

## Student Handbook (Graduate Students) 2013–14

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## A Introduction

Welcome to the University of Oxford.

This Handbook is a guide for students for the following degrees: BCL, MJur, MSc in Law and Finance (the MLF), MPhil, MSt in Legal Research, MLitt and DPhil in Law. It also provides information for students of the DPhil in Socio-Legal Studies though they should also refer to the Centre for Socio-Legal Studies' own handbook, which contains certain additional information specific to that degree; it can be found at <http://www.csls.ox.ac.uk/documents/gradhandbook.pdf> There are separate Handbooks for students of the MSc, MPhil, and DPhil in Criminology and Criminal Justice, which available from the Centre for Criminology (see for details). The people listed in 'Helpful people' 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 in the *University of Oxford Gazette* and updated in the online version of the Examination Regulations, so the online version is therefore the most up to date.
- We've included in this Handbook, under appendices, templates for taught and research students, and a statement about supervisory provision for research students; these documents repeat information that is covered in greater detail elsewhere in the Handbook but we hope they may be a useful summary.
- 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:
- 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.

William Swadling and Stephen Weatherill  
Directors of Graduate Studies

### Helpful people and information on seeking advice

Geraldine Malloy	Graduate Studies Administrator	<a href="mailto:geraldine.malloy@law.ox.ac.uk">geraldine.malloy@law.ox.ac.uk</a>	271496
Caroline Norris Marianne Biese	Administration Officers	<a href="mailto:graduate.enquiries@law.ox.ac.uk">graduate.enquiries@law.ox.ac.uk</a>	271491
Paul Burns	Academic Administrator	<a href="mailto:paul.burns@law.ox.ac.uk">paul.burns@law.ox.ac.uk</a>	271495
William Swadling	DGS(T)	<a href="mailto:william.swadling@law.ox.ac.uk">william.swadling@law.ox.ac.uk</a>	277869
Stephen Weatherill	DGS(R)	<a href="mailto:stephen.weatherill@law.ox.ac.uk">stephen.weatherill@law.ox.ac.uk</a>	279342
Kate Blanshard	MLF Course Administrator	<a href="mailto:Kate.Blanshard@law.ox.ac.uk">Kate.Blanshard@law.ox.ac.uk</a>	281877
John Armour	MLF Course Director	<a href="mailto:John.Armour@law.ox.ac.uk">John.Armour@law.ox.ac.uk</a>	281616
Charlotte Vinnicombe	Head of Administration	<a href="mailto:charlotte.vinnicombe@law.ox.ac.uk">charlotte.vinnicombe@law.ox.ac.uk</a>	271560
Timothy Endicott	Dean of the Law Faculty	<a href="mailto:timothy.endicott@law.ox.ac.uk">timothy.endicott@law.ox.ac.uk</a>	281050
Maureen O'Neill	Director of Development	<a href="mailto:maureen.oneill@law.ox.ac.uk">maureen.oneill@law.ox.ac.uk</a>	281198

If seeking advice on specifically academic matters then the first person to contact will generally be your supervisor (for research students and taught course students writing dissertations) and, for BCL, MJur, and MLF students, the convenor of the course which your question or questions relate to. For more general advice about procedural or administrative matters, or if you have concerns about anything to do with your studies, then, in the first instance, we suggest you contact the following: for BCL/MJur students, Paul Burns; for MLF students, Kate Blanshard; for research students, Geraldine Malloy.

If the individuals named are not able to help you, then they can refer the matter to the relevant Director of Graduate Studies or course Director.

Your College also provides two further sources of advice in the form of the Tutor for Graduates (a Fellow of the College with special responsibility for graduate students) and your college advisor, who will generally be a member of the Law Faculty. These people will be able to help you with any matters relating to life within the College and pastoral concerns more generally, but the college advisor, as a member of the Law Faculty, can usually provide advice on more academic issues too, such as possible course choices for BCL/MJur/MLF students. Inevitably, there is a degree of overlap in terms of the help these various individuals can provide and you don't need to worry too much about identifying the most suitable person from those referred to for your particular query; the first person you contact can always point you in the right direction if they feel that someone other than themselves would be a better source of advice. The statements of provision at the end of this handbook provide some further information about sources of advice, including University provision of such things as counseling, and careers and disability information.

## 1. Administration

### Graduate Studies Committee

The principal body responsible for making decisions on graduate matters is the Faculty's Graduate Studies Committee (GSC), which meets in Weeks One and Six each term. Its membership is made up of Faculty members with particular interests in graduate studies, and student representatives for each graduate law course and for the MSc in Criminology (see A6 below for more information about how student representatives are appointed and on what bodies they serve). GSC is chaired by the two Directors of Graduate Studies (taught and research) to whom the Committee delegates certain responsibilities.

### Law Faculty Board

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

### Social Sciences Division/University Education Committee

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

### Other Committees

The MLF has its own management committee which meets twice a term and reports to GSC, and there is a Committee for Library Provision which deals with matters relating to the functioning of the Bodleian Law Library. There are also a number of Faculty committees which deal with matters less directly associated with graduate student concerns (General Purposes Committee, Developments Committee, Appointments Committee).

### Administrative Officers

The Faculty's Head of Administration (Charlotte Vinnicombe) is responsible for day-to-day administration of faculty activities and the Law Faculty Office and there are five individuals with responsibilities for different aspects of graduate student administration: the Academic Administrator (Paul Burns) is responsible for day-to-day administration of academic affairs for graduate (and undergraduate) students; the Graduate Studies Administrator (Geraldine Malloy) is responsible for administration of student status and progression through the degree programmes; the MLF Course Administrator (Kate Blanshard) is responsible for all matters pertaining to MLF students; and the Student Administration Officers (Caroline Norris and Marianne Biese) are responsible for student-related events and general course administration. Paul Burns and Geraldine Malloy can offer general advice to graduate students across all courses.

## 2. Lectures and Seminars

The lecture list is published at the beginning of each term. It may be accessed at [www.law.ox.ac.uk/lecture lists](http://www.law.ox.ac.uk/lecture_lists). Corrections and changes to the timetable are also provided on that web page, and notified to students by e-mail as and when they occur. 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.bodleian.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 SOLO: <http://solo.bodleian.ox.ac.uk/> and via OxLIP+ : <http://oxlip-plus.bodleian.ox.ac.uk> using your Oxford 'single-sign on' log in. In general, you should not need any other passwords: Lexis, Westlaw and other legal databases are all accessible via this website, from both on and off campus. For more detailed information about the electronic holdings, including any exceptions regarding passwords, see [www.bodleian.ox.ac.uk/law/e-resources/databases](http://www.bodleian.ox.ac.uk/law/e-resources/databases).

Online tutorials for key legal and journal databases are available at <http://ox.libguides.com/lawindex>. The BLL gives many classes in how to more efficiently use databases or find online journals or investigate sources for particular areas of law. Students can also 'book a librarian' for a session: email: [law.library@bodleian.ox.ac.uk](mailto:law.library@bodleian.ox.ac.uk) or phone (01865 271 462). The Library distributes a Newsletter via the faculty's postgrad [LPg] email list and the Law Bod Blog (<http://lawbod.wordpress.com>) also provides current information.

### 3.2 Other Libraries

You are entitled to use all parts of the Bodleian and other OULS libraries (see [www.bodleian.ox.ac.uk/libraries](http://www.bodleian.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 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, Access to Student Self Service, and Network Services

Your Oxford card and related 'single-sign on' account are your passports to university services. It gives you access to:

- the Student Self Service system (see below)
- the Graduate Supervision System for research students (see section B 3.1 for more information)
- electronic library services, such as Lexis, Westlaw, online journals etc
- Oxford email (<https://nexus.ox.ac.uk/>), to which all crucial university information will be sent, and which you can access via the internet or Outlook, Thunderbird or another email client, or redirect to your main email
- Weblearn (<https://weblearn.ox.ac.uk>), for course reading lists, lecture handouts etc

- registration and software for the Sophos anti-virus program – most university network points require use of current anti-virus software ([www.IT.Services.ox.ac.uk/viruses/](http://www.IT.Services.ox.ac.uk/viruses/))
- registration and software for the Virtual Private Network, which gives access to some Oxford wireless systems and access to the network from off-campus ([www.IT.Services.ox.ac.uk/network/vpn/](http://www.IT.Services.ox.ac.uk/network/vpn/))
- access to 'Eduroam' networks in Oxford and in other UK campuses ([www.IT.Services.ox.ac.uk/network/wireless/services/eduroam/](http://www.IT.Services.ox.ac.uk/network/wireless/services/eduroam/))
- file backup for your computer (available on campus only, see [www.IT.Services.ox.ac.uk/hfs](http://www.IT.Services.ox.ac.uk/hfs))
- other IT SERVICES - see <http://welcometoit.ox.ac.uk>. is at 13 Banbury Road, phone 273200, fax 273275 or e-mail [help@oucs.ox.ac.uk](mailto: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](mailto: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-res] 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](mailto:lawfac@law.ox.ac.uk).**

## 4.4 Faculty Website and Weblearn

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

The Faculty intranet ([www.law.ox.ac.uk/intranet/](http://www.law.ox.ac.uk/intranet/)) provides an 'online editing system' (<http://denning.law.ox.ac.uk/oxfordonly/index.php>) that is used by taught course students to sign up for course options at the beginning of the year, and by research students to add information about their research interests, publications etc. Authorized students also use this system to add information about discussion group meetings and other events. Your username for the 'online editing system' is the first part of your Oxford email address (ie the bit before the @ symbol), and the default password is your University card number (the number above the bar code). You may change this password.

Weblearn (<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/subjects>) is used for all course materials (reading lists, lecture handouts) and tutorial sign-up. Your Weblearn username and password is your Oxford single-sign on (the one you use for email).

#### 4.5 IT Support in the Faculty

Contact the Departmental Lecturer in Legal Research Skills, Sandra Meredith (271499, [sandra.meredith@law.ox.ac.uk](mailto: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. Bento de Sousa (281269, [bento.sousa@law.ox.ac.uk](mailto:bento.sousa@law.ox.ac.uk)), our IT Support and Database Officer, 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](mailto:web.support@law.ox.ac.uk)), the Faculty's web officers, can give you help with using the intranet and on-line editing system. If your University card does not work in the swipe card machines at doors in the St. Cross Building, email [system.support@law.ox.ac.uk](mailto:system.support@law.ox.ac.uk).

#### 4.6 Oxford University Computing Services

Oxford University Computing Services (IT Services) provide the main University IT services. The IT Help Centre at IT Services 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 IT Services building for general use. IT Services 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 IT Services shop sells a limited range of computers, site-licensed software, USB keys, CDs, cables etc. For a general overview of services offered by IT Services go to <http://welcometoit.ox.ac.uk>. IT Services is at 13 Banbury Road, phone 273200, fax 273275 or e-mail [help@oucs.ox.ac.uk](mailto:help@oucs.ox.ac.uk)

#### 4.7 Student Self-Service

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

### 5. University Resources

The University has a vast array of resources for its students. Here is a list of some of them.

The Oxford University website	Main source of information about the University	<a href="http://www.ox.ac.uk">www.ox.ac.uk</a>
Oxford Examination Papers Online	Includes past BCL and MJur papers.	<a href="http://oxam.ox.ac.uk/pls/oxam/keyword">http://oxam.ox.ac.uk/pls/oxam/keyword</a>

The University Club	Social, sporting and hospitality facilities	<a href="http://www.club.ox.ac.uk">www.club.ox.ac.uk</a>
The Oxford University Student Union	Central student union for all Oxford students	<a href="http://www.ousu.org">www.ousu.org</a>
The Oxford University Law Society	Invites speakers, arranges moots and social activities	<a href="http://www.oxfordlawsoc.com">www.oxfordlawsoc.com</a>
The Oxford Union	Debating and discussion society	<a href="http://www.oxford-union.org">www.oxford-union.org</a>
The Language Centre	Library and language courses	<a href="http://www.lang.ox.ac.uk">www.lang.ox.ac.uk</a>
The Newcomer's Club	Resource for partners of University members	<a href="http://www.wolfson.ox.ac.uk/clubs/newcomers">www.wolfson.ox.ac.uk/clubs/newcomers</a>
University Sports Centre	Central focus for University sport	<a href="http://www.sport.ox.ac.uk/">http://www.sport.ox.ac.uk/</a>
Oxford University Gazette	Official journal of the University	<a href="http://www.ox.ac.uk/gazette/">www.ox.ac.uk/gazette/</a>
Careers Service	Information and guidance to students and graduates	<a href="http://www.careers.ox.ac.uk">www.careers.ox.ac.uk</a>
Oxford University Society	The University's official alumni organisation	<a href="http://www.alumni.ox.ac.uk">www.alumni.ox.ac.uk</a>

## 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. We have a BCL/MJur students mail list ([bcl-mjur-students@maillist.ox.ac.uk](mailto:bcl-mjur-students@maillist.ox.ac.uk)), to which students can post and which can thus be used as a discussion forum.

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 MLF representative, an MSc/MPhil (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 attend other committees, including the Library Committee, and the Law Board. As members of the Social Sciences Division, Law graduate students may also stand for election to the Social Sciences Divisional Board.

## **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/publications/oucli.php](http://www.law.ox.ac.uk/publications/oucli.php) or contact the current editor Andrew McLeod ([andrew.mcleod@exeter.ox.ac.uk](mailto:andrew.mcleod@exeter.ox.ac.uk))

## **8. Funding Opportunities**

General information about funding – including details of fees and potential sources of funding, can be found on the University webpages at [http://www.ox.ac.uk/admissions/postgraduate\\_courses/fees\\_and\\_funding/index.html](http://www.ox.ac.uk/admissions/postgraduate_courses/fees_and_funding/index.html)

The Law Faculty also has its own scholarships and has awarded over £180,000 to postgraduate students for 2013-14. Details of these scholarships and of college scholarships for which law students are eligible can be found at:

<http://www.law.ox.ac.uk/postgraduate/scholarships.php> . The Graduate Studies Administrator or Academic Administrator 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. However, students funded by the ESRC or AHRC should apply for the Research Training Support Grant (RTSG) in the first instance, via their designated divisional contact. 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 normal limit for travel grants to any one student in any one year is £250. Further information and application forms may be obtained from Mrs Jackie Hall, Law Faculty Office, St. Cross Building (Tel: 271046; e-mail [jackie.hall@law.ox.ac.uk](mailto:jackie.hall@law.ox.ac.uk)) Any student undertaking overseas travel as a constituent of their studies, and with the approval of their supervisor will be entitled to insurance cover under the University scheme. To obtain the documentation which needs to be completed by them in order to obtain cover, they should contact Jackie Hall at the address above.

## 10. Research Ethics

The University requires that staff or students who, in their role as members of the University, are conducting research that involves the participation of people who are not part of the research team should have their projects subjected to ethical review. This requirement covers not only medical or psychological in nature, but also those that involve interviews-based research or the collection of personal data. The requirement is that approval should be granted on behalf of the appropriate review committee (in the case of members and students of the Law Faculty, this is the Social Sciences & Humanities Inter-Divisional Research Ethics Committee) prior to the commencement of the research project.

The University's requirements for ethical review are detailed at <http://www.admin.ox.ac.uk/curec/>, and guidance, application forms, and submission details can be found here. Advice on the process (including guidance as to whether your project falls under the requirement for ethical review, if you are unsure) can be sought by emailing [ethics@socsci.ox.ac.uk](mailto:ethics@socsci.ox.ac.uk). Review can take up to two months from the point of submission, and you are therefore advised to seek guidance at the earliest opportunity, to avoid any delay.

## 11. 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. Please contact Ms Emma Gascoigne in the first instance:

Ms Emma Gascoigne  
Personnel Officer  
Law Faculty  
St. Cross Building, St. Cross Road  
Oxford OX1 3UL  
Tel No: 01865 281622  
Fax No: 01865 271493  
[emma.gascoigne@law.ox.ac.uk](mailto:emma.gascoigne@law.ox.ac.uk)

Mr Paul Burns  
Academic Administrator Faculty  
St. Cross Building  
St. Cross Road  
Oxford OX1 3UL  
Tel No: 01865 271495  
Fax No: 01865 271493  
[paul.burns@law.ox.ac.uk](mailto:paul.burns@law.ox.ac.uk)

The Disability Contacts work with the University Disability Staff and other bodies, such as the Bodleian Law Library, to help facilitate students' access to lectures, classes, and tutorials, and access to information. For further information about disability provision, please refer to the appendix on the Integrated Equality Policy, which reviewed provision in light of the Equality Act 2010.

