



WORCESTER COLLEGE
UNIVERSITY OF OXFORD

Oxford Certificate Programmes

Oxford Certificate Programmes at Worcester College

***- Intensive Residential Study Abroad Programme for
University Students -***

Academic Programme Outline

Programmes for University Students

Course Overview

Summer 2027



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1. Introduction

The *Oxford Certificate Programme at Worcester College (University of Oxford)* for university students is an academic study abroad programme that offers cutting-edge subjects designed to complement a student's existing studies, providing them with methodologies and case studies that will set them above their peers.

Students participate in academic courses on various subjects and experience teaching in an authentic Oxford college setting. This will be done according to the Oxford teaching model: small group interactive classes with individualised feedback and class participation. All academic teaching the courses will be tutors at the University of Oxford or the University of Cambridge.

Participants will live in Oxford college dormitories, university buildings or local hotels, and they will have breakfast in Oxford dining halls. All teaching will happen in small groups within Worcester college or Oxford university premises. All of this will offer participants an experience that will be as close as possible to attending Worcester College as a student of the University of Oxford.

In support of the academic content, the programme offers a wide range of activities. These include visits to the main university sites such as the Oxford Union and the Bodleian Library, in addition to other colleges and Oxford's world-renowned museums and galleries. Trips further afield, such as to Cambridge and Blenheim Palace, compliment an extensive array of evening speakers and further activities.

2. Worcester College (University of Oxford)

Worcester College is one of the historic colleges of the University of Oxford. It was founded in 1714, but it is on the same site and in direct succession to Gloucester College, which was founded in the late 13th century.

Today, the college teaches almost every subject offered by Oxford, from Economics and Management to English Literature and Fine Art, from Medicine to Law, Artificial Intelligence to International Relations, and it enjoys multiple links with Oxford's Said Business School in particular.

This academic offering takes place in one of the most stunning of Oxford's colleges: medieval and 18th century buildings are set in Oxford's finest gardens and a lake, and all this is alongside state-of-the-art modern facilities, such as the recently built Nazrin Shah centre. We are also the only college to have our sports fields and tennis courts within the college walls, together with a boat house on the river.



3. Programme Dates

- **Session I 18 July – 31 July 2027 (Artificial Intelligence, Business and Management, Economics, English Literature, Fintech, Law)**
- **Session II 1 August – 14 August 2027 (Artificial Intelligence, Business and Management, Economics, Law, Sociology & Psychology, Marketing)**
- **Session III 15 August – 28 August 2027 (Artificial Intelligence, Business and Management, Economics, Marketing)**

4. Overview of all Courses

5. Academic Course Offerings

Artificial Intelligence

Course information

Taught during	Session I: 18 July - 31 July 2027 Session II: 2 August - 15 August 2027 Session III: 16 August - 29 August 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Group Presentation



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Course overviews

Week One: Artificial Intelligence / Machine Learning

Course Description

Machine learning is a field of scientific study concerned with algorithmic techniques that enable machines to learn performance on a given task via the discovery of patterns or regularities in exemplary data. Consequently, its methods commonly draw upon a statistical basis in conjunction with the computational capabilities of modern computing hardware.

Course Aims

This course aims to acquaint the student with the main branches of machine learning and provide a thorough introduction to the most widely used approaches and methods in this field.

Learning Outcomes

On successful completion, students will be able to

- know different machine learning model classes.
- comprehend the difference between supervised, unsupervised, and reinforcement learning methods.
- understand common machine learning models.
- analyze trade-offs in the application of different models.
- appropriately choose machine learning models according to a given task.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentation.

Course Instructor

Session I: tbc

Session II: tbc

Session III: tbc

Week Two: Artificial Intelligence / Deep Learning

Course Description



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Neural networks and deep learning approaches have revolutionized the fields of data science and artificial intelligence in recent years, and applications built on these techniques have reached or surpassed human performance in many specialized applications. After a short review of the origins of neural networks and deep learning, this course will cover the most common neural network architectures and discuss in detail how neural networks are trained using dedicated data samples, avoiding common pitfalls such as overtraining. The course includes a detailed overview of alternative methods to train neural networks and further network architectures which are relevant in a wide range of specialized application scenarios.

Course Aims

This course aims to acquaint the student with the practical skills needed to create alternative deep learning models using Python as well as understand the concepts behind these models.

Learning Outcomes

On successful completion, students will be able to:

- comprehend the fundamental building blocks of neural networks.
- understand concepts in deep learning.
- analyze the relevant deep learning architecture in a wide range of application scenarios.
- create deep learning models.
- utilize alternative methods to train deep learning models.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentation.

Course Instructor

Session I: tbc

Session II: tbc

Session III: tbc

Business Management

Course information

Taught during

Session I: 18 July - 31 July 2027

Session II: 1 August - 14 August 2027



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Session III: 15 August - 28 August 2027

Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Group Presentation

Course overviews

Week One: Business Management / Strategic Management

Course Description

Various methods of strategic market analysis are presented in this course so as to allow students to evaluate risks and opportunities in global markets, highlighting intercultural aspects, by looking at organizations operating in different countries. Students learn to analyse and understand strengths and weaknesses of organizations from various disciplines (products, services, NGOs etc.) that face specific market situations. Supported by new developments in the field of market research, the process for identifying and analysing core competencies and competitive advantages in national and international environments is discussed at length. Students are supported to plan strategic alternatives and to implement and control these by taking on fictitious roles within various different organizations. Exercises and international case studies help students to identify with the role of management and participate in the strategic planning process as well as in operational management. This helps students understand the problems companies regularly face and comprehend how methods of modern management can be used in order to solve these.

Course Aims

This course aims to acquaint the student with the main branches of Strategic Management through the practical application of theories in case studies, and provide a thorough introduction to the most widely used approaches and methods in this field.

Learning Outcomes

On successful completion, students will be able to:

- understand the entire process of strategic planning from the organizational planning, the implementation to the evaluation and controlling.
- apply appropriate analysis tools in order to methodically address specific business decisions in the international business environment, taking intercultural aspects into



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account.

