doctrines of characterisation, renvoi, and the incidental question.

In England the subject has an increasingly European dimension, especially in relation to the jurisdiction of courts and the recognition and enforcement of judgements. The purpose of the course is to examine the areas studied by reference to case law and statute, and to aim at acquiring an understanding of the rules, their operation and inter-relationship, as would be necessary to deal with a problem arising in international commercial litigation.

The teaching is principally in the hands of Adrian Briggs and Edwin Peel, with assistance from other members of the Faculty. In principle the course is covered by lectures; a set of seminars which take the form of problem classes; and by a diet of tutorials.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

[Constitutional Theory]

This course is not available in 2008-09.

Constitutional Principles of the European Union

The purpose of this course is to provide an advanced understanding of the constitutional questions of the EU. We pose the general question whether the law of the European Union can make sense as a coherent order of principles. The subject matter is EU Law as it stands today, in light of the case law of the European Court of Justice and general principles that can be borrowed from domestic constitutional theory or public international law. The readings will constitute mostly of cases of the ECJ and opinions of the Advocate General, combined with some cases from the United Kingdom and suitable readings in law and jurisprudence. Topics will include the nature of the EU as a constitutional state in the making or a *sui generis* international organisation; the ECJ doctrine of the 'autonomy' of EU law; the principle of direct effect; the principle of supremacy; non-discrimination; citizenship; human rights; remedies and procedural autonomy. We shall discuss the diverse approaches in the works of scholars such as Lenaerts, Von Bogdandy, Kumm, Habermas, Weiler, MacCormick, Wyatt, Weatherill, Craig, Hartley, Kirchoff and others.

Teaching Conventions: Some knowledge of EU law is a requirement. A good background in jurisprudence, perhaps at undergraduate level at a UK university, will be an important advantage

Corporate and Business Taxation

Tax law is central to all businesses and to many business transactions. It has a profound effect on business law and decisions and plays a part in shaping the law of business organisations. This course approaches the subject from a policy perspective. Technical legal issues are

examined but placed in their economic and business context, with the focus on principles and concepts. The course aims to introduce students to the techniques used to tax business organisations and to encourage critical analysis of tax policy and implementation. Although the course uses UK tax law as its starting point, the theoretical and policy issues which arise are common to all jurisdictions, and key international and EC law issues are also examined.

A major problem encountered in taxing business is that of defining the tax base; that is, what should be taxed? Should we tax profit and, if so, how should this be defined? Should tax follow accounting definitions or develop its own? Companies, being artificial entities, present special tax problems. Who should be taxed; the company, the shareholders or both? How should groups of companies be taxed, especially multi-national groups? How should we tax small businesses, corporate and non-corporate? Special measures to counter tax avoidance in a business context are examined. In addition to studying the current UK approach to these and other issues, consideration is given to alternative approaches. On an international level, the difficulties faced in allocating tax revenue between jurisdictions in the light of mobility of capital, increased numbers of cross-border transactions and technological developments are considered. The course examines developments in the harmonisation of taxation within the EC and the problems of double taxation, transfer pricing and tax competition internationally. Double taxation treaties are studied in outline.

This course will be of interest to any student wishing to explore business law as well as to tax specialists. Students must be prepared to read many types of material and consider how policy issues and technical law interact. UK tax law, which forms a key component of the course, is statute based but case law is also important. Readings from public finance and accounting literature will be recommended on some topics: these will be accessible without specialist knowledge. No computations will be required. No prior study of tax law or company law is required, although those with no knowledge of business organisations may need to do some additional background reading on which advice will be given. MJur students are welcome, especially if they have prior knowledge of taxation in their own jurisdictions, but they must be prepared to engage with the case law and UK statutes where appropriate. Students who have studied tax elsewhere are encouraged to introduce their own comparative insights. The syllabus is wide and the subject fast moving so that the precise focus may vary from year to year.

The course is taught by Professor Judith Freedman and Glen Loutzenhiser. The teaching consists of lectures (including guest lectures) and seminars spread over the Michaelmas and Hilary terms. Guest lecturers include visiting academics, researchers at the Oxford University Centre of Business Taxation, and leading tax practitioners. Tutorials form an important part of the teaching and will be arranged by Professor Freedman and Glen Loutzenhiser in collaboration with your college tutor.

The topics covered by the course can be described broadly as: Taxation of income profits and capital gains of sole traders, partnerships and corporations; corporation tax and taxation of distributions; close companies, groups; alternative methods of taxing corporations and other businesses; aspects of capital gains tax reliefs relating to business; anti-avoidance legislation. Allocation of taxation between jurisdictions; principles of residence and source; double taxation relief and treaties; EC tax harmonisation; international anti-avoidance.

Any student wishing to discuss this course is welcome to contact Professor Freedman (Worcester College).

Teaching Conventions: Examination questions will not be set on the details of VAT or stamp duty nor directly on the anti-avoidance material taught on the Personal Taxation Course. Not all topics will be covered every year. Students will be required to be familiar with provisions in the Budget and Finance Bill or Act of the year of the examination only to the extent made clear by the teaching group.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

Corporate Finance Law

The limited company is a hugely popular business vehicle, and the primary reason for this is its ability to act as a successful vehicle for raising business finance and diversifying financial risk. All companies need to raise money in order to function successfully. It is these "money matters" which are at the heart of corporate law, and an understanding of the ways in which companies can raise money, and the manner in which their money-raising activities are regulated, is central to an understanding of how companies function. The aims of the course are (a) to explain the complex statutory provisions governing the issue and marketing of corporate securities, against the background of business transactions; (b) to explore the fundamental legal propositions around which corporate finance transactions are usually organised and (c) to examine the means by which money is raised by borrowing and quasi-debt and different methods of securing debt obligations. Technical issues will therefore be placed in their economic and business context. There is a strong emphasis on the policy issues underlying the legal rules. The course focuses on the forms of corporate finance and on the structure and regulation of capital markets. The course also examines the attributes of the main types of securities issued by companies and the legal doctrines which are designed to resolve the conflicts of interests between shareholders and creditors. Consideration is given to the EU directives affecting the financial markets, especially the manner in which they have been implemented into English law. Many of the issues arising are of international importance and the course examines the harmonisation of these matters within the EU.

This course will be of interest to any student wishing to develop a knowledge of corporate law, as well as to those who are corporate finance specialists. No prior knowledge of the subject is required, nor is it necessary to have studied company law, though this will be of significant advantage. Those with no knowledge of company law will need to do some additional background reading prior to the start of seminars, and advice can be given on this issue. MJur students are welcome, especially if they have prior knowledge of corporate finance in their own jurisdictions, but they must be prepared to engage with the case law and with UK statutes where appropriate.

The teaching group comprises Ms J Payne, Ms L Gullifer, Professor John Armour and Mr John Vella. The teaching consists of lectures, seminars and tutorials in Michaelmas and Hilary terms. The tutorials will be arranged in the seminars. Corporate finance practitioners will also give guest lectures throughout the year.

The main areas studied are: 1. Equity financing including the legal nature of shares, minimum capital requirements, payment for shares, raising additional capital, dividends, reductions of capital, financial assistance, gearing issues, and reform options in these areas. 2. Public Distributions including choice of market issues, the role of institutional investors, the structure and regulation of public offers and listing, enforcement of the listing rules and civil liability for defective prospectuses, and a discussion of the role of law in the development of a securities market. 3. Interests in Securities. 4. The Regulation of Financial Services and Investor Protection including disclosure issues, Insider dealing and Market Abuse. 5. Takeovers including the regulation of takeovers, the duties of the target board, equality of treatment of shareholders and the rationales for takeovers. 6. Legal issues arising in relation to secured and unsecured debt, including analysis of the different forms of security, issues relating to set-off, assignment, priority between different creditors, re-characterisation issues.

7. Policy issues underlying the rules on secured lending, and consideration of proposals for reform.

Materials available in exam: Butterworth's Company Law Handbook (2008) Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

Corporate Insolvency Law

Corporate insolvency gives rise to a number of fascinating and complex questions. Which assets can be claimed by the company's creditors? What should be done with them? How should the proceeds raised be distributed amongst the creditors? How should those responsible for the company's losses be dealt with? In addition, many interesting questions from other areas of law (particularly property law) come to be raised and explored in the context of insolvency. The course seeks to develop an understanding of the ways these issues are resolved by the current law. Students will also be expected to analyse and evaluate the law, and consideration will be paid to the business context in which insolvency disputes arise. The course begins with an overview of the functions of insolvency procedures. It then examines, in the context of winding-up, the relationship between insolvency law and the general law of property and obligation, and the extent to which insolvency law interferes with rights accrued under the general law, and examines the rationality of the legal principles underlying the rules relating to the treatment of claims and the distribution of assets in winding up. The course then turns to consider procedures that are capable of securing the continuation of viable businesses, often referred to as "corporate rescue". The most significant of these is the administration procedure, but administrative receivership, which it is gradually replacing, is also still of practical importance. They raise interesting and complex questions about the allocation of decision-making power, and the mechanisms for ensuring the accountability of decision-makers. Company law also has a role to play in relation to insolvent companies, raising in particular such questions as the liability of a parent for the debts of its subsidiary and the responsibilities of directors under general law and under insolvency legislation.

No prior knowledge of the subject is required, nor is it necessary to have studied company law, though this is of some advantage.

The teaching group comprises Professor J Armour, Ms L Gullifer and Ms J Payne. The teaching consists of a combination of lectures, seminars, and tutorials. Guest lectures by visiting academics and practitioners may also be given at various points.

Materials available in exam: Butterworths Company Law Handbook (latest edition) Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

[Crime, Justice and the Penal System]

This course is not available in 2008-09.

Criminal Justice and Human Rights

This course will look at the development of human rights principles in relation to the criminal justice system, looking in detail at the interaction between human rights discourse and the theory and practice of criminal justice. The focus will be upon the European Convention of Human Rights and the Human Rights Act 1998, in relation to the criminal justice system of England and Wales, but further comparative material from other jurisdictions will be drawn upon where relevant. After beginning with a critical look at human rights discourse, the

course will adopt the method of detail – taking a number of discrete topics and examining each of them in terms of the theoretical underpinnings of the particular right, the human rights reasoning adopted by the courts, and the implications for criminal justice policy. Among the rights thus examined will be the privilege against self-incrimination, the right to privacy in relation to surveillance, and the protection of personal liberty with respect to imprisonment. The course will end by drawing out specific themes relating to human rights and anti-terrorist measures, and more generally the interface between human rights and security concerns.