## 12. 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 organizes 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, Canada, India, Singapore, Hong Kong, China, and Australia with plans of increasing these events in the years ahead. Annually the Faculty sends out Oxford Law News to those Oxford alumni practicing or teaching law. Termly electronic updates are offered to those alumni who have shared their email with us. The Oxford University Lawyers via Linked in offers opportunities to share discussions with other Oxford law alumni across the world. To ensure that you are on our mailing list or to enquire how you might help organise an alumni events, please contact: Maureen O'Neill, Director of Development, Faculty of Law, St. Cross Building, St Cross Road, Oxford or by e-mail at [maureen.oneill@law.ox.ac.uk](mailto:maureen.oneill@law.ox.ac.uk). Finally, should you know of any Oxford Alumni who are not in contact with us but would like to be, please forward their contact details to Maureen O'Neill.

### **13. 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/](http://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 the weekly limit on paid work undertaken by graduate students specified by

the University (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 is within the limit specified by the University). 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 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. At the time of publication of this handbook, the University's weekly limit on paid work undertaken by graduate students is still under review; details of the limit ultimately agreed will be circulated to all graduate students once known.

The Faculty runs a teacher training course every year. It generally takes place very late in the summer vacation: dates for 2014-15 will be confirmed and notified to graduate students in due course. 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 beyond the University limit referred to above.

Students are encouraged to register themselves on the Teaching Register, <http://denning.law.ox.ac.uk/oxfordonly/students/gradres/index.php>. This is a resource for Faculty members to consult if they find themselves in need of teaching.

## **1.2 Research Assistance Opportunities**

DPhil students can undertake research assistance at the request of Faculty members. Requests for research assistance may be advertised on the Faculty email lists; payment will be £14.80 per hour (inclusive of holiday pay). You may not undertake work as a Research Assistant until you have passed your Qualifying Test. The Law Faculty will not fund more than 120 hours research assistance by any student in one year and students are restricted to the weekly limit on paid work undertaken by graduate students as referred to in 1.1 above. 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 is usually reasonably straightforward. 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>. (there is a link



on the right of the page entitled Employing Overseas Students which is the most directly relevant).

#### **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.

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> and will be made available in Weblearn.

#### **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 Developing as a research student**

As a doctoral student at Oxford you will need to combine detailed subject knowledge with thorough training in relevant research methods and techniques, as well as general research management skills, professional knowledge and career development. This combination of skills, knowledge and training is intended to help your research and also to enhance your personal and professional development and employability.

You will have access to a wide range of training whilst undertaking your research, including:

1. Research methods training within the Faculty (the Course in Legal Research Methods)
2. Training open to doctoral students across the social sciences via the Research Methods Hub
3. An Academic and Professional Development Programme (APDP) organised by the Social Sciences Division and aimed at doctoral students and early career researchers
4. Training offered by University providers such as the Careers Service, IT Services and Bodleian Library

Further information about the Course in Legal Research Methods is provided in section 4, below. Further information about all four of the resources listed above is contained in Appendix 5, Research Development, towards the end of this Handbook.

### 1.7 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.

### 1.8 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. For further information about what counts as plagiarism, how to avoid plagiarism etc, please refer to section C 5 below – the information given in that section is applicable to both taught course and research students.

## 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 <http://www.ox.ac.uk/students/academic/graduates/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

The Faculty offers four research degrees. The first year of research is substantially similar for all four degrees (see 2.7 below) but then leads to different outcomes depending on the degree registered for. Detailed regulations for all the degrees can be found in the Examination Regulations ('the Grey Book') which you will be given a copy of when you commence your studies, and which can be found online at <http://www.admin.ox.ac.uk/examregs/>

The following is a summary of the most relevant points in those regulations together with practical advice on details such as transfer materials, submission deadlines, etc.

## 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.”

Students generally reach DPhil status by two routes: either they are admitted initially as Probationer Research Students and then transfer to DPhil status; or they complete the MPhil or MSt in Legal Research and are then readmitted to DPhil status. It is also possible to transfer from MLitt status to DPhil status, but this is unusual. Further information about transfer/readmission to DPhil status is given below in sections 2.8 and 2.9.

## 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, MJur or MLF, and can only be taken by a student who has completed one of these degrees. For information on how to apply for the MPhil, see C.6, below. The MPhil requires a thesis of up to 30,000 words and must be completed in three terms.

## 2.4 The MSt in Legal Research

The MSt requires a thesis of up to 30,000 words and is in most respects identical to the MPhil but does not require applicants to have previously completed the BCL or MJur and allows students up to five terms to complete the thesis (though students seeking to go on to DPhil status after completion of the MSt are encouraged to submit the thesis within three terms)

## 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 the DPhil, the requirement can be reduced to three terms if the candidate has already been in relevant postgraduate residence for at least three terms, as for example where a student has completed the BCL/MJur/MLF or MSt/MPhil. 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. 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. See sections 1.1 and 1.2 above for further information about working.

## 2.6 Fees

Students for the MSt in Legal Research and the MPhil both pay a minimum of three terms of fees and will pay additional fees if holding MSt or MPhil status beyond three terms. MLitt students pay six terms of fees. Please note this point: if you are on the register for the MSt or MPhil for additional terms and receive supervision then you will be required to pay fees. For information on your fee liability you are strongly advised to refer to the Examination Decrees and Regulations of the University [http://www.admin.ox.ac.uk/examregs/52-00\\_APPENDIX\\_I.shtml](http://www.admin.ox.ac.uk/examregs/52-00_APPENDIX_I.shtml)

DPhil students pay up to nine terms of fees. If they have transferred to DPhil status from Probationer Research Student status or MLitt status then the nine terms includes fees paid whilst holding either status. Students admitted to the DPhil following completion of the MPhil or MSt in Legal Research may count three terms of fees paid during the course of either masters degree towards the nine term DPhil liability. **For DPhil students starting research study in 2011/12 or later, the University will apply a termly continuation charge payable beyond 9 terms fee liability.**

## 2.7 The Common First Year

Every research student begins work as either: 1) an MPhil (following completion of the BCL or MJur, 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. Participation in the Course in Legal Research Method (CLRM) is one of the conditions for being granted the Degree of MPhil or of MSt, or of being allowed to proceed from the status of Probationer Research Student to that of full DPhil Student or full MLitt Student. Please note that the Course in Theory & Method of Socio-Legal Research at the Centre for Socio-Legal Studies may also be taken in full or partial satisfaction of the requirement. This would be suitable for students undertaking partly empirical research. Further details of the CLRM can be found in Section 8 below. More general information about how students can develop their research is provided in Appendix 5, Researcher Development, at the end of this handbook.

## 2.8 Transfer from Probationer Research Student Status to DPhil or MLitt status

By the end of the fourth week of your third term as a PRS, you need to apply to transfer to full DPhil status (or MLitt status, if that is the qualification you are ultimately seeking). 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 who will read your written submission and then arrange an interview with you. You may, in exceptional circumstances, and with the support of your supervisor, apply to defer the date of PRS to DPhil status by writing to Geraldine Malloy. In no case may the materials for the Qualifying Test be submitted after the end of the fourth term from admission as a PRS.

### **2.8.1 The Purpose of Transfer of Status**

The Probationer Research Student (PRS) status is intended to be used constructively, permitting a wise choice of the research topic to be made in the context of broader reading as well as preliminary research, helping the student to become accustomed to the rhythm of graduate work, and allowing for the acquisition of any specific skills appropriate to the research.

The Transfer of Status assessment is to ensure that the student is making satisfactory progress in the development of the research, to ensure that the work is of potential D.Phil. quality, and that the methodology of the research is appropriate and practicable. The transfer process provides the opportunity for the student to discuss their work with two independent members of staff and to receive feedback. Broadly the assessment should show a plan for the thesis, which locates the research in the context of earlier work in the field, sets out the questions, hypotheses or issues on which it will focus, and describes and explains the methods by which these will be answered, tested or addressed.

The assessment procedures are intended to remove the risk of failure and to reduce the risk of referral as far as possible, and must therefore be as rigorous as necessary to achieve this.

The formal Regulations for Transfer of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division.

### **2.8.2 The Timing of Transfer of Status**

The *Examination Regulations* state that PRS status can be held for a maximum of four terms for students commencing their studies from October 2011 onwards. However, Departments and Faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner, and in the Law Faculty, transfer of status is normally required by the end of the fourth week of your third term as a PRS student.

### **2.8.3. How to Apply for Transfer of Status (the Qualifying Test)**

Applications for transfer of status (QT) should be made using the GSO.2 and Law 2 forms obtainable from <http://www.ox.ac.uk/students/academic/graduates/forms>. Students are required to complete the form and to provide supplementary information on development of both research specific and personal and professional skills during their time as a Probationer Research Student. Students are also required to indicate whether their work requires research ethics approval. Both the student's supervisor and College should then sign the form. Your supervisor will discuss possible QT assessors with you and then sign off on the Law 2 form once two names have been agreed and entered on that form. Your supervisor should contact the assessors to ascertain their willingness to act and available at the expected time. On the Law 2 form, you are also asked to indicate that you have successfully completed the Course in Legal Research Methods, the Course in Empirical Research Methods, or Theory and Methods in Socio-Legal Research (if you haven't successfully completed the course at the point of applying for transfer, you will need to do so before your transfer can be approved)

Your transfer (QT) application should comprise the following items:

1. Thesis Title
2. Thesis Outline

3. Research Proposal ( Part A - no more than 2,000 words (two copies))
4. Written (Part B - 10,000 words for DPhil, 6,000 words for MLitt - two bound copies)
5. Timetable for Completion
6. Bibliography
7. Research Ethics Forms (*if applicable*).

Part A 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. 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 - A substantial piece of written work (10,000 words for DPhil, 6,000 words for MLitt - two bound copies) which will generally be intended to form part of the proposed thesis (or if not, at least be relevant to the subject of the thesis) and must be written using the format for theses in law (below, 6.3) .Your crucial task in the Part B submission 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. 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. All submitted material and forms should be sent to Geraldine Malloy at the Law Faculty.

#### **2.8.4 The Transfer Assessment**

The Graduate Studies Committee/Director of Graduate Studies will appoint two assessors, taking account of the nominees proposed on the Law 2 form, neither of whom will normally be the student's supervisor (they will normally be academic staff working in the University of Oxford; only in exceptional circumstances will external assessors be appointed) to read the transfer application and to interview the candidate. It is permissible for the same assessor(s) to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination. Students should normally expect to be interviewed within six weeks of submitting their transfer application, though this may be longer during the vacation periods due to availability of the assessors. You should make sure you are contactable

during that period; and if you haven't heard from the assessor within three/four weeks of the date on which you submitted the application, you are advised to contact Geraldine Malloy. The interview is not an official examination or viva, and *sub fusc* is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment within six to eight weeks from the date on which the assessors received the materials, though this may be longer during the vacation periods.

### 2.8.5 Instructions to Assessors

Assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please let Geraldine Malloy the Graduate Studies Administrator- know if there is a problem in this respect at the time of application).

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to D.Phil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An application to transfer to D.Phil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years. However, the assessors should judge the submissions in the light of the fact that they usually reflect 3 or 4 terms work and are made at the early stages of the research project. The written work will not necessarily be, or read like, a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard. The research proposal and thesis structure need not be completely finalised, but the student should have clearly defined ideas of what the research questions are, and have possible ways to answer them.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

Significant differences of opinion between the assessors will be adjudicated by the DGS and/or Graduate Studies Committee, in consultation with the assessors and supervisors.

### 2.8.6 Criteria for Success

For transfer of status to be approved, the student will need to be able to show that their proposed thesis and treatment represents a viable topic and that their written work and interview show that they have a good knowledge and understanding of the subject. Students must show that they are competent to complete and present their thesis in English. Below are examples of possible success criteria :

1. All required coursework materials have been submitted
2. Competence in both written and spoken English
3. The aims of the research are realistic and focused
4. Evidence of wide reading and critical analysis
5. Appropriate methodology and research techniques are proposed
6. Limitations to the research are addressed
7. It is clear how the research will develop for a D.Phil.
8. There is a suitable timetable for the research
9. The candidate demonstrates the progression of an argument
10. The candidate shows a scholarly and rigorous approach to research issues
11. The research topic and treatment meet the Division's ethical standards
12. The written work and interview show that the candidate has a good overall knowledge and understanding of the subject
13. The University has adequate facilities (including supervision) to enable the research to progress
14. The student is capable of carrying out advanced research
15. The proposed schedule of work can be completed within three or at most four years for the D.Phil.

### **2.8.7 Outcomes of Transfer of Status**

The assessors may recommend one of four outcomes, which must be considered and approved by the Graduate Studies Committee.

- (i) Successful transfer – Accompanied by suggestions and advice for future progress
- (ii) Referral for a second attempt at transfer (with or without a further interview) – This will normally involve the same assessors and take place within one term of the first attempt. If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt. This extension of PRS status does not affect the total amount of time permitted for registration on the D.Phil. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at transfer being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral should not necessarily be seen as a failure, it may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course.

- (iii) Transfer to the MLitt - Although the work presented was not suitable for transfer to D.Phil. status, nonetheless, the assessors felt it was strong enough for the lower award which is a less demanding and shorter time-scale research degree.
- (iv) Reject the application – The assessors cannot recommend transfer to either DPhil. status or the lower award, and thus it is recommended that the student should withdraw from the course.

At the first attempt at transfer only options (i)-(iii) will normally be chosen. At the second attempt, options (i), (iii) or (iv) can be considered. (Only in exceptional circumstances may a third attempt at transfer be made, and this would require the support of the Graduate Studies Committee and approval by the University's Education Committee).

If at the first attempt a student is transferred to the lower degree s/he may accept this, or may choose to retain PRS status and make a second transfer application the following



term. If a student accepts transfer to the lower degree at the first attempt, or is transferred to the lower degree at the second attempt, s/he may exceptionally be permitted one further opportunity to transfer to D.Phil. status provided that sufficient time has elapsed (normally at least six months) to allow the possibility of significant improvement, that significant progress has been made, and that the student's supervisor supports the application. In addition the student's college and Director of Graduate Studies would also need to endorse the application.

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 time left (bearing in mind that MSt students have up to five terms on the register), then this is a viable option. However, the request will not be granted unless your supervisor agrees to supervise, or alternative supervision arrangements can be made. If transfer to MSt status isn't feasible then, regrettably, there are no further means by which you can continue as a research student in the Law Faculty.

If following a second unsuccessful attempt at transfer, a student does not accept the recommendation to withdraw under option (iv), further action will be required. In such circumstances, informal counselling, involving the student's college, will form an integral part of the procedures. The Department should refer to the *Examination Regulations* governing the removal of a graduate student from the Register of Graduate Students for more information.

### **Deferral of Transfer of Status**

Any student who has not applied to transfer status by the end of their fourth term will be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for Transfer of Status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that Transfer of Status is successfully achieved within six terms as required by the *Examination Regulations*. The student will also be required to apply for a formal deferral of Transfer of Status for one or two further terms using the form GSO.2b available from <http://www.ox.ac.uk/students/academic/graduates/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College and be approved by the Director of Graduate Studies for Research.

In exceptional cases only, an extension of PRS status may be granted beyond six terms. Applications for such extensions should be again made using the form GSO.2b and will require the same approvals as above and, in addition, approval of the University's Education Committee as it requires formal dispensation from the *Examination Regulations*. Any extensions to PRS status do not affect the overall time permitted for registration on the D.Phil.

