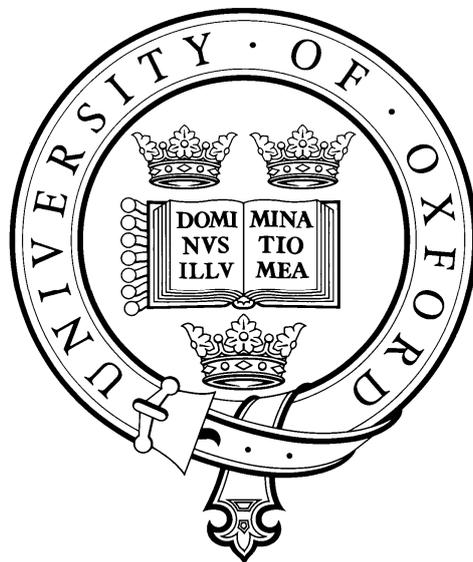


UNIVERSITY OF OXFORD



**NOTES FOR THE GUIDANCE OF
GRADUATE STUDENTS IN ARCHAEOLOGY
2013-14**

Table 1: Dates for Notification of Options, Examination Modes and Thesis and Preset Essay Titles

Date	Classical Archaeology	Archaeology	Archaeological Science
Michaelmas Term			
Fri 7th Wk	Notify essay titles on MT subject to Chairman of Examiners.		Notify preset essay titles to Chairman of Examiners
Tue 8th Wk	Notify all MSt. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies.	Notify all MSt. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies.	
Hilary Term			
Fri 7th Wk	Notify essay titles on HT subject to Chairman of Examiners.	Notify all essay titles to relevant Chairman of Examiners.	
Trinity Term			
Fri 0th Wk			Notify report or dissertation title to Grad. Studies.
Tue 8th Wk	Notify 2nd year M.Phil. option, and thesis title to Grad. Studies.	Notify 2nd year M.Phil. option and thesis title to Grad. Studies.	

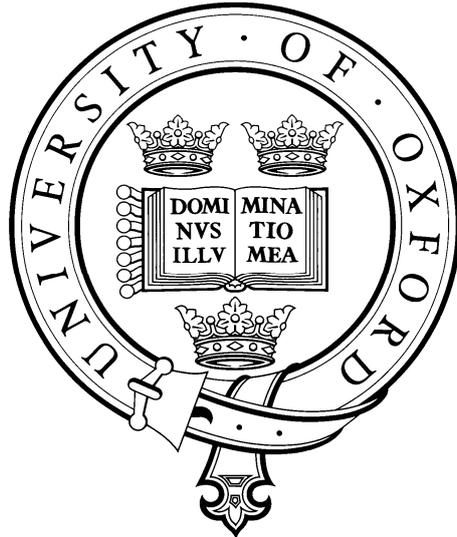
Table 2: EXAMINATIONS FOR TAUGHT GRADUATE COURSES

Dates for Submission of Essays, Theses, & Reports, and for Written Papers

DEGREE	DATE FOR SUBMISSION, ETC.
Preset Essays	
M.Phil. (both years) & M.St. in Classical Archaeology	Monday of 2 nd week of term after that in which instruction was given
M.Phil. (both years) & M.St. in Archaeology	Friday of 6 th week of Trinity Term of year in which instruction was given
M.St and M.Sc. in Arch. Science	Friday of 1st week of Trinity Term
Theses/Dissertations	
M.St. in Classical Archaeology	Monday of 5 th week of Trinity Term
M.St. in Archaeology	Friday of 6 th week of Trinity Term
M.Phil. in Classical Archaeology & Archaeology	Friday of 6 th week of Trinity Term of second year
M.St. in Archaeological Science	Friday of 9 th week of Trinity Term
M.Sc. in Archaeological Science	Friday four weeks and two days before start of following Michaelmas Term.
Written Examinations	
M.Phil. (1st year) & M.St. in Classical Archaeology & Archaeology	Begin on Monday of 9 th week of Trinity Term
M.St. & M.Sc. in Archaeological Science	Begin on Monday of 2 nd week of Trinity Term

Please note that notifications of essay titles, dissertation titles and options should be made to the relevant Chairman of Examiners NOT the Director of Graduate Studies. Questions about the dates of examinations, including viva voce examinations, should also be directed to the relevant Chairman of Examiners, as follows:
 Classical Archaeology: Dr J. DeLaine Archaeology: Dr R. Schulting
 Archaeological Science: Prof. J. Lee-Thorp

DATES OF FULL TERM



2013-14

Michaelmas	13 October – 7 December
Hilary	19 January – 15 March
Trinity	27 April – 21 June

These notes may be consulted on-line at

<http://www.arch.ox.ac.uk/current-graduates.html>

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1. Introduction

These notes are designed to give guidance on the problems that are most likely to be encountered by graduate students, to introduce without too much technicality the procedures in which they may be involved, and to indicate the standard and scope of the work required for the various degrees. They are not intended to be a substitute for the University's *Examination Decrees and Regulations*, which give the official regulations for each degree. You should receive a copy of the current *Examination Decrees* from your college as you begin your course and they are also available at <http://www.admin.ox.ac.uk/examregs/>. In consulting them, remember to note both the general regulations affecting the degree course on which you are engaged, and also the specific regulations made by the Committee for the School of Archaeology. The *Examination Decrees* are updated annually, but **those for the year in which you begin a degree are the ones that normally apply throughout its course**. The Graduate Studies Administrator (at the Institute of Archaeology), and college tutors for graduates, are available to help resolve difficulties, and any more technical problems (for example concerning residence and fee requirements) should be addressed to them. These Guidance Notes are also revised annually: you will receive a copy of the latest version when you arrive, but in subsequent years you should check for any changes in the current version on the Archaeology web page (<http://www.arch.ox.ac.uk/graduate-resources.html>), but not all the changes will apply to you if you have started your degree in a previous year. Always ask the Graduate Studies Administrator if you are in any doubt as to which regulations apply to you. There is further information for graduate students at <http://www.arch.ox.ac.uk/current-graduates.html>.

****PLEASE KEEP THESE GUIDELINES, AND CONSULT THEM AS NECESSARY****

The organisation of the University

The organisation of Oxford University is complex and it may be helpful to outline some of the main institutions and their functions. Broadly speaking, the University is divided into divisions, faculties, sub-faculties and departments, the School of Archaeology being roughly the equivalent of a department within the Division of Social Sciences. The colleges are independent self-governing institutions, although they are part of the University in its widest sense. Most academic staff members belong both to a division and faculty and to a college. By and large, divisions and faculties deal with lectures, examinations and administration of graduate work, while colleges deal with undergraduate admissions and tutorial work and with the provision of various 'domestic' facilities. The admission of graduates is dealt with mainly by the divisions and faculties, but all graduates must also be admitted by a college. A student's college is treated as his/her official address for all university correspondence, so it is important to check your mailbox in college regularly, and inform your college if you are away from Oxford. Your college will also assign you an email address, and important university communications will be sent to this (see below).

On arrival

Your supervisor should have written to you beforehand, and you should call on him or her as soon as you can for general orientation and to discuss details of your course, since it is desirable that decisions about your programme of work should be taken before term starts. If your supervisor is not available, you should contact the Graduate Studies Administrator for

Archaeology, Mrs Barbara Morris (barbara.morris@arch.ox.ac.uk, tel. [2]-78265) at the Institute of Archaeology (36 Beaumont Street).