Teaching will be delivered in the form of weekly seminars, held in the first six weeks of Michaelmas and Hilary terms. All students enrolled in this course are expected to attend these seminars, and to read and think about the assigned materials in advance of the seminar. The seminar will be introduced by a Faculty member, followed by discussion, usually based around a set of questions distributed in advance. Tutorials in this subject will be available in the first four weeks of Trinity Term.

Teaching Conventions: Teaching in this subject is based primarily on seminar reading lists which will be provided by the course co-ordinator at the start of each term. These reading lists indicate the essential material with which students are expected to be familiar in the examination and may also indicate some further reading. No statutory or other material is provided to students in the examination.

European Business Regulation

This course examines the legal basis of the "level playing field" of the internal market of the European Community, covering Community competence over the internal market, harmonisation in the field of free movement of goods, establishment and services, public procurement, and state aids. The techniques of harmonisation are examined and illustrated by reference to commercial and social directives and the European Court litigation which has resulted from their application. There is coverage, against the background of the treaty rules on the free movement of goods, persons or services, of harmonisation of laws in such areas as company law, European Economic Interest Groupings, legal services, product labelling, consumer protection, and public procurement.

The principal course objective is to enable students to acquire knowledge and understanding of the law in relation to the above subject matter, and to be able to discuss critically at an advanced level the legal and policy issues arising therefrom.

Teaching is likely to cover (1) Community competence to regulate business; (2) Free movement of goods and harmonisation of national rules on product composition, labelling etc; (3) Establishment and Services, in general, and for lawyers; the impact of the Treaty rules on establishment and capital movement on safeguards (such as golden shares) on the privatising of public sector undertakings; the rationale for company law harmonisation, with reference to the European Economic Interest Grouping, the European Company Statute, and the Takeover Bid Directive; (4) Public Procurement; (5) State Aids; (6) Consumer Policy.

The normal pattern of teaching involves seminars and lectures in Michaelmas and Hilary Terms, and tutorials in Trinity Term. The teaching group includes Professor S R Weatherill, Dr Wolf-Georg Ringe, Professor D A Wyatt, and Dr Katja Ziegler

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

European Community Environmental Law

Over the last decade EC Environmental Law has become an increasingly complex, dynamic and intellectually challenging area of the law. This course requires students to engage in a critical study of EC environmental law by focusing on the legal developments in the subject.

The seminars for the course are a mixture of cross cutting seminars and those focused on how particular directives have been implemented. Considerable attention is paid to the case law of the ECJ and CFI but regard is also had to the wider legal framework, and in particular the role of regulatory strategy and the administration of environmental law. A basic knowledge of EC Law is needed to do this course.

The first part of the course is an analysis of emerging legal themes in the subject including how it has developed, the legal issues in relation to environmental competence, principles of EC environmental law, regulatory strategy, public participation, rights and remedies and the interface between environmental protection and the fundamental freedoms. The second part of the course is a study of particular areas of EC environmental regulation including: water and air quality; environmental impact assessment; nature conservation; waste regulation and the regulation of genetically modified organisms.

The convenor for the course is Dr Liz Fisher and the course is taught by a small group of Faculty members.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

European Employment and Equality Law

Recent decades have witnessed a dramatic transformation of the aims of the European Community. The assumption in the Treaty of Rome that economic integration would naturally bring about social development was replaced in the 1970's by the view that "vigorous action in the social sphere is ... just as important as achieving Economic and Monetary Union." This realisation led to the rapid evolution of a social dimension to the internal market, culminating in the incorporation into the Treaty of Amsterdam of a proper legal basis for legislating on employment law and the strengthening and expansion of equality law. This course aims to develop a critical perspective whereby students can assess these developments, examining the conflicting pressures of harmonisation and subsidiarity, the legitimacy and effectiveness of EU intervention, the role of the social partners and other actors in producing employment and equality legislation, and the nature and form of regulation which has thus far emerged, including the European Employment Strategy.

The course does not presuppose that students should have taken an undergraduate labour law or EC law course. The course will be taught in a varied format, including six or more seminars in Michaelmas Term and six or more in Hilary Term. It will begin with an examination of the development of European Community Social Policy from a historical and theoretical perspective, and proceed to focus on particular aspects of employment policy, including anti-discrimination law, flexibility and social protection, industrial democracy and freedom of association, and the interaction with other aspects of Community law, such as job creation policies and human rights, including the EU Charter of Fundamental Rights.

The teaching is coordinated by Professor Sandra Fredman, and includes input from Professor Mark Freedland, Dr Wanjiru Njoya and Ms Cathryn Costello. Other academics may also contribute from time to time in areas of their particular expertise. There will be tutorials to back up the seminars, each student being entitled to up to four tutorials from a wide menu. These tutorials are normally offered in Trinity Term in order to give practice in writing essays in this subject.

Any students who would like to discuss this course further are encouraged to contact one of the members of the teaching group.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

European Private Law: Contract

This course centres on a comparison of the general principles governing the law of contract in French and in English law, choosing this topic both because of its substantive interest and because it is a good place from which to embark on comparative legal studies. For this reason, the course is arranged in two parts. The first introductory part (representing one tutorial week) looks at very general features of the French legal system, especially as regards the sources of the law, and it invites comparisons with the apparently very different approaches of English law. The second part of the course (representing six tutorial weeks) looks at the French and English general laws of contract both from the point of view of their own substantive principles and as the context for the illustration and elucidation of the more general questions addressed in the first part. While the material itself is necessarily restricted, the provisions of the Code civil and examples of the case-law and juristic writing (*la doctrine*) are studied. Comparisons may include those drawn at the level of principle, underlying values, legal technique or practical result.

Students taking this course may come from either a common law or a civil law background, but the reading set for the course focuses on (though is not limited to) the French materials, it being assumed that the students taking the course have already undertaken studies in English general contract law. The French sources are studied in French, though there are a number of introductory works on French law and French contract law in English (including Bell, Boyron and Whittaker, *Principles of French Law* (2nd ed.) and Nicholas, *The French Law of Contract*) and articles comparing aspects of French and English contract law. Some of the French material for the course is contained in Kahn-Freund, Lévy and Rudden, *A Source Book of French Law*. Overall, therefore, the course requires a good reading knowledge of French.

The pattern of teaching will be as follows. In Michaelmas term there will be a seminar on the sources of law in French and English law early in term by Professor Simon Whittaker. The lectures on French contract law will be given in Michaelmas and Hilary term by Professor John Cartwright and Professor Simon Whittaker.

Syllabus: Comparative Law of Contract comprises: (a) Sources and methods of French law: the structure of the legislature and the style of legislation; the significance of the Codes and of their reform; the structure of the courts and the significance of case law in the development of the law; academic legal research and writing and its influence on the development of the law. (b) The French law of contract: formation of contracts and conditions for their validity; rights arising from contracts and their enforcement. Questions will not be set on the law of agency. Candidates will be required to compare the French law with the relevant portions of English law. Candidates will be required to have an adequate knowledge of the original source material in French.

Teaching Conventions: 1. This is a course of comparative law and not merely an introduction to a particular topic of non-English law and the examination will therefore require candidates to answer questions in the light of both English and French law. 2. The course looks at the general law of contract and this means that special rules applicable to commercial, consumer or public contracts or to particular types of contract (such as sale, hire etc.) are not included except insofar as they are significant for an understanding of the general principles.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

European Union as an Actor in International Law

The process of European integration has entailed a transfer of foreign relations powers from the Member States to the European Union (EU) that does not follow the lines of any other legal development. It is different from the experience of federal States, in so far as the devolution of foreign relations powers is only partial, and it has certainly not entailed the disappearance of the Member States as international legal persons. On the other hand, the quantity and the quality of the functions exercised by the EU on the international plane, and its capacity to develop its own course of foreign relations, makes it an entity with few, if any, traces of resemblance with other existing international organisations.

The course deals with questions at the intersection of European law, public international law, and international relations. It looks both to the inside, giving an overview of the foreign relations law of the EU, and to the outside, examining the legal framework in which the EU acts on the international plane. Looking at some of the core areas of international law, the course examines the problems of and prospects for a supra-national actor in a legal system which is still largely dominated by States. The ultimate question to be explored: Is international law adapting to a new actor or must the EU assume statehood to be a full actor in international law?

The course covers the following topics: the foreign relations law of the EU, the relationship between international law and European law, treaty relations of the EU and its member States (mixed agreements), the EU as a creator of customary international law, the EU as a member of international organizations and a party before international tribunals, international relations and diplomatic powers of the EU, promotion and enforcement of international law by the EU (sanctions, human rights, standards of democratic governance), the transatlantic divide between the EU and the US on matters of international law, violations of international law by the EU and its member States and their international responsibility.

The course is directed at graduates with an interest both in international law and European law. Basic knowledge of these subjects is an advantage. Students without such knowledge will be directed to basic reading in these fields.

Teaching consists of 12 two-hour seminars and four tutorials. The seminars aim to encourage extensive class participation and students will have the opportunity to present short papers for discussion by the group as a whole. Tutorials will provide the opportunity to write essays and discuss essay and examination technique. Seminars will be conducted by Dr S Talmon in Michaelmas and Hilary Term. Tutorials will be held in Hilary and Trinity Term. Detailed handouts and reading lists are distributed during the year. In addition, there is a reader for the course available.

Materials available in exam: Blackstone's EC Legislation 2008-2009, 19th edition 2008; Blackstone's International Law Documents, 8th edition, 2007.

Evidence

The Law of Evidence is a valuable subject in the BCL because it is in all common law jurisdictions still dominated by common principles. This means that overseas graduates can both bring more to it, and gain more from it.

The aim of the course is to establish the basic structure of this branch of the law to which all students can relate the knowledge they acquire so as to be able to grasp it instinctively and to be able to "think on their feet." It is the one area which lawyers need to

know in detail rather than know how to acquire since problems arise, often unexpectedly, in the course of a trial for which no preparation has been possible. The more thorough the understanding of basic principles the more readily the detail can be slotted in, or created. All of these features owe their existence to the fact that the law has been gradually accreted by individual decisions of the judges in the course of trials, sometimes without the benefit of extensive reference to materials. It is because judges have so often drawn upon their instinct for the fundamentals of this branch of the law that it has developed so similarly in different jurisdictions, and has largely resisted radical statutory intervention.