### **2.9 Admission to DPhil status after completion of MPhil or MSt**

To apply for admission to DPhil, you will need to complete the readmission form available from Student Self-Service (<https://www.studentsystem.ox.ac.uk> – see 4.1 above for further details). The form will be pre-populated with details that the University currently has on record for you, such as your personal details and your previous qualifications, but you will need to enter details of the programme you intend to study and any changes to

the data we hold in your record. You will need to submit this form (to the Graduate Admissions Office) by 24 January 2014: we appreciate this is very early in the year, and that you might not be quite sure at that point whether you do or don't intend to carry on to doctoral study; we would recommend that if in doubt, you do at least submit this an application— if you then decide you don't want to carry on to DPhil status you can simply withdraw, whereas if you don't apply by the 24 January deadline, you can't decide later in the year that you do, after all, want to continue to the DPhil. As well as the form, you will also need to submit by the 24 January deadline what is known as Part A of the application for readmission - a statement of the subject of your doctoral project in no more than 2,000 words. A detailed explanation of what is required is given above under 2.8.1 (those transferring from PRS to DPhil are required to submit the same document). Again, we appreciate that it is asking quite a lot of students to require them to have a doctoral proposal finalised so early and consequently, we will allow you to make minor revisions to the proposal before the Qualifying Test itself, which happens later in the year; but bear in mind that the proposal will be used by subject groups to determine whether they can provide supervision and provisionally offer you a place (conditional upon you obtaining either the MSt or MPhil and your performance in the QT), so needs to be as coherent and detailed as you're able to make it at that point. Later in the year, before unconditional admission can be approved, you will need to demonstrate to your college that you have the requisite funds for your doctorate, in the same way as you were required to provide financial assurances prior to admission to the MPhil or MSt.

You are required to submit your MPhil or MSt thesis (and new DPhil proposal) to the Research Degree Office at the Exam Schools, no later than the last day of the vacation following Trinity Term (usually a date in early October). Once submitted, your thesis and proposal will be sent to your examiners and you will be transferred to Probationer Research Student status (this is to ensure that you continue to hold student status whilst the examiners read the thesis and assess your application for transfer). **NB If you are able to do so, it is advantageous to submit your thesis significantly before the deadline;** that way, it may be possible for the assessment to take place and for your admission to DPhil status to be approved before the start of Michaelmas Term rather than our having to admit you to Probationer Research Student status – this can help in terms of simplifying your fee position and avoiding some complications regarding obtaining visas (for those who need them)

The thesis serves the same role as the Part B written submission that those applying for transfer to DPhil from PRS status submit (see 2.8.1 above) and in the viva voce examination described in 7, the assessors will seek not only to determine whether you should be awarded the MPhil or MSt but whether they can recommend that you be transferred to DPhil status. Consequently, they must make one of the following recommendations: award of the MPhil or MSt and admission to DPhil status; award of the MPhil or MSt and referral of Part A for revision and resubmission; referral of the thesis itself for resubmission for the MPhil or MSt (they cannot recommend referral of the thesis but admission to DPhil). The recommendations will be made in a report which you will have access to and which you will be able to use in making revisions to the Part A proposal and/or the MPhil or MSt thesis.

If you are admitted to DPhil status, then you may incorporate your MPhil or MSt thesis into your final DPhil thesis (students are generally not permitted to submit materials for more than one degree but this is an exception to that rule).

If you are awarded the MPhil or MSt but referred on Part A, you will continue to hold PRS status and may make one further application for transfer to DPhil status. You should normally do so within three months from the receipt of the report and you must do so before the end of your sixth term as a PRS student. On this second occasion you will need to submit a revised version of Part A and forms GSO.2 and Law 2 as described under 2.8.1 above. The second assessment will normally involve the same assessors, though exceptionally, you may, with the approval of your supervisor, request different assessors, and they can dispense with the interview if they feel able to recommend transfer to DPhil on the basis of the revised Part A alone.

If you are referred back on your thesis, your PRS status will be suspended, and your MPhil or MSt status will resume. You may make a further application for admission to DPhil status following the same procedures as outlined above. For information on your fee liability you are strongly advised to refer to the Examination Decrees and Regulations of the University. [http://www.admin.ox.ac.uk/examregs/52-00\\_APPENDIX\\_I.shtml](http://www.admin.ox.ac.uk/examregs/52-00_APPENDIX_I.shtml)

## **2.10 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; for law students the regulations work in the following way: a thesis/dissertation which has been submitted for the MPhil, MSt, or BCL/MJur/MLF can be incorporated in a subsequent DPhil thesis, but a thesis submitted for the MLitt cannot. A BCL dissertation can be incorporated in a subsequent MLitt but an MPhil or MSt thesis cannot. A BCL/MJur/MLF dissertation may cover the same area as a subsequent MPhil but the text of the former may not be incorporated directly into the text of the latter. 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.

## **2.11 Confirmation of DPhil Status**

### **The Purpose of Confirmation of Status**

The Confirmation of Status process allows the student to have an assessment of his/her work by two assessors, normally other than the supervisor(s), to give a clear indication of whether, if the work on the thesis continues develop satisfactorily, consideration of submission within the course of three further terms would appear to be reasonable. However, successful confirmation of status should not be seen as being explicitly linked to the final outcome of the examination of the thesis

The confirmation assessment is different to the transfer assessment. The assessors will be focusing on how the research is progressing, the quality of the draft chapters, and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate amount of progress in the development of the thesis, so that submission will be achieved within three or at most four years. In doing so, they are also required to ensure that the student is not attempting to deal with an impossibly or unnecessarily large amount of material. The student should benefit from independent

assessment of his/her work and should receive authoritative comments and suggestions on problems and how to address them. The assessors may be able provide guidance on how to better present the material, or on the use of concepts or methods. Even if the thesis is in good shape, the assessors may often stimulate valuable improvements to the thesis. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. It should also be remembered that the confirmation assessment is a test (which it is possible to fail), and receiving critical comments is often painful, and it may take some weeks to come to terms with them. Finally, the interview is a good opportunity to prepare for the *vive voce* examination of the thesis.

The formal Regulations for Confirmation of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division.

### **2.11.1 The Timing of Confirmation of Status**

#### **i) Students who entered the D.Phil. as a Probationer Research Student**

The general regulations of the *Examination Regulations* state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. However, in this Faculty students are required under the subject specific regulations to apply for confirmation of no later than three terms after the Qualifying Test.

#### **ii) Students who progressed to the D.Phil. from an M.Phil.**

The general *Examination Regulations* state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. For students who have previously completed an M.Phil., (with a thesis in the same broad field as the topic for the D.Phil.) and have progressed directly to D.Phil. status, this normally means that confirmation of status should be applied for by the end of the third term of the D.Phil.

#### **iii) Deferral of Confirmation of Status**

If a student is unable to apply for confirmation of status within nine terms of admission as a graduate student (or by the deadline defined in the subject specific regulations if later), they must apply for a deferral of confirmation of status, otherwise their student status will lapse and their name will be removed from graduate register. It is possible to apply for a deferral of confirmation of status for up to three terms, as long as the total number of terms from admission as a graduate student does not exceed twelve.

Any student who is considering applying for a deferral of confirmation of status will be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for confirmation of status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that confirmation of status is successfully achieved within proposed period of deferral.

To apply for a deferral of confirmation of status, a student will need to submit the GSO.14B form: go to <http://www.ox.ac.uk/students/academic/graduates/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College. The Director of Graduate Studies will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If a student does not achieve confirmation of status within twelve terms of admission as a graduate

student, his/her status will lapse. In exceptional cases only, deferral may be granted beyond twelve terms; however, this requires approval by both the Director of Graduate Studies and the University's Education Committee as it requires formal dispensation from the Examination Regulations.

### 2.11.2 How to Apply for Confirmation of Status

Applications for confirmation of status should be made using the forms GSO.14 and Law.5 both available from <http://www.ox.ac.uk/students/academic/graduates/forms/>. The GSO14 form should be completed by the student and then signed by the student's supervisor and college and should include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken, e.g. presentation of posters, attendance at conferences etc. Students are also required to state whether their work required research ethics approval (and if appropriate, was granted)

The Law 5 form should be completed by the student after consultation with the supervisor to agree the names of the prospective assessors neither of whom will normally be the student's supervisor (they will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed). Your supervisor should contact the assessors to ascertain their willingness to act and available at the expected time. The assessors will read the confirmation materials and interview the candidate. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination.

In addition you will also be required to submit/complete two bound copies of the following:

1. Thesis Abstract
2. Thesis Outline comprising the title of the thesis and a summary of each component chapter in approximately 100 words per chapter
3. Research Proposal, comprising 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)
4. Written Work 20,000 – 30,000 word in length and intended to form part of the thesis
6. Timetable for Completion (to be completed on Part 2 (ii) of the GSO.14 form)
7. Bibliography

The complete application for confirmation of status should be submitted to Geraldine Malloy at the Law Faculty.

### 2.11.4 The Confirmation Assessment

The Director of Graduate Studies will appoint two assessors ( normally those proposed by student and supervisor on the Law 5 Form)– neither of *whom* will normally be the student's supervisor to read the confirmation assessment and interview the candidate The assessors will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed. *<It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the* Students should normally expect to be interviewed within six weeks of submitting their application, though this may be longer

during the vacation periods due to availability of the assessors. The interview is not an official examination or viva, and sub fusc is not worn. The assessors will interview then write a jointed report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment with six weeks, though this may be longer during the vacation periods.

#### **2.11.5 Instructions to Assessors**

The assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please let Geraldine Malloy the Graduate Studies Administrator know if there is a problem in this respect at the time of application).

An applicant for confirmation of status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, however if at interview the student can satisfy the assessors that matters will improve, this should not be a reason to decline recommending confirmation of status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a D.Phil. thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment of how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, the significance to the existing literature and field, and to provide an evaluation of the written work submitted by testing whether the work is presented in a scholarly and lucid manner. More specifically, the assessors should consider commenting on whether the student has provided evidence of being able to undertake research that provides new knowledge/understanding which is capable of advancing their field, will withstand peer review, and may be suitable for publication. Also, they should consider whether the student has developed a systematic acquisition and understanding of the substantial body of knowledge at the forefront of their field and a thorough understanding of the techniques for research needed for advanced academic enquiry. Furthermore, the student should show the capacity to design carry through and defend the thesis within three or at most four years. Finally, for non-native English speakers, the report should

indicate the assessors' view of the student's ability to present and defend the work in English.

Significant differences of opinion between the assessors will be adjudicated by the DGS and/or Graduate Studies Committee, in consultation with the assessors and supervisors.

#### **2.11.6. Criteria for Success**

For confirmation of status to be approved, the student will need to be able to show that the research already accomplished shows promise of the ability to produce a satisfactory thesis on the intended topic, the work submitted for assessment is of the standard expected of a D.Phil. thesis in the final exam, *<the bulk of any fieldwork has been completed and the analysis is well developed>* and the research schedule is viable so that the thesis can be completed within three or at most four years from admission.

Students must also show that they are able to present and defend their work in English. In addition, the assessors will judge the application against the following criteria: Below are examples of possible success criteria

1. Evidence of wide reading and critical review of the literature
2. A clear indication of how the research is being developed into a thesis
3. Potential make a significant and substantial contribution to its field of study
4. Evidence of a progression of argument and logic throughout the thesis
5. Evidence of a scholarly and lucid approach to the research issues
6. The ability to write in clear and coherent manner, with due attention to presentation
7. Competence in both written and spoken English
8. The ability to articulate and defend the argument in the interview
9. The draft chapters are of the quality expected for a final D.Phil. thesis

#### **2.11.7. Outcomes of Confirmation of Status**

The assessors may recommend one of five outcomes, which must be considered and approved by the Graduate Studies Committee (excluding option (ii)).

- (i) Successful confirmation – Accompanied by suggestions and advice for future progress.
- (ii) Revision of application – The assessors may request further clarifications of the research proposal or completion schedule and/or additional written work before making a first recommendation. In such cases it should be possible to complete the additional work within the term of assessment.
- (iii) Referral for a second attempt at confirmation - This should normally involve the same assessors and take place within one term of the first attempt. If the first attempt is made in the final term permitted, a one-term extension is automatically granted to allow the second attempt. This extension does not affect the total amount of time permitted for registration on the D.Phil., however if the student has already been registered on the D.Phil. for twelve terms, the extension is counted as one of the potential **six** terms of extension of time permitted under the general regulations. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at confirmation being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral should not necessarily be seen as a failure, it may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course. However, a referral will of course be very disappointing to a student and may take some time to get over, especially if the assessors' comments are highly critical. Most students who do then go on to successfully complete the D.Phil. see the comments in retrospect as helpful, having given them the opportunity and incentive to make substantial improvements to the thesis and to avoid the risk of a far more costly and time-consuming referral of the final thesis.

(iv) Transfer to *M.Litt.* - Although the work presented was not suitable for confirmation of D.Phil. status, nonetheless, the assessor(s) felt it was still strong enough for the lower award which is a less demanding and shorter-timescale research degree. In cases where transfer to lower award is approved, if the student is already in their ninth term or beyond, a formal extension of time will also be needed to allow the student to stay on the graduate register for the lower degree, otherwise their status will lapse, and they will have to subsequently apply for reinstatement to the graduate register.

(v) Reject the application The assessors cannot recommend confirmation of status, or transfer to the lower award. This exceptional outcome should only be used if the quality of the student's work has regressed to below the standard previously achieved for transfer of status.

At the first attempt at confirmation only options (i)-(iii) should normally be chosen. At the second attempt, options (i), (iv) or exceptionally (v) should be considered. The DGS/Graduate Studies Committee may also request additional work or other evidence, or appoint an additional assessor to help in making a final decision. (Only in exceptional circumstances may a third attempt at confirmation be made, and this would require the support of the Graduate Studies Committee and approval by the University's Education Committee).

If a student fails to confirm D.Phil. status or to transfer to the status of the applicable lower degree after two attempts, then his/her student status will lapse and his/her name will be removed from the Register of Graduate Students. In such circumstances, informal counselling, often involving the student's college, should be an integral part of the procedures.

### **3. 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. For further information see the Faculty's Statement on Supervision of Research Students



(<http://www.law.ox.ac.uk/postgraduate/research.php> then go to the final item on the list of items entitled 'For research students').

### **3.1 Graduate Supervision System (GSS)**

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. Students on doctoral programmes should reflect on the progress made with their research project during the current term, including written work (e.g. drafts of chapters) and you should assess this against the plan of research that has been agreed with your supervisor(s).

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your department or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to your Director of Graduate Studies and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will the relevant Director of Graduate Studies and your college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the GSS, please visit <http://www.gss.ox.ac.uk/> You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre, however, should you need additional support, please contact your Graduate Studies Assistant in the first instance.

### 3.2 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.

The University Education 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.

### 3.3 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 Administrator using the **GSO.25** change of supervisor or appointment of joint supervisor form at <http://www.ox.ac.uk/students/academic/graduates/forms/> 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.

### 3.4 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.

#### 4. 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.

##### 4.1 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 currently scheduled for Monday and Tuesday of the first week of Trinity Term (dates to be confirmed).

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 at <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/clrm>. Any students arriving in Oxford after the start of term should contact Geraldine Malloy to ensure that they are on the relevant mailing list for students taking this course.

#### 5. Suspensions, Extensions 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 Administrator; the relevant forms are available from the webpage <http://www.ox.ac.uk/students/academic/graduates/forms/>. The Board can grant a maximum of six terms' suspension, but never more than one at a time. Suspension is different from extension. Extension allows more time. Suspension stops the clock. Students in receipt of scholarships (particularly AHRC scholarships) should ensure that they also secure the permission of the scholarship body for the suspension of time.

In exceptional circumstances, MLitt and DPhil students may also apply for extensions of time for anything up to six terms. Extensions of time will only be granted one term at a time, unless there is an exceptional reason for granting more, but in no cases should more than three terms of extension be granted at any one time. Forms for applying for extension of time can be found on the same webpage as those for suspension of status. **Students**

**should be clear that extensions are not an entitlement** and will only be approved if there is felt to be good cause for granting the extra time and if the application has the support of the student's supervisor and college (the same applies for suspension of status). Students in receipt of non-AHRC scholarships should ensure that they also secure the permission of the scholarship body for the extension. Students in receipt of AHRC scholarships should note that the AHRC does not approve extensions of time other than in the most exceptional circumstances, and failure to submit by the prescribed four year deadline (for DPhil students) may lead the AHRC to withdraw future funding for Law Faculty students.