- analyze the capabilities of various organizations, that operate in different fields, from a functional and resource perspective by evaluating its strengths and weaknesses.
- develop a better understanding of the wider business environment by analyzing the opportunities and threats facing their organization.
- evaluate strategies by employing appropriate controlling tools.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentation.

Course Instructor

Session I: Prof Eva Schlindwein

Session II: Dr Alfie Jackson

Session III: Dr Alfie Jackson

Week Two: Business Management / Leadership Management

Course Description

In today's knowledge-based society, employees are a firm's most valuable resource. A key responsibility of leadership is to develop the knowledge, expertise, and skills of employees. Good leadership is crucial for the continued success of a firm in the face of increasingly competitive markets. This course presents the necessary competencies of the leader in a modern, knowledge-based organization. Central questions raised by modern leadership theory are presented and discussed. In doing so, the course focuses on requirements and instruments of professional leadership, aspects of situational leadership, and leadership communication and interactions, both in the context of strategic management and change processes. The methodological and conceptual foundations of leadership are presented to students, along with empirical examples and best-practice principles, with the intent for students to master the challenges of enhancing the firm's most valuable asset—its employees—via professional and contemporary leadership practices.

Course Aims

This course aims to acquaint the student with the main styles of Leadership through the practical application of theories in case studies, and provide a thorough introduction to the most widely used approaches and methods in this field.



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Learning Outcomes

On successful completion, students will be able to:

- recognize underlying beliefs and attitudes towards leadership and compare the influence of various theories of leadership on the identification and development of leaders.
- recognize the impact of cultural environments on leadership, and understand the challenges and opportunities of cross-cultural management.
- outline the influence of social roles on leaders and employees, and assess the influence of roles types on the interactions between leaders and those they are leading.
- as a leader, support employees by drawing on empirical evidence to effectively meet the expectations of employees.
- recognize the roles and conflicting interests inherent to leadership positions and develop strategies to address locomotion and cohesion.
- discriminate between effective and non-effective methods for managing staff and organizational activities, and apply those techniques and tools in practice to maximize the satisfaction and effectiveness of staff.
- perform the various responsibilities delegated to a leader such as communicate with employees, lead planning activities, delegate tasks, and plan and lead controlling activities.
- create a plan to support employees through the process of change within an organization.
- assess personal leadership style using a variety of measures and evaluate leadership activities relative to transactional and transformational leadership styles.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentation.

Course Instructor

Session I: Prof Eva Schlindwein

Session II: Dr Alfie Jackson

Session III: Dr Alfie Jackson

Economics

Course information

Taught during

Session I: 18 July - 31 July 2027



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Session II: 1 August - 14 August 2027

Session III: 15 August - 28 August 2027

Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Group Presentation and/or Written Examination

Course overviews

Week One: Economics in a time of War, Sanctions, Tariffs, and Inflation

Course Description

The global economic order that emerged in the latter half of the 20th century has been turned on its head. Instead of free trade and investment flows, we live in a world of economic protectionism and tariffs; in place of rules-based international order and growing democratisation, we see authoritarian populism and intolerance; rather than shared technological progress, the talk is of winner-takes all technological races.

We will trace the roots of this over the past twenty years through one crisis and shock after another – financial, pandemic, geo-military, and technological – and we will explore numerous contentious issues.

What is the argument made for tariffs? Yet, how do tariffs work in reality? Who benefits and who is punished? What are the consequences for economics and politics of high levels of economic inequality, in terms of intergenerational tensions and political divisions? What are the inflationary consequences of tariffs and wars? What are the long-term consequences of the huge rise in debt and of novel financial instruments which grew to absorb global financial shocks, pandemics, wars, and inflation instability? Who holds this debt and controls these instruments? What if anything goes wrong?

If AI, cryptocurrencies, and rapidly evolving new areas of science are creating the next industrial revolution, what challenges do such technologies also create for workers, consumers, financial firms, regulators, and political systems? How much of what we see is hype and how much is genuine innovation? If some investments are financial bubbles, how might they end? How do we ensure that the fruits of innovation and technological advance are shared by all and not by just



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the few?

On route, we will explore the emergence of new centres of economic power in Asia, Latin America, and Africa, the economic decline of the US and, to some degree, of Europe, and the rise of new sources of economic and financial instability. With so much happening at such a rapid pace, where might the global economy be in 20, 30, or 50 years' time? And how should individuals, companies, and policy makers respond now?

Course Aims

This course aims to provide the most contemporary economic case study of any of our courses, allowing students to see macro-economic policies of governments and international organisations play out in real time, in addition to looking towards future economic developments.

Learning Outcomes

On successful completion, students will be able to:

- understand a range of economics frameworks and models, their strengths and their limitations, and how such models might be used to better understand and shape the world.
- grasp economic history and be able to deploy that knowledge to make better decisions in work and private life.
- handle and deploy economic and financial data to understand real-world economics and business phenomena.
- evaluate critically economics discourse in the media and in journals and be able to engage creatively in discussions on the subjects covered, especially avoiding hype and false argument.
- better understand policy options and how policy choices are made, and what makes for a good policy process and what does not.
- recognize the impact of political systems and political processes on economic outcomes.
- better construct their future careers paths, whether involving economics or finance or technology, and be prepared for whatever economic crisis, shock, or new technology comes their way.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.



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Course Instructor

Session I: Andrew Farlow

Week One: The Economics of Finance and AI

Course Description

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Course Aims

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Learning Outcomes

On successful completion, students will be able to:

tbc

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through **small group presentations.**

Course Instructor

Session II: Dr Fatih Kansoy

Week One: Aspects of International Management

Course Description

The internationalization and globalization of product and service markets has meant that industries and economies worldwide are increasingly subject to competition and change. Nowadays, it is essential for the viability and profitability of companies that they adopt a global mindset. Establishing a business and operating in an international context offers a company many unique opportunities, but importantly, multiple diverse threats emerge in this context. An elevated level of international competition, increasing client mobility in a globalized marketplace, discriminatory practices of foreign governments, and subtle cultural differences mean that running an efficient and profitable international business is exceedingly challenging and the likelihood of failure is high. This course is designed to cover the economic, organizational, and cultural underpinnings that students need to grasp in order to better understand the managerial challenges that global organizations of all types and sizes have to cope with. Participants will gain the detailed knowledge and practical experiences they require to understand how organizations



can achieve a competitive advantage in a globalized world. This course will enable students to describe and contrast a set of sustainable corporate and functional strategies in the context of globalization. They will have a detailed understanding of the extent to which globalization and internationalization strategies affect the organizational structures and value creation of global firms.