These factors have also created an opportunity for useful academic reflection to draw out the principles often left unarticulated beneath the surface of the decisions. The subject has benefited from a succession of particularly talented commentators such as Thayer and Wigmore in the United States, and Cross in the United Kingdom. It tends to be in the forefront of change as increasing efforts are made to streamline civil litigation, and to cope more effectively with an increasing tide of criminal cases. These have led to the proposal of a number of innovations such as the reform of the hearsay rule, and changes in the evidential use of silence or an accused person's previous record. The law is also adapting to newer forms of record-keeping, and the exploitation of the possibilities offered by video-recording. In all jurisdictions the subject is in constant ferment with new codes and consolidations under consideration or implemented. Since the subject tends to highlight perceived tension between the efficient resolution of disputes and the importance of resolving them fairly, it is never short of topicality or fierce controversy.

The course in Oxford concentrates more on central principles than on the minutiae of procedure, and makes an effort to draw upon the experience of the whole of the common law world.

Unlike most other BCL courses, the Law of Evidence is taught, as to the core, through 7 tutorials. There are also a range of lectures. Seminars, 6 in number, are held in Trinity Term.

A comprehensive reading list is available to support students reading the subject, and this is supplemented by a number of courses of lectures each developing a particular central aspect of the subject in more depth than is possible in a general survey of the whole subject. The main seminar currently takes place in Trinity term and is designed to explore particularly topical or difficult subjects by setting problems. The teaching group regards tutorials as very important, and these are arranged by the course convenor, at instance of college tutors. The examination is in the third week of the Summer vacation.

Teaching Conventions: The following topics comprise the elements of the examined course; General Concepts: Relevance and Admissibility; Burden and Standard of Proof; Presumptions; Functions of Judge and Jury; Witnesses (including Character); Course of Evidence; Character of Parties; especially the Accused in Criminal Cases; Evidential Privileges; Public Interest Immunity; Opinion Evidence; Hearsay, including Common Law and Statutory Exceptions; Confessions and Unfairly/Unlawfully Obtained Evidence; Evidential Use of Silence (in both Criminal and Civil cases) and Police Questioning; Identification; Human Rights Implications of Evidential Rules and Principles.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

[Global Comparative Financial Law]

This course is not available in 2008-09.

[Globalisation and Labour Rights]

This course is not available in 2008-9.

[Intellectual Property Rights]

This course is not available in 2008-09.

International Dispute Settlement

The course on International Dispute Settlement is concerned with the peaceful settlement of disputes involving the application of international law, including inter-State disputes, and disputes between States and individuals or corporations.

One part of the course is concerned with the study of a range of institutions concerned with dispute settlement such as arbitral tribunals, the International Court of Justice, and more specialised bodies such as the International Centre for the Settlement of Investment Disputes, the World Trade Organisation, and other institutions handling economic and political disputes. The institutions selected for study vary from year to year. The institutions selected for study vary from year to year.

The second part of the course provides an outline of the principles of procedural law that operate in international tribunals, including international commercial arbitration tribunals. This part of the course involves the study of issues such as jurisdiction and admissibility, the determination of law governing procedure and the law governing the merits of a case, remedies, the recognition and enforcement of judgments and awards, and the review of judgments and awards.

Teaching consists of weekly classes in the Michaelmas and Hilary Terms, in some of which students will present short papers for discussion by the group as a whole. The examination is held at the same time as the other BCL/MJur examinations, in the summer vacation.

Detailed handouts and reading lists are distributed during the year. The most recent handouts are posted on the Faculty's intranet.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

International Economic Law

This course introduces students to the main principles and institutions of international economic law. It focuses primarily on the institutions and substantive law of the World Trade Organisation (WTO) and the General Agreement on Tariffs and Trade (GATT). In addition to introducing participants to the major legal disciplines under the GATT/WTO and the basic principles and core concepts of the GATT/WTO (Based on in-depth study of the relevant GATT/WTO case law), the course considers the underlying philosophy of free trade and a number of the controversies concerning the future evolution of the WTO and its relationship to globalisation, regionalism, and the attempt by States to achieve other policy objectives (such as protection of the environment). No prior knowledge of international law or economics is necessary. Students without such knowledge will be directed to basic reading in these fields.

Lectures will be delivered in Michaelmas and Hilary Terms. Tutorials will be scheduled in due course. The examination is held at the same time as the other BCL/MJur examinations. Detailed reading lists are distributed at the start of the course.

Materials available in exam: *The Legal Texts: The Results of the Uruguay Round of Multilateral Trade Negotiations* (Cambridge University Press : 1999)

[International Law and Armed Conflict]

This course is not available in 2008-09

[International Law of the Sea]

This course is not available in 2008-09.

Jurisprudence and Political Theory

Students taking Jurisprudence and Political Theory have the opportunity to participate in wide-ranging but analytically precise discussions of the presuppositions and methods of legal, political and therefore also, to some extent, moral philosophy, and of related social theories in their bearing on the institutions, norms and methods of legal systems. The syllabus covers the concepts of law, legal system, legal right and legal obligation; the nature of adjudication and judicial discretion; the range and limits of law as a means of social control; the individual's moral duty to obey the law; the individual's moral rights against his or her government; and the justification of political (including judicial) authority. Much of, for example, Dworkin's *Law's Empire*, Raz's *The Morality of Freedom*, and Finnis's *Aquinas* was earlier presented and discussed in this course's seminars, which provide a good context for critical testing of advanced work-in-progress. The seminars do not necessarily cover all of the topics mentioned in the syllabus, and of those covered some may be covered in much greater depth than others. Nevertheless the syllabus gives a good general indication of the field to which the seminars and the eventual list of examination essay topics relate.

The course is a philosophy course, and in that sense is a specialist rather than a generalist pursuit. Through it students may expect to develop some of the skills and dispositions of professional philosophers. An acquaintance with some undergraduate-level jurisprudence is presupposed; those who enter on this course without having formally studied jurisprudence should prepare themselves by a careful reading of at least some of the following (or comparable) works: Hart, *The Concept of Law*, Dworkin, *Taking Rights Seriously* or *Law's Empire*, Raz, *The Authority of Law*, or Finnis, *Natural Law and Natural Rights*. But this list should not lead anyone to think that, in the course itself, the topics to be discussed are narrowly "jurisprudential" or that the authors to be read are narrowly "Oxford". Students with an Oxford Jurisprudence background, and others, could well prepare for the course by careful reading of (for example) Rawls, *A Theory of Justice* or *Political Liberalism*, Nozick, *Anarchy, State and Utopia*, Raz, *The Morality of Freedom*, Nagel, *Equality and Partiality*, Cohen, *If You're an Egalitarian, How Come You're So Rich?*, or Walzer, *Spheres of Justice*. Seminars specifically designed for students on this course are convened by Professor J M Finnis, Professor A M Honore, Professor J Gardner, Professor L Green, Dr N Stavropoulos, Dr J Dickson and Dr T Endicott. However, those taking the paper are also encouraged to participate in seminars taking place elsewhere in the university, particularly in some of those advertised on the Philosophy Lecture List. The same holds for lectures. Those who are not conversant with the basics of political philosophy, in particular, should consider whether to attend lectures on the undergraduate courses in Ethics (see the Philosophy Lecture List) and the Theory of Politics (see the Politics Lecture List). Lectures from the undergraduate Jurisprudence course in the Law Faculty would also help those who need to be more familiar with the basics of legal philosophy.

Since the seminars do not purport to be exhaustive, you are advised to take advantage of the wide availability of tutorials, arranged through your college tutors. Most of those offering tutorials provide them in Hilary Term, but approaches should be made as far in advance as possible.

Examination is by the submission of three essays, written over the Easter vacation. According to the relevant Regulation, “Candidates offering Jurisprudence and Political Theory will be examined by the submission of three essays. Topics for essays will be prescribed by the examiners and published on the notice board of the Examination Schools, High Street, Oxford, OX1 4BG, on the morning of the Friday of eighth week of the Hilary Term preceding the examination. The examiners shall offer a choice of six topics from which candidates shall be required to select three. The total length of the three essays submitted shall not be less than 5,000 words, nor more than 8,000 words. Two copies of each essay submitted must be delivered to the Chairman of the BCL Examiners, Examination Schools, High Street, Oxford OX1 4BG, by noon on the Friday preceding the beginning of the Trinity Full Term in which the examination is to be taken. Essays need not be typed, but a candidate who submits an essay which in the opinion of the examiners is not clearly legible may be required to have a typed copy made at his or her own expense. Every candidate shall sign a certificate to the effect that the essays are his or her own work, and that no help was received, even bibliographical, with their preparation, and the candidate’s tutor or tutors in Jurisprudence and Political Theory or, if not available, a Law tutor in the candidate’s own college shall countersign the certificate confirming that, to the best of his knowledge and belief, these statements are true. Candidates shall further state the total number of words used in their essays. This certificate shall be presented together with the essays.” Footnotes, bibliographies etc. are included in the word count. The prohibition on help with the essays extends to help from fellow students as well as help from tutors et al. Some candidates will be summoned to discuss their essays with two members of the Faculty (not examiners). The purpose of these meetings is to provide a random check against the danger of plagiarism, and does not bear on the assessment of the essays.

This course is among those supported with detailed material on the Legal Philosophy in Oxford website at <http://www.law.ox.ac.uk/jurisprudence/>

Law and Society in Medieval England

This course offers an in-depth study of core areas of property and obligations law in later thirteenth and early fourteenth century England and their relationships - through legislative and judicial change and legal writing - to the medieval society of which they were part.

The topics covered are: law and the family; family settlements; lordship and ownership; property remedies; the enforcement of tenurial obligations; debts and securities; contracts, leases and property management; wrongs; problems of jurisdiction.

This course was formerly run as *Legal History: Legislative Reform of the Early Common Law*.

The materials studied are statutes, case reports, and treatises and instructional literature from the period, together with the modern academic literature on the topics. All the sources used are provided in translation, so that knowledge of Latin and French is not required. Prior knowledge of the history of English law is not required.

The primary teaching method is by eight fortnightly seminars running from mid Michaelmas to early Trinity terms.

This course is taught by Dr Paul Brand and Dr Mike Macair.

Law in Society

Law is not only a means for giving certainty and stability to private relationships and maintaining social order, but also an instrument for directing society and solving social issues. The operation of law in society raises important issues of both a theoretical and an empirical nature: how does law actually function in society and how can this be understood? The first part of the course introduces these issues and considers the social foundations of law. The second part extends the scope to the study of law in non-western environments and issues considered by anthropologists of law.

Scholarship concerning law and society takes two directions. The more theoretical asks questions about law as a social formation, how law fits into society, what function it has, and how it interrelates with other aspects of society. Empirical approaches ask how law works in practical situations by conducting in-depth research into specific areas. These include regulation, businesses practices and the use of official discretion and considers matters such as the relationship between law and social rules, how courts work in practice and how administrative and regulatory bodies apply the law. These studies are the basis for observing more general patterns concerning the ways law works in society. The first part of the course brings together these two directions, showing how theoretical ideas inform empirical research and visa versa.