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 of the Thesis

### 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. <http://www.ox.ac.uk/students/academic/graduates/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 Administrator, at least three to four weeks before you submit your thesis. 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 submitting your two bound copies (printed or typed) is the last day of the vacation which follows the term in which the thesis is due to be submitted. However you should aim to submit the forms to the Faculty at least 3-6 weeks before. 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. Students for the MPhil and MSt are not required to submit Bodleian copies, but if they wish to do so, they should contact the Research Degree Office for further information about how to do so.

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 Administrator.

### **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, Confirmation of Status and dissertations offered in the examination for the BCL or MJur. It does not include essays set by way of examination for the BCL or MJur.

**2.** Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 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. NB For BCL and MJur dissertations, any form of binding – e.g. spiral binding – is sufficient.

**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
Confirmation of Status	20,000	30,000
QT Part B (for MLitt)	5,000	6,000
BCL/MJur/MLF 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 <http://www.ox.ac.uk/students/academic/graduates/forms/>.<sup>1</sup> Do not make the title too long. It is the business of your first few pages, not of the title, precisely to define your

<sup>1</sup> BCL/MJur/MLF students, rather than using this form, should contact Paul Burns ([Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)) with details of the proposed new title

project and make clear what questions will and will not be addressed. Think of your title as the title of a book.

## 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-six 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 without permission from the Proctors, 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. The viva will normally be held in Oxford, but in exceptional circumstances, normally affecting the ability of the external examiner to take part in an Oxford-based oral examination, application may be made to the relevant board for special permission to hold the examination using audio-visual communication with the external examiner concerned. Full details of the regulations relating to this process can be found in the Examination Regulations at [http://www.admin.ox.ac.uk/examregs/25-54\\_1\\_Regulations\\_governing\\_the\\_content\\_and\\_length\\_of\\_theses.shtml#subtitle\\_2](http://www.admin.ox.ac.uk/examregs/25-54_1_Regulations_governing_the_content_and_length_of_theses.shtml#subtitle_2)

### 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 Outcomes of the examination

Having completed the examination of a candidate for the first time, the examiners may make any one of recommendations (i), (ii) or (iv) below only. Having completed the examination of a candidate who has revised and re-submitted his or her thesis, the examiners may make any one of recommendations (i)-(vi). The recommendations, in summarized form, are<sup>2</sup>:

(i) Leave to supplicate

That the board should grant the candidate leave to supplicate for the Degree of Doctor of Philosophy

(i) (a) Minor corrections

If the examiners are satisfied that the candidate's thesis is of sufficient merit to qualify for the degree but consider, nevertheless, that before the thesis is deposited the candidate should make minor corrections (which are not sufficiently substantial to justify reference back for re-examination and which should be capable of completion within one month), they must require the candidate to correct the thesis to their satisfaction before they submit their report.

(i) (b) Major corrections

If the examiners are satisfied that the candidate's thesis is of sufficient potential merit to qualify for the degree but consider, nevertheless, that before the thesis is deposited the candidate should make major corrections (which are not sufficiently substantial to justify reference back for re-examination and which should be capable of completion within six months), they should report this preliminary recommendation to the board with a description of the major corrections which they require the candidate to make before they confirm their recommendation.

Where the examiners make this recommendation, and the board, considering the extent and nature of the major corrections, takes the view that the recommendation ought to be reference of the thesis back to the candidate in order that he or she may revise it for re-examination, the board may, exceptionally, ask the examiners to review their recommendation.

(ii) Referral for DPhil/award of MLitt

That the board should offer the candidate a choice between (a) reference of the thesis back to him or her in order that he or she may revise it for re-examination for the Degree of Doctor of Philosophy, and (b) leave to supplicate for the Degree of Master of Letters or of Master of Science, as appropriate, on the basis that the thesis has not reached the

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<sup>2</sup> A detailed account of the recommendations and of related regulations can be found in the DPhil Examination Regulations at

[http://www.admin.ox.ac.uk/examregs/24-53\\_General\\_Regulations.shtml#subtitle\\_6](http://www.admin.ox.ac.uk/examregs/24-53_General_Regulations.shtml#subtitle_6)



standard required for the Degree of Doctor of Philosophy but has nevertheless reached that required for the Degree of Master of Letters or of Master of Science.

(iii) Referral for MLitt only

That the board should refer the student's thesis back in order that he or she may present it for re-examination for the Degree of Master of Letters or of Master of Science only. If the board adopts the recommendation the student shall be transferred forthwith to the status of Student for the Degree of Master of Letters or Student for the Degree of Master of Science as the case may be, and shall be permitted to apply for permission to supplicate for the Degree of Master of Letters or Master of Science in accordance with the provisions of the appropriate regulation.

(iv) Referral for DPhil or MLitt

That the board should refer the student's thesis back in order that he or she may present it for re-examination either under (iii) above for the Degree of Doctor of Philosophy or, if the student chooses, under (iii) above for the Degree of Master of Letters only. The board shall adopt such a recommendation only if it is fully satisfied that the thesis as it stands is not of the standard required for the Degree of Doctor of Philosophy, nor for the Degree of Master of Letters or of Master of Science as the case may be, but that the candidate could reach the standard required for the Degree of Doctor of Philosophy. If such permission shall have been given by a board during a vacation, it shall be deemed to have been given in the term preceding that vacation.

(v) Award if MLitt only

That the thesis has not reached the standard required for the Degree of Doctor of Philosophy but has nevertheless reached that required of the Degree of Master of Letters and that the candidate may be granted leave to supplicate for the MLitt on the basis of the thesis as it stands.

(vi) Leave to supplicate refused

That the student's application for leave to supplicate should be refused outright.

### **7.5 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.

### **8. Oxford Research Archive (ORA) and Digital Publication of Theses**

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. The Oxford University Research Archive (ORA) is an online archive of research materials including theses created in fulfilment of Oxford

awards, produced by graduate students at the University of Oxford.

All students following the DPhil, MLitt who registered for the DPhil from 1 October 2007 onwards, are required to deposit a hardbound and a digital copy of their thesis with the Bodleian Libraries. The digital copy should be deposited in the ORA at <http://ora.ox.ac.uk>. Students commencing these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read the important information about the deposit of, and access to, digital theses which is available at [www.bodleian.ox.ac.uk/ora/oxford\\_theses](http://www.bodleian.ox.ac.uk/ora/oxford_theses) and includes:

- Legal requirements and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Open and embargoed access (for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons) to all of part(s) of your thesis
- Information about file formats, fonts and file sizes

Copyright of the thesis usually rests with the author: this does not change when depositing your thesis in ORA. The author does not give away any rights to the Oxford University Research Archive or the Bodleian Libraries. However, students should read the information on third party copyright at:

[http://www.bodleian.ox.ac.uk/ora/oxford\\_theses/copyright\\_and\\_other\\_legal\\_issues/copyright\\_held\\_by\\_third\\_parties\\_and\\_other\\_rights](http://www.bodleian.ox.ac.uk/ora/oxford_theses/copyright_and_other_legal_issues/copyright_held_by_third_parties_and_other_rights)

Students are strongly encouraged to ascertain and arrange permissions for inclusion and distribution of material via the Internet where copyright is held by a third party at the point that the items are gathered. This is similar to the process when writing a journal article or monograph. A 'Record of permissions' template has been created to assist with this process.

[http://www.bodleian.ox.ac.uk/ora/oxford\\_theses/copyright\\_and\\_other\\_legal\\_issues/copyright\\_held\\_by\\_third\\_parties\\_and\\_other\\_rights](http://www.bodleian.ox.ac.uk/ora/oxford_theses/copyright_and_other_legal_issues/copyright_held_by_third_parties_and_other_rights)

Further information or queries about depositing digital theses should be addressed to [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk).

Students following MPhil in Law or the MSt in Legal Research Master of programmes, are invited to deposit a digital copy of their thesis voluntarily with the Oxford University Libraries in addition to the deposit of a hardbound copy. The digital copy should be deposited in the Oxford University Research Archive (ORA) at <http://ora.ox.ac.uk>

### The Social Sciences Division – Restricted access arrangements

Whilst the Social Sciences Division strongly supports open access to, and wide dissemination of, theses produced by its students, the Division has agreed that during the initial period (whilst both authors and publishers adapt to open access), access by others to the full text of digital theses will be **restricted for three years** by default. When completing the ORA online deposit form authors should therefore enter an embargo end

date of three years from the date of deposit. There is no need to complete a separate GSO3.C Dispensation from Consultation form at the time of deposit.

During the period of the embargo, only the following information from your thesis will be available in ORA:

- (i) Item record (details including your name, thesis title, subject area) **and**
- (ii) Abstract **and**
- (iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

- (a) For digital material where copyright is held by a third party and permission to disseminate it via the Internet in ORA has not been granted by the copyright holder, the Law *Faculty* will grant permission for the copyright material to be deposited as a separate file from the thesis, on the understanding that the thesis will be available for consultation or reproduction but access to the copyright material will be restricted.
- (b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the Law *Faculty* may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Authors can also choose to override the default embargo and make their thesis open access, either at the time of deposit or at any time during the three year embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the Deposit and Consultation of Thesis form (GSO3A) and on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk) with instructions. Those planning to publish their research as a book or article are not recommended to place their thesis on open access in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted after the three year period, and it is the responsibility of the author to apply for an extension if required. **No reminder will be sent** and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

#### **Dispensation from consultation of your thesis – library and ORA**

(i) Authors may apply for dispensation from consultation beyond the end of the default 3 year embargo period of the copy of the thesis deposited in the Bodleian or other University Library **and** of the electronic copy of the thesis deposited in ORA if there is good reason for such a request. Reasons for requesting dispensation might include that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.

(ii) Dispensation will always be granted (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. Students should apply for dispensation by completing form GSO.3C, available at:

[http://www.ox.ac.uk/students/course\\_guidance\\_supervision/graduates/forms/](http://www.ox.ac.uk/students/course_guidance_supervision/graduates/forms/)

### **Journal articles included within the thesis**

Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright and any sponsor permissions. See [www.sherpa.ac.uk/romeo.php](http://www.sherpa.ac.uk/romeo.php) for guidance or ask ORA staff ([ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk)).

### **The copyright in the thesis**

The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Students should speak to their supervisor or Research Services if they are unsure.

### **Third party copyright**

If material has been incorporated within the thesis where copyright is held by an individual or group that is not the author (third party copyright) permission will be needed to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. Proof of permission will need to be provided when depositing the thesis in ORA (e.g. e-mail or letter). Authors should contact ORA staff ([ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk)) if they are unsure. A useful template to keep track of permissions for use of third party copyright materials is available for download at: [http://www.bodleian.ox.ac.uk/ora/oxford\\_theses/copyright\\_and\\_other\\_legal\\_issues/copyright\\_held\\_by\\_third\\_parties\\_and\\_other\\_rights/wording\\_-\\_thesis\\_-\\_seeking\\_permission\\_for\\_3rd\\_party\\_materials](http://www.bodleian.ox.ac.uk/ora/oxford_theses/copyright_and_other_legal_issues/copyright_held_by_third_parties_and_other_rights/wording_-_thesis_-_seeking_permission_for_3rd_party_materials)

### **Intellectual property rights**

Authors should apply for dispensation from consultation if consultation or reproduction of all or part of the thesis would put at risk **confidential material** or invalidate an application for a **patent** on a product or process described in the thesis, or restricting access to the thesis is a requirement of any **agreements with an outside body or sponsor** governing supply of confidential material or the disclosure of research results described in the thesis. Authors should speak to their supervisor or Research Services if they are unsure.

### **Plagiarism**

Making the thesis open access increases its visibility, gains recognition for the author and certifies them as author of the work. It can also give rise to concerns about increased risk of plagiarism. However, when work is available open access, plagiarism is easier to detect (by using a web search engine)

### **General Queries**

Any further information or queries regarding the deposit of your digital thesis, should be referred to [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk).

## 8.1 Publication

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.

## C The BCL And MJur

### 1. The Aims of the BCL and MJur

The BCL and MJur degree programme aim to:

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

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

### 2. 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/MJur courses and (in general) to any other interested postgraduate student from the law faculty or beyond. Many seminars are convened jointly by two or three members of the relevant subject group. Some seminars have a tradition of attracting senior academic visitors and research students in addition to BCL and MJur students. Some attract postgraduate students from other faculties (e.g. politics, philosophy). Such intellectual and international cross-pollinations are welcomed and encouraged by many subject groups. In 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/MJur students taking some interdisciplinary courses are encouraged to attend seminars in other relevant faculties. Every BCL/MJur seminar series is accompanied by published reading lists that are used by students in preparing for the seminars and in organising their study. 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 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/MJur programme. In view of the extensive diet of seminars, BCL/MJur tutorials do not generally provide full coverage of the course: instead, the two methods of course delivery complement one another – the tutorial demanding in-depth scrutiny of a particular aspect or aspects of a field of law that have been covered in more general terms through a seminar. Students are 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. **Please note that tutorials are an absolutely crucial part of the course and you are expected both to ensure that you are free to attend them at the times agreed with your tutors and to submit written work for the tutorials as required by your tutors.**

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

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

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

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.

### **3. Assessment for BCL and MJur**

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. 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 mid-June/early July. MJur courses drawn from the undergraduate syllabus are examined in early 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 groups of three. 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. The highest mark awarded is not ordinarily expected to exceed 80. That said, outstanding scripts would be recognized by a high mark (eg 75+). 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:

**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.

**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.

*Incomplete scripts:* it is essential that candidates follow the instructions on the paper: failure to do so may result in a penalty. A paper will not be deemed to have been fully answered if a whole question has been omitted, or, where part of a question is separately numbered or lettered, part of a question has been completely omitted. The mark for a completely absent answer in any script will be zero, and the mark for a part answer, or a “skipped”, “rushed final”, “short” or “weak” answer, will be such a mark above zero as is appropriate, relative to more successful answers, in terms of the quality of what has been written, and the extent to which it covers the question. The overall mark for a script will be arrived at by averaging the number of marks, including zeros, over the number of questions that should have been answered on the paper. Where a candidate completes the correct number of questions, but fails to answer a question which is compulsory (for example where the candidate does not answer a problem question as required by the rubric of the subject paper), marks will be deducted and this will result in the candidate’s overall result in the paper being affected. Candidates who write answers in note form may also expect their overall mark for the paper to be lower than if they had written them out in full.

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.

### **3.1 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 second marked) after which all the markers for that paper meet and consider any differences arising, following which a single mark is agreed by the two markers of the scripts in question. Second marking is also applied to incomplete 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.

The marking process 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 second marked) after which all the markers for that paper meet and consider any differences arising, following which a single mark is agreed by the two markers of the scripts in question. 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

The examiners meet 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 absent answers 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. Candidates will be able to view their results (both overall classification and individual paper marks) within the Student Self Service webpage in OSS (<http://www.studentsystem.ox.ac.uk>).

## **4. 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.ox.ac.uk/students/academic/goodpractice/> for more information (including an online tutorial) on plagiarism that has been developed by the University's Educations 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) 46 Cambridge Law Journal, 449, 455.

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

***Plagiarised***

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

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

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

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

### ***Non-Plagiarised***

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

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

### ***Textbooks and Cases***

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

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

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

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

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

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<sup>3</sup> S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 46 Cambridge Law Journal, 449, 455

<sup>4</sup> S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 46 Cambridge Law Journal, 449, 455

## 5. 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.

## 6. MPhil/DPhil status after the BCL or MJur or MLF

Students who complete the BCL or MJur or MLF may then continue either to the MPhil or to DPhil/Probationer Research Status. Admission to the MPhil is available only to those who have completed the BCL and MJur or MLF and proceed directly to the MPhil in the next academic year (for the purposes of the regulations, the MPhil is viewed as being the second year of a two-year course and the BCL or MJur as the first year). Occasionally, students may be allowed to defer admission to the MPhil, but only in exceptional circumstances. If you complete the MPhil you may then continue to the DPhil (see section B 2.9 above). Alternatively, you may choose to seek admission to the doctoral programme immediately after the BCL or MJur or MLF in which case, rather than apply for the MPhil, you would apply for DPhil/Probationer Research Student status (this would involve your being admitted as a Probationer Research Student in the first instance before transferring to DPhil status as described in Section B 2.8 above). In both cases, admission will be conditional on the quality of your research proposal, availability of supervision, and any other academic conditions imposed by the relevant subject group – this will normally mean attaining a particular average in the BCL/MJur/MLF examinations (the figure in question will vary between subject groups and candidates). There are various considerations that may lead you to choose to one of these two routes rather than the other: you may only want to do a one-year masters research degree rather than proceeding to the doctorate, or you may want to attain the additional qualification of the MPhil before proceeding to the DPhil. Conversely, there may be considerations such as funding that would lead you to choose the DPhil/PRS route. Home/EU students should note that the AHRC do not provide grants for those taking the MPhil.