Course Aims

Global businesses need to be aware of the economic, organizational and cultural context of the places in which they operate, and this course aims to provide students with the tool kit needed that they might be better able to do this in their future work.

Learning Outcomes

On successful completion, students will be able to:

- Recognize and explain the cultural, social, economic, historical, and political differences that affect strategic decision making on an international/global scale.
- Gather specific information and conduct reliable assessments of the opportunities and risks related to business activities in different geographical market regions and specific national markets.
- Describe the impact of culture on international business activities.
- Identify different options for market entry and market development and participate in strategic planning activities that address these issues.
- Design and evaluate different organizational structures for international businesses and design measures to optimize organizational structures for international operations.
- Design, evaluate, and optimize human resource management practices for global and multinational companies.
- Explain options for international marketing and select an appropriate marketing mix relative to specific products/services and the target market.
- Plan multinational or global supply chains.
- Oversee strategic decisions regarding international accounting practices and the remuneration of expatriate staff.
- Identify and manage challenges associated with operating in an international/global business environment, such as the procurement and coordination of resources and human resource management.
- Develop business plans that implement specific organizational, marketing, and distribution strategies in selected regions/countries.

Teaching Methods



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Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session III: Dr Alexander Rustler

Week One: Political Economy in the 2020s: Transformative Insights from the German Liberal Tradition

Course Description

Western democracies are reeling from the combined effects of a dysfunctional public sphere, a disaffected electorate, and the threat of illiberal violence at home and abroad. A key factor contributing to this predicament is a narrowly rationalist understanding of human psychology, which leads in turn to a failure to sufficiently acknowledge, analyse, and nurture the social habits and shared culture on which modern market societies depend. The German liberal tradition that developed since the 1790s and that made a significant contribution to the reconstruction of Germany after 1945 offers powerful resources for analysing, understanding, and responding to this major crisis. The course will introduce key figures from this tradition and explore the guidance they offer for political economists grappling with the challenges of the twenty-first century. It will also show connections to the work of contemporary economists such as Weiyang ZHANG.

Course Aims

The course will introduce students to key German thinkers in the tradition of political economy and investigate the continuing relevance of these texts for a nuanced analysis of modern market societies.

Learning Outcomes

On successful completion, students will be able to:

- understand and critically analyse key German texts on political economy.
- understand the historical background to difficulties faced by modern market societies
- connect arguments from seminal German thinkers with insights from contemporary behavioural and institutional economics.
- connect arguments from seminal German thinkers with current empirical findings in the cognitive sciences.
- critically apply insights from seminal German thinkers to the analysis of difficulties faced by modern market societies.



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Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a written examination.

Course Instructor

Session II: Prof Benjamin Morgan

Week Two: Consumer Behaviour

Course Description

Consumers are the lifeblood of any business, and the demand drivers of any economy. We are all consumers and we are all different, with our own hopes, dreams, values and motivations. This course is all about understanding the theoretical underpinning of consumer behaviour, explaining why consumers behave the way they do. It is an exciting and contemporary course because consumer behaviour is continually evolving, providing us with new challenges as economists, professional marketers and scholars of business.

Course Aims

The objective of this course is to provide students with the basic concepts and themes in understanding consumer behaviour as outlined in the following learning outcomes:

Learning Outcomes

Upon successful completion, students will be able to:

- Appreciate the academic foundations of consumer behaviour, its evolution and contemporary trends
- Appraise theoretical concepts viewing Consumers as Individuals with a focus on psychological issues such as drive, motivation, the self & personality, perception, learning & knowledge and attitude & change
- Critically evaluate Consumers as Social Actors, with a focus on reference groups, age, gender & family roles, culture & social mobility
- Evaluate evolving ethical issues in consumer behaviour

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial.



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They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session I: Dr Sarah Evans-Howe

Week Two: Behavioural Economics and Development Economics

Course Description

This dual course will have two days of each of these major branches of economics.

Behavioural economics enriches standard economics with insights from psychology to build a more realistic understanding of how and why people behave the way they do in the real world. The objective of this course is to introduce students to principles, methods, and recent advances in behavioural economics. It will be structured around how people systematically deviate from neoclassical models in terms of (1) preferences (e.g., self-control problems, reference dependence), (2) beliefs (e.g., overconfidence), and (3) decision-making (e.g., limited attention), with an emphasis on real-world applications to topics such as household finance, job search/workplace behaviour, and climate change.

The two days of development economics will allow students to appreciate the range of international agencies, governments and the private sector that all have a role to play in this field. This is one where economic theory and economic practice can often seem most at odds. This course will use real life case studies to show the strengths and weaknesses of economic strategies for the developing world.

Course Aims

This course aims to combine the theories of behavioural economics with the practice of development economics, providing students with real world case studies with which to apply economic theories that are often taught in a vacuum.

Learning Outcomes

On successful completion, students will be able to:

- Be familiar with models of economic behaviour that deviate from the rational benchmark.
- Be familiar with empirical evidence that motivates these models
- Understand key cognitive and psychological mechanisms that shape decision-making
- Apply models of behavioural economics to real-world economic applications
- Appreciate the multidimensional role of human capital in economic growth;
- Recognize some frequent challenges in the assessment of empirical evidence;



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- Discuss the intuition behind some impact evaluation strategies used in applied economics;
- Critically assess the conditions for the incidence of behavioural and structural poverty traps;
- Propose policy solutions to address market failures associated with development challenges.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a written examination.

Course Instructor

Session II: Dr Ximeng Fang and Dr Subham Kailthya

Week Two: Managerial Economics

Course Description

This course takes an in-depth look into the economic framework underlying markets and economies and the economic rationale underlying strategic decisions. In order to enable students to analyze the economic environment and draw conclusions from a managerial perspective, the first part of the course is devoted to the description and analysis of market forces. Following this, strategic decision making makes up the second half of the course. In particular, these latter units deal with the role of different market structures and asymmetric information as well as the fundamentals of game theory, which supports students to understand the underlying decision-making processes at work in modern economics.