The second part asks how we are to understand the different systems of law found in other societies. On what grounds can we even define them as law? These questions are central for anthropologists of law but arise, in practical ways, for those concerned with the implementation of international law and development projects and the promotion of good governance and democracy around the world. How do our laws and legal practices conflict with, complement or undermine their practices and expectations? These issues are considered in the context of classic sociological theories and anthropological approaches to the study of diverse forms of law. Asking about the other also causes us to reflect on the parameters and cultural specificity of our own concepts of law and students will be encouraged to think constructively and critically about familiar legal phenomena and their universal application.

The course is convened by Professor Denis Galligan and Dr Fernanda Pirie of the Centre for Socio-Legal Studies. There are weekly seminars in Michaelmas and Hilary Terms.

Assessment is by a three hour written examination.

Materials available in exam: None

Medical Law and Ethics

The Medical Law and Ethics course will provide students with the opportunity to develop a critical understanding of the legal and ethical difficulties that arise in the provision of health care. The primary focus will be on UK regulatory frameworks, but the issues to be covered have global relevance and we encourage students to contribute insights from other jurisdictions wherever possible. Students must be prepared to read many types of material and to consider how legal, ethical and policy issues interact. There are no prerequisites for this course.

Topics to be covered include consent to treatment, the regulation of medical research, confidentiality in the doctor-patient relationship, abortion, ownership of body parts and organ donation, death and dying, medical negligence, the regulation of medical professionals, the organisation, structure and funding of health care in the UK, and the rationing of health care resources in the UK National Health Service. As the course progresses, we will also encourage students to be aware of the current issues in medical research and healthcare provision that are being reported in the media.

The course will be taught by Dr Anne Davies, Dr Jonathan Herring and Dr Jane Kaye with contributions from other members of the faculties of law and medicine in Oxford, and visiting speakers. There will be twelve seminars, eight in Michaelmas Term and four in Hilary Term, and four tutorials, one in Michaelmas and three in Trinity. The seminars will involve extensive class participation and the tutorials will provide an opportunity to practise essay writing and to prepare for the examination.

Personal Taxation

Taxation comprises a difficult and complex mass of material. It is hard to deny that proposition, but the Oxford Personal Tax course is designed to be questioning and challenging. For a start, only a limited range of taxes is within the syllabus: income tax on trusts and annual payments, capital gains tax and inheritance tax. Legislative and judicial methods of countering tax avoidance are dealt with in depth. We attempt to teach the material in such a way that the detail is much less important than the cases and the ideas underpinning the law. Company taxation is not covered in the Personal Tax course, but is dealt with in the Corporate and Business Taxation course. The two tax courses on the BCL are complementary but are also completely freestanding so may be taken alone or together depending on the student's interest. It is not essential to have studied tax previously in order to take either the Personal Taxation course or Corporate and Business Taxation but students who have studied the subject at undergraduate level will find that the material in the graduate courses will flow on well from their initial courses and will enhance their existing knowledge of taxation.

A theme that runs through a significant proportion of the course is the way in which trusts are affected by taxation, particularly in comparison with taxation of individuals. This involves considerable use of trusts cases and theories - not surprising when one remembers the number of trusts cases that have arisen in a taxation context. Accordingly, it is not advisable to study Personal Taxation unless you have covered Trusts already or are taking it as an option in the MJur.

Personal Taxation offers the opportunity to consider an almost entirely statutory area and study the reaction of the judiciary to it. This is particularly revealing in the fast developing area of judicial reaction to tax avoidance schemes. This is an area of intense judicial activity and disagreement, at its heart being the question as to how far the courts should go to defeat schemes that set out to frustrate the intended effect of taxes or exemptions from taxation. This is an area that benefits from comparisons with other countries, although most of Personal Taxation has its focus on purely English taxation provisions.

In 2008-9 the course will be taught by Mr R J Smith, Mr E. Simpson and Mr G. Loutzenhiser. Lectures in Michaelmas and Hilary Terms set out to cover virtually the entirety of the syllabus. Tutorials are normally arranged after lectures are completed. There is a "Tax Problem Class" in Trinity Term which combines the objectives of developing the necessary skills to handle problem questions on taxation and of enabling seminar discussion of some of the more perplexing issues in the subject. Anyone who wishes to have further information before deciding whether to take Personal Taxation is welcome to contact Mr R J Smith (Magdalen College).

Teaching Conventions: Teaching convention. This course covers selected topics within (a) Income Tax; (b) Capital Gains Tax; (c) Inheritance Tax and other methods of taxing capital; (d) general responses to tax avoidance. The taxes are to be studied with particular reference to the taxation of gifts and settlements. Candidates will not be examined on the details of the Finance Bill or Act of the year of examination. Candidates are advised not to offer this paper unless they have studied the law of Trusts in their first law degree course. Income Tax comprises: (i) Principles of the general charge to tax on individuals and

families: personal reliefs and allowances in general; (ii) taxation of settlors, trustees and beneficiaries; foreign element relating thereto. Capital Gains Tax comprises: (i) General charge to tax on individuals; (ii) disposals and acquisitions of assets in general; (iii) gifts and settlements; (iv) disposal on death and administration of estates; (v) computation of gains and losses in general (but not the rules relating to leasehold interests, or wasting assets); (vi) exemptions; (vii) foreign element. Inheritance Tax comprises: (i) historical background; (ii) general charge to tax on individuals; (iii) settled property; (iv) administration of estates; (v) reliefs and exemptions; (vi) valuation; (vii) foreign element.

Materials available in exam: Details to be advised. Materials supplied last year are listed on the front of last year's examination paper (see www.oxam.ox.ac.uk)

[Philosophical Foundations of Property Rights]

This course is not available in 2008-9.

Philosophical Foundations of the Common Law

This course explores the principles which may be thought to underlie each of the three areas it is concerned with – contract, tort, and the criminal law – and the relations between them.

Do notions such as causation, intention and foresight, which figure in all three areas, lend them doctrinal unity, or do these branches of the law represent different (complementary or conflicting) principles? For example: can one or other of them be understood as embodying principles of corrective justice, while the others are based on considerations of distributive justice? Does the law, in these areas, reflect moral concerns, or pursue efficiency or some other goal, or is it the case that no underlying principles can be discerned? Does the law make sense only in the light of certain assumptions about the nature of persons (e.g. that they are rational choosers, that they are autonomous beings)? These are some of the issues explored in this course.

The course presupposes knowledge of the basic doctrines of contract, tort, and criminal law. While some philosophical background might be helpful, it is not essential.

The main teaching is by seminars. At least two but not necessarily all three of the areas identified in the syllabus (criminal law, torts, contracts) are covered in depth in any given academic year. Up to four tutorials are also provided, and these are arranged centrally via the seminars. The course is among those supported with detailed material on the faculty's Jurisprudence web site at <http://www.law.ox.ac.uk/jurisprudence/>

Teaching Conventions: Teaching will be based on the assumption that: 1. Students are to be introduced to the study of philosophical issues through the study of doctrines of English common law, with comparisons to other legal systems as appropriate. 2. At least two but not necessarily all three of the areas identified in the syllabus (criminal law, torts, contracts) will be covered in depth in any given academic year. 3. In the study of doctrines, special emphasis is to be given to similarities and contrasts between the three specified areas of the common law. 4. Students are to be given the opportunity of discussing problems local to each of the specified areas as well as problems that cut across them.

Principles of Civil Procedure

The aim of the course is to acquaint students with the fundamental principles of Civil Procedure. These principles are not specific to England but are common to all advanced systems of law. The operation and implications of these principles is discussed against the background of English law and the jurisprudence of the European Court of Human Rights. A short introduction to English procedure is provided so that students not familiar with the

English system could soon acquire a working knowledge. However, students coming from other jurisdiction are encouraged to discuss these principles and the ideas they represent against the background of their own procedural systems.

Both lectures and seminars involve active student participation. The course consists of 16 lectures (2 hours each), 8 seminars and 4 tutorials. The lectures are normally held in Michaelmas and Hilary Terms and the seminars in Trinity Term.

The lectures in Michaelmas Term will be given by Professor Adrian Zuckerman and in Hilary Term by Professor Camille Cameron from the Melbourne Law School. An introduction to English Civil Procedure will be provided by Ms Julie Brannan, Director of the Oxford Institute of Legal Practice. A number of special lectures are normally added, such as lectures by Professor Aileen McColgan on Human Rights and public law litigation.

The seminars address central issues in contemporary procedure in England and elsewhere. The sessions are conducted by Professor Zuckerman with guest speakers, such as scholars, practitioners and judges from England and abroad. Tutorials may be concentrated in one term or spread over two terms and will be taken with Professor Zuckerman and the Career Development Fellow.

The course contains the following topics: A - General theory of civil adjudication B - An introduction to English civil procedure C - The procedural implications of the European Convention on Human Rights D - Adversarial Freedom, Court Control and Timely Justice; Sanctions for non-compliance with rules or orders; Summary Adjudication E - Interim injunctions F – Disclosure, including legal professional privilege and search orders G - Class Actions H - Appeal and Finality of Litigation I - Justice and Costs: The “winner recovers costs from loser” rule v. The no-costs rule; Economics and justice: hourly fees, conditional fees, contingency fees; Protection from costs: payment into court; security for costs; wasted costs orders J - Public Law Litigation: Intervention in proceedings; funding of public law litigation; peculiar features of litigation in specialist tribunals such as the Immigration Appeal Tribunal

Teaching Conventions: The exam consists of 10 essay questions (some of them offer a choice between 2 alternatives) of which candidates must answer 3 questions.

Regulation

Regulation is at the core of how modern states seek to govern the activities of individual citizens as well as corporate and governmental actors. Broadly defined it includes the use of legal and non-legal techniques to manage social and economic risks. While regulation is traditionally associated with prescriptive law, public agencies and criminal as well as administrative sanctions, the politics of the shrinking state and deregulation have meant that intrusive and blunt forms of legal regulation have given way at times to facilitative, reflexive and procedural law which seeks to balance public and private interests in regulatory regimes. Policy debates have addressed whether there is actually too much, too little or the wrong type of regulation.