### 6.1 How to apply for admission to the MPhil or to DPhil/PRS status

Providing there is no break in your study and you apply to be admitted the academic year directly following that in which you took the BCL/MJur/MLF, you may apply using the readmissions forms available from the Student Self Service system (<https://www.studentsystem.ox.ac.uk>). These will be pre-populated with details that the University currently has on record for you, such as your personal details and your previous qualifications, but you will need to enter details of the programme you intend to study and any changes to the data we hold in your record. You will need to submit a research

proposal which should be approximately two pages in length and should have a working title and a short synopsis and, unless it is self-evident, should indicate the areas or subject matter the proposed dissertation will cover. In both cases, applications should be submitted by 24 January 2014.

## **7. Undertaking paid work as a BCL or MJur student**

The Faculty strongly advises BCL and MJur students against the undertaking of any paid work during term time – the BCL and MJur are very demanding courses and we feel the doing so is likely to have a detrimental effect on your studies and your final exam results. The Faculty would not normally expect to employ current BCL and MJur students in any capacity (e.g. as tutors or research assistants to Faculty members).

## **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. A full description of each of the courses is available at <http://www.law.ox.ac.uk/postgraduate/mjurcourses.php>

The courses are grouped into two 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.

**List I** Courses available to BCL and MJur students alike.

Advanced Property and Trusts  
 Commercial Remedies  
 Comparative and European Corporate Law  
 Comparative and Global Environmental law  
 Comparative Equality Law [Not running in 2013-14]  
 Comparative Human Rights  
 Comparative Public Law  
 Competition Law  
 Conflict of Laws  
 Constitutional Principles of the EU  
 Constitutional Theory  
 Corporate and Business Taxation  
 Corporate Finance Law  
 Corporate Insolvency Law\*  
 Criminal Justice and Human Rights  
 Dissertation  
 European Business Regulation (the law of the EU's internal market)  
 European Private Law: Contract [Not running in 2013-14]  
 European Union as an Actor in International Law [Not running in 2013-14]  
 Evidence\*  
 Intellectual Property Law

International and European Employment Law  
 International Commercial Arbitration  
 International Criminal Law  
 International Dispute Settlement  
 International Economic 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 [Not running in 2013-14]  
 Personal Taxation\*  
 Philosophical Foundations of the Common Law  
 Principles of Civil Procedure  
 Principles of Financial Regulation  
 Punishment, Security and the State  
 Regulation  
 Restitution of unjust enrichment\*  
 Roman Law (Delict)  
 The Roman and Civilian law of Contracts  
 Transnational Commercial Law [Not running in 2013-14]

\* Indicates courses for which a prior knowledge of the relevant aspects of common law is necessary/desirable – MJur students are advised that they should familiarise themselves with those aspects of Common law underpinning the subjects in question if they do wish to take these options.

**List II** Courses derived from the syllabus of the BA in Jurisprudence (available to MJur students only, who may pick one course only from this list)

Administrative Law  
 Commercial law  
 Company law  
 Comparative Law: Contract  
 Contract  
 Copyright, Patents and Allied Rights (may not be taken in conjunction with Copyright, Trademarks and Allied Rights or European Intellectual Property Law)  
 Copyright, Trademarks and Allied Rights (may not be taken in conjunction with Copyright, Patents and Allied rights or European Intellectual Property Law)  
 EU Law (may not be taken in conjunction with Constitutional Principles of the EU or European Business Regulation from list I)  
 EU Human Rights  
 Family  
 Land

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

The following provides information about course combinations for BCL and MJur students. The permitted course combinations for MLF students are listed in Section D below.

- (a) If you are a BCL student, you must take any four options from List I, or three options from List I and a dissertation (subject to the rules below):
- (b) If you are an MJur student, you may take either
- (i) Any four options from list I
  - (ii) Three options from list I and one option from list II
  - (iii) Three options from list I and a dissertation (subject to the rules below)
  - (iv) Two options from list I, one option from list II, 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 crowded 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 <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/subjects> (then click on 'List of Lecture and Seminar clashes'.

## 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, and 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.

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

In considering such applications, the Committee will take account of the subject matter and the availability of appropriate supervision. 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 II courses, they are allowed to offer a dissertation within these fields. BCL students may offer a dissertation which does not fall into the field of any BCL course, if a suitable supervisor within the Faculty can be found.

Once you have received approval for your dissertation topic at the start of Michaelmas term, the topic may not be changed. This is because supervisors and examiners have already been approached and have agreed to act on the strength of the original proposal. However, it is accepted that, in 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](mailto: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 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.

In exceptional circumstances, it is possible to change your options after week 4 of Michaelmas Term. If you need to do this, you should contact the Academic Administrator ([Paul.Burns@law.ox.ac.uk](mailto:Paul.Burns@law.ox.ac.uk)) who will explain the relevant procedures. Please note that changes of course after the Friday of the First Week of Hilary Term are prohibited.

#### **8.5. Feedback on formative and summative assessment for the BCL and MJur**

Feedback on both formative and summative assessment is an important element of all Postgraduate taught programmes at Oxford and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays or assignments, should provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and provide suggestions for improvements and future development of the topic of research to enable students to develop their work for doctoral study if appropriate.

Students can expect to receive informal feedback on their progress and on their formatively assessed work. This typically takes the form of marks and written comments

provided by tutors on essays submitted by the student; and verbal feedback on ideas advanced and points made by the student in the course of tutorials or seminars.

In 2011, the University's Education Committee introduced new policies in response to requests from students for enhanced formal mechanisms for the provision of feedback on both formative and summative assessment.

All students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment that is normally submitted during the first term or very early in the second term of the course. written feedback on at least one piece of written work submitted during the first term or very early in the second term of the course.

All students will also receive formal written feedback on any dissertation or thesis of 5000 words or over, submitted in the final term of the course.

In the Law Faculty, this means that BCL and MJur students will receive written feedback on at least one essay by the middle of Hilary Term. Students submitting dissertations will also receive formal written feedback from the examiners of each dissertation within six weeks of the release of the BCL/MJur results

## **D The MLF**

### **1. The Aims of the MLF**

The MLF degree programme aims to:

- bring students into advanced intellectual engagement with some of the most difficult issues in law and legal theory, and in the interdisciplinary areas of law and finance, an engagement distinguished by rigour, depth and conceptual sophistication, and requiring immersion in law, and a growing commitment to the understanding of financial and economic principles, 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 roundtable 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: <http://www.law.ox.ac.uk/publications/handbooks.php>.

### **2. Teaching Arrangements**

Teaching for the MLF is provided by means of seminars for the core MLF courses, with the possibility of lectures as well, and by means of seminars, tutorials and lectures for the MLF law options.

**Seminars:** Seminars are organised at Faculty level and are open to all students taking the MLF course. Many MLF seminars are convened jointly by two or three members of the relevant subject group. Some MLF seminars have a tradition of attracting senior academic visitors and research students in addition to MLF students. Some attract postgraduate students from other faculties (e.g. politics, philosophy). Some are also taken by BCL and 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. Every MLF 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 the starting points for their own self-prescribed research and reading, rather than regarding the listed materials as sufficient for real mastery of the subject. The listed materials in each course 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 MLF course, seminars range in size from a handful to upwards of 30 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 MLF law electives. In view of the extensive diet of seminars, MLF 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. **Please note that tutorials are an absolutely crucial part of the course and you are expected both to ensure that you are free to attend them at the times agreed with your tutors and to submit written work for the tutorials as required by your tutors.**

**Lectures:** Lectures are typically less central to the learning experience of MLF students than that of their undergraduate counterparts, but may feature for some of the law options that MLF students opt to study, especially in those options in which there is a great deal of new legal information to master. MLF students are also welcome to 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 MLF students may also attend lectures in other faculties to assist with their grasp of neighbouring academic disciplines.

The number and mix of seminars, tutorials, and lectures varies from option to option, but in most cases, students can expect that any given option will involve something in the region of eight to sixteen seminars and/or lectures and four to six tutorials. There are one or two exceptions but in these cases, a balance will be struck between seminars and tutorials (e.g. 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 MLF is given in section 7 below.

The Faculty welcomes student feedback on lectures and seminars. Questionnaires will be issued during one week each term (and at least some of these will be online via WebLearn) in the hope that students will comment anonymously on each lecture/seminar attended. In addition, at the end of the year the Faculty invites MLF students to complete an anonymous questionnaire about their experience of their degree programme as a whole.

### **3. Supervision**

MLF students are assigned to an MLF supervisor who is not a tutor on the core MLF courses. The supervisor will meet with you once a term and talk to you about how you are progressing and about any concerns you have. If you need to speak to them before the end of term meeting, this can be arranged. Please either contact the supervisor direct or contact the Course Administrator, Kate Blanshard ([kate.blanshard@law.ox.ac.uk](mailto:kate.blanshard@law.ox.ac.uk)).

After you have your end of term meeting with the supervisor, the supervisor will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress. When reporting on academic progress, you should review progress during the current term, and measure this progress against the timetable and requirements for the MLF programme of study.

If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor for completion and will

also be visible to the Director of Graduate Studies (Taught) and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will the DGS(T) and your college advisor. The DGS(T) is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the GSS, please visit <http://www.gss.ox.ac.uk/>. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre, however, should you need additional support, please contact your the MLF Course Administrator or the Graduate Studies Assistant, Geraldine Malloy ([geraldine.malloy@law.ox.ac.uk](mailto:geraldine.malloy@law.ox.ac.uk)).

#### **4. Assessment for MLF**

The standard in the MLF 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 MLF courses is by written examinations, held at the end of the term in which the respective course is completed (e.g. Finance I and the First Principles of Financial Economics are taught in Michaelmas term, and therefore examined at the end of Michaelmas term). The finance paper examinations range from ninety minutes' or three hours' duration, and may have separate sections to the paper that require shorter/longer, or numerical/written answers. The law option exams are typically of three hours' duration and require answers to three or four questions chosen from a range of about eight to ten.

Examinations are unseen, and you are not allowed to take books or notes into the examination room. However, in many of the law option 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 college tutor.

As well as sitting an exam for each course, MLF students must also submit two assessed essays, one for the First Principles of Financial Economics course, which is due in at the end of Michaelmas Term, and the other for the Law and Economics of Corporate Transactions course, which is due in just before the start of Trinity Term. Students must also submit electronically three pieces of in-course work, referred to as Practical Work, for Finance I and Finance II, and will be required to successfully complete two pieces of group work for the Law and Economics of Corporate Transactions course.

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 law option courses on the MLF have a tutorial component (typically four tutorials). 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 official assessments, of which you will be notified in the MLF Examination Edict at the start 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 "Marking Conventions", is also explained below.

These are the standards used in assessment of MLF examination answers:

**Distinction (70% and above):** Distinction answers are those that represent an excellent level of attainment for a student at MLF 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 MLF 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".

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 MLF 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 **Marking 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:

### **Distinction**

MLF students will be awarded a Distinction if they:

1. secure marks of 70 per cent or above in no fewer than three courses, which must include:

(i) at least one finance course

**and**

(ii) at least one of either a law elective **or** the Law and Economics of Corporate Transactions course,

AND

2. achieve marks of not lower than 60 per cent in all courses and satisfactory completion of all pass/fail course assessment components.

### **Pass**

For an MLF student to be awarded the degree of MLF there must be no mark lower than 50 per cent, and satisfactory completion of all pass/fail course assessment components.

### **Fail**

A mark of less than 50 per cent on any MLF course will usually result in the MLF student failing to be awarded the degree of MLF.

N.B. A mark lower than 50 but greater than 40 may be compensated by very good performance elsewhere, and in these circumstances the MLF Exam Board has a discretion to award the degree despite the mark that fell below 50 (please refer to the MLF Examination Edict for full details). A mark of 40 or below is not susceptible of compensation.

For the purposes of the Examiner's Conventions:

- "finance course" comprise Finance I, Finance II, and the First Principles of Financial Economics.
- the dissertation counts as one of the law elective papers.
- where course assessment components are assessed on a pass/fail basis only (i.e. the group work assessments in the *Law and Economics of Corporate Transactions* course), "satisfactory completion" requires candidates to pass at least 50 per cent of the assessments set.

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. However, their discretion to depart from the normal conventions 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.

#### **4.1 Examination Procedures**

The marking process 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 second marked) after which all the markers for that paper meet and consider any differences arising, following which a single mark is agreed by the two markers of the scripts in question. Second marking will also be applied for candidates whose overall marks 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.

The examiners meet 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 absent answers 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. Candidates will be able to view their results (both overall classification and individual paper marks) within the Student Self Service webpage in OSS (<http://www.studentsystem.ox.ac.uk>).

### **5. Courses in the MLF**

#### **5.1 The Core Courses**

Below is a list of the core courses that all MLF students are required to study:

First Principles of Financial Economics

Finance I

Finance II

Law and Economics of Corporate Transactions



## 5.2 The Law Elective Courses

Below is a list of the elective law courses which are currently recognised as available to be taken on the MLF:

Comparative and European Corporate Law  
 Competition Law  
 Conflict of Laws  
 Corporate and Business Taxation  
 Corporate Insolvency Law  
 Corporate Finance Law  
 European Business Regulation  
 Intellectual Property Law  
 International Economic Law  
 Principles of Financial Regulation  
 Transnational Commercial Law (Not available for 2013-14)  
 Regulation

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 (September 30) (in the case of new subjects, announcement will be made in the Oxford University Gazette by the same date).

You register for your choice of law elective courses using the Faculty's online registration system. Registration is during Week Nought (i.e. week commencing Monday 7 October 2013). It is possible to change courses until the end of Week One, (Friday 18 October 2013), when you submit your examination entry form through your college, but changing your course choice 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. In certain exceptional circumstances, it is possible to change your course choice beyond the 18 October deadline, and until the end of Michaelmas Term, but if you are permitted to do so, you will be required to pay a penalty fee.

## 5.3 Optional Dissertation in the MLF

An MLF student can offer a law dissertation, in lieu of one law elective.

- 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 law 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 Two of Michaelmas Term (i.e. 16 September 2013) to the MLF Course Administrator, Kate Blanshard ([kate.blanshard@law.ox.ac.uk](mailto:kate.blanshard@law.ox.ac.uk)).

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 MLF 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 MLF 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 MLF Examiners.

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 Kate Blanshard ([kate.blanshard@law.ox.ac.uk](mailto:kate.blanshard@law.ox.ac.uk)) and ask your supervisor to send an email to Ms Blanshard 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 Ms Blanshard as soon as possible and no later than Friday of Week One 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 B 6.3 above.

## **6. Descriptions of Core Courses in the MLF**

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.

### **First Principles of Financial Economics**

This class builds the conceptual foundation required for the economic analysis of corporate financial policy, competitive asset markets and the regulation of both corporations and financial markets.

The course's eight lectures will be:

1. Rationality
2. The Coase Theorem
3. Property rights
4. Competitive markets
5. The market for risk
6. Market failures

7. Asymmetries of information
8. Aggregation of information

This course is taught by Dr O Sussman, of the Saïd Business School, and consists of weekly three-hour seminars taught in Michaelmas Term.

**Assessment and exams:**

Students are required to write an assessed essay (worth 40% of the course mark) and to sit a ninety-minute exam paper (worth 60% of the course mark) at the end of the course. No materials will be available in this exam, and students are not permitted to take their own calculators into the exam. Calculators will be available for you in the exam room for this exam, and the model will be the Sharp EL531WB-WH. The titles for the assessed essay will be made available at noon on Friday 29 November 2013 (8th wk MT) and the essays will be due in by noon on Friday 13 December 2013 (10th wk MT).