You should arrive for the Monday of the week immediately before the start of Michaelmas Term, since there is an induction programme for new graduate students which starts that day, with introductions to the main working facilities, such as the Institute of Archaeology, the Research Laboratory for Archaeology and the History of Art, and the major libraries, as well as social gatherings. Classical archaeologists are also invited to introductory sessions organised by the Ancient History Sub-faculty of the Classics Faculty, which gives them the opportunity to meet other classicists. Details of dates, times and venues will be forwarded to you separately. Colleges also have their own induction programmes, so this can be a busy week. In addition, the Social Sciences Division will be running an induction session for all new doctoral students on Thursday 10 October.

Your supervisor will advise you about getting admitted as a reader in the relevant major **libraries**. Entrance to the main libraries, and to various other University facilities, is based on your University ID card (normally issued by your College), which must be registered with the relevant library. All archaeology students should register as readers at the Sackler Library (St John's Street), and those working in prehistory should also be readers at the Balfour Library (Pitt Rivers Museum). The Bodleian Library is generally less useful to archaeologists, but you may well need to use it at some stage (for example for periodicals in the Radcliffe Science Library, which is part of the Bodleian), so it will save time to become a reader now. There is also a small reference library for European and Roman Archaeology in the Institute of Archaeology, open to all.

As a member of the University you are entitled to attend any university lecture or class, in any subject, provided it is not advertised as restricted to a specific group of candidates for special papers. You may be expected by your supervisors and tutors to attend some of the undergraduate lectures in relevant subjects. You may also wish to widen your expertise in non-archaeological subjects in this way. **Lecture lists** covering archaeological subjects are those for Archaeology & Anthropology, Classical Archaeology & Ancient History, and Classics, all with some overlap, which are available on-line at <http://www.ox.ac.uk/students/academic/lectures/>; our own list is available at <http://www.arch.ox.ac.uk/lecture-list.html>; and the Classics lists at <http://www.classics.ox.ac.uk/lectures/index.asp>. For further details on lectures and seminars see *Section 12 (b)* below.

Your college will issue you with an **e-mail address** (givenname.familyname@college.ox.ac.uk), and this is the default means of communication with supervisors, tutors and the graduate administration. You are therefore expected to check this regularly, preferably on at least a daily basis, since urgent communications may be sent by this means, and will be assumed to have reached you. You should notify this email address to Ms Lidia Lozano at the Institute of Archaeology, 36 Beaumont Street, and an @arch or @rlaha address can be attached to the same account. Do not rely on your personal @hotmail.com (or similar) email address, since a number of people who need to communicate with you urgently may not know it.

The Oxford calendar

The terms at Oxford are traditionally known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). Term time normally means the eight weeks of Full Term, during which lectures and tutorials take place, although each Full Term is set within a longer

period which is technically still 'term'. The dates of the Full Terms for the current year appear on the title page. Regular university events, such as meetings, examinations, or submission deadlines, normally recur on a stated day of a stated week of each Full Term, or on a stated day of a stated week in a particular Full Term, so that you will frequently hear, and read below, of things happening in Fourth Week etc. By extension, the week before the start of Full Term is known as Noughth Week.

2. The Archaeology Graduate Studies Committee

The Committee for the School of Archaeology is responsible for the organisation and teaching of most archaeology within the University, but it delegates responsibility for all graduate matters to its Graduate Studies Committee, which reports to it regularly. The Archaeology Graduate Studies Committee (or GSC for short) therefore deals with the admission of graduate students, applications for transfers of status, approval of doctoral thesis titles, appointment of supervisors and examiners, and other matters involving graduate students that arise from time to time or are referred to it by other university bodies.

The GSC meets on Tuesday of the *first* and *eighth* week of each term, and its papers are sent out about a week in advance. Its membership for 2013-14 is as follows:

Director of Graduate Studies in Archaeology (Dr J. DeLaine, Chairman)
Deputy Director of Graduate Studies (Dr R. Schulting)
Chairman, School of Archaeology (Prof. A. Wilson)
Edward Hall Professor of Archaeological Science (Prof. M. Pollard)
Lincoln Professor of Classical Archaeology and Art (Prof. R. Smith) ON LEAVE 2013-14
Professor of European Archaeology (Prof. C. Gosden)
Appointed member (Dr M. Stamatopoulou, Lecturer in Classical Art and Archaeology)
Appointed member (Dr E. Standley, Lecturer & Assistant Keeper in Medieval Archaeology)
Appointed member (Prof. M. Petraglia, Co-Director, Centre for Asian Archaeology)

The GSC includes one member (normally the President) of the Committee of the GAO, the body that represents all archaeology graduate students. Graduate members of the GSC attend for all unreserved business matters and may also raise matters of their own at GSC meetings. The current President of the GAO is Javier Martinez.

Secretary to the GSC: Monday to Thursday 9.15-2.45: Mrs Barbara Morris

Enquiries about the various forms and procedures relating to graduate matters may be addressed to Barbara Morris, e-mail barbara.morris@arch.ox.ac.uk, telephone [2]-78265, or for Archaeological Science, to Mary Smith, e-mail mary.smith@admin.ox.ac.uk, telephone [6] -14861. The Director of Graduate Studies in Archaeology, Dr Janet DeLaine, may be contacted by e-mail at janet.delaine@classics.ox.ac.uk.

Reminders of the need to apply for transfer of status or an extension of time for research degrees are normally sent by the Graduate Studies Administrator to graduate students at their colleges. But this may not happen in all cases, and it is ultimately the responsibility of graduate students to ensure that the GSC receives their applications and supporting documentation in time to be included on the agenda for the relevant meeting. This means *at least one week before* the meeting date for straightforward applications, but applications for transfer of status, which need formal assessment, will take significantly longer; see sections 4

(b)-(c) below. Some, but by no means all, crises can be dealt with directly by the Director of Graduate Studies; however, no assumption to this effect should be made.

3. Taught Degrees

(a) Introduction

The following sections give a brief account of the various taught courses; the full regulations can be found in the *Examination Decrees and Regulations*, and those for the year in which you start a degree continue to apply to you throughout that degree. The M.St. and M.Sc. are one-year taught courses; the M.Phil. has a taught first year course and a second year mainly devoted to the preparation of a short thesis.

(b) The M.St. and M.Phil. courses in Classical Archaeology and Archaeology: general summary

(i) Within both fields listed above, the M.St. course and the first year of the corresponding M.Phil. are identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see (iv) below and the *Examination Decrees*). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

(ii) For each of the first year examinations, whether taken for the M.St. degree or as an M.Phil. Qualifying Examination, candidates must choose three options, each a period or subject, according to the rules of the relevant degree. Lists of specific and related options are provided for each degree, but candidates may, if they wish, choose one of their three options from the list for the other degree, or from the MSt in Archaeological Science. They may also apply to study a subject which is not listed, which will normally be allowed, provided that the proposed subject is appropriate and that suitable teaching can be provided. Students can therefore shape for themselves a broader or a more specialised Master's course in Classical Archaeology or another area of Archaeology, according to personal preference and career plans.

(iii) During the second year of each of the two M.Phil. courses, candidates work on a further subject from the lists provided for their particular field, but most of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic.