This course examines what role different forms of law play in contemporary regulatory regimes. It thereby analyses how legal regulation constructs specific relationships between law and society and how legal regulation is involved in mediating conflicts between private and public power. The first section of the course critically examines key conceptual approaches for understanding regulation. How can economic reasoning be employed in order to justify legal regulation? Does a focus on institutions help to understand the operation of regulatory regimes? What rationalities, and hence ‘governmentalities’ are involved in regulating through law? What role do emotions, such as trust, play in regulatory interactions? The second section of the course examines specific regulatory regimes against the

background of the conceptual frameworks explored in the first section. This second section discusses 'regulation in action' in the fields of utilities, housing, education, environmental and health care regulation. The course provides an opportunity for students to examine the pervasive phenomenon of regulation with reference to different disciplinary perspectives, in particular law, sociology, politics and economics and to gain detailed knowledge of substantive regulatory law in specific fields of current relevance such as: the regulation of the carbon market in the EU, the use of the open method of co-ordination in the field of EU education policies, the regulation of utilities in the UK and France, the regulation of private rented housing in the UK and the regulation of the BSE crisis.

The course is taught through 15 two hour seminars - which provide opportunities for active student participation - over Michaelmas and Hilary terms. Four tutorials in Trinity term will support students' exam preparation. The 3 hour written examination at the end of the course involves essay questions.

The convenor of the course is Dr. Bettina Lange and the course is taught by a small group of Faculty members. If you have any questions about the contents, approach or teaching methods of this course do not hesitate to contact me: Bettina.Lange@csls.ox.ac.uk, Room 280, Centre for Socio-Legal Studies, Social Science Building, Manor Road.

Materials available in the exam: Details to be advised.

Restitution

Restitution is about how and when a claimant can compel a defendant to surrender enrichment gained at the claimant's expense. Long neglected, the subject has in recent years been one of the most exciting in the postgraduate curriculum. It draws its cases from areas of the law which have resisted rational analysis, largely because they have tenaciously preserved the language of an earlier age.

Common lawyers found themselves unable to escape from money had and received, money paid, and quantum meruit, while those on the chancery side became defensively fond of the unsolved mysteries of tracing and trusts arising by operation of law. In the result, down to earth questions about getting back money and value in other forms have been made to seem much more difficult than they need be. The aim of any course on restitution must be to try to understand what has really been going on and to play back that understanding to the courts in accessible modern language. These aims are helped by keeping an eye on the main lines of civilian solutions to the problems with which the common law has to wrestle.

Teaching is through sixteen seminars. The seminars are supported by a number of lectures and by the provision of tutorials arranged by college tutors. A detailed account of the course is produced every year in booklet form. In that booklet the subject of every lecture and seminar is set out, with a list of cases and other materials to be read, together with questions and problems intended to stimulate thought.

Teaching Conventions: Questions will not be set specifically on the matters enumerated below but candidates will be expected to draw on them so far as is necessary in discussion of the structure and scope of the subject and in other contexts in which the discussion would otherwise be incomplete. Two of these matters, namely subrogation and resulting trusts, are considerably more likely to rise to the surface in this way than the others. The matters in question are: accounts stated, attornment, conditional gifts, contribution, fraudulent preferences, general average, restitution in criminal proceedings, resulting trusts, salvage, secret trusts, subrogation.

Roman Law (Delict)

The course is focused on the set texts. Its primary aim is to understand those texts and the ideas and methods of the great Roman jurists who wrote them. The secondary aim is, by comparison, to throw light on the law of our own time. Delict is the Roman equivalent of tort. In the examination candidates are required to comment on selections from the set Latin texts. The set texts are quite difficult and demand a reasonable knowledge of Latin (i.e. school-leaving standard) though translations are not required in the examination.

The lectures are based on the set texts. Indeed, one of the advantages of this option is that the body of relevant texts and other authoritative material is more limited than it is in most, perhaps all, the other options. The course suits very well those whose intellectual preference is for detail, depth and precision rather than wide-ranging coverage.

This course attracts and is suitable for only very small numbers. This fact tends to dissolve the distinction between tutorials and lectures. However, it remains true that the backbone of the course is exposition of the set texts, supported by further lectures on associated topics. There will be six lectures in Michaelmas Term, on quasi delict, *furtum* and *iniuria*, and eight in Hilary Term, on the *Lex Aquila*. Students will be offered four tutorials, to be arranged by their college tutors.

This subject cannot be taken by an Oxford graduate who has offered Roman Law in the Final Honour School.

Teaching Conventions: The emphasis is on the Roman Law of delict and the underlying concepts of delict in those times and as such, but candidates will also be required to compare the Roman Law with the relevant portions of the English Law of Torts. This paper shall not be offered by any candidate who offered Roman Law (Delict) when he or she passed the Final Honour School of Jurisprudence. Candidates will be expected to show competent knowledge of those parts of the Institutes of Gaius and of the Institutes and Code of Justinian which bear upon the subject, as well as of the general law and the history of the sources so far as is necessary for the proper understanding of the subject.

Socio-Economic Rights and Substantive Equality

Although the indivisibility of rights is often proclaimed, socio-economic rights have traditionally been viewed as fundamentally distinct from civil and political rights. This corresponds to a set of further distinctions: liberty as against equality; liberalism as against socialism; and justiciable rights as against political aspirations. This demarcation is mirrored in international documents, with separate covenants at both international and European levels. The result has generally been to consign socio-economic rights to secondary status. More recently, however, there have been important moves to recognise the fundamental nature of socio-economic rights as human rights, and to integrate them within human rights documents. The Convention on the Elimination of Discrimination against Women is a specific example. At domestic level, the South African Constitution expressly incorporates justiciable socio-economic rights, and the Indian Courts have developed the right to life in the Indian constitution to give justiciable status to socio-economic rights. The EU Charter of Fundamental Rights integrates socio-economic rights with civil and political rights and even the ECHR is increasingly being interpreted to include positive duties akin to socio-economic rights.

The course aims to an in-depth understanding of socio-economic rights in an international and comparative context, with a particular focus on the relationship with substantive equality. It does so from a theoretical, institutional and substantive perspective. The theoretical dimension draws on political theory and jurisprudence to assess the conceptual underpinnings of socio-economic rights, particularly in relationship to concepts of

freedom, equality and democracy. The institutional dimension examines justiciability and its alternatives, both in principle and on the basis of experience of different jurisdictions. These concepts are then used to explore and assess substantive socio-economic rights as well as the relationship between socio-economic rights and substantive equality, particularly in the context of gender. The course uses an analytic comparative law approach, drawing on materials from a selection of developed and developing countries, including the UK, Canada, India and South Africa. It also assesses international and regional sources, including the International Covenant of Social, Economic and Cultural Rights, the Convention on the Elimination of Discrimination against Women, the European Convention on Human Rights and the European Social Charter.

The course will be taught by a series of 16 seminars, in Michelmas, Hilary and the start of Trinity Term. Tutorials will be offered between each major block of seminars, generally mid-way and at the end of each term. The course is examined by means of a three hour exam consisting of essay questions. Teaching will be provided by Professor Sandra Fredman and Dr Wanjiru Njoya. Other academics may also contribute from time to time in areas of their particular expertise.

Teaching Conventions: The structure of the course is as follows:

1. The nature and structure of socio-economic rights: This topic examines the rationales for socio-economic rights in comparison with civil and political rights, considering theories of positive and negative freedom, the relationship between law and policy, theories of democracy and the relationship between freedom and equality. The structure of socio-economic rights is examined by considering the relationship between rights and duties, particularly duties to protect, promote and fulfil, as well as assessing whether such rights are too programmatic, indeterminate and future-oriented to constitute rights. The theoretical issues are applied and assessed through a detailed examination of the development of the right to life, particularly by considering case law from the Indian Supreme Court. The problem of indeterminacy is applied by examining the debates about the minimum core, comparing South African jurisprudence with that of the ICESCR. This topic also addresses the role of the State in securing socio-economic rights, in the context of globalisation on the one hand and privatisation on the other. The public private divide is assessed.
2. Justiciability and non-justiciability: Socio-economic rights have traditionally been considered to be non-justiciable. This topic examines the possibility of justiciable socio-economic rights, drawing on the South African constitutional paradigm. Questions of judicial legitimacy in a democracy are considered, with particular emphasis on the relationship between human rights and social policy, either in the context of the Welfare State (for developed countries) or development policies (in developing countries). This section also considers judicial competence and the possibility of institutional change. A detailed case-study based on public interest litigation in India and South Africa is used to ground these issues. This topic also examines alternatives to courts, considering the traditional reporting mechanisms under the ICESCR, and developing alternatives such as the Open Method of Co-ordination, mainstreaming, and human rights commissions.
3. Substantive Rights: This topic examines particular substantive rights, such as duties to protect, and rights to welfare, shelter, health, education, and livelihood. For each right, a selection of comparative and international materials is examined in detail, including the relationship between socio-economic rights and civil and political rights. For example, the right to shelter is examined in the context of Indian and South African law, as well as in relation to the ECHR right to respect for home, family and private life. The right to health is considered the context of the Canadian case law on the right to security as well as materials developed at international level.

4. Equality and Socio-economic rights: The fourth topic relates socio-economic rights to equality, with a particular emphasis on gender equality. The relationship between status based equality, or discrimination law, and socio-economic equality is considered through the concepts of recognition and redistribution as developed by Fraser and Honneth. Gender equality is dealt with specifically in the context of CEDAW and the way in which civil and political rights and socio-economic rights are integrated in that instrument. This topic also considers positive duties arising from equality, by examining the developing positive duties in Northern Ireland and British law, as well as mainstreaming and other positive duties in Canada and the EU.

Transnational Commercial Law

With the growth of international trade has come a growing recognition of the benefits to be obtained through the harmonization of international trade law. Transnational commercial law consists of that set of rules, from whatever source, which governs international commercial transactions and is common to a number of legal systems. Such commonality is increasingly derived from international instruments of various kinds; such as conventions, EC directives and model laws, and from codifications of international trade usage adopted by contract, as exemplified by the Uniform Customs and Practice for Documentary Credits published by the International Chamber of Commerce and the Model Arbitration Rules issued by the UN Commission on International Trade Law. Underpinning these are the general principles of commercial law (*lex mercatoria*) to be extracted from uncodified international trade usage, from standard-term contracts formulated by international organisation and from common principles developed by the courts and legislatures of different jurisdictions.

The first part of the course concentrates on the general framework, policies and problems of transnational commercial law, while in the second part these are examined in the context of specific international trade conventions, model laws and contractual codes, so that the student gains a perception of the way transnational law comes into being and helps to bridge the gap between different legal systems.