Course Aims

This course aims to be the economic course for business students and the business course for economics students - exemplifying how the two fields interact, and how economic theory should be used practically by modern business leaders.

Learning Outcomes

On successful completion, students will be able to

- Define the scope of managerial economics and describe its contribution to both entrepreneurial decision-making and economic theory at large.
- Identify and interpret various macroeconomic indicators and analyze the role of macroeconomic factors in shaping governmental and central bank policies.
- Calculate various elasticities of demand and accurately estimate future demand using regression analysis.
- Identify price and non-price determinants of supply and calculate production and cost



functions.

- Identify various market structures and evaluate pricing strategies adopted by firms.
- Evaluate the role and effectiveness of policies to reduce the occurrence of market failure.
- Recognize the role of understanding risk in managerial decision-making and select advantageous capital budgeting projects.
- Apply theories of economic behavior and design entrepreneurial strategies to successfully manage a company and secure for it a competitive advantage.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Course Instructor

Session III: Ander Iraizoz

English Literature

Course information

Taught during	Session I: 18 July - 31 July 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Group Presentation and/or Written Examination

Course overviews

Week One: The Plays and Poems of William Shakespeare

Course Description

Translated, imitated, and reworked in innumerable languages and contexts, the original works of the playwright and poet William Shakespeare remain a central benchmark of English literature. This course introduces students to his most influential plays and poems, situating them within their historical, cultural, and theatrical contexts. Students will engage closely with Shakespeare's language and idiom, exploring the richness of his imagery, rhetoric, and verse-craft, alongside



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questions of performance and interpretation. The course will also consider how Shakespeare's works have been received and reimagined over time, introducing students to a range of critical approaches and debates that continue to shape our understanding of his oeuvre.

Course Aims

The course aims to acquaint students with a core selection of Shakespeare's plays and poems, using them as case studies through which to develop a nuanced understanding of formal, textual, and contextual features of his writing. It further aims to introduce students to a range of critical methodologies and debates, enabling them to engage thoughtfully with differing interpretations and to begin articulating their own informed responses to Shakespeare's works.

Learning Outcomes

On successful completion, students will be able to:

- Demonstrate a clear understanding of the historical, cultural, and theatrical contexts in which Shakespeare's works were produced and first received
- Read and interpret Shakespeare's language with increasing fluency, including sensitivity to rhetorical devices, imagery, and shifts in tone and register
- Identify and analyse key formal features of Shakespeare's drama and poetry—such as metre, structure, genre conventions, and dramatic technique—and relate these to questions of meaning and effect
- Engage critically with a range of interpretative perspectives, recognising how different critical approaches (e.g. historical, performance-based, feminist, or postcolonial) shape readings of the texts
- Evaluate how Shakespeare's works have been adapted, performed, and reinterpreted across different periods and cultural contexts
- Construct coherent arguments about Shakespeare's texts, both in discussion and in more structured presentations
- Develop confidence in articulating their own critical responses, responding thoughtfully to the ideas of others in a collaborative academic environment
- Cultivate a deeper appreciation of Shakespeare's works, informed by both analytical rigour and imaginative engagement

Teaching Methods

Students are taught according to the Oxford Socratic model, in which active participation and dialogue are central to the learning process. Teaching takes place through a combination of guided discussion and close reading, alongside individual and small-group work conducted both in and beyond the classroom. Preparatory readings and exercises are assigned in advance of the



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course. Assessment is based on small-group presentations at the end of the course, complemented by an overall evaluation of each student's contribution to class discussion and engagement throughout.

Instructor

Session I: Dr Cosima Gillhammer

Week Two: Victorian Writers: From the Brontë Sisters to Thomas Hardy and William Yeats

Course Description

The Victorian period, marked by rapid industrialisation, social upheaval, and shifting moral and philosophical frameworks, produced some of the most innovative and influential writers in English literature. This course introduces students to a selection of major Victorian authors, exploring how their works respond to and shape the cultural tensions of the age. Particular attention is given to the contributions of women writers such as the Brontë sisters, Mary Shelley, and George Eliot, whose novels interrogate questions of identity, gender, and morality, alongside the social critique found in the works of Thomas Hardy and the poetic innovations of W. B. Yeats at the cusp of modernism. Through close reading and discussion, students will examine how these writers engage with themes of industrial change, individual agency, faith and doubt, gender, and the relationship between the individual and society.

Course Aims

The course aims to introduce students to a core selection of Victorian prose and poetry, using them as case studies through which to explore the formal, thematic, and contextual features of nineteenth-century literature. It seeks to develop an understanding of how Victorian writers responded to the profound social, scientific, and philosophical changes of their time, while also introducing students to a range of critical approaches relevant to the period. The course further aims to encourage students to engage closely with the texts and to begin forming their own informed and critical interpretations.

Learning Outcomes

On successful completion, students will be able to:

- Demonstrate an understanding of key historical, social, and intellectual contexts of the Victorian period, including industrialisation, changing class structures, and developments in science and religion
- Analyse how Victorian writers engage with central themes such as gender, morality, social reform, individual agency, and the tensions between tradition and progress
- Read and interpret nineteenth-century prose and poetry with increasing confidence, attending to narrative voice, characterisation, and stylistic features



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- Identify and evaluate formal aspects of Victorian literature, including developments in poetic form
- Recognise the distinctive contributions of major authors such as the Brontë sisters, Mary Shelley, George Eliot, Thomas Hardy, and W. B. Yeats, and situate their works within broader literary movements
- Engage with various critical perspectives on Victorian literature, including feminist, historical, and socio-political approaches
- Compare texts across the period, identifying both continuities and divergences in themes, form, and ideology
- Develop and articulate coherent interpretations in both spoken discussion and group presentations
- Demonstrate increased confidence in close reading and independent critical thinking

Teaching Methods

Students are taught according to the Oxford Socratic model, where active participation and discussion are central to the learning experience. Teaching combines guided seminar discussion and close textual analysis, alongside individual and small-group work both within and beyond the classroom. Preparatory readings and/or exercises are assigned prior to the course. Assessment takes the form of small-group presentations at the end of the course, together with an overall evaluation of each student's contribution to discussion and participation throughout.