(iv) For the M.St. examination one of the three options chosen must be examined by an unseen written paper of the traditional kind, i.e. a three-hour paper with a choice of questions. The other two options are usually examined by a pair of 5,000-word preset essays each option. However, candidates for the M.St. (but NOT those doing the M.Phil. first year), in place of one of these two options, may submit a 10,000-word dissertation on an approved topic.

The *Examination Decrees and Regulations* contain details (summarised in Tables 1 and 2 below) of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The supervisor will offer a list of preset essay titles and has responsibility for the precise wording of a dissertation title after

consultation with the candidate. The proposed options need to be submitted for formal approval by the Committee for the School of Archaeology, via its Graduate Studies Committee, by noon of Friday of the 7th week of Michaelmas Term. The deadlines for submission of preset essay titles are given in Table 1 below.

(v) For the **M.Phil. first year examination** the same examination format applies, except that a 10,000-word dissertation is not normally allowed. Since M.Phil. candidates will be writing a more substantial dissertation in their second year, broader study for the whole of the first year will normally be more useful to them.

(vi) In the **M.Phil. second year examination** the subject selected is examined by a pair of 5,000-word preset essays, but the main element of the examination is the 25,000-word thesis.

(c) The M.St. and M.Phil. Courses in Classical Archaeology and Archaeology: summary of course content

(i) The one-year *M.St. in Classical Archaeology* offers candidates a wide range of periods (from Prehistoric Aegean to Byzantine), and of subjects, in two lists: three must be chosen for written examination. Candidates may also be granted permission to study appropriate topics in Classical Archaeology, or directly related to it, which are not on the lists, provided teaching is available. Those who are seeking a broader course may, if they wish, select as one of their three choices any suitable subject offered in any of the following M.St. courses subject to availability: Archaeology, Archaeological Science, Byzantine Studies, Classical Literature, Greek and Roman History, History of Art, Women's Studies. For the format of the written examination, see *Subsection (b)(iv)* above; there will also be a compulsory *viva voce* examination for all candidates.

(ii) In the one-year *M.St. in Archaeology*, many students will wish to follow one of several possible streams in this course, although this is not a formal requirement. The streams are: Asia, Environmental, European, Landscape, Maritime, Palaeolithic, Visual Cultures and World. Candidates are required to choose three subjects for written examination at the end of the year and a full list of options is available on the website. Candidates may also be granted permission to study appropriate subjects not on the list, provided teaching is available, while those seeking a broader course may, if they wish, make one of their three choices from the subject lists provided for the M.St. courses in Classical Archaeology or Archaeological Science. For the format of the written examination, see *Subsection (b)(iv)* above; there may also be a *viva voce* examination.

(iii) The two-year *M.Phil. in Classical Archaeology* has as its first year the same course and same examination as the M.St. in Classical Archaeology: see *Subsection (c)(i)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in Classical Archaeology. An appropriate subject that is not listed may be approved instead, provided that teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There will also be a compulsory *viva voce* examination for each candidate.

(vi) The two-year *M.Phil. in Archaeology* has as its first year the same course and same examination as the M.St. in Archaeology: see *Subsection (c)(ii)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination.. Candidates

must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in Archaeology. An appropriate subject that is not listed may be approved instead, at a candidate's request, provided teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There may also be a *viva voce* examination.

(d) M.St. and M.Sc. in Archaeological Science

These two courses provide broad introductory training both for those with a first degree in archaeology who wish to undertake research of a scientific nature, and also to those previously trained in the sciences who wish to learn something of specifically archaeological problems, before applying their knowledge at a research level. They share a common component of coursework (examined by three written papers), but differ in the extent of the requirements beyond the written papers. They can be taken either for their own sake, or as preliminary training for doctoral research.

For both degrees, the written examination consists of three papers on the main subjects in the syllabus described in the Schedule (*Materials analysis and the study of technological change, Molecular Bioarchaeology, Principles and practice of scientific dating*). In addition candidates will submit either one pre-set essay of 10,000 words or two pre-set essays of 5,000 words each. In lieu of one of the main subjects candidates may take an option from the M.St. in Archaeology (schedule A or B) or the M.St. in Classical Archaeology (schedule B) to be examined by two pre-set essays of 5,000 words each. In that case, M.Sc. candidates are exempt from the additional essays and M.St. candidates would submit only one additional pre-set essay of 5,000 words. Examinations are taken in the second week of Trinity Term, and the 10,000-word essay or two 5,000-word essays, if required, are submitted at the start of Trinity Term.

After this, candidates for the M.St. write a 5,000-word report on a practical project, which must be submitted by noon on Friday of the ninth week of the same Trinity Term. Candidates for the M.Sc. write a dissertation of 15-20,000 words on a research area or topic, to be submitted by noon on Friday four weeks and two days before the start of the following Michaelmas Term. There may also be an oral examination after the submission of the report or dissertation.

(e) Notification of options

Please note that notifications of essay titles, dissertation titles and options should be made to the relevant Chairman of Examiners NOT the Director of Graduate Studies. Questions about the dates of examinations, including *viva voce* examinations, should also be directed to the relevant Chairman of Examiners, as follows:

Classical Archaeology:	Dr J. DeLaine
Archaeology:	Dr R. Schulting
Archaeological Science:	Prof. J. Lee-Thorp

You should pay particular attention to the deadlines by which you must submit your choices of options, dissertation titles and mode of examination, for approval by the GSC. Your supervisor's approval of all these choices is required before they are submitted to the GSC, on forms for notification obtainable from the Graduate Studies Administrator. If you choose

to be examined by preset essays, their titles should be sent by the relevant date directly to the Chairman of Examiners for the degree you are entered for. The relevant form will be sent to you by the Academic Secretary (Lynda Smithson) and should be countersigned by your supervisor. The dates for all these notifications are given in Table 1.

The timetable *must* be adhered to. Once the GSC has approved candidates' options, it has itself to notify them to the Registrar almost immediately; missing the deadlines may lead to penalties such as late entry fees. The dates for submitting essays and theses are given in Table 2 below.

Table 1: Dates for Notification of Options, Examination Modes and Thesis and Preset Essay Titles

Date	Classical Archaeology	Archaeology	Archaeological Science
Michaelmas Term			
Friday 7th Wk	Notify essay titles on MT subject to Chairman of Examiners.		Notify preset essay titles to Chairman of Examiners
Tuesday 8th Wk	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to GSA.	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to GSA.	
Hilary Term			
Friday 7th Wk	Notify essay titles on HT subject to Chairman of Examiners.	Notify all essay titles to relevant Chairman of Examiners.	
Trinity Term			
Friday 0th Wk			Notify report or dissertation title to GSA.
Tuesday 8th Wk	Notify 2nd year M.Phil. option, and thesis title to GSA.	Notify 2nd year M.Phil. option and thesis title to GSA.	

GSA = Graduate Studies Administrator (Barbara Morris at the Institute of Archaeology)

(f) Teaching and supervision

Every student has a supervisor appointed by the GSC before the student's arrival in Oxford. In choosing a supervisor, the Committee will naturally try to choose someone whose interests and expertise match those of the student, but if in the light of further knowledge a change seems appropriate, this is usually possible. Students will recognise that there are University limits on the numbers of graduate students an individual may supervise, and so it may not

always be possible to have their first choice of supervisor. In selecting a supervisor the Committee will normally ensure that he or she is an appropriately qualified member of the academic staff of the School of Archaeology. In rare instances it may be appropriate for supervision to be provided by someone who does not hold such a post, for example where specialist input is required from an individual employed at another academic institution. In such cases an academic member of the School of Archaeology will be appointed by the GSC to act as a co-supervisor.