The course will be taught by Dr Thomas Krebs (convenor) and Professor Stefan Vogenauer. Professor Ewan McKendrick will give lectures in Michaelmas Term. There will then be a weekly two-hour seminar in Hilary Term. Students will receive four tutorials in the first part of Trinity Term. The lectures and seminars will examine the following main areas: General issues of harmonisation; Recurrent problems in harmonisation through conventions; Harmonisation through specific binding instruments (Vienna Sales Convention); Harmonisation through contract and institutional rules; Harmonisation through model laws; The future development of transnational commercial law.

Note. This course is open to a maximum of twenty-four students in any one year. If applications exceed this number, a ballot will be held.

Teaching Conventions: The purpose of the course is to examine the reasons for the emergence of transnational commercial law, its nature and sources, the institutions and methods by which harmonisation is achieved and some of the key problems involved in harmonisation. Specific Conventions and other instruments of harmonisation selected for study in the second half of the course are chosen as vehicles to illustrate the general principles and problems discussed in the first half of the course, not as fields or, substantive law to be covered. Accordingly students are not expected to familiarise themselves with all the substantive rules of these instruments or of the areas of law (sale, contract, etc) to which they relate but rather to study them as illustration of the harmonisation process and as methods of bringing about a rapprochement between different legal systems in the field of commercial law.

Materials available in exam: Collection of primary materials compiled by the course directors: EC Convention on the Law Applicable to Contractual Obligations (Rome, 19 June 1980); Principles of International Commercial Contracts (Rome, 2004, Unidroit); The Principles of European Contract Law Parts I, II and III; United Nations Convention on Contracts for the International Sale of Goods 1980; Convention on International Interests in Mobile Equipment; Protocol to the Convention on International Interests in Mobile Equipment on Matters Specific to Aircraft Equipment; United Nations Convention on Independent Guarantees and Stand- By Letters of Credit 1996; ICC Uniform Rules for Demand Guarantees 1992 (No 458); ICC Uniform Rules for Contract Bonds 1994 (No 524); ICC Uniform Rules for Contract Guarantees 1978 (No 325); ICC Uniform Customs and Practice for Documentary Credits (1993 Revision - UCP 500); ICC International Standby Practices ISP 1998; UNCITRAL Arbitration Rules 1976; UNCITRAL Model Law on International Commercial Arbitration 1985; The New 1998 ICC Rules of Arbitration; Hague Convention on the Law Applicable to Contracts for the International Sale of Goods 1986; New York Convention on the Recognition and Enforcement of Foreign Arbitral Awards 1958; Inter-American Convention on the Law Applicable to International Contracts 1994.

Appendix: University Policy Statements and Codes Of Practice

Equal Opportunities Statement (Students)

The University of Oxford and its colleges aim to provide education of excellent quality at undergraduate and postgraduate level for able students, whatever their background. In pursuit of this aim, the University is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.

Recruitment and Admissions

Decisions on admissions are based solely on the individual merits of each candidate, their suitability for the course they have applied to study (bearing in mind any requirements laid down by any professional body), assessed by the application of selection criteria appropriate to the course of study. Admissions procedures are kept under regular review to ensure compliance with this policy.

We seek to admit students of the highest academic potential. All colleges select students for admission without regard to marital status, race, ethnic origin, colour, religion, sexual orientation, social background or other irrelevant distinction.

Applications from students with disabilities are considered on exactly the same academic grounds as those from other candidates. We are committed to making arrangements whenever practicable to enable such students to participate as fully as possible in student life. Details of these arrangements can be found in the University's Disability Statement, and information will be provided on request by colleges or by the University Disability Co-ordinator.

In order to widen access to Oxford, the University and colleges support schemes which work to encourage applicants from groups that are currently under-represented. The undergraduate Admissions Office can provide details of current schemes.

None of the above shall be taken to invalidate the need for financial guarantees where appropriate.

The Curriculum, Teaching and Assessment

Unfair discrimination based on individual characteristics (listed in the statement on recruitment and admissions above) will not be tolerated. University departments, faculties, colleges and the central quality assurance bodies monitor the curriculum, teaching practice and assessment methods. Teaching and support staff have regard to the diverse needs, interests and backgrounds of their students in all their dealings with them.

Welfare and Support Services

Colleges have the lead responsibility for student welfare and can provide details of arrangements made to support their students. The University, in addition, provides for all students who require such support:

- a counselling service

- childcare advice
- disability assessment and advice, and
- a harassment advisory service

Further details of these services are included in the Proctors' and Assessor's handbook "Essential information for students", which is updated annually.

Complaints and academic appeals within the Law Faculty

1. The University, the Social Sciences Division and the Law Faculty all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.
3. Nothing in this guidance precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.
4. Many sources of advice are available within colleges, within faculties/departments and from bodies like OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

Complaints

3.1 If your concern or complaint relates to teaching or other provision made *by the faculty*, then you should raise it with the Director of Undergraduate Studies (Professor Sue Bright) or with the Directors of Graduate Studies for taught courses (Mr Edwin Peel) and research courses (Professor Lucia Zedner) depending on whether you are an undergraduate, graduate taught course, or graduate research student. Within the faculty the officer concerned will attempt to resolve your concern/complaint informally.

3.2 If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum [<http://www.admin.ox.ac.uk/proctors/pam/>] and the relevant Council regulations [<http://www.admin.ox.ac.uk/statutes/regulations/>]

4. If your concern or complaint relates to teaching or other provision *made by your college*, then 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

5. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
6. For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. **It must not be raised directly with examiners or assessors.** If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web [<http://www.admin.ox.ac.uk/statutes/regulations/>].
- 7 For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.
8. Please remember in connection with all the cases in paragraphs 5 - 7 that:
 - (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
 - (b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
 - (c) On no account should you contact your examiners or assessors directly.
9. The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

Code of Practice Relating to Harassment (including Bullying)

The University of Oxford is committed to equal opportunities and to providing an environment in which all employees and contractors ("staff"), students and those for whom the University has a special responsibility (for example visiting academics and students – henceforth referred to as "visitors") are treated with dignity and respect, and in which they can work and study free from any type of discrimination, harassment, or victimisation.

All staff and students are responsible for upholding this policy and should act in accordance with the policy guidance in the course of their day-to-day work or study, ensuring an environment in which the dignity of other staff, students, and visitors is respected. Offensive behaviour will not be tolerated.

Harassment is a serious offence which is punishable under the University's disciplinary procedures.

Heads of department and their equivalents, those with significant supervisory duties, and others in positions of responsibility or seniority, including students who fall into these categories, have specific responsibilities. These include setting a good personal example, making it clear that harassment will not be tolerated, being familiar with, explaining, and offering guidance on this policy and the consequences of breaching it, investigating reports of harassment, taking corrective action if appropriate, and ensuring that victimisation does not occur as a result of a complaint. Instances of harassment should be brought to the attention of an appropriate person in authority, such as a head of department or a senior college officer.

The University is committed to making all staff and students aware of this policy and the accompanying guidance and to providing effective guidance and briefing on it. The University will take steps to ensure that both the policy and guidance are fully understood and implemented. The policy and guidance is available to view at <http://www.admin.ox.ac.uk/eop/har/>

The policy will form a part of every employment, and student contract, or relationship, or contract for services. The University will encourage a culture of non-tolerance of any form of harassment.

Information concerning allegations of harassment should be treated in the strictest confidence. Breaches of confidentiality may give rise to disciplinary action.

Definition of Harassment: A person subjects another to harassment where he or she engages in unwanted and unwarranted conduct which has the purpose or effect of:

- (a) violating that other's dignity, or
- (b) creating an intimidating, hostile, degrading, humiliating or offensive environment for that other.

Harassment may involve repeated forms of unwanted and unwarranted behaviour, but a one-off incident can also amount to harassment.

Acts of harassment may be unlawful. Harassment on grounds of sex, race, religion, disability, sexual orientation or age may amount to unlawful discrimination. Harassment may also breach other legislation and may in some circumstances be a criminal offence e.g. under the provisions of the Protection from Harassment Act 1998.

Reasonable and proper management instructions administered in a fair and proper way, or reasonable and proper review of a member of staff's or a student's work and/or performance will not constitute harassment. Behaviour will not amount to harassment if the conduct complained of could not reasonably be perceived as offensive.

Intention and Motive: The other person's motives are not the main factor in deciding if behaviour amounts to harassment. Just because certain behaviour may be acceptable to the alleged harasser or another person does not mean it is not harassment.

Bullying: Bullying is a form of harassment. It may be characterised by offensive, intimidating, malicious or insulting behaviour, or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. It may not be based, or may not appear to be based, on gender, race or any other specific factor.

Victimisation: Victimisation occurs specifically when a person is treated less favourably because he/she has asserted his/her rights under this guidance, either in making a complaint or in assisting a complainant in an investigation (information about complaints and investigations is set out in Part IV). The University will protect any member of staff, student, or visitor from victimisation for bringing a complaint or assisting in an investigation. Victimisation is a form of misconduct which may in itself result in a disciplinary process, regardless of the outcome of the original complaint of harassment.

Examples of behaviour that may amount to harassment include:

- suggestive comments or body language;
- verbal or physical threats;
- insulting, abusive, embarrassing or patronising behaviour or comments;
- offensive gestures, language, rumours, gossip or jokes;
- humiliating, intimidating, demeaning and/or persistent criticism;
- open hostility;
- isolation or exclusion from normal work or study place, conversations, or social events;
- publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures or other materials;
- unwanted physical contact, ranging from an invasion of space to a serious assault.

(The above list is not intended to be exhaustive.)

All these examples may amount to **bullying**, particularly when the conduct is coupled with the inappropriate exercise of power or authority over another person.

Many of the above examples of behaviour may occur through the use of internet, email, or telephone.

Being under the influence of alcohol or otherwise intoxicated will not be admitted as an excuse for harassment, and may be regarded as an aggravating feature.

Note on confidentiality. It is essential that all those involved in a complaints procedure (including complainants) observe the strictest confidentiality consistent with operating that procedure; an accusation of harassment is potentially defamatory.

Advice

Advice may be sought or complaints pursued **through any appropriate channel**. In addition to other officers, the following people have been specially appointed to give advice in this connection and to answer questions (whether or not amounting to a complaint):

(a) departmental or faculty 'Confidential Advisers', appointed by heads of department or the equivalent. Their names will be publicised within the institution;

(b) members of the 'Advisory Panel', serving the whole University. The Advisory Panel is a Standing Committee of Council consisting of members and employees of the University with special expertise or interest in relevant aspects of staff and student welfare. Members of the panel may be approached on a number specially designated for this purpose (Tel. (2)70760);

(c) special college advisers or advisory panels where colleges have established these.