**Finance I**

This course lays out the foundations of Finance with a particular emphasis on the financial decisions taken by firms. The course begins by developing a framework for the financial evaluation of investment decisions, before introducing the concept of discounting and the net present value as a tool for investment appraisal.

Students then move on to develop a measure of risk and consider a model that allows the evaluation of risk (the Capital Asset Pricing Model), and are introduced to another important financial decision required of the firm, namely through what source (debt, equity etc.) it should fund its activities. Using insights from the modelling of risk, students will begin to understand how different sources of finance affect the riskiness and therefore the price of financial claims issued by the firm.

The course then shows how the previous models and concepts can be used by firms to evaluate investment proposals and take optimal capital budgeting decisions. Finally, students will consider the tax implications and corporate governance issues related to firms' financial decisions.

This course is taught by Dr J Martinez, of the Saïd Business School, in weekly three-hour seminars taught in Michaelmas Term.

**Assessment and exams:**

Students are required to submit one piece of Group Work during the course (assessed on a pass/fail basis) and to sit one two-hour exam paper (worth 100% of the course mark) at the end of the course. No materials will be available in this exam, and students are not permitted to take their own calculators into the exam. Calculators will be available for students in the exam room for this exam, and the model will be the Sharp EL531WB-WH.

The Group Work is due to be submitted by email to Kate Blanshard ([kate.blanshard@law.ox.ac.uk](mailto:kate.blanshard@law.ox.ac.uk)) by 9.00am on Friday 29 November 2013 (8<sup>th</sup> wk MT).

## **Finance II**

This course builds on and applies concepts covered in Finance I. Students begin by examining why, when and how firms go public; they will focus particularly on why initial public offerings (IPOs) are underpriced and use IPOs to critique the role of the investment bank as intermediary. The course analyses financial options - how and why they are used and how they are valued. Students will examine the different forms of debt deployed to finance and acquire firms, and consider how creditors and other stakeholders fare in a restructuring. The work on options will then be used to understand hybrid instruments such as callable and convertible bonds. Students study mergers and acquisitions and leveraged buy-outs, and seek to understand whether, and how, they create value. Students analyse some of the business and financial risks assumed by firms and the ways these can be managed, and consider how financial markets create frictional costs - the costs of trading - often ignored in finance theory. In studying these topics student will deepen their understanding of key concepts such as asymmetric information, bargaining theory and market efficiency, and explore the explanatory power (and limitations) of rational, behavioural, or indeed any textbook approaches to finance.

This course is taught by Dr H Jones, of the Saïd Business School, in weekly three-hour seminars taught in Hilary Term

### **Assessment and exams:**

Students are required to sit one three-hour exam paper (worth 100% of the course mark) at the end of the course. No materials will be available in this exam, and students are not permitted to take their own calculators into the exam. Calculators will not be available for you in this exam; any computations involved will not require a calculator.

### **Law and Economics of Corporate Transactions (LECT)**

This course, which runs during the Hilary and Trinity Terms, gives students a toolkit for structuring common corporate transactions. It acts as the fulcrum for the MLF programme as a whole.

The course begins with sessions on the economic theory of contracting: the nature of the agency, hold-up costs, and other strategic behaviour to be expected in a contracting relationship.

Students will then consider seven practical applications to well-known corporate transactions. Analysing these will require students to draw not only on the theoretical material considered in the first part of this course but also on the finance courses. At the same time, students will need to consider legal issues raised by the transactions, for which the elective law courses will provide important insights.

In each case, an overview of the relevant legal background will be introduced in class, and students will then be given document packs based on real transactions to work on in a group before presenting their work to the class and faculty members from the disciplines of law, finance and economics. Practitioners from the leading law firms who completed the transactions under review will then talk to students about the case studies, giving their

views and explaining what happened in the real scenario. These case study applications will encourage students to think about the analytic techniques they have gained from both the legal and financial MLF courses, as part of a single integrated toolkit that they can draw upon.

The teaching group for this course comprises Mr D Awrey, Professor J Armour and Professor P Davies. Teaching consists of a combination of lectures and seminars. Guest lectures by visiting practitioners will be given in Trinity Term.

**Assessments and exams:** Students are required to submit an assessed essay (worth 100% of the course mark) part way through the course, and to successfully complete two group assignments (marked on a pass/fail basis). Titles for the assessed essay will be available on the morning of Friday 4 April (12th wk HT) and must be submitted by noon on Friday 18 April (0th wk TT).

## Appendix: University Policy Statements and Codes of Practice

### 1. Equality and Diversity unit and related resources

#### Equality and Diversity Unit

The Equality and Diversity Unit promotes equality, values diversity and supports departments/faculties and colleges in maintaining a working, learning and social environment in which the rights and dignity of all members of the university community are respected. It aims to ensure that no student will be treated less favourably on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, and sexual orientation. For more information on the networks and activities the Unit supports, visit: [www.admin.ox.ac.uk/eop/](http://www.admin.ox.ac.uk/eop/). These include:

- LGBT Staff Network (staff and graduate students)
- Race Equality Network (staff and students)
- Oxford Women's Network (staff and students)
- LGBT History Month
- Black History Month

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: [www.admin.ox.ac.uk/eop/harassmentadvice/](http://www.admin.ox.ac.uk/eop/harassmentadvice/)

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on a your student experience at the University and assist with organising disability-related study support. For more information visit: [www.ox.ac.uk/students/shw/das/](http://www.ox.ac.uk/students/shw/das/)

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [www.ox.ac.uk/students/shw/counselling/](http://www.ox.ac.uk/students/shw/counselling/)

A range of services led by students are available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer/](http://www.ox.ac.uk/students/shw/peer/)

## **2. Law Faculty Statement of Provision for Graduate Taught Students**

*This template relates to the BCL and MJur course; there is a separate document covering the MLF, and M.Sc. and M.Phil. in Criminology*

### **1. Who is the Course Director with overall responsibility for students on this course?**

The course director is the Director of Graduate Studies for taught courses, Mr W. Swadling, Brasenose College. Queries about course administration should be directed in the first instance to the Academic Administrator, Mr P. Burns.

### **2. What induction arrangements will be made?**

Induction arrangements are preceded by a letter sent by email during the summer to all those students due to start the course in October, informing them of which course options will be available, giving details of when students need to arrive in Oxford, and providing a list of frequently asked questions. This is then followed by a further communication later in the summer giving students passwords to the Faculty's induction website, which contains the induction timetable, handbooks, etc.

The induction programme itself takes place in -1<sup>st</sup> Week and 0<sup>th</sup> Week preceding Michaelmas term, and includes registration with the Faculty, and a social event; a question and answer session about the course and the Faculty more generally; a programme of taster lectures familiarising students with the course options available to them; IT sessions introducing students to electronic resources; and a library induction, introducing students to the Bodleian Law Library.

The induction arrangements aim to provide students with information about course content, and the Faculty's facilities and resources, as well as providing opportunities for students to meet and get to know their classmates.

### **3. What is the overall length of the course, and for how many weeks are students expected to work in Oxford?**

The BCL/MJur course takes slightly over nine months, from initial induction through to the final examinations, so typically students will need to be in Oxford from late September through to mid July. Oxford University has three terms, each of 8 weeks duration. These terms are called: Michaelmas Term (October to December); Hilary Term (January to March); Trinity Term (April to June). You will be expected to be in residence at Oxford for each of the 8 weeks of term. You will be free to leave Oxford after the end of each term but are advised to return during the week prior to the start of the next term (referred to as 0<sup>th</sup> week). Written examinations will take place shortly after Trinity Term (typically late June/early July) and you will need to make sure that you do not leave Oxford until your examinations have finished. Examination results will normally be published in mid to late July.

### **4. What is the pattern of lectures, classes, seminars, tutorials and self-directed work for this course?**

BCL students make their choices from a section of 30 or so courses.. Each student takes either four courses, or three courses and a dissertation (students must receive approval for their proposed dissertation topic before they are permitted to commit to this option). Teaching is organised by the Faculty and typically comprises 16 two-hour seminars and two to four tutorials per option, though this may vary from one option to another; and in some cases, options will involve lectures as well as seminars. All examinations, except the essay-based examination for Jurisprudence and Political Theory, and the dissertation option, take place at the end of the year, in late June/early July. In addition to the courses available to BCL students, MJur students may also choose one subject from a range of options available to students in the undergraduate Jurisprudence degree; teaching for these may be organised either by the Faculty or the student's college, depending on the option in question.

For all options, students will be expected to undertake substantial amounts of reading arising from lectures, seminars, and tutorials, and will also be required to submit written work for some of the seminars, and for most tutorials.

#### **5. What one-to-one or small group teaching will students on this course receive?**

Small group teaching is provided through the tutorials that form an integral part of all BCL/MJur courses, and which provide direct interaction between students and leading experts in the relevant field. A student can expect to receive two to four tutorials for any given option. While one-to-one tutorials are unlikely (2-5 is the norm), those writing dissertations also receive a number of one-to-one sessions with their dissertation supervisors.

#### **6. Who will take overall responsibility for an individual student's progress and for completing the GSS report form in each term of the course?**

Students are invited to report on their own progress using the Graduate Supervisory System (GSS) and their reports are viewed by the Director of Graduate Studies for taught courses, who will address any problems identified in the reports. However, the tutorial nature of teaching for the BCL and MJur means that there is no joint progress report on GSS. Instead, the tutors' own reports are completed on the OxCORT system as for undergraduate tutorials, and college advisors view these reports and will bring any problems to the attention of the Director of Graduate Studies.

#### **7. What are the provisions for formative and summative assessment? What formatively assessed work in the first term will receive written feedback, and which piece(s) of summative assessment (if any) will receive written feedback in addition to final dissertations/theses of 5000 words or more?**

Formative assessment (that is, assessment that does not contribute towards the final grades with which the student graduates) takes the form of written comments on students' essays or dissertation drafts (for those choosing the dissertation option); and verbal feedback given in tutorials (in the course of which essays are discussed) or in discussions with dissertation supervisors. The structure of the BCL and MJur means that in most cases the first formative assessment takes place in the second term rather than the first term and will be provided for the essays students are required to write for each



option. The exception may be the dissertation option, in respect of which students may receive written and verbal feedback in the first term. Summative assessment refers to the final marks awarded for each option taken. Additional comments are provided for in respect of marks attained for dissertations but not for marks attained in any other option.

**8. What workspace will be provided? What IT support/library facilities/experimental facilities will be available?**

BCL/MJur students share with research students the Bodleian Law Library Graduate Reading Room, which has wireless access and Ethernet sockets. Public access PCs are provided on all three floors of the library and wireless network coverage includes the central part of the library, which also contains a number of Ethernet sockets for readers' use. There are PC training rooms in both the Law Faculty and the Bodleian Library, and both the Faculty and the Library have IT Training and Development Officers, who offer general support and specific training in the use of the many legal databases the Library services provide.

The Bodleian Law Library is one of the largest faculty-based libraries in the University, and offers almost all of its paper holdings – some 400,000 items – on open shelves. It has excellent US and Commonwealth materials, strong European and international collections, and extensive holdings in the philosophy and sociology of law and in criminology.

**9. What training needs analysis will be carried out with students and what formal graduate research skills and transferable skills training will be provided? What opportunities are provided for students to take part in research seminars or groups?**

Analysis of training needs and provision of training is carried out by means of the induction course which involves sessions on use of library resources and legal databases, understanding common law sources and EU legal sources, and an introduction to common law for students with a civil law background, and to civil law for students with a common law background. There are also two workshops on essay writing and problem-solving, aimed principally at MJur students and an introductory session provided for those choosing to write a dissertation. There is an extensive programme of research seminars in which BCL and MJur students are welcome to participate. These are supplemented by a number of discussion groups which have regular lunchtime meetings at which members (graduate students or Faculty members) present work in progress or introduce a discussion of a particular issue or new case. These may involve guest speakers from the Faculty and beyond

**10. What are the arrangements for receiving feedback from students on provision and for responding to student concerns? What are the arrangements for appointing student representatives to (G)JCCs, Departmental Committees and to for the Divisional PGT student discussion forum?**

Concerns that relate to a particular course option should be discussed with the course convenor in the first instance, or the Director of Graduate Studies for taught courses if the student prefers. Concerns of a more general nature should be discussed with the College Advisor or with the Director of Graduate Studies for taught courses.

Students may also raise issues through the Graduate Studies Committee. The Committee includes both a BCL and an MJur student representative whose roles are to put to the Committee any issues brought to their attention by the students they represent. Beyond the Faculty, the Oxford University Student Union also has considerable expertise in the area of academic welfare and offers several publications and services that may be of use to students. These include the provision of study skills sessions with an expert in this area. Information can be found on their web site at <http://www.ousu.org>.

**11. What arrangements for accommodation, meals and social facilities will be made for students on a graduate taught course?**

Many colleges will be able to provide accommodation. Generally speaking, colleges will provide meals through the year, but provision will vary from college to college, especially during vacations, and students will need to familiarise themselves with their college's detailed arrangements. In addition, there are usually self-catering facilities available in graduate accommodation. Students will be members of the Middle Common Room, or equivalent, of the college, which is the main social centre for graduates. The MCR provides a common room and usually organises a programme of social events throughout the year. The college will also provide a bar, some computing facilities and a library, and may often have dedicated funds for research (conference and field grants). The MCR also represents the interests of its members to the college through an elected committee or through elected representatives to college committees. Again, details will vary from college to college. Graduates are also welcome to participate in all other social and sporting activities of the college. Please see individual college websites for further details about all aspects of college provision.

**12. What arrangements are in place for pastoral and welfare support? (please refer to Department, College and central provision)**

There is an extensive framework of support for graduates within each college. A student's college will allocate a College Advisor from among its senior Members, usually in a cognate subject, who will arrange to see the student from time to time and who the student may contact for additional advice and support on academic and other matters. In college, students may also approach the Tutor for Graduates and/or the Senior Tutor for advice. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of graduate students. In some colleges, the Senior Tutor will also have the role of Tutor for Graduates. Each college will also have other named individuals who can offer individual advice.

At Faculty level, both the Academic Administrator and Director of Graduate Studies for taught courses are generally available to discuss any problems a student may encounter.

At central University level, the student union, OUSU, can offer advice and help through its Student Advice Service; details can be found at <http://www.ousu.org/help-and-advice/>. The University also has a Student Counselling Service, and details are available at <http://www.ox.ac.uk/students/shw/counselling/>.

### 3. Research Development

#### Your Development as a Researcher

As a doctoral student at Oxford you will need to combine detailed subject knowledge with thorough training in relevant research methods and techniques, as well as general research management skills, professional knowledge and career development. This combination of skills, knowledge and training is intended to help your research and also to enhance your personal and professional development and employability.

You will have access to a wide range of training whilst undertaking your research, including:

1. Research methods training within the Faculty (the Course in Legal Research Methods)
2. Training open to doctoral students across the social sciences via the Research Methods Hub
3. An Academic and Professional Development Programme (APDP) organised by the Social Sciences Division and aimed at doctoral students and early career researchers
4. Training offered by University providers such as the Careers Service, IT Services and Bodleian Library

#### 1. The Course in Legal Research Methods (CLRM)

The CLRM serves three functions. First, it is an important aid to help students develop skills in legal research and methodology. Second, the course exposes students to the diversity of, and intellectual challenges involved in great legal scholarship. Third, and most importantly, the course is a forum of peers in which research students can discuss the methodological challenges involved in their own research. As such, the course requires students to think critically and to work together as part of a community committed to producing legal scholarship of the highest quality. Satisfactory completion of the CLRM course requires you to do three things: i) attend 32 hours of seminars; ii) present a 10 minute oral presentation at the Oxford Graduate Legal Research Conference and engage in a feedback session on that presentation; iii) submit a 2000 word written presentation based on your oral presentation.