Supervisors are responsible for guiding all aspects of a student's studies (and may also be useful source of advice on other matters). Amongst other things, he or she will advise on choosing options and examination modes, the availability of useful lectures or language courses, thesis or dissertation topic and the best way in which to prepare this. In addition, those taking taught courses will normally see either their supervisor or another staff member for weekly tutorials during term time (depending on which options are taken).

Teaching is in the form of lectures (where numbers permit), tutorials, classes and seminars. For the M.St. and M.Sc. in Archaeological Science strong emphasis is placed on practical work both in the lab and on-site. For the other taught graduate degrees, tutorials and small classes, usually involving one to four or five students and a staff member, are the main means of teaching. This is because there are many subjects for which there are no specific lecture courses - most obviously, where an option has been specially arranged for a particular student. The supervisor usually plays a major role in the tutorial teaching, but may arrange for a colleague to teach where part of the course lies outside the supervisor's expertise. Very often the tutorials are based on discussion of an essay written by the student during the preceding week, after reading suggested by the staff member. Since the examinations are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. But there is a good deal of flexibility in the way in which tutorials may be arranged, and also in the precise topics dealt with. While the supervisor will keep an eye on the spread of topics, students should feel able to suggest topics or areas on which they would particularly like to work.

With only 24 tutorials available during the year it is clearly not possible to cover every aspect of every option in this way, and students are expected to do a good deal of other reading by themselves. Supervisors should be able to provide bibliographical help in such areas. While the range of choice of format in the examinations means that complete coverage of a broadly specified subject is not vital, students are urged to study their chosen topics as broadly as time allows. Oxford offers superb opportunities to do that, which may not occur again.

The supervisor reports to the University termly on the progress of a graduate's work: this report is viewed by the Director of Graduate Studies and the college of the graduate. This takes place electronically (*see Annexe C for more detailed notes on the Graduate Supervision System*). Graduates will be alerted by email to the opening of the reporting cycle each term, and are expected to submit reports of their own progress before the supervisor reports are completed. For further comments on supervisors and supervision, see *Section 5* and *Annexe B*.

Oxford Full Terms are notoriously short, but graduate students must expect to spend a considerable proportion of the vacations studying, and in many cases, most obviously for the M.Sc. dissertation in Archaeological Science, that may mean staying in Oxford. Vacation time is also required for the production of preset essays. Supervisors can usually be consulted

during vacations, if they are in Oxford. They may themselves, however, be away from Oxford at conferences or on fieldwork.

(g) Preset essays

Your supervisor will usually offer a list of preset essay titles for discussion. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both and since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable. The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the supervisor or course co-ordinator, must be notified to the relevant Chairman of Examiners by the date given in Table 1 above. Once notified, titles can only be changed with the permission of the Graduate Studies Committee.

Your supervisor should suggest bibliography, and comment on a first draft of the essay, indicating further bibliography if necessary. But the supervisor should not approve the final version, which is after all a test of candidate not supervisor. Non-native English speakers will no doubt be helped with written English by their supervisors. They may also have the English checked (but not re-written) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is liable to lead to immediate failure in the degree.

Students are encouraged, where appropriate, to make use of tables and figures in their essays (and certainly in their dissertations), as these can be a very efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for quotes.

Essays should be typed or printed in double spacing. In general the format should be kept simple. The use of section-headings within an essay is recommended a good way of structuring material and arguments, but further sub-headings are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see *Section 7*). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, *and should be referred to at the appropriate points in the text*. A maximum of 15–20 is suggested for each essay, and good photocopies are sufficient. For the expected presentation of references and illustrations, see *Subsection (i)* below. *Each essay should be accompanied by a signed statement of the number of words in the text and notes (but excluding the Bibliography). Dissertations and theses should be accompanied by a signed statement of the number of words in the text and notes (but excluding the Bibliography) and a declaration that it is the candidate's own work. Essays or dissertations will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.*

Binding should be simple but strong enough to hold the pages properly together while they are read. Spiral or comb bindings are ideal, but three or four staples along the spine are sufficient, provided that they are long enough to hold all the pages and that the left hand margin is wide enough to allow the text to be easily read. There should be a simple cover, showing the degree and subject for which the essay is submitted, the title as approved, and

the candidate's examination number. It must NOT show the candidate's name, college, or supervisor's name.

Pre-set essays must be submitted to the Clerk of the Examination Schools by noon on the day specified (see **Table 2**). Two copies of each essay are required; they will not be returned, so you may wish to keep an additional copy for yourself. Since they constitute part of the degree examination, submission dates must be strictly adhered to. For the penalties involved see *Subsection (i)* below.

(h) Dissertations, theses and reports

For the M.St. in Classical Archaeology and Archaeology, dissertation titles must be approved by the GSC before the end of Michaelmas Term (see *Table 1* above), so the decision to do one, and the choice of subject area, must be made very soon after arrival. Report and dissertation topics for the M.St. and M.Sc. in Archaeological Science must be approved by the start of Trinity Term (see *Table 1* above). For the M.Phil. second-year thesis you do not need to notify the title formally until your first Trinity Term, but you should nevertheless decide on its subject area, at least by the end of Michaelmas Term of your first year, so that if the thesis research requires travel during the Long Vacation, you can plan it in time to apply for grants (see *Section 10(b)* below) Your supervisor has responsibility for the precise wording of the title of any thesis, dissertation or report. Useful advice on the choice of thesis topic is given in *Section 6(b)* below, but the subject for an M.Phil. thesis, and even more for an M.St. dissertation, must be much narrower than would be the case for a doctoral one, to allow for the much shorter time available. Those considering the possibility of subsequent D.Phil. research should make sure that the subject chosen for the M.Phil. thesis allows expansion or adaptation to the larger scale and more demanding standard which doctoral research would require. Discussion with the supervisor is essential from the earliest stage.

There is useful information about thesis presentation in general in *Sections 6(d)* and *7* below. Remember that although a clear and functional presentation is required, the thesis is primarily judged on its content, not its appearance. The final stages of preparation *always* take longer than expected, so do not leave apparently minor matters such as the checking of references to the last minute.

The copies of an M.St., M.Sc. or M.Phil. dissertation submitted for examination can be quite simply bound, provided that the pages are properly held together while the examiners read and re-read them. There should be a simple cover, showing the degree and subject for which the thesis, dissertation or report is submitted, the title as approved, and the candidate's examination number. It must NOT show the candidate's name, college, or supervisor's name.

The word limits specified for Dissertations, Theses and Reports cover text and notes, but exclude the Bibliography and for theses, any catalogue. *Theses or dissertations will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.*

Three copies of the dissertation for the M.Sc. Archaeological Science, or two copies of any other dissertation, thesis or report must be delivered to the Clerk of the Examination Schools (High Street) by noon on the day specified (see *Table 2*). Since dissertations, theses and reports, like preset essays, constitute part of the degree examination, submission dates must be strictly adhered to. For the penalties involved see *Subsection (i)* below.