Those protected by this code may appropriately seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the institution of disciplinary proceedings. Any of the advisers listed above may be approached in the first instance; those approached will direct enquirers elsewhere, if that seems most likely to meet the enquirer's needs.

Enquiries about harassment will be responded to promptly. University advisers (whether Confidential Advisers or members of the Advisory Panel) will discuss the range of options available to enquirers on an entirely confidential basis and whenever possible assist them in resolving the problem informally in the first instance. College advisers will be guided by college rules.

It is emphasised that the role of advisers is advisory and not disciplinary. All disciplinary matters lie in the hands of the relevant disciplinary bodies.

Discipline

If a complaint is not resolved on an informal basis the complainant may refer the matter to the relevant authority which will determine whether there is a prima facie case under the relevant disciplinary provision and, if appropriate, set in motion disciplinary procedures. In respect of members of the University subject to the jurisdiction of the Visitation Board, the relevant procedures are those described under *Tit. XVI* of the University's Statutes. The disciplinary procedures which apply to non-academic staff are set out in the *Handbook for Non-Academic Staff* and *Handbook for Non-academic Staff in Clinical Departments*, as appropriate. Complaints against junior members shall be dealt with in accordance with the procedures contained in *Tit. XIII* of the University's Statutes (also set out in the *Proctors' Memorandum* and reproduced at the end of this Code of Practice). Colleges may have their own forms of disciplinary provision.

It may be that a complaint either against a member of staff or against a Junior Member could potentially be heard by more than one disciplinary body. When the person complained against is a Junior Member, the complainant will be expected to choose whether to pursue disciplinary procedures through his or her college or through the Proctors. If a complainant has previously brought or is in the process of bringing a complaint against the same person, founded wholly or in part upon the same matter, before any other disciplinary body, he or she is responsible for revealing that fact when seeking to institute disciplinary proceedings. It is also incumbent upon a disciplinary body to attempt to ascertain, for example by direct enquiry of the complainant, or by consulting other relevant authorities, whether any such other complaint has been instituted; if so, that body must consider whether it is appropriate for the same matter to provide a basis for two separate disciplinary hearings.

Institutional Arrangements

The appointment of Confidential Advisers within each department or faculty is the responsibility of the head of department, or equivalent, who must designate two such advisers, one of each sex, return the names of those appointed to the Equal Opportunities Officer (or such other officer as may be designated by the Registrar from time to time), and ensure that the Code of Practice and the names of the Confidential Advisers are adequately publicised within the department or faculty. The Advisory Panel on Harassment will provide Confidential Advisers with information, advice and training opportunities. Confidential Advisers will be expected to make anonymised annual returns to the panel as to the number and general character of complaints they have dealt with. They may refer enquirers to members of the panel, or themselves seek advice either about university provisions on harassment in general or about possible ways of handling individual cases.

Members of the Advisory Panel on Harassment will give advice on request to those troubled by harassment and to other advisers. The panel is responsible for supporting, co-ordinating, and monitoring the effectiveness of the University's arrangements for dealing with harassment. Members of the panel may be contacted on a number specially designated for this purpose (Tel. (2)70760).

The provisions of this code supplement and do not supersede or override college arrangements.

Nothing in this code shall detract from the position and jurisdiction of the Proctors or the right of free access to them by all junior and senior members of the University.

Disability Equality Duty (DED)

The Disability Equality Duty (DED) is an important new duty (following the DDA [2005] amendment) aimed at promoting disability equality across the public sector. The DED, also referred to as the general duty, sets out what public authorities must have due regard to in order to promote equality of opportunity.

The Collegiate University is already under the statutory duty not to discriminate against disabled students and staff by treating them less favourably than other persons as well as the statutory duty to make reasonable adjustments, both anticipatory adjustments and individual adjustments for disabled staff and students.

The University's general duties are that in carrying out its functions it shall have regard for the need to:

- Eliminate discrimination that is unlawful under the act;
- Eliminate harassment that is unlawful under the act;
- Promote equality of opportunity between disabled persons and other persons;

- Promote positive attitudes towards disabled persons; and
- Encourage participation by disabled persons in public life.

In practice this means that the Collegiate University must take account of disability equality in every area of its day to day work which would include policies, practices, procedures and plans.

The University has produced a Disability Equality Scheme (DES) as part of the new Disability Equality Duty which focuses on both disabled staff and students. The DES includes an action plan for the next three years focusing on barriers to equality of opportunity for disabled staff and students and how the University proposes to remove these barriers.

The DES has been produced with the involvement of a working party with members invited from a cross section of the University including both undergraduate and graduate disabled students, academic and non-academic disabled staff as well as representatives from colleges and University departments. Students and staff have been engaged in the DES process in a number of ways including a student forum and staff questionnaire and will be engaged in the ongoing DES process.

The University has collected, and will continue to collect, data on students and staff with disabilities. The University's DES contains baseline data on disability and will enable better monitoring of both staff and students numbers to take place.

Figures on disabled applicants are currently published by the Admissions Office as part of their annual report. The University's DES will provide an ongoing opportunity to publish data on disabled staff and students to ensure that the University can demonstrate its progress.

The University's first Disability Equality Scheme can be accessed using this link (<http://www.admin.ox.ac.uk/eop/disab/des.shtml>) but is also available in hard copy and alternative formats including audio, Braille and large print which can be requested via Peter Quinn, Senior Disability Officer, via 01865 (2)80459 or by emailing: disability@admin.ox.ac.uk.

Disability Support

1. Introduction

This section is intended as a resource for potential applicants and current undergraduate or graduate students. It provides information on the facilities available for students with disabilities at Oxford University and the University will be pleased to make it available in other formats, such as audio tape, disk and Braille. It is advisable to check facilities by contacting the Disability Office Staff, as changes may have been made since this publication.

2. Current Policy

2.1 Equal Opportunities. The University of Oxford is a confederation of autonomous, self-governing colleges and halls, most of which are responsible for the admission of students at the undergraduate level. Each of these institutions selects its own students, although applications are co-ordinated by a central Admissions Office. The University centrally has the primary responsibility for the admission of graduate students, though these must also be admitted by a college.

In its Admissions Prospectus and its introductory guide for student applicants with disabilities, the University makes the following declaration:

The University is committed to making arrangements where appropriate, to enable students with disabilities to participate fully in student life.

2.2 Access and Admissions. The University and colleges view applications from students with disabilities on the same academic grounds as those from other candidates. At

the undergraduate level, prospective student applicants with disabilities are encouraged to contact the Schools Liaison Officer in the Admissions Office and the University Disability Staff in advance of applying, in order to assist them in making their choice of college and subject of study. Special interview arrangements for disabled applicants (such as transport from college to department, the provision of a sign interpreter etc.) are made, where necessary, to enable disabled applicants to compete on an equal basis with their non-disabled peers. Financial assistance is available for this, where necessary. Successful applicants are encouraged to visit the college of their choice soon after they receive an admissions offer or unconditional acceptance, by arrangement with the Tutor for Admissions and the Disability Staff, to view facilities and discuss their specific accommodation, support and study needs. Similar arrangements apply to graduate applicants.

2.3 Examinations. Special provision in examinations (such as the use of a computer for students with mobility disabilities, a reader for blind students, or extra time for students with dyslexia) may be made by arrangement between the disabled student's college and the University Proctors. Standard guidelines have been drawn up to advise examiners in the case of students with dyslexia. The Disability Staff can discuss potential provision with students and can give advice on suitable recommendations as appropriate. Formal requests for examination concessions should be made through Senior Tutors.

2.4 Staff Development and Training Programmes. The University has a training and staff development programme open to staff both of the University and of the colleges. Training in undergraduate admissions and selection of staff includes specific components on disability issues; these components have been amended to take into account the requirements of the Disability Discrimination Act and of the University's developing policy in this area (see also 3.1 below).

2.5 Financial Assistance to Students with Disabilities. The University has designated funds to assist disabled students, although these can be over-subscribed. The University also has a Specific Learning Disabilities/SpLD Fund which can assist students with dyslexia or related conditions with grants towards an educational psychologist's report or towards a specialist tutor. The University Disability Staff can provide information to colleges on other sources of funding for disabled students. In addition, colleges usually make some contribution to extra costs incurred by disabled students who are unable to obtain financial assistance from other sources.

The Disabled Students Allowance is a major source of funding for undergraduates and graduates who meet the UK residency requirements. It is administered by local education authorities, is not means tested and can provide financial assistance for equipment and academic support.

The Disability Staff can provide information on any of these funds and allowances.

The University does not charge disabled students for any extra use they may make of administrative facilities.

2.6 Links with Other Organisations. The University subscribes to SKILL, the organisation which gives advice on disabled students' affairs. The University has also made links with Oxfordshire Council for Disabled People and the Oxfordshire Dyslexia Association in order to consult on the provision of services to disabled students and to seek advice. In addition, the University has established a link with *Workable*, the organization which provides employment placements for disabled graduates. Links with the Royal National Institute for the Deaf's local communications office enables the University to provide sign language interpreters. Liaison with the Royal National Institute for the Blind's specialist officer facilitates assistance to blind and partially sighted students.

3. Current Provision

3.1 Co-ordination. The University Disability Office is part of the Diversity and Equal Opportunities Unit. The Office staff provide advice and guidance to University students and staff on: the effects of specific disabilities and medical conditions on study; access and adaptations to University buildings; applying for disability-related funding; assistive equipment and information technology; curriculum accessibility; how to apply for special examination arrangements; support services within the University and external links. Further details are available on the Disability Office website www.admin.ox.ac.uk/eop/disab, or by contacting the Disability Office Staff, Peter Quinn, Deborah Popham, Ann Poulter and Nicola Calao at:

Disability Office
University Offices
Wellington Square
Oxford OX1 2JD
Tel.: 01865 280459
Fax: 01865 280300
E-mail: disability@admin.ox.ac.uk

3.2 Published Information. The following publications are likely to be of assistance to disabled students:

University of Oxford, Undergraduate Prospectus (Revised each year; contains general information on admissions procedures, subject choice and colleges.) Obtainable from the Admissions Office at the University Offices.

University of Oxford, Graduate Studies Prospectus (Revised each year; contains information on taught and research courses for graduates, admissions procedures and colleges.) Obtainable from the Graduate Admissions Office at the University Offices.