Instructor

Session I: Dr Cosima Gillhammer

Financial Technology

Course information

Taught during	Session I: 18 July - 31 July 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Technical Examination

Course overviews



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Week One: Introduction to Computational Finance

Course Description

Computational finance applies mathematical models, statistical techniques, and programming tools to the analysis of financial markets. This first week introduces the principal asset classes that underpin modern finance: equities, debt instruments, commodities such as oil, gold, and wheat, foreign exchange, and the main derivative contracts including futures, options, and swaps. Students examine how each market is structured, how instruments are priced, and how they are used for investment, hedging, and risk management.

Course Aims

To give students a working knowledge of the major asset classes, the economic logic of derivative contracts, and the quantitative tools used to price and manage them.

Learning Outcomes

On successful completion, students will be able to:

- Identify the principal asset classes and describe how each market is organised.
- Price and value basic equity, fixed-income, and derivative instruments.
- Apply standard hedging strategies using futures, options, and swaps.
- Interpret price behaviour across commodities and foreign exchange markets.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a technical examination.

Instructor

Session I: Dr Fatih Kansoy

Week Two: Financial Technology

Course Description

Financial technology is reshaping how households, firms, and governments transact, borrow, and invest. Building on the first week, this second week opens with an overview of the fintech industry, its market size, and the key concepts driving its growth. It then turns to payments and



the regulatory frameworks governing them, before examining the digital asset ecosystem: cryptocurrencies, central bank digital currencies, stablecoins, and the wider blockchain economy.

Course Aims

To equip students with the conceptual tools needed to evaluate fintech business models, payment infrastructures, regulatory responses, and the monetary implications of digital assets.

Learning Outcomes

On successful completion, students will be able to:

- Describe the structure and scale of the global fintech industry.
- Explain the economics of modern payment systems and the main regulatory regimes that govern them.
- Compare cryptocurrencies, stablecoins, and central bank digital currencies, and assess their implications for monetary policy and financial stability.
- Critically assess the blockchain ecosystem, including smart contracts and decentralised finance.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a technical examination.

Instructor

Session I: Dr Fatih Kansoy

Law

Course information

Taught during	Session I: 18 July - 31 July 2027 Session II: 1 August - 14 August 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Small Group Presentations and/or Written Examination

Course overviews



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Week One: Business Law

Course Description

Master the legal architecture of the world's leading financial hub. Designed for ambitious students, this intensive course provides a high-stakes deep dive into the four pillars of English private law: contract law, company law, corporate finance law, and corporate insolvency law. By examining the intersection of these laws, you will uncover the core tenets that define how modern enterprises are governed and capitalized.

Moving beyond mere mechanics, we focus on the historical development and underlying policies that have established English law as a global benchmark. We will critically engage with the landmark cases and legislative shifts that shaped the doctrine of separate legal personality, the sanctity of contract, and the rigorous protections within financial markets. We examine why sophisticated corporate structures, whose functioning is supported by the English law, attract international investment. We will also dissect how freedom of contract and protectionist policies interact in real-life cases. We will explore complex financial instruments that fuel global markets. Finally, we will navigate the high-pressure environment of corporate distress and bankruptcy law, where the survival of an enterprise hangs in the balance. Together, we will uncover how these four layers of rules create a coherent body of rules that create stable, predictable but also flexible business environment.

Course Aims

This course aims to equip the students with a profound theoretical and practical understanding of how the four key areas of business law, legal principles, and relevant policy considerations drive corporate success, economic stability, and successful resolution of entrepreneurial challenges.

Learning Outcomes

On successful completion, students will be able to:

- understand the rules and principles that underpin English contract law, with a particular emphasis on core cases that have shaped how agreements are made and enforced in practice. We focus on the core doctrines of consideration, vitiating factors, interpretation and implication of terms.
- understand the rules and principles that underpin English company law, focusing in particular



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on the safeguards that have been put in place to protect various stakeholders, and the reasons for and shortcomings of those rules. We focus on corporate form (LLP, Ltd, partnership, sole trader) and how property is held and managed (directors' duties, shareholders' rights, corporate governance).

- understand the rules and principles that underpin English corporate finance law, especially those that relate to debt finance and shares – the two main sources of finance for English companies. This course provides an overview of a wide range of tools that allow lenders and borrowers adjust to different levels of risk, certainty and regulatory requirements.
- understand the rules and principles that underpin English corporate bankruptcy law, both in terms of saving financially distressed companies and liquidating those that cannot be saved.
- outline the main concerns that the laws in this area address and be able to compare these rules and justifications with those in your home jurisdiction.
- recognize the sources of rules that impact how businesses operate.
- advise business parties on the likely impact of their agreements, financing decisions and internal governance issues.
- evaluate the reasons for the creation of the examined rules.
- be able to predict future developments in these legal areas through statutes and case law.

Teaching Methods

Students are taught according to the Oxford tradition, where new material is explained and discussed in an open and supportive environment. Class participation is crucial to gaining deeper insights into the rules and furthering your understanding of the logic behind the rules. Readings are given before the course begins for those interested in getting ahead. The assessment at the end is through student presentations (in response to pre-assigned questions).

Instructor

Session I: Dr Natalie Mrockova

Week Two: Law in Action and Criminal Law

Course Description

This course will provide students with an in-depth knowledge of the nature of the legal system in common law jurisdictions, emphasising the realities of the legal process in practice. These lectures contrast formalist and realist approaches to an understanding of the legal process and analyse the nature and importance of rules in legal systems. Some of the advantages and



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important difficulties associated with the implementation of legal rules are explored with emphasis given to the centrality of negotiation in legal work.