After the examination, one copy of each dissertation, thesis or report will be retained by the University for at least 12 months for administrative purposes. For all M.St. theses, and unsuccessful M.Phil. and M.Sc. theses this retained copy is deposited with the written papers in the Examination Schools, and eventually destroyed. The retained copy of a successful M.Phil. or M.Sc. thesis, however, is permanently deposited (after any minor corrections specified by the examiners) in the Sackler or Balfour Library, or in the RLAHA, as appropriate.

The deposited copy of a successful M.Phil. or M.Sc. thesis must be permanently bound, and the candidate's name and college should be added, e.g. by means of an adhesive label.

The second copy of a dissertation, thesis or report is normally returned to the candidate after the examination, but you are advised to print and retain a third copy for your own immediate reference (e.g. before a *viva*).

(i) Examinations

Students for the M.St., M.Sc. and M.Phil. should make sure that their names are entered for the appropriate examination by the due date as given at the front of the current *Examination Decrees and Regulations* (normally in the December preceding the examinations). Entry is generally arranged through college offices, which will return entry forms on behalf of candidates to the University Offices. Students should be sure that they have correctly entered their various options (particularly where these have been specially devised), and should consult college offices if in doubt.

Examinations for the M.St. and M.Sc. in Archaeological Science take place in the second week of Trinity Term, but the results are not available until after the report or dissertation has been assessed; any viva will also be held at this final stage. The examinations for the Master's degrees in Classical Archaeology and in Archaeology are in the ninth week of Trinity Term with the written papers early in the week and any oral examination at its end. Results are usually available early in the following week. The examinations are usually held in the Examination Schools and academic 'subfusc' must be worn. Please note that these dates may be subject to change. For further information on the examination timetables please see <http://www.ox.ac.uk/students/exams/timetables/>

The written papers for Archaeological Science last two hours. The written papers for Classical Archaeology and Archaeology last three hours, and usually require three or four essays to be chosen from a selection of at least three times as many questions. Some papers may require comment on photographs or on actual objects, and some may be divided so as to require answers on different parts of the subject. The nature and layout of the papers of traditional style is best understood by looking at previous examination papers on the same subjects; past papers since 2000 can be found on OXAM (Oxford Examination Papers Online). Where there are no past papers (e.g. for a specially devised option), papers on similar subjects will provide a good guide, and discussion with your supervisor will also be helpful.

Pre-set essays and dissertation, thesis or report must be submitted to the Clerk of the Examination Schools by noon on the day specified (see **Table 2**). On arriving at the Examination School, you should leave yourself enough time to complete the required paperwork. Since pre-set essays, dissertations, theses and reports constitute part of your degree examination, the submission dates must be strictly adhered to. If punctual submission is impossible, you should apply to the Proctors, through your College, for permission to

submit late. There is a late-submission fee, and, depending on the circumstances, there may also be a significant reduction in the mark awarded (see the booklet *Essential Information for Students* (issued by the University to each student), section 9.2).

Table 2: EXAMINATIONS FOR TAUGHT GRADUATE COURSES
Dates for Submission of Essays, Theses, and Reports,
and for Written Papers

DEGREE	DATE FOR SUBMISSION, ETC.
Preset Essays	
M.Phil. (both years) and M.St. in Classical Archaeology	Monday of 2 nd week of term after that in which instruction was given
M.Phil. (both years) and M.St. in Archaeology	Friday of 6 th week of Trinity Term of year in which instruction was given
M.St. and M.Sc. in Arch. Science	Friday of 1st week of Trinity Term
Theses/Dissertations	
M.St. in Classical Archaeology	Monday of 5 th week of Trinity Term
M.St. in Archaeology	Friday of 6 th week of Trinity Term
M.Phil. in Classical Archaeology and Archaeology	Friday of 6 th week of Trinity Term of second year
M.St. in Archaeological Science	Friday of 9 th week of Trinity Term
M.Sc. in Archaeological Science	Friday four weeks and two days before start of following Michaelmas Term
Written Examinations	
M.Phil. (1st year) & M.St. in Classical Archaeology and Archaeology	Begin on Monday of 9 th week of Trinity Term
M.St. & M.Sc. in Archaeological Science	Begin on Monday of 2 nd week of Trinity Term

The standard required for a pass in any of the Master's degree examinations is roughly that of an Upper Second Class Honours degree, but with greater maturity. Poorer performance in one paper may be balanced by better performance in another, but any thesis must itself reach the required standard. A Distinction (roughly equivalent to the standard of a First Class Honours degree, but with greater maturity) may be awarded for the M.St. and M.Phil., but not for the M.Phil. Qualifying Exam (good work in which counts towards a Distinction in the M.Phil. as a whole). An M.Phil. candidate whose performance in the second year examination does not merit the M.Phil. will be offered an M.St. degree, on the basis of the first year's work. A

candidate who fails the M.Phil. or M.St. examination may be permitted to take it again, but not more than once.

(j) Sub-Faculty of Archaeology Prizes

The Sub-Faculty of Archaeology gives an annual prize to the Masters' student achieving the highest mark in each of Archaeology, Classical Archaeology and Archaeological Science. If there is a tie, the prize goes to whichever of the students has the highest overall average for their degree.

(k) Illness, etc.

It is very important that you should keep your supervisor and your college informed of any illness or other unexpected impediment that may arise. In case of a long-term illness or other problem, suspension of status, not necessarily for a whole year, may be possible, even in some cases retrospectively (see *Section 4(e)* below). Examiners must be made aware through the candidate's college of any illness that occurs shortly before, or during, the examinations, so that they can take it into account. A student unable through illness to sit the examinations at all may be able to sit them at a later date.

(l) Admission to a research degree in archaeology after completing a Master's degree

Students wishing to apply for PRS or D.Phil. status after completing an M.St., M.Sc. or M.Phil. may apply using the standard re-admission form via Student Self Service. Please see http://www.ox.ac.uk/admissions/postgraduate_courses/apply/oxford_graduates.html for further information. Applications will be considered alongside those of external candidates using the same application deadlines.

The application deadlines used by Archaeology are November, late January and March. See http://www.ox.ac.uk/admissions/postgraduate_courses/apply/4_check_deadlines.html for the exact deadline dates. Please note that students applying for Arts and Humanities Research Council (AHRC) grants, and most other sources of funding, must apply at the latest in the January deadline.

Your thesis or dissertation topic should be chosen with transfer to a research degree in mind, and discussion of a suitable research proposal should begin in the first term at Oxford. All students who are accepted for the D.Phil. after completing an M.St., M.Sc. or M.Phil. will be registered as PRS and will be required to undertake Transfer of Status and Confirmation of Status (see also *Table 3* below). Transferring students should note that the fees and residence requirements for a completed M.Phil. course may be offset against the corresponding requirements for the D.Phil.

In satisfactory cases, the GSC will offer conditional admission to PRS status. After the M.St./M.Sc./M.Phil. exams the GSC will make a final decision on the basis of satisfactory performance in the exams, and, in cases of doubt, on a review of supervisors' and assessors' reports. Candidates will be expected to achieve better than a bare pass level, and to show promise of becoming successful research students.

(m) Problems and Complaints

General problems or complaints should be discussed first with your supervisor. If the matter concerns your supervisor, consult your College Adviser or the Director of Graduate Studies

(or the Deputy Director if the Director is involved). The procedures for more formal complaints and appeals are set out in Section 10 below.