The Access Guide Contains general advice on access and facilities such as lavatories, induction loops etc. Obtainable from the Admissions Office or the Disability Staff, or from Oxford University Student Union, Thomas Hull House, New Inn Hall Street, Oxford OX1 2DH, or at <http://www.admin.ox.ac.uk/access/>

Accessing Disability Support at the University of Oxford: A Guide for Undergraduate Students Guide for undergraduate students on how disability services are organized and coordinated, with step-by-step details of how to access appropriate support. Available from the University Disability Office.

Accessing Disability Support at the University of Oxford: A Guide for Graduate Students Guide for graduate students on how disability services are organized and coordinated with step-by-step details of how to access appropriate support. Available from the University Disability Office.

Accessing Support for Dyslexia and other Specific Learning Difficulties (SpLDs) at the University of Oxford Guide on how services for undergraduate and graduate students with dyslexia or another Specific Learning Difficulty (SpLD) are organized and co-ordinated with step-by-step details on how to access appropriate support. Available from the University Disability Office.

Bridging the Gap: A Guide to the Disabled Students' Allowances (DSAs) in Higher Education Information on the Disabled Students Allowance and how to apply for it. Available from the University Disability Office and online at:

http://www.studentsupportdirect.co.uk/pls/portal/docs/PAGE/SPIPG001/SPIPS001/SPIPS008/SFD_BTGB_0708.PDF

3.3 Practical Support for Students with Disabilities.

Funds: The Central Disabilities Fund is comprised of central University buildings money, and money for HEFCE. The fund is administered by a Disability Funds Panel, and is available to help departments and faculty's to meet the needs of people with disabilities.

The University's Dyslexia Fund, is also administered by the Disability Funds Panel, can assist students with the costs of dyslexia assessments and specialist tutors. The Disability Staff can help with referrals to chartered educational psychologists.

Other provision. Full information about other provision for disabled students is detailed in the series of Disability Office guides, *Accessing Disability Support at the University of Oxford*, listed at 2.2 above. Disability Office Staff will provide further information and answer specific individual queries. Support from the Disability Funds Panel and advice to students with disabilities is not restricted to students in receipt of the Disabled Students Allowances.

The Accessible Resources Acquisition and Creation Unit (ARACU) is part of Oxford University Library Services (OULS) and their mission is to acquire or create library materials for any member of the University with a disability that hinders their access to library and archival material within OULS. ARACU turn print into accessible formats for disabled students and have a wide range of electronic resources and facilities that can be trailed. Details of these can be found at <http://www.ouls.ox.ac.uk/services/disability/aracu>. Members of the University and students who wish to make use of the service are recommended to contact the University Disability Office for a referral, as soon as they are able to give a general idea of their likely requirements.

Detailed information on the Bodleian Library and its dependent libraries is available in a separate guide. In addition, students may like to read the guides for individual libraries for information on facilities for disabled users in each library. Students can search the library catalogues on computer using the OLIS system. This can be accessed via computers/terminals within the libraries or via external computers using Oxford University's web site.

The Oxford University Computing Service aims to make all of its electronic resources and facilities as accessible as possible to all its users. The Help Centre has the following software available, Jaws (screen reader), Magic (screen magnification), Text-help (word prediction, homophone checker and document reader) and Kurzweil 1000 (scanning, text-recognition and screen reading). The Centre also has a range of items such as scanners, large monitors, alternative keyboards/mice, height adjustable tables and chairs for use by disabled students at OUCS.

The Oxford University Student Union (OUSU) produce a range of publications, including the Disability Action Guide. OUSU coordinate a Disability Action Group. They also run Student Advice Service to provide a confidential listening service as well as practical advice on resolving issues that students might encounter during their time at Oxford. The Student Advice Service is staffed by a professional student adviser. OUSU sabbatical officers (the Vice-Presidents for Welfare and Equal Opportunities, Women, Graduates and Access & Academic Affairs) are also available for students to talk to in confidence.

3.4 College support for students with disabilities. As can be seen from the Access Guide, most colleges have had experience of admitting disabled student members. Any support required by a disabled student is usually arranged through a Student Support Document (SSD) meeting attended by the student's tutor, or college supervisor in the case of a graduate student in conjunction with the Disability Staff. The college and University may be able to jointly fund applications to the Southern Trust Fund for financial assistance. Tutors

and the Disability Staff can liaise with students' subject departments on any special arrangements required, for example, where practicable, rearranging the location of lectures to make them accessible.

3.5 Counselling and careers support for students with disabilities. The University has a Counselling Service which is available to all student members who wish to have an opportunity to talk over personal problems. There is also an Advisory Panel on Harassment whose members may be consulted by student members who feel that they are being harassed on any grounds by members or staff of the University. The University Careers Service will also give advice to disabled students and has links with the *Workable* placement scheme for disabled undergraduates and graduates.

3.6 The physical environment of Oxford. Oxford is Britain's oldest university and has been growing organically with its host city for over 800 years. University buildings are therefore located throughout the city and there is no campus or university precinct, although there are significant concentrations of university and college buildings in the city centre, and in the Science Area just to the north. Many of the university clinical departments are concentrated on the hospital sites at Headington.

Oxford is easily accessible by rail and coach. The railway station has level access to both platforms. There is a great deal of traffic in the city itself, so car parking is difficult. However, colleges and university departments may be able to provide specially designated spaces for drivers with disabilities in addition to those areas provided by the local authorities. There are accessible shops, banks, doctors' surgeries and places of worship, although in many cases, because the city is so old, access is not ideal. (Detailed information on access and university and college facilities for disabled people is contained in the Access Guide, described in 2.2 above.)

3.7 Numbers of students with disabilities. There are currently over 1000 students with disabilities and Specific Learning Difficulties (SpLDs) at Oxford. The number of students with disabilities at Oxford is steadily increasing and we hope that this will continue.

4. Future Activity and Policy Development

4.1 Support for disabled students. Support for disabled students is continually developing. The University's first Disability Equality Scheme has been a very significant event for the institution and its members. It demonstrates the University's commitment to removing barriers that might deter people of the highest ability from applying to Oxford. The University's Disability Equality Scheme was published on 4th December 2006 and can be downloaded from <http://www.admin.ox.ac.uk/eop/disab/des.shtml>

The University encourages students to be open about their disabilities and to discuss their needs. This open approach has increased the number of students declaring their disabilities prior to coming to Oxford, and has greatly improved their time at the University. The University will continue to work with disabled students in seeking guidance for how best to approach the area of disclosure and how to disseminate awareness of the necessity of disclosure in making individual adjustments.

4.2 Improved access and facilities. The University of Oxford is committed to providing equality of opportunity and improving access for all people with disabilities who study here. This commitment is reflected in an increasing number of applications and the increasing range of facilities being made available. The University has a rolling programme to provide full access to University buildings, and colleges are always willing to discuss access and adaptations to their own sites.

Glossary of Oxford Terminology

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

Battels: college bills, payable each term. Non-payment is the only really quick and effective way for a student to get suspended.

BCL (Bachelor of Civil Law): So called, but it is actually a *postgraduate* degree in *English* law. Its history and name are medieval, like the MA. But it evolved after World War I into a demanding postgraduate course taught by the professors of the University, as well as college tutors, in a combination of seminars and tutorials. In 1927, the exams for the BCL were in Common Law, Conflict of Laws, Equity, Evidence, Jurisprudence, Roman Law: Ownership and Possession, Roman Law: Locatio Conductio and Societas, Real and Personal Property, and Public International Law. This year there are 29 subjects in the BCL.

Common Room: in a College, a name for the organization of the academic staff (Senior Common Room), the undergraduates (Junior Common Room) or the graduate students (Middle Common Room; members of the MCR are typically given membership of the JCR as well). These names are used because along with other facilities, those organizations usually provide a room where you might find coffee and newspapers, or at least comfy seats. The Senior Common Room in the St. Cross Building is only a room, not an organization.

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

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

DGS(Research): the Law Faculty's Director of Graduate Studies (Research).

DGS(Taught): the Law Faculty's Director of Graduate Studies (Taught Courses).

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

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

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

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

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

First Public Examination: see Law Moderations.

Graduate: a person who has received a university degree.

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

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

Isis: The Thames, while running through Oxford.

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

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

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

MA (Master of Arts): a degree awarded to a student who completes the BA, and then survives for 21 terms (7 years) after matriculating without going to prison. MAs outrank any person who does not have the degree of MA, other than doctors of divinity, medicine and civil law. From 1334 to 1827, candidates for the degree had to vow never to lecture at Stamford.

MJur (Magister Juris): a taught postgraduate degree introduced in 1991, and designed as a counterpart to the BCL for students who have been trained in law outside the common law jurisdictions. MJur candidates may take one of the Oxford undergraduate common-law courses, and are eligible for most of the BCL subjects. There are 41 subjects in the MJur this year.

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

MPhil (Master of Philosophy): a limited-entry, one-year research degree, which is only open to students who have completed the BCL or the MJur and met special grade requirements.

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

MSt (Master of Studies): a research degree designed to be completed in one year.

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

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

Lecturer: a teacher holding one of a variety of academic posts. Most fellows of colleges are also university lecturers. Some college lecturers do not have university posts. Some university lecturers have no college affiliation. Some lecturers give lectures, some do not. The term 'lecturer' is a complex piece of jargon that is used in various defined senses in employment contracts, and is not especially important for any other purpose.

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

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

Postgraduate: a graduate who is a student.

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

Professor: the holder of a senior academic post with responsibilities to teach for the University but not for a College, or an academic holding another post on whom the title has been conferred as a sign of distinction (twenty-one of the seventy-six academic postholders in the Faculty are professors).

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

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

Reader: the holder of an academic post intermediate between a university lectureship and a professorship, or an academic holding another post on whom the title has been conferred as a sign of distinction. It used to be an important post that gave some remission from undergraduate teaching; now it is most often given as a title of distinction (there are roughly seven readers in the Law Faculty).

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

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

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

Second Public Examination: see **Finals**.

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

Sending down: requiring a student to leave the University.

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

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

Senior Tutor: the officer in a college who has overall responsibility for academic affairs. The fellow who has been at the college the longest is usually called the 'senior fellow'. The tutor in a particular subject who has been at the college longest is usually called the 'senior subject tutor' (so the law tutor who has been there longest is the Senior Law Tutor).

Subfusc (from the Latin for 'dark brown'): for women, black trousers and black socks or a black skirt with dark tights, black shoes, white blouse, a black ribbon worn as a bow-tie, and mortarboard and gown. For men, a dark suit, black shoes and socks, a white shirt and white bow-tie, and mortarboard and gown. Wear subfusc for matriculation, examinations (written and oral) and degree ceremonies. Avoid wearing it on other occasions.

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

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

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

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

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

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