The remaining days of this course then focus on criminal justice and punishment. Crime is a major social problem in most societies. Equally difficult for social and legal policy is the question of how the legal system responds – and should respond -- to it. This part of the course analyses current ideas informing British thinking and practice with the added important perspective of American experience. It explores the structure of the criminal justice system, emphasising the extensive and significant discretionary decisions that are made throughout in the process of discovering an offender and creating a criminal case. The process culminates for some cases in the sentencing and punishment of the convicted offender, and the conditions under which this occurs are explored. Consideration is given to the ‘effectiveness’ of the system, covering ideas from retribution, deterrence, and rehabilitation to risk management and exclusionary social control. Finally, more practical problems, relating to imprisonment and community sanctions, are addressed, since they currently pose real and very serious policy dilemmas for government and the legal system.

Course Aims

This course aims to inform the student about important ways of thinking about law and the legal system. Students will be encouraged to think independently and critically about some of the major dilemmas confronting government, policy makers, and lawyers. More broadly, the courses are intended to help students to a better understanding of the nature of law, the legal system, and legal behaviour.

Learning Outcomes

On successful completion, students will be able to:

- Think critically about the nature of law and the legal system
- Think about law not as a dispassionate and disembodied set of practices governed by legal rules, but as a set of behaviours reflecting human values and processes.
- Gain an understanding of the reality of the legal system which will be valuable for any students who intend to make a career in the practice of law.

Teaching Methods



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Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a written examination.

Instructor

Session I: Prof Keith Hawkins

Week One: International Arbitration

Course Description

This course provides a comprehensive introduction to international dispute settlement, with particular emphasis on international arbitration as the principal mechanism for resolving cross-border commercial disputes. In a world of expanding global trade and investment, arbitration has become the preferred method for resolving disputes between companies operating across different legal systems.

The course begins by situating arbitration within the broader framework of dispute resolution, examining litigation alongside alternative methods such as negotiation and mediation and considering the structural limitations of transnational litigation, including issues of jurisdiction, service of process, *lis pendens* and the recognition and enforcement of judgments.

It then turns to international arbitration as a distinctive and increasingly important form of adjudication operating across national legal systems. The course examines the legal foundations of arbitral jurisdiction, focusing in particular on the arbitration agreement and the doctrines of separability and *Kompetenz-Kompetenz*. These doctrines are analysed not merely as technical rules, but as central to the allocation of decision-making authority between arbitral tribunals and national courts, especially in relation to questions of jurisdiction, validity and consent.

Adopting a comparative perspective, the course draws on leading case law from the United Kingdom, the United States and Europe to explore how different legal systems approach arbitration. In doing so, it considers both the divergences between common law and civil law traditions and the emergence of an arbitral *ius commune*: a body of transnational principles which aspires to coherence across jurisdictions while remaining rooted in domestic legal orders. The course also examines the international legal framework governing arbitration, in particular the New York Convention and the UNCITRAL Model Law and considers how these instruments facilitate the global circulation of arbitral awards while preserving a supervisory role for national courts. The arbitral process is studied in its entirety, from the formation and interpretation of the arbitration agreement through to the rendering of the award and its subsequent challenge, recognition and enforcement.

In addition, the course engages with the theoretical foundations of international arbitration, exploring competing conceptions of arbitration as contractual, jurisdictional, or autonomous and considering the extent to which arbitration may be understood as a form of adjudication grounded in consent rather than sovereign authority.

Finally, the course introduces investor–state arbitration, where arbitration operates in the public sphere and raises important questions of legitimacy, accountability and the relationship between



arbitral tribunals and domestic and supranational courts, particularly within the European legal order.

The course is particularly relevant for students interested in international commercial law, cross-border practice and careers in global legal and business environments.

Course Aims

This course aims to provide students with a rigorous understanding of the legal principles, doctrines and institutional frameworks governing international arbitration. It seeks to develop both doctrinal competence and critical perspective, enabling students to analyse arbitration in its comparative context and to assess its role within the broader structure of the international legal order.

Learning Outcomes

On successful completion, students will be able to:

- critically evaluate the relative advantages and limitations of arbitration, litigation and other dispute resolution mechanisms in the context of cross-border disputes
- analyse the legal significance of arbitration agreements, including their formation, interpretation and role in allocating jurisdiction between courts and arbitral tribunals
- apply and critically assess the core doctrines of arbitration, in particular separability and Kompetenz-Kompetenz, in light of leading case law
- evaluate the allocation of authority between arbitral tribunals and national courts, especially in relation to jurisdictional and “gateway” issues
- assess the operation of the international framework for the recognition and enforcement of arbitral awards, including the New York Convention and the UNCITRAL Model Law
- compare the approaches of different legal systems to arbitration and assess the extent to which they contribute to an emerging arbitral *ius commune*
- analyse the legal and practical issues arising in the post-award phase, including annulment and enforcement proceedings
- explain the structure and operation of investor–state arbitration and critically assess contemporary challenges to its legitimacy
- engage critically with theoretical accounts of arbitration and their implications for the nature of adjudication beyond the state

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a written examination.



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Instructor

Session II: Dr Andreas von Goldbeck

Week Two: Intellectual Property Rights Law and IP Rights Management

Course Description

The first part of this course in intellectual property rights law is a focused exploration of how copyright interacts with artificial intelligence (AI). It first presents the history and development of copyright, illustrating how international law is given effect in domestic law. The core of this part of the course is a deep exploration into the legal concepts of originality, infringement and authorship, which equips the class for a series of guided discussions about how the law applies to works partly or wholly generated by AI.

The second part of the course in intellectual property rights management aims to give students a general overview of the essential elements of key Intellectual Property Rights including copyright, patents and trademarks. The course also includes discussion of the justifications for and the development of intellectual property rights, as well as their management and role in international relations, business and innovation. The course spans historical origins, modern case studies, and contemporary policy developments especially within Europe.

Course Aims

The course aims to introduce students to the field of intellectual property rights and acquaint them with the legal, managerial, economic and historical contexts of the field as well as the key characteristics of the main forms of intellectual property rights.

Learning Outcomes

On successful completion, students will be able to understand:

- key justifications for intellectual property rights
- key characteristics of the main types of intellectual property rights
- key points of legal debate in the interaction between copyright and AI
- how intellectual property rights relate to management theory and practice
- the main historical development of key intellectual property rights such as patents
- recent developments in the patent systems of the UK and European countries, as well as
- a range of current topical international issues relating to intellectual property rights.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and



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outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through a written examination.