Complaints about the examination processes should be made in writing to the Proctors (customarily the Junior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to the Committee for the School of Archaeology boards or the Graduate Studies Administrator will be forwarded immediately to the Proctors. The complaint should identify the specific matter complained of, which should normally relate to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; or (iii) evidence of prejudice or of bias or of inadequate assessment. **Complaints relating to the academic judgement of the examiners will not be considered.**

4. Research Degrees

(a) Probationary status

Graduate students intending to start immediately on *Doctor of Philosophy* (D.Phil.) courses are first admitted to the status of Probationer Research Student (PRS), from which they transfer in due course to D.Phil. status. Successful M.St., M.Sc., and M.Phil. students are also admitted to PRS status. Both categories are expected to have transferred to D.Phil. status **by the end of the fourth term** from their admission as PRS. During the period of PRS status the subject of study is defined broadly, as a field of interest, and not as a definite title. In some cases (e.g. for applicants seeking an AHRC Competition B award after a year of PRS status; see *Annexe A*) the study during the probationary period may be more formally defined and assessed.

(b) Transfer from Probationer Research Student status to D.Phil. status

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 Archaeology.

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. In Archaeology, transfer of status is normally required no later than **week 5 of the fourth term** after admission.

3. How to Apply for Transfer of Status

(i) Oral Presentations

All students entering in Michaelmas term will be expected to make a 20-minute oral presentation of their research in the following Michaelmas term (Term 4). This year the presentation days will be held on Tuesday Week 4 (5 November 2013) and Thursday Week 5 (14 November 2013). This will be a necessary part of passing their Transfer procedure. The audience will consist primarily of the other students in their cohort, plus the DGS and Head of School and as many supervisors as are able to attend. The DGS and Head of School will ensure that the presentations are of satisfactory standard and supervisors will provide feedback on the presentations to the students. Students who are unable to attend this day for reasons beyond their control are expected to be available on Tuesday Week 4 of Hilary Term (11 February 2014) to give their presentations.

(ii) Transfer of Status Assessment

Applications for transfer of status should be made using the GSO.2 form available from <http://www.ox.ac.uk/students/academic/graduates/forms/> . Students are required to complete the form and to provide supplementary information on the development of both research specific and personal and professional skills during their time as a Probationer Research Student. Both the student's supervisor and College should then sign the form. You will also be required to complete the supplementary form ARCH.1 which asks your supervisor, in consultation with you, to suggest names of appropriate assessors.

In addition, you will be required to submit **two copies** of the following:

- a substantial piece of written work relevant to the thesis, complete with bibliography and illustrations as relevant; 10-12,000 words is an appropriate length;
- a precise thesis title and an outline of the proposed research, explaining how the subject will be treated, and what questions it is intended to address;
- the proposed chapter structure, showing how it is intended to organize the topic for a thesis.

The complete application for transfer of status should be submitted to Barbara Morris at the Institute of Archaeology by Monday of week 5 of the fourth term. You may, if you wish, send the GSO.2 and ARCH.1 form to Barbara Morris but give the written work directly to the assessors, notifying Mrs Morris that you have done that.

4. The Transfer Assessment

The DGS will appoint two assessors neither of whom will normally be the student's supervisor (they will be academic staff working in the University of Oxford) to read the

transfer application and to 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. Students should normally expect to be interviewed within four weeks of the assessors receiving their written work, 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 write a report and submit recommendations to the GSC. Following their interview, students should normally expect to hear the outcome of their assessment within two weeks, though this may be longer during the vacation periods.

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 the Graduate Studies Administrator know when the interview date has been agreed, or at the time of application if there is a problem in setting a time.

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 three or four 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 GSC, in consultation with the assessors and supervisors.

6. Criteria for Success

For transfer of status to be approved, the student will need to be able to show in their written work and interview that they are capable of carrying out advanced research, that their proposed thesis and treatment represents a viable topic, and that they have a good knowledge and understanding of the subject. Students must also show that they are competent to

complete and present their thesis in English. In addition, the assessors will judge the application against the following criteria:

- the 20-minute oral presentation of the research has been completed (or in exceptional cases that arrangements are in hand for it);
- appropriate methodology and research techniques are proposed, and limitations to the research addressed;
- the candidate shows evidence of wide reading and critical analysis, a scholarly and rigorous approach to research issues, and can construct an argument;
- the University has adequate facilities (including supervision) to enable the research to progress;
- the proposed timetable for research is suitable and can be completed within three or at most four years for the D.Phil.

7. Outcomes of Transfer of Status

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

(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 should 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, but 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 M.Litt. or M.Sc. by Research. 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) should normally be chosen. At the second attempt, options (i), (iii) or (iv) should be considered. (Only in exceptional circumstances may a third attempt at transfer be made, and this would require the support of the GSC 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.

If a student fails to transfer to D.Phil. status or to the status of the applicable lower degree after two transfer applications, s/he shall cease to hold the status of a PRS student and his/her name shall 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.

8. 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 DGS.

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 would 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.

(c) Confirmation of D.Phil. Status

1. 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 chapter(s), 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 that receiving critical comments is often painful, so that 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 Archaeology.

2. The Timing of Confirmation of Status

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. In Archaeology students are required under the subject specific regulations to apply for confirmation of status by **week 5 of the seventh term** after admission.

3. How to Apply for Confirmation of Status

(i) Oral Presentations

As with Transfer of status, all students in the cohort will be expected to make a 20-minute oral presentation of their work during the following Michaelmas term (Term 7). This year the presentation days will be held on Tuesday Week 4 (5 November 2013) and Thursday Week 5 (14 November 2013). The audience will again consist primarily of the other students in their cohort, plus the DGS and Head of School and as many supervisors as are able to attend. The DGS and Head of School will ensure that the presentations are of satisfactory standard and supervisors will provide feedback on the presentations to the students. Students who are unable to attend this day for reasons beyond their control are expected to be available on Tuesday Week 4 of Hilary Term (11 February 2014) to give their presentations.

(ii) Confirmation of Status Assessment

Applications for confirmation of status should be made using the GSO.14 form 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. Students should also complete the form GSO.14A available from the same website. This supporting form 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. You will also be required to complete the supplementary form ARCH.1 which asks your supervisor, in consultation with you, to suggest names of appropriate assessors.

In addition, you will be required to submit **two copies** of the following:

- an outline of the research of about 1,000 words with a timetable for completion and an estimate of the probable completion date, providing specific information about the question(s) addressed in the thesis, method, data, working hypothesis and conclusions;
- a table of contents of the thesis, indicating for each section how much work has been done so far, and how much remains to be done;
- a draft chapter or chapters of the thesis of no more than about 10,000 words in length, complete with bibliography and illustrations as relevant.

The material submitted for Confirmation of Status must not be the same as that submitted for Transfer of Status.

The complete application for confirmation of status should be submitted to Barbara Morris at the Institute of Archaeology by the end of week 5 of the seventh term. You may, if you wish, send the GSO.2 and ARCH.1 form to Barbara Morris but give the written work directly to the assessors, notifying Mrs Morris that you have done that.