Further information about the CLRM, including a handbook and programme for 2013-14, can be found on Weblearn at [https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/clrm/page/reading\\_lists%2C](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/clrm/page/reading_lists%2C)

#### 2. Training open to doctoral students within the Social Sciences Division

For research students in law, the CLRM is very much the primary source of research training. However, as members of the Social Sciences Division, you also have access to the Social Sciences Doctoral Training Centre. The Centre is part of a [UK-wide network of 21 Doctoral Training Centres](#) funded by the Economic and Social Research Council (ESRC). It is not a single physical place, but rather a coordinating hub for training in research methods and academic and professional development. All social sciences doctoral students have access to the training on offer.

Through *Doctoral Training in the Social Sciences*, you can access research methods training and other researcher development opportunities.

including specialist and advanced research methods training in other Departments, through the Social Sciences Division's Research Methods Hub, and across the University. Further information is available on the [Research Methods Hub](#) page of the [Doctoral Training in the Social Sciences](#) website. We would strongly advise that you have discussions with your supervisor before undertaking training from any of these sources, to ensure that it is appropriate to your needs.

### **3. Academic and Professional Development**

To support your broader development as a researcher and enhance your professional development and employability, the Social Sciences Division organises an *Academic and Professional Development Programme* (APDP) covering a range of generic and transferable skills. For more information, see the [APDP](#) page of the [Doctoral Training in the Social Sciences](#) website.

### **4. Other University Services**

Oxford offers a wide range of researcher development opportunities and resources for social science doctoral students. In addition to research methods training and the *Academic and Professional Development Programme* (APDP), there are also University-wide resources and career development opportunities.

#### **4.1 Bodleian Library**

The [Bodleian Library](#) provides training in information skills and information literacy. Some workshops are offered under the auspices of the APDP; others are offered directly by the Library.

#### **4.2 Careers Service**

The [Careers Service](#) has a range of events and resources for doctoral students.

#### **4.3 IT Services**

Through its [IT Learning Programme](#), [IT Services](#) offers a range of computing courses.

#### **4.4 Online Courses**

Several online courses are available, including the [Research Skills Toolkit](#) and a [Research Integrity](#) course for social science researchers.

#### **4.5 Oxford Learning Institute**

The [Oxford Learning Institute](#) (OLI) has a useful set of resources on research supervision and its [Apprise](#) website is aimed at doctoral students.

The [Research Supervision](#) website provides information for both DPhil students and their supervisors on the following key topics:

- DPhil students
- Being a supervisor
- Stages of the doctorate
- Examination
- Research environment
- National and international context

Under these broad headings, the website includes explanations of Oxford's policies and practice with links to University policy documents, downloadable tools and ideas for both students and supervisors, links to further national and international websites, examples of good practice, and listings and links to some of the research literature on doctoral study, including articles in journals which the University has on subscription.

#### **4.6 Language Centre**

The Language centre offers specialist and difficult languages training. Please note that you should discuss attending courses run by the [Language Centre](#) with your supervisor and departmental graduate administrator BEFORE signing up for or attending any course.

#### **4.7 Developing Teaching and Learning**

As a second or third year doctoral student, you may wish to undertake a *Preparation for Teaching and Learning at Oxford* (PLTO) seminar, which provides an introduction to teaching in higher education. The Faculty's own PLTO course runs over two half-days in late September, and is a requirement for anyone who wants to be a Graduate Teaching Assistant, and open to new College Lecturers and Tutors. Students who complete the PLTO are entitled to go on the Faculty's Teaching Register. Further information is available in Weblearn: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/law/work/tl>

If you have completed a PLTO seminar and are undertaking some teaching, then you may register for the Oxford *Developing Learning and Teaching* (DLT) programme. This one-term seminar series, available under the auspices of the Social Sciences Doctoral Training Centre's *Academic and Professional Development Programme* (APDP), encourages you to reflect upon and make the most of your first teaching experiences in higher education. If completed in full, it leads to an award that is recognised at universities across the UK: Associate Fellowship of the Higher Education Academy (HEA). The [Teaching Development](#) website provides further information on teaching and teaching development within the Social Sciences Division.

#### **4.8 Finding and Signing-up for Graduate Training**

During your time as a doctoral student, you are encouraged to draw on the process of Training Needs Analysis to think strategically about your ongoing development as a researcher and professional and to take advantage of the variety of training on offer. For details of current training opportunities and to sign-up for courses and workshops, you will need to visit the [Graduate Training](#) site in [WebLearn](#), the University of Oxford's virtual learning environment (VLE).

On the Weblearn Graduate Training site, you can search, browse and sign-up for courses on offer within Departments, at the Divisional level, and through other Services across the University. The Graduate Training site was previously known as the Student Enrolment System (SES). An Oxford Single Sign-On is required to access full information about courses, and all sign-ups must be made using an Oxford email address.

There are three ways to find courses in the Graduate Training site:

1. Search
2. Browse
3. By date

Use the **Search Modules** option if you know the training topic that interests you; for example, you might wish to search for *statistics* or *time management*. You can filter the results of a search in a variety of ways, including by department, skills category or timeframe.

Use the **Browse by Department** option to determine what courses are currently offered by Departments, the Social Sciences Division and other University Services. Clicking on any option will expand the list of choices, increasing the options available for you to browse. At times, the list of options can get quite long, so don't forget to scroll down! The **Browse by Calendar** option lists all available training by date. This option is especially useful if you are looking for upcoming courses.

## 5. Useful Websites

### 5.1 Researcher Development Framework

Researcher Development Framework

(<http://www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf>)

Vitae

(<http://www.vitae.ac.uk/>)

Vitae's interactive downloadable RDF Planner

(<http://www.vitae.ac.uk/CMS/files/upload/Vitae-Excel-RDF-Planner-Prototype-2010.xls>)

### 5.2 Doctoral Training and Researcher Development

University of Oxford's ESRC Doctoral Training Centre: *Doctoral Training in the Social Sciences*

(<http://dtc.socsci.ox.ac.uk/>)

Information on the UK-wide network of 21 ESRC Doctoral Training Centres

(<http://www.esrc.ac.uk/funding-and-guidance/postgraduates/prospective-students/where-can-i-study/index.aspx>)

Social Science Research Methods Hub

(<http://dtc.socsci.ox.ac.uk/index.php/training/research-methods-hubs>)

*Academic and Professional Development Programme (APDP)*

(<http://dtc.socsci.ox.ac.uk/index.php/training/skills-training>)

Information about the ESRC's Advanced Training Network

(<http://www.esrc.ac.uk/funding-and-guidance/postgraduates/advanced-training/index.aspx>)

Bodleian Library

(<http://www.bodleian.ox.ac.uk/bodley>)

Careers Service

(<http://www.careers.ox.ac.uk/students/postgraduate-students/>)

IT Services

(<http://www.it.ox.ac.uk/>)

IT Learning Programme

(<http://www.oucs.ox.ac.uk/itlp/>)

Research Skills Toolkit

([https://weblearn.ox.ac.uk/portal/hierarchy/skills/res\\_skill\\_kit](https://weblearn.ox.ac.uk/portal/hierarchy/skills/res_skill_kit))

Research Integrity Online Course

(<https://weblearn.ox.ac.uk/portal/hierarchy/skills/ricourses>)

Oxford Learning Institute

(<http://www.learning.ox.ac.uk/>)

Research Supervision

(<http://www.learning.ox.ac.uk/supervision/>)

Apprise

(<http://www.apprise.ox.ac.uk/>)

Language Centre

(<http://www.lang.ox.ac.uk/>)

Teaching Development

(<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/teaching/page/home>)

### **5.3 Booking Training**

Graduate Training

(**EITHER** <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>

**OR** <https://weblearn.ox.ac.uk/portal/hierarchy/grad>) [Note: Both URLs work.]

WebLearn

(<https://weblearn.ox.ac.uk>)

#### **4. Law Faculty Statement of Provision for Graduate Research Students**

##### **1. What arrangements will be put in place for supervising the graduate's work?**

You will have a named supervisor or supervisors, normally as indicated in your offer letter, who will have overall responsibility for the direction of your work on behalf of the Faculty. In your first term you should meet with your supervisor(s) not later than the second week of full Term; typically, you should then expect to have individual meetings with your supervisor for one hour not less than two to three times each term, but the frequency may vary according to the time of year and according to the stage you are at in your research programme. Further information about the role of the supervisor is provided in Appendix A Research Supervision: a brief guide.

##### **2. What induction arrangements will be made?**

You will have Faculty induction before the beginning of your first term, when you will receive an induction pack of essential information and guidance. The main induction to the Faculty is provided in the two weeks preceding the start of Michaelmas Term. Other arrangements will be made for students starting at other times of the year. Your supervisor(s) will arrange more specialised induction subsequently, and you should make a particular effort to meet with your supervisor during your first weeks here to discuss your studies.

In addition, all students are invited to attend a Social Sciences Division induction event through the Social Sciences Doctoral Training Centre, which they are strongly encouraged to attend.

##### **3. What workspace will be provided?**

Workspace will be related to individual circumstances and the facilities available within the Faculty. There is a dedicated graduate reading room available in the Bodleian Law Library. This includes 50 study spaces, many of which are equipped with an Ethernet socket. Wireless access is also available. Graduates are able to store their personal effects in lockers at the St Cross Building. Students in Socio-Legal Studies and Criminology will have access to workspace at the affiliated centres.

##### **4. What IT support/ library facilities/ experimental facilities will be available?**

The Faculty has its own IT provision and specialist IT support staff including an IT Support and Database Officer, and a Web Development and Support Officer. The Faculty's Departmental Lecturer in Legal Research Skills also provides support in respect of IT-related research skills. You will have access to the Bodleian Law Library and the Social Sciences Library (in addition to other university libraries, and the centrally provided electronic resources) and experimental facilities are available where relevant. Training on how to use the Library's legal and journal database is jointly provided by the Law Faculty and the Bodleian Law Library. Training begins at induction and continues in special sessions through term. These are advertised at [www.ouls.ox.ac.uk/law](http://www.ouls.ox.ac.uk/law)

##### **5. Which research seminars will be available?**

You will have access to the seminars that the Faculty organises, and those which individual research groups or groups with common areas of interest organise for their own members and others within the Faculty. You will also have the opportunity to access seminars organised by other departments in areas relevant to your research area. Research students in law are allowed to attend BCL/MJur seminars as they wish. Students may also attend MSc in Criminology and Criminal Justice seminars. Seminars



are listed at <http://denning.law.ox.ac.uk/postgraduate/bclcourses.phtml> and <http://www.crim.ox.ac.uk/graduate/msc/structure/coursestructure.html>

#### **6. What access to research funds will be available?**

The Faculty has a number of studentships and other small grants for research students (for example, to assist with conference attendance or fieldwork expenses). A list of studentships in law is available at <http://denning.law.ox.ac.uk/postgraduate/scholarships.shtml>. The Law Faculty also runs a Graduate Travel Grant scheme, which is open only to research students who are either conducting empirical or archival research elsewhere in order to complete their degree, or who are presenting a chapter of their thesis at an academic conference. A small grant is typically available during the course of the academic year.

#### **7. Will there be any additional costs associated with the programme?**

There are no additional costs that are generally applicable. In some instances, a student's chosen research topic will mean that fieldwork or a research trip or trips are necessary/desirable, in which case there are likely to be additional travel and maintenance costs. In such circumstances, students can apply to the Graduate Travel Grant scheme referred to under 6 above.

#### **8. What formal graduate skills training will be provided?**

You will have the opportunity to attend a variety of skills training sessions offered by the Faculty, as appropriate to different stages of your graduate career, as well as training geared to your specific research needs, which will be agreed in consultation with your supervisor. The Law Faculty requires every research student to complete the Course in Legal Research Method (though see below provisions for students in Criminology and Socio-Legal Studies). The course aims to assist research students in establishing a sound methodological base for their legal research and writing in its early stages. It is structured around discussions between graduate students and members of the Faculty. Further information about the course can be found at <http://denning.law.ox.ac.uk/oxfordonly/students.clrm.shtml>.

Students working in Criminology may, with the permission of the of Graduate Studies (Research), take two out of three courses in empirical research methods ('Research Design and Data Collection', 'Social Explanation and Data Analysis' and 'Qualitative Methods') in place of the Course in Legal Research Method; students working in Socio-Legal Studies will take the course in Theory and Method in Socio-Legal Research, which covers theoretical approaches as well as practical research skills such as use of databases and library resources.

Under the auspices of the Social Sciences Doctoral Training Centre, there are also opportunities to access advanced and specialist research training provided elsewhere in the division and University. Further information on these opportunities is available on the [Research Methods](#) hub page of the [DTC Website](#), and you can enrol via the [Student Enrolment System](#).

The Social Sciences Division organises an Academic and Professional Development Programme covering a range of relevant generic transferable skills and which research students are encouraged to attend. Details of the programme are available via the [Student Enrolment System \(SES\) in WebLearn](#).

Information about training and other courses offered across the University is available through the University's [Graduate Training](#) WebLearn site. This site provides information about transferable skills development for research students and research staff at Oxford University.

**9. What opportunities will be available for developing and practising teaching skills (for second and third year graduates)?**

For advanced research students who are interested in teaching, the Faculty runs an annual teacher training seminar. This seminar is mandatory for the faculty's Graduate Teaching Assistants (GTAs). Law Faculty Graduate Teaching Assistantships are created in areas of Faculty need and GTAS are awarded £1,000. They are expected to provide up to 48 hours of tutorial teaching for colleges in an academic year. Additional opportunities to undertake tutorial teaching in colleges are available outside the GTA scheme. All students proposing to teach are strongly encouraged to take the Faculty annual teacher training seminar.

**10. What opportunities exist for undertaking work experience or internships**

There are no formal arrangements for work experience or internships though, depending on their research topics, students are often able to organise internships of one sort or another themselves.

**11. What arrangements for accommodation, meals and social facilities, will be made, on a year round basis?**

Law Faculty seminars bring research students together with academic and other research staff to hear about and debate on-going research, and to provide an opportunity for networking and socialising. Postgraduate research students in law participate in subject specific discussion groups that are organized by graduate students and Faculty members and meet regularly each term. A member of the group presents work in progress or an outside speaker is invited to discuss a current project. Students can also attend general weekly research student lunches during term. These lunches, sponsored by the Faculty, provide research students another opportunity to present their work and also allow a forum for discussion of areas of common interest.

*College:*

Many colleges will be able to provide you with at least one year's accommodation. Generally speaking your college will provide meals throughout the year, but provision will vary from college to college, especially during vacations, and you will need to familiarise yourself with your college's detailed arrangements. In addition there are usually self-catering facilities available in graduate accommodation. You will be a member of the Middle Common Room, or equivalent, of your college, which is the main social centre for graduates. The MCR provides a common room and usually organises a programme of social events throughout the year. The college will also provide a bar, some computing facilities and a library, and may often have dedicated funds for research (conference and field grants). It also represents the interests of its members to the college through an elected Committee or through elected representatives to College Committees. Again, details will vary from college to college. Graduates are also welcome to participate in all other social and sporting activities of the college. Please see individual college websites for further details about all aspects of college provision.

*Central:*

Graduate Research Students may become members of the University Club in Mansfield Road, and participate in the range of sporting and cultural activities provided by the University.

## **12. What arrangements are in place for pastoral and welfare support?**

### *Department:*

Within the Faculty, your supervisor, Director of Graduate Studies (Research) and Academic Administrator are all available to offer support or advise you on where to get appropriate support. The Faculty also has its own Graduate Studies Officer, who answers questions and advises on students' progress.

### *College:*

There is an extensive framework of support for graduates within each college. Your college will allocate to you a College Advisor from among its Senior Members, usually in a cognate subject, who will arrange to see you from time to time and whom you may contact for additional advice and support on academic and other matters. In college you may also approach the Tutor for Graduates and/or the Senior Tutor for advice. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of graduate students. In some colleges, the Senior Tutor will also have the role of Tutor for Graduates. Each college will also have other named individuals who can offer individual advice.

### *Central:*

The University provides a Student Counselling Service (<http://www.admin.ox.ac.uk/shw/counserv.shtml>), a Disability Advice Service (<http://www.ox.ac.uk/students/shw/das/>) and a Careers Service (<http://www.careers.ox.ac.uk/>).