Instructor

Session II: Dr Robert Pitkethly and Dr Max Wong

Marketing

Course information

Taught during	Session II: 1 August - 14 August 2027 Session III: 15 August - 28 August 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Small Group Presentation

Course overviews

Week One: Advertising Psychology

Course Description

This one-week course explores the psychology behind advertising and examines how psychological principles are used to capture attention, influence attitudes and shape consumer behaviour. It considers how factors such as perception, memory, emotion, motivation and social influence affect the way people respond to advertisements, while introducing key concepts including cognitive biases, persuasion, conditioning and decision-making. The course also explores how advertising can appeal to consumers' identities, aspirations and emotions, and how techniques such as social proof, scarcity, celebrity endorsement and personalised advertising can influence purchasing decisions.

Course Aims

The objective of this course is to provide students with the basic concepts and themes in



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understanding the psychology of advertising as outlined in the following learning outcomes.

Learning Outcomes

Upon successful completion, students will be able to:

- Understand the role of advertising in integrated marketing communications, including the functions of advertising and its evolution including to the present day and social media use
- Consider the role of attention, perception, memory, learning, emotion, motivation and persuasion in advertising
- Evaluate ways in which advertising contributes to consumer identity and culture
- Understand aspects of behavioural advertising, such as choice architecture, nudging, pricing psychology and personalisation

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session II: Dr Sarah Evans-Howe

Week One: Operational Marketing

Course Description

The course will teach students the basic tools of marketing by means of the four elements of the marketing mix: the product, communication, price, and distribution policy. The interrelationships and the interaction of the individual elements will be illustrated by real-life examples. The students will learn that the success of a product depends on a consistent and consequent implementation of the individual elements in operational marketing.

Course Aims

The objective of this course is to provide students with the basic concepts and terminology of operational Marketing. They will gain insight into the different approaches to company marketing, and will become familiar with the management of products and brands, as well as



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with the concept of positioning in the market.

Learning Outcomes

Upon successful completion, students will be able to:

- recognize interrelationships in the marketing mix.
- outline basic terms and fundamentals in marketing.
- explain the terms brand management and positioning.
- distinguish marketing instruments.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session III: Dr Sarah Evans-Howe

Week Two: Online Marketing

Course Description

This course utilises interdisciplinary principles that enable students to engage in operational and strategic engagement with the topic of online marketing. These include the principles of business and economics, as well as communicative multimedia fundamentals, or the consideration of the fundamental tonality of online marketing channels.

This holistic view is essential for strategic planning. In addition to consideration of the positioning of companies on the World Wide Web, the course also looks at how to optimise online marketing presence. The measurement and evaluation of relevant key figures round off the uniform basis for this higher-level module.

This Online Marketing course teaches technical terms and concepts. These include the online communication process, the added value of online marketing, electronic value creation and business models. Building on this fundamental understanding, this course addresses questions of product suitability, pricing policy, distribution policy, and the various forms of marketing and distribution on the Internet.

This course will then extend a student's understanding of online marketing with elements of strategic and, above all, operational marketing, in particular the planning and realisation of



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advertising campaigns through different sales channels. In addition, the increasing development towards mobile communication is taken into account, and attention is paid to mobile marketing as part of the online marketing mix.

For an understanding of the behaviour of online customers, the course deals with advanced, online marketing-specific advertising effectiveness approaches. Based on the principles of customer acquisition, retention, and customer loyalty in online marketing, strategies and tactics for increasing customer numbers and campaigns via the Internet, together with the importance of online relationships are discussed.

Students work their way through legal aspects and learn the principles of the General Data Protection Regulation (GDPR) relevant to online marketing in order to advertise and contact customers on a legally correct basis. This course offers students the opportunity to learn about and implement various aspects of online marketing management in practice. They learn how to assess online media planning through web analytics and targeted monitoring. For this purpose, they will learn about the relevant key performance indicators (KPIs) of online marketing, which are an essential prerequisite for optimizing online strategies.

Course Aims

This course will first introduce and then develop students' understanding of the terms and tools of online marketing, as well as the regulatory environment required to work in this field. It will combine aspects of psychology with technical skills so as to give students the ability to succeed in online marketing.

Learning Outcomes

Upon successful completion, students will be able to:

- understand the fundamentals relevant to online marketing (online communication process, electronic value creation, ...) and to consider them strategically.
- know the different online marketing channels and, building on this, to implement and evaluate digital advertising measures strategically and operationally.
- design an online marketing strategy and make strategic and operational decisions.
- understand how to acquire and retain customers through online marketing measures, and to measure and evaluate online marketing programs.
- fundamentally assess the marketing opportunities of a company on the World Wide Web.
- consider the importance of mobile marketing in the online marketing mix.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial.

They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at



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the end is through small group presentations.

Instructor

Session II: Dr Henrique Laurino Dos Santos

Session III: Dr Henrique Laurino Dos Santos

Sociology & Psychology

Course information

Taught during	Session II: 1 August - 14 August 2027
Delivery mode	Seminar, in person on college grounds
Course workload	60 academic hours
Credit	6 US, 4 ECTS
Level	Undergraduate
English language requirement	N/A
Assessment	Small Group Presentations

Course overviews

Week One: Social Networks and Society

Course Description

This course provides an overview of social networks and explores the ways in which networks shape individuals and societies. A social network is the web of relationships that connects people, groups or organizations, ranging from personal networks to institutional structures. We will examine key social network processes, such as relationship dynamics and influence, to understand how networks form, evolve and facilitate the spread of information. A central focus will be on segregation within networks, analysing how divisions emerge based on factors like ethnicity, gender and ideology, and the consequences for societal cohesion and individuals' wellbeing. The course will include lectures, theoretical discussions, and practical case studies, providing insights into the power of networks in contemporary society.

Course Aims

This course aims to introduce students to the principles of social networks through the examination of empirical research, case studies, and key theoretical and methodological



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approaches used to understand how social networks shape individual and societal outcomes.