4. The Confirmation Assessment

The DGS will appoint two 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) to read the confirmation assessment 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. Students should normally expect to be interviewed within four weeks of the assessors receiving their written work, 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 write a report and submit recommendations to the GSC. Following their interview, students should normally expect to hear the outcome of their assessment within two weeks, though this may be longer during the vacation periods.

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 the Graduate Studies Administrator know when the interview date has been agreed, or at the time of application if there is a problem in setting a time.

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 GSC, in consultation with the assessors and supervisors.

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:

- the 20-minute oral presentation of the research has been completed (or in exceptional cases that arrangements are in hand for it);
- the candidate shows evidence of wide reading and a critical review of the literature, a scholarly and lucid approach to the research issues, and can write in clear and coherent manner, with due attention to presentation;
- the candidate shows evidence of a progression of argument and logic throughout the thesis, and can articulate and defend the argument in the interview;
- there is the potential for an original contribution to the field of study.

7. Outcomes of Confirmation of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the GSC (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, but may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course. A referral will, however, 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 the M.Litt. or M.Sc. by Research. Although the work presented was not suitable for confirmation of D.Phil. status, nonetheless, the assessors 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, and thus it is recommended that the student should withdraw from the course. 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 GSC 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 GSC 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.

8. Deferral of Confirmation of Status

If a student is unable to apply for confirmation of status within seven terms of admission as a graduate student 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 the proposed period of deferral.

To apply for a deferral of confirmation of status, a student will need to submit the GSO.14B form 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. The Director of Graduate Studies will then assess the application for deferral, taking into account any recommendations from the academic review meeting. For students admitted from 1 October 2013 onwards, if confirmation of status is not achieved within six terms of admission as a graduate student, or approval given for a deferral of confirmation of status, his/her status will lapse. In exceptional cases only, deferral may be granted beyond twelve terms; however, this requires approval by both the Graduate Studies Committee and the University's Education Committee as it requires formal dispensation from the *Examination Regulations*.

(d) Oral presentations

Oral presentations are an integral part of the Transfer and Confirmation of Status procedures, and it is expected that as far as possible supervisors will attend their students' presentations. They also help students develop their presentational skills at an early stage of their careers, to a friendly audience composed of their fellow graduate students and other members of the School of Archaeology as well as any external supervisors. This is a formal occasion, with a Chair and a strict timetable, so that students are required to present themselves in plenty of time before their session starts in order to download their presentations, and to remain for the whole of that session, as would be expected at a conference. It is also expected that, as far as possible, students attend all other sessions as well, even when they are not themselves speaking and irrespective of the subject matter, and contribute to the proceedings by asking questions of the speaker. It should be stressed that any student attending any session arrives in good time and remains throughout the session as a matter of courtesy to the speakers.

Students should prepare a PowerPoint presentation of no longer than 15 minutes, to allow 5 minutes for questions; the time slots will be strictly enforced by whoever is chairing the presentations (usually the Director or Deputy Director of Graduate Studies). As a general rule, this means no more than 1500-2000 words and at most 5-8 slides. The presentation should be designed for a general archaeological audience, and should introduce your topic, set out the main questions you are trying to answer and the aims of your project, and say why it is important. For a Transfer presentation, it may not be possible to do much more than this, but a Confirmation presentation should also present some results. In the short time available it will not be possible to discuss all of your thesis; a well-selected example which illustrates the wider significance of the work will be more effective. In presenting, free speech using the slides or note-cards as prompts communicates better than a formal written text read aloud, as it allows for more interaction with the audience. Likewise, you should speak to your audience and not to the screen. The GAO runs a session on oral presentations early in MT, which you are strongly advised to attend.

Attention needs to be paid to the visual elements of the presentation. Graphics which may appear clear on a computer screen will not necessarily translate to a data projector; size of lettering on published maps or plans, for example, is often inadequate and needs to be supplemented, and colours rarely project as they appear on computer screens. Tables can be particularly difficult to read and follow by non-specialists, so thought needs to be given to how to make these more legible. If you are dealing with unfamiliar names or technical terms, or if English is not your native language and you use a different version or pronunciation of names common in English, make sure that these appear at the appropriate point in your PowerPoint. The PowerPoint presentation should be supplied on a standard USB stick; it is **not** permitted to use your own computer. If possible, see if you can arrange beforehand to try it out on a data projector to avoid any embarrassing malfunctions of images. As far as possible use JPEGs for images as these are least likely to malfunction, and be very cautious about including video clips.

(e) Extensions of time

As has already been emphasised, it is expected that D.Phil. theses will be submitted within twelve terms at the most, and M.Litt. theses within nine terms. The GSC has the power to grant an *extension*, but only if there are special circumstances justifying it. Realisation that the subject is too large, or the required field work too extensive, for completion within the normal time allowed is not in itself a sufficient reason for an extension. For this reason students, with their supervisors' assistance, must carefully check the progress and content of their research *at all stages*, and make adjustments as appropriate, and assessors for transfer and confirmation of status are required to report on this aspect. If given, extensions will normally be for only one term in response to each application. Applications should be made in good time and should draw attention to the exceptional circumstance which justify the extension, and any other circumstances (e.g. loss of residential status if your student status lapses) of which the GSC should be aware. They should also indicate what stage each chapter of the thesis is at, and what steps have been taken to reduce its extent. The status of a student who is not granted an extension will lapse.

(f) Suspension and lapse of status

Suspension of status of up to one year may be granted in cases where work is interrupted by some unforeseeable, but temporary, difficulty, such as illness, or sudden change in financial circumstances. In some cases (e.g. where the seriousness of an illness only slowly becomes apparent) retrospective suspension may be possible. Terms during which status is suspended

do not count in calculating the time spent on a thesis. It is essential that students holding AHRC studentships should also obtain the permission of the AHRC for any suspensions, so that the length of time allowed for submission is adjusted accordingly. This is still necessary even if the student is no longer receiving funding. Note that some grant-giving bodies will suspend payment of the grant during a period of suspension, and this may itself cause financial problems. But the net effect of suspension and extension is the same in the long term – a period without financial support.

In cases where the thesis is still incomplete, yet no further extension is justifiable, a student's status lapses, i.e. he or she is effectively no longer a member of the University, and is not entitled to tuition. This may also result in loss of college facilities and library borrowing rights, or (for overseas students) loss of right to reside in the UK. Where there is a good prospect of completion, a supervisor may still be willing to give advice, and a student whose status has lapsed can apply for reinstatement when the thesis is ready for submission. Reinstatement of status is not automatic, and students should consult the *Examination Decrees* and the Graduate Studies Administrator for the conditions governing suspension and reinstatement of status and for the procedures of reinstatement.

(g) Summary of the stages of progress to D.Phil.

Since there often seems to be doubt over the timings of the various stages through which Research Students pass, below is a summary of what is expected and required. Please note that a new student cannot register for the M.Litt. It is only available in cases where the thesis is not considered of sufficient standard to merit a D.Phil. A student may be required to transfer to the M.Litt. at the Transfer of Status or Confirmation of Status stages, or it can be taken as an exit qualification if the examined thesis does not warrant award of the D.Phil.

