

**FOREWORD**  
**by Professor Caroline Hunter**  
**Head of York Law School**

It gives me great pleasure to provide this Foreword to the second volume of the York Law Review. I do so in a time of uncertainty and change.

Uncertainty because of COVID pandemic. This has clearly meant different ways of working and learning in the last 18 months. I want to congratulate the student editors in publishing this volume in such difficult circumstances. The team has been expanded this year, and no doubt that has helped, but it brings its own challenges as meetings are moved on-line and quick chats have to be scheduled.

Beyond the editorial team, COVID has brought changes to University teaching and learning. For much of 2020–21 the Law School's teaching has been entirely on-line. One of the defining elements of York Law School is the use of problem-based learning (PBL) for all of our undergraduate core modules — the question posed by COVID was whether we could translate that form of learning into the virtual classroom. It is lovely to read Fraser King's article — 'It's Not All Zoom and Gloom: Reflections of University Study during COVID-19' — reflecting on his experience as both an LLM student and a graduate teaching assistant.

The pandemic has brought huge legal changes both in the UK and across the world. In line with the Law School's research focus on socially engaged research, members of staff at the School has been involved in different projects probing COVID and the effects of the law for the public, particularly the vulnerable in our society. That will be published in the next few months. This volume came too early for our students to write in their dissertations about the legal changes that COVID has brought. However, I look forward to dissertations on the topic this year

and in future years and I hope some will find their way into the Review in future volumes.

I am sure some will come from our LLM students, particularly from our students based in the Centre for Applied Human Rights (CAHR) taking the LLM in International Human Rights Law and Practice. I am very pleased that this volume includes more from our LLM students than the first. The timing for our taught post-graduate dissertation did not allow for any to be included in that volume. This second volume has enabled a number of these to be showcased, including the empirical projects undertaken by students at CAHR.

Another change this year is more personal. This is the last Foreword I will write as Head of School as my term of office ends in September. I know that the School is in great hands with my successor Professor TT Arvind. Over the eight years of my term of office the School has grown hugely. In 2013 we had 376 LLB and 16 LLM students, this undergraduate number has now more than doubled to 724 and the LLM numbers are five times bigger at 70 students. Growth is challenging but it allows the School to invest in student projects like the Review. It also challenges us to consider how our values can be maintained. In the first Foreword to the Review I commented that:

The starting principle in our culture is that YLS is a learning community in which staff and students are active participants. The Review is new venture that reflects this culture: it is a collaboration between students and staff and shows the active learning of our students particularly the research that goes into a dissertation.

This volume continues to demonstrate that core value of the Law School. I have every reason to believe that like the School, the Review will continue to grow and flourish in the hands of our students.

Caroline Hunter  
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