Learning Outcomes

Upon successful completion, students will be able to:

- Explain key concepts and theories regarding social networks, including core processes such as reciprocity and transitivity.
- Recognise social network data and describe how social networks form, change, and operate across the life course.
- Analyse patterns of segregation within social networks, including how factors such as ethnicity, gender, and ideology shape network structure and social divisions.
- Compare and evaluate different theoretical explanations of network segregation, including social identity theory.
- Assess the role of intergroup contact within social networks, including the conditions under which contact reduces or exacerbates prejudice.
- Interpret empirical evidence on how attitudes, beliefs and behaviours spread through social networks, leading to similarities among connected individuals.
- Evaluate the individual and societal consequences of network structures, including implications for social cohesion, discrimination and mental wellbeing.
- Apply social network concepts to real-world cases, identifying how network-based interventions can influence specific attitudes and behaviour.
- Critically discuss policy or intervention strategies designed to harness social networks to generate positive societal outcomes.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial.

They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session II: Dr Chloe Bracegirdle

Week Two: Immigration, Acculturation, and Adaptation

Course Description

This course provides an overview of immigration - the movement of people from one country to another - with a special focus on recent immigration to Europe. We will discuss how migration disrupts social networks and challenges peoples' long held values and beliefs. Additionally, we look at individual ways to adapt to new social contexts and cultural systems, a process known as acculturation and discuss factors that facilitate or hinder immigrants' ability to settle, thrive, and



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feel at home in their new environment. The workshop will include lectures covering key theories and recent research developments, as well as interactive activities and debates.

Course Aims

This course aims to introduce students to key sociological and psychological perspectives on immigration, acculturation, and adaptation. It examines how migration reshapes identities, social relationships, and societal structures, and explores the factors that facilitate or hinder successful adaptation for immigrants and receiving societies, with a focus on contemporary Europe.

Learning Outcomes

Upon successful completion, students will be able to:

- Explain key concepts and theories related to migration, acculturation, and adaptation.
 - Describe major migration trends in Europe.
- Analyse how migration disrupts social networks, values, and belief systems, and how individuals adapt to new cultural contexts.
- Discuss factors that hinder and facilitate adaptation, such as language barriers, discrimination, social support and bicultural competence.
- Apply social identity theory and related frameworks to understand identity development among immigrants, including ethnic identity, dual identity, and bicultural identity integration.
- Assess the role of cultural distance and religion in shaping integration experiences, intergroup relations, and host society attitudes.
- Compare different diversity ideologies and integration policies and evaluate their implications for social cohesion and prejudice.
- Explain family dynamics in migration contexts, including acculturation gaps between children and parents and cultural brokering.
- Interpret empirical research findings on immigration and adaptation, and relate them to real-world societal challenges.
- Critically discuss policy and intervention strategies aimed at improving immigrant integration, well-being, and intergroup relations.

Teaching Methods

Students are taught according to the Oxford Socratic model where class participation is crucial. They are taught through classroom instruction, individual and group work, both in class and outside it. Readings and/or exercises are given before the course begins, and the assessment at the end is through small group presentations.

Instructor

Session II: Prof Olivia Spiegler



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Evening Talks Series

Instructors: Prof Nir Vulkan, Dr Simon Cowan, Dr Gauri Chandra

Alongside these courses are a range of evening talks, providing more focused explorations of specific subjects complimentary to the main academic content. These talks are conversations with plenty of question time, allowing students to interact with top people in these fields in an informal setting, whilst also learning aspects of a subject at the cutting edge of these fields.

Specific talks in recent courses have included AI and Finance, Ethics, Finance and the Next Crash, Pricing and Market Power, and Examining the effectiveness of institutional interventions to combat social media misinformation.

6. Academic Workload

Academic workload per week (in total 60 academic hours):

- 16 academic hours: 4 hours of teaching on Monday, Tuesday, Wednesday and Thursday of each week
- 4 academic hours: review, assessment preparation and assessment on Friday of each week
- 14 academic hours: independent study, including assessment preparation
- 2 academic hours: assessment on Friday of each week
- 6 academic hours: 3 evening seminars and workshops per week
- 18 academic hours: cultural immersion activities
- Total: the workload of each week is equivalent to 3 ECTS credits

7. Extracurricular Activities and Farewell Dinner

Extracurricular activities

The tuition fee for each two-week programme includes the following Oxford and English cultural activities:

- Oxford City walking tour
- Visit to college library
- Visit to the Oxford University Bodleian Library
- Visit to one or more of the three historic towers (St Mary's Church Tower, Saxon



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Tower, Carfax Tower)

- Visit to Oxford Museums (Ashmolean Museum, Museum of Natural History or Museum of History of Science)
- A one day-excursion to Cambridge
- Visit to the Oxford Botanic Garden
- Visit to the Oxford Castle
- Evensong in Christ Church College
- More activities tbc

Farewell dinner

The tuition fee includes a farewell dinner or lunch.

8. Assessment

As part of each course, an assessment will be offered by the teaching academic.

9. Certification

Certificate of Attendance and Achievement

Students will receive a Certificate of Attendance and Achievement issued by Worcester College (University of Oxford).

Academic transcript

Students who successfully finish the programme will receive an academic transcript with a summary of the programme content and academic performance issued by Worcester College (University of Oxford).

10. Participants

Worcester College invites undergraduate and postgraduate students interested in the offered courses to apply for participation in the *Oxford Certificate Programmes at Worcester College (University of Oxford)*.

Target Participants: university students aged 18+

Maximum number of students per course: 20-40



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11. Financials

Tuition Fees are calculated per student, per session (each student would be charged for each subscribed course).

Tuition, Room, & Breakfast: Twin room occupancy (13 nights): 4,330 GBP

Tuition, Room, & Breakfast: Single room occupancy (13 nights): 4,430 GBP

Worcester College is offering students from partner universities a scholarship of 500 GBP.

12. How to Apply

To apply, simply follow these steps:

1. Send an email to **enquiries.cpc@worc.ox.ac.uk** and indicate your interest to enrol in the Oxford Certificate Programme at Worcester College offered for university students in 2026;
2. The Certificate Programmes team of Worcester College will respond with any further details we need from you;
3. After your application has been fully added to the system of Worcester College, you can arrange payment, and then we will keep you fully updated on everything you need to know with a series of onboarding emails as the programme approaches.