## **13. What arrangements are in place for gaining the views of research students?**

The Faculty's Graduate Studies Committee (GSC) has six postgraduate representatives: one BCL, one MLF, one MJur, one MSc, one first year research student, and one DPhil. The representatives are elected by the categories of students whom they represent. The GSC meets twice a term and postgraduate students are given a chance to help shape the agenda and prepare papers for each meeting. They are active participants on the Committee and consult with their respective constituencies on issues of interest. The Director of Graduate Studies (Research) confers with the representatives, and also holds a termly party for all research students, at which they are invited to talk to him or her about their programme, or to arrange a meeting.

At divisional level, there is a PGR Discussion Forum, made up of student representatives from each department/faculty of the division. Issues raised by this body are reported to the division's Graduate Studies Committee. Research students in Law will be invited to elect a representative to this body. The views of research students are also sought by means of a centrally administered questionnaire, the Student Barometer, and the Faculty is also in the process of updating its research student questionnaire, by means of which research students will be able to comment on various aspects of research provision.

## Code of practice on supervision

### Appointment of supervisors for Graduate Research Students

#### *The supervisory structure and sources of support*

Patterns of supervision differ in the Social Sciences Division according to the nature of the subject or research project. In some subjects there is typically a sole supervisor; others may have two or more supervisors. Some research projects, particularly those with an interdisciplinary element, typically have more than one supervisor.

Where more than one supervisor is appointed, one of the supervisors may be designated the primary supervisor. In the case of joint supervision, the respective roles and responsibilities of the supervisors concerned should be clearly established from the outset.

In all cases, the department or faculty shall ensure that each graduate student has access to one or more named persons to whom he/she can turn for support, such as the head of the relevant research group, or the Director of Graduate Studies. Where there is a sole supervisor, these other sources of support, and the arrangements for providing cover during the absence of the supervisor referred to at 4 below, are especially important.

Departments and faculties should ensure that expectations with regard to the supervisor role, including regular meetings with students, is spelled out clearly and is understood by all supervisors.

In all cases students should also expect to be able to approach a college advisor, appointed by the student's college. The college may also have procedures in place to monitor the overall well-being of the graduate research student. If the college identifies any concerns which might impact on the academic progress of the student concerned, and which may not already have been recognised in departmental/faculty reports, it may refer these in confidence to the Director of Graduate Studies in the department/faculty concerned, who will initiate such action in the department/faculty as seems to him/her to be necessary in the individual circumstances.

#### *The person(s) appointed to supervise*

The supervisor shall normally be:

- 1 *Someone of sufficient standing to be able to operate with credibility on behalf of the responsible body*

The main supervisor shall normally be a member of academic staff of the University, or a college fellow, with appropriate standing and expertise.

Where specialist supervision is needed that is not available from a member of academic staff or college fellow, or a person holding, in the department, a substantial external fellowship or equivalent, a senior member of research staff (Grade 8 or above) may be appointed as a subject specialist supervisor, OR, in appropriate cases, a supervisor may be appointed who is external to the University of Oxford. In either of these circumstances, an experienced member of academic staff shall always be appointed as joint supervisor.

- 2 *Someone who has sufficient experience to be able to provide appropriate guidance to the student about the necessary procedures and, in particular, the academic expectations associated with an Oxford doctorate in their subject area.*

At least one supervisor will currently be engaged in research in the relevant discipline(s) or subject area so as to ensure that the direction and monitoring of the student's progress is informed by up to date subject knowledge and research developments.

Appropriate support and training will be given to new supervisors.

Each new member of academic staff may take advantage of support in developing their teaching by arranging a one-to-one consultation with the Division's Educational Development Adviser shortly after starting in Oxford. This consultation will provide an opportunity for individuals to explore their own professional development needs and what aspects of the educational development programme of the Oxford Learning Institute (OLI) might be of help. In addition, all appointees new to supervision are encouraged to use the extensive online materials on the Oxford Learning Institute's [Research Supervision Website](#) and to take part in the seminar on [Supervising DPhil students](#) available in Hilary Term. The Learning Institute can also provide a customised, Department-specific seminar on graduate supervision for groups of six or more; two or more smaller Departments can combine if preferred. Further details are available from: [kathryn.black@learning.ox.ac.uk](mailto:kathryn.black@learning.ox.ac.uk).

For members of academic staff in their first period of office, Departments will appoint an adviser who will, amongst his/her other duties, provide advice, support, and guidance on teaching, and supervision of research students. New academic staff will also have access to general support and advice from the Director(s) of Graduate Studies in their department/faculty. The supervision record of a new member of academic staff is included in the review prior to appointment to retiring age, and a high standard of supervision is expected.

When a supervisor is not a member of academic staff at the University, or a fellow of an Oxford college, or with previous supervisory experience:

an experienced member of academic staff will be appointed by the department either as a joint supervisor or, where this arrangement is not available or appropriate, as a designated advisor to the supervisor, and will be expected to act as mentor specifically to support research supervision;

when the supervisor is a member of contract research staff, s/he will be expected to attend the OLI seminar.

**A candidate should not be admitted if there is no suitable specialist supervision available in the University or its colleges.**

3. *Someone who is able to undertake the tasks assigned to the supervisor in the memorandum and notes of guidance including integrating them into the national and international network in their subject.*

In terms of academic standing and experience, this is dealt with above.

Departments should put in place mechanisms to ensure that the quality of supervision is not put at risk as a result of the excessive volume and range of other duties assigned to individual supervisors. In respect of supervision of research students the norm is for university lecturers to supervise four students, and CUF and faculty lecturers three (notional maxima being eight and six respectively). These norms and notional maxima are based on sole supervision and, where staff are engaged in joint supervision, would be adjusted to reflect the level of commitment involved. Appropriate levels of supervision duties should also be assessed in the context of the divisional template of provision for postgraduate research students see Appendix 4 for the Law Faculty's version of this document. There, the division has stated of a research student 'Typically, you should expect to have individual meetings with your supervisor for one hour not less than two to three times per term. However, the frequency may vary according to the stage you are at in your research programme.' It follows that, alongside his/her other duties, a supervisor should be able to provide this typical level of support for each of his/her research students.

Departments shall make appropriate arrangements to cover for a supervisor's absence on leave or for other reasons, and should ensure that students are not disadvantaged by the appointment as a supervisor of someone who is about to go on leave.

### ***Change of supervisor***

Where a student's research changes focus such that their current supervisor may no longer be the most appropriate person to provide guidance on the revised topic, departments and faculties, in consultation with the supervisor concerned, should consider whether or not an additional or alternative supervisor should be appointed. It should be noted that such a change of research focus is unusual, and requires prior permission from the department or faculty concerned.

Where a student feels that there are good grounds for contemplating a change of supervisor, this should first be discussed with the supervisor concerned, or if this seems difficult, with the appropriate head of department, director of graduate studies or their deputies, or the college adviser (see Memorandum of Guidance for Supervisors and Research Students, *Examination Regulations*, 2012, p.852).

If this involves concerns over the quality of supervision, students should be encouraged to seek to resolve the matter by informal means where possible, but should be made aware of the University's formal complaint procedures. The procedures adopted by the Proctors for the formal consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum

[\[http://www.admin.ox.ac.uk/proctors/info/pam/\]](http://www.admin.ox.ac.uk/proctors/info/pam/) and the relevant Council regulations [\[http://www.admin.ox.ac.uk/statutes/regulations/\]](http://www.admin.ox.ac.uk/statutes/regulations/).

4. *Someone who has sufficient security of tenure to make it likely that they will see*

*the student's research through to successful conclusion.*

Normally, nobody should be appointed as supervisor if it is known at the time of the appointment that he or she will not be in post at the time the student is due to complete the programme in question.

## Supervisor checklist

This document provides a checklist of the main areas of responsibility of supervisors:

### *General responsibilities*

- provide academic leadership to the student, and clarification of expectations;
- advise the student about all aspects of the research programme: standards, planning, literature, sources, attendance at classes/ lectures, techniques and skills;
- (where co-supervisor or part of a supervisory team) co-ordinate advice and guidance, and to ensure that respective responsibilities are clear both to academic colleagues and to the student;
- advise at an early stage on research design and the effective collection and storage of data;
- avoid absence on leave without appropriate temporary supervision having been arranged for the student. [Leave will not normally be approved without such arrangements being in place.]
- have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training (see especially the relevant section of the [QAA Code of practice](#)).

### *Meetings and feedback*

- agree with the student expected frequency and duration of meetings, and expected speed of feedback on student's written work;
- meet with the student regularly (typically, for one hour two to three times per term) and return submitted work with constructive criticism within a reasonable time;
- keep written records of the meetings to ensure both student and supervisor are clear on action to be taken and to help in monitoring progress;

### *Student Research*

- assist the student in defining the topic of research which can be completed and written up within the prescribed period;
- provide an overview and guidance on the structure of the completed thesis and guide the student through to completion;
- give guidance on:



- (i) the nature of research and the standard expected (including advice on presentation and writing style);
- (ii) the planning of the research, literature and sources;
- (iii) attendance on appropriate research training and professional skills training courses;
- (iv) techniques that may be needed;
- (v) other sources of advice and expertise;
- (vi) ethical issues, and the procedures for seeking ethical approval through the Social Sciences and Humanities Inter-Divisional Research Ethics Committee (IDREC), where appropriate;
  - ensure that the student is aware of, and has taken appropriate action with respect to:
    - (i) any ethical and legal issues connected with the research and data storage;
    - (ii) any health and safety issues connected with the research, including fieldwork;
    - (iii) issues concerning intellectual property;
    - (iv) issues related to third party copyright for the hard copy and digital thesis;
    - (v) the need to avoid plagiarism and to be aware of University guidance on plagiarism (see Policy and Guidance for Examiners and others involved in University Examinations <http://www.admin.ox.ac.uk/edc/qa/policies/> ).

*Student progress, monitoring and performance*

- assist the student to work within a planned framework and time-table;
- monitor the student's ability to write a coherent account of his or her work in good English;
- review student feedback and make termly reports on the student's work using the Graduate Supervision System (GSS), including reviewing and updating training requirements. The supervisor should discuss the contents of the report with the student;
- provide the student with regular information as to the student's progress, and, where problems arise, provide guidance and assistance as to necessary corrective action;
- provide relevant information on students' attendance, academic progression, and

performance to the department;

- assist the student with the preparation, time-table and submission of material relating to applications for transfer of status, and for confirmation of status, and to provide appropriate feed-back, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination procedures and requirements;
- advise the student on the timing of the submission of the thesis and consult with the student in order to make recommendations for the appointment of examiners.

#### *Resources*

- ensure that a student is familiar with the research facilities and activities of a department or faculty;
- advise as appropriate on financial support available, for example, funding for conferences, field trips, or other research travel;
- encourage the student to obtain knowledge and information about career opportunities and to alert the student, where necessary, to other services provided within the University, for example, health, disabilities, counselling, careers, skills.

#### *Development and training*

- assist the student during the course of the first term, and at least annually thereafter, with the identification and subsequent development of skills for subject specific, research training and personal and professional purposes, including advice on teaching opportunities and appropriate training and ensure that the Skills Reviews/Training Needs Analysis is uploaded onto GSS;
- encourage the student to attend the Divisional student induction provided through the Social Sciences DTC and the appropriate courses offered through the Academic and Professional Development Programme (APDP);
- pursue opportunities for the student to take part in the intellectual life of the department and to discuss his or her work with peers and others in the wider academic community (including the presentation, and possible publication, of research outcomes where relevant) at divisional, university, national and international level.

#### **Discussion prompts for first meetings with students**

To help clarify mutual expectations and establish good communication between supervisors and students, it may be useful to consider the following questions:

#### Research Direction

- How much direction do you expect to provide as a supervisor?
- How much direction does your student expect you to provide?

#### Knowledge and skills

- What skills do you expect your student to have or to acquire?

#### Time management and meetings

- How often do you expect to meet with your students?
- How much time do they expect from you?

#### Feedback and constructive criticism

- How often do you expect to receive work from students?
- What sort of feedback will you provide?
- What are your student's expectations?

#### Turnaround times

- How quickly do you expect to provide feedback on work that students have submitted for review?
- How quickly does your student anticipate you being able to provide feedback?

#### Communication between meetings

- What medium do you prefer to communicate with students: by phone, e-mail, in writing?
- How quickly do you expect to respond to messages from students?
- What do they prefer and expect?

#### Expectations for written work

- Do you expect to receive students' work all at once, or in smaller chunks?
- Do you expect their drafts to be 'works in progress' or more polished pieces?

- At what intervals do you expect students to submit work?
- Would you prefer to receive documents in hard copy or electronically?

## Research student checklist

This document provides a checklist of the main areas of responsibility of research students:

### *General responsibilities*

- an obligation to act as a responsible member of the University's academic community;
- responsibility for his or her own research activity, for satisfying the requirements of the D.Phil. programme, and for giving the necessary time and effort to the programme;
- responsibility for the direction of and innovation in the research project as it develops, with the support of the supervisor(s);
- responsibility for reviewing skills and training needs on a regular basis with the support of the supervisor(s), undertaking any training agreed with the supervisor and department(s) concerned, and uploading completed Skills Review/Training Needs Analysis documents on GSS;
- responsibility for working with his or her supervisor(s), other staff and colleagues to maximise progress in his/her research degree.

### *Meetings and feedback*

- initiate arrangements for meetings with the supervisor and agree a schedule of meetings, and maintain regular contact;
- discuss and agree with the supervisor the most appropriate model of supervision and the type of guidance/comment he/she finds most helpful;
- recognize the demands made on a supervisor's time and the need to prepare adequately for meetings and to observe deadlines;
- accept the importance of constructive criticism within the supervisory relationship, and seek a full assessment of the strengths and weaknesses of any work;
- keep a written record of discussions with the supervisor, and give full weight to any suggested guidance and corrective action proposed;

### *Research*

- define the area of research, complete the literature review, acquaint him/herself with the background knowledge needed, and produce a timetable for the completion of the research project;

- write a clear and detailed research proposal prior to embarking on the research for the thesis;
- abide by the University's requirements with regard to plagiarism, and the legal, ethical, and health and safety guidelines related to her/his research;
- prior to embarking on empirical work or fieldwork (data collection):
  - (i) seek approval from the supervisor;
  - (ii) where research involves human subjects, seek ethical approval via her/his department/faculty and complete the University ethical approval form(s) for submission to the Social Sciences and Humanities Inter-divisional Research Ethics Committee (IDREC) prior to undertaking data collection;
  - (iii) where necessary, apply in good time for a disclosure through the Criminal Records Bureau (CRB) if the research involves working with children and/or vulnerable adults.

*Progress, monitoring and performance*

- in consultation with the supervisor, establish a clear timetable and programme work which is kept under regular review, and keep relevant records of all aspects of the work;
- submit written material in sufficient time to allow for comments and discussion;
- engage actively in the review process and play an active role in planning and reviewing progress;
- seek out and follow the regulations applying to the research programme, and seek clarification, where necessary;
- provide regular reports on progress where these are required (and at least once a year for the supervisor), and to inform the supervisor immediately of any circumstance which might lead to interruption of study;
- with the support of the supervisor, complete the assessed written assignments required as part of the research training programme and submit them by the dates specified;
- ensure that the standard of his or her written and spoken English is of the necessary standard for the submission of a thesis;
- allow sufficient time for writing up and pay particular attention to final proof reading;
- decide when he or she wishes to submit the thesis for examination, having provided the supervisor with sufficient time to comment on the final draft and

having taken account of the supervisor's opinion;

- (where the student feels that there are good grounds for contemplating a change of supervision arrangements) discuss this with the existing supervisor, or, if this presents difficulty, with another appropriate officer in the department, faculty or with a college adviser.

#### *Resources*

- make positive use of University, departmental/faculty, and college teaching and learning facilities;
- make appropriate use of any guidance available relating to the student's career after successful completion of a research degree.

#### *Development and training*

- attend the required courses/training, and other appropriate courses and research training as agreed with the supervisor;
- make full use of opportunities to engage in the intellectual life of the department/faculty and the wider academic community;
- make appropriate use of opportunities for personal and professional development.

## 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](http://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](http://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.