Apply for transfer to D.Phil. status	Term 4
Status to lapse if Transfer of Status not completed	Term 6
Apply for Confirmation of Status	Term 7
Status to lapse if Confirmation of Status not completed	Term 9
Submit M.Litt. thesis	Term 9
Submit D.Phil. thesis	Term 12

5. Supervisors and supervision

Supervisors are appointed by the GSC, which will always try to appoint a supervisor whose research and teaching interests are in the appropriate field. The Committee will, of course, welcome (and encourages) prior consultation between graduates and prospective supervisors. In selecting a supervisor the Committee will normally ensure that he or she is an appropriately qualified member of the established academic staff of the University (a postholder). Shared supervision between two members of the Committee of the School of Archaeology, or between one such member and a member of another Faculty or Department can be arranged where appropriate. In rare instances it may be appropriate for supervision to be provided by someone who does not hold an established post within the University of Oxford, for example where specialist input is required from an individual employed at another academic institution. In such cases someone holding an established post within the

University of Oxford will be appointed by the GSC to act as a co-supervisor.

Supervisors may also nominate an additional adviser whom new graduate research students may approach for discussion and advice in their first year. Such advisers do not report on a graduate student's work, nor are they expected to do the work of a supervisor. However, they are available for consultation and generally to add to the range of sources of advice available to graduate students at a time when experience shows that this is most likely to be useful.

Changes of supervision are normally made where a student needs more specialised care in a particular area of the research, or when a supervisor may be temporarily away from Oxford, and in other such circumstances. Transfers may also be made in cases where difficulties in personal relations prevent productive supervision, and graduates should make any such problem known to the Director of Graduate Studies or to their College adviser, if they find themselves in this situation. If, following discussions with one or both these individuals, it is decided that a change of supervisor is necessary, then the Director of Graduate Studies (or the Deputy Director if the matter concerns the Director) will follow the matter up. Graduates should bear in mind that in formalising the change, the Office will need to determine that neither the current nor the prospective supervisor has any major objections to the proposed new arrangement.

Frequency of supervision varies, depending on, among other things, the progress of a graduate's work and the stage it has reached, although it will probably be less frequent than for a taught course (see *Section 3(e)* above). Research students at the beginning of their studies should meet their supervisors regularly (say fortnightly within term); at later stages, a graduate will normally ask his or her supervisor for an appointment, the supervisor ensuring as far as practicable that this happens with reasonable regularity. At the beginning and end of every term is a reasonable minimum. In areas well served by seminars and similar activities, supervisors and graduate students will of course meet more frequently and informally than in areas not so served, but in all cases a student should always feel able to make an appointment to discuss any problem that arises. Since many of the applications submitted to the GSC require the formal support of supervisors, and since references may be required from them at unpredictable times, it is imperative that students keep in regular contact with their supervisors whilst in residence, and when working away from Oxford keep them fully informed on the progress of their work, and of where they can be reached.

The supervisor reports to the University termly on the progress of a graduate's work: this report is viewed by the Director of Graduate Studies and the college of the graduate. This takes place electronically (*see Annexe C for more detailed notes on the Graduate Supervision System*). Graduates will be alerted by email to the opening of the reporting cycle each term, and are expected to submit reports of their own progress, their training needs and any training undertaken before the supervisor reports are completed.

All graduates are also invited to submit annually a report of their own on their progress and any problems they have met. These 'self-assessment' reports go to the President of the GAO who will collate them, identify issues of general relevance and raise them at the next meeting of the GSC. Any comments or suggestions of general relevance will be discussed by the GSC, and (where appropriate) will be followed up by the GSC and the Committee for the School of Archaeology. If students have specific concerns they would rather raise directly with the Director of Graduate Studies they should do so.

Supervisors are consulted by the GSC on the choice of assessors and examiners, but cannot themselves serve as assessors or examiners for those they supervise.

In general, the most serious problem facing graduate students is likely to be that of the relative isolation in which they often work, combined with the long-term nature of the project. This problem may well be most acute initially, when the contrast with the regular, guided work of an undergraduate, done to a definite syllabus and as a member of a group with shared interests, is at its sharpest. Graduates can do much themselves to counter these difficulties, by attending (as indeed is expected) the seminars and classes provided, without a narrow insistence on what is directly 'relevant' to their course of study but with a genuine desire to extend their range and general knowledge of their chosen field. Experience suggests that some graduate students can be no less elusive creatures than some supervisors, but they can help themselves by working regularly in the libraries where their supervisors and fellow research students are to be found. Discussion with other people, both other graduates and established senior scholars, is essential if the most is to be made of any topic, and also if obvious problems in it are to be identified as soon as possible.

A *Memorandum for Supervisors and Research Students* outlining the responsibilities of supervisors to their research students and vice versa will be found at the end of these Guidelines (*Annexe B*).

Please also see section 8. Research Development, paragraph 4.3.5 Oxford Learning Institute.

6. Theses and their Presentation

(a) Word limits

The Examination Decrees and Regulations specify for the D.Phil. a limit of 80,000 words and for the M.Litt. a limit of 50,000 words. These are maximum limits, and shorter theses are acceptable if they cover the necessary ground. The word limits include footnotes and appendices, but exclude bibliography and descriptive catalogue or similar factual material. Extensions to the word limit are not allowed and there is no option to apply for one. It is therefore important, especially in the later stages, to know how many words you have actually written, and how many words any current assignment is likely to produce. It is surprising how often theses estimated, or announced, as 'just under 80,000 words' turn out to contain 100,000 words or more. The consequent last-minute adjustments are not always easy to make, and can provide avoidable anxiety to graduate student and to supervisor. Examiners can refuse to examine a thesis of excessive length, and may require it to be shortened.

(b) Choice of D.Phil. thesis subject and title

The choice of a thesis subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a research student's interests, temperament and style of work, as these become clearer. The title should emerge by progressive definition over the period of probationer research student status, and be put forward in time for the GSC to give it proper consideration; that is, not at the last possible moment before transfer to D.Phil. status. The title should define the subject of a thesis clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents of the thesis. An acceptable title will usually

indicate both the material used and the problem studied (e.g. ‘Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade’). It should not be too narrow (e.g. ‘Analysis of lead-glazed ceramics from the Littlemore Kiln site’), or too broad (‘Greek Bronzes’), or mix incongruous categories of evidence (‘Tripolitanian burial practices in the reign of Trajan’). The list of graduate students issued yearly by the Committee for the School of Archaeology will offer examples of titles previously approved by the GSC. The *Bulletin of the Institute of Classical Studies* in London publishes annual lists of all classical theses currently being written in the UK, and other lists appear from time to time. If it becomes clear that an accepted title does not accurately indicate the nature of a subject as it develops, it is a simple matter to ask the GSC (giving reasons) to agree to a change, but that is not an excuse for deliberate vagueness at the outset. Any application to change a title must have the approval of the applicant’s supervisor, and should be made on a form obtainable from <http://www.ox.ac.uk/students/academic/graduates/forms/>.

In choosing a thesis subject it is important to bear in mind the requirement that it should be finished in three or at most four years, and you should consider how the scope of the subject could be adjusted (e.g. in time or space), if it turns out to be larger than expected. Extensions of time cannot be counted on (see *Section 4(c)* above).

It is good advice to make a complete outline plan for a theses from the start, however provisional the design has to be. The longer term project should be broken down into attainable sections and students should always know why they are reading or writing what they are (which is by no means intended to exclude the exploratory instinct or simple curiosity from a graduate student’s motivation). Applications for transfers of status are accompanied by brief statements of plan and method, and graduates should bear these in mind as they work.

Prior publication by the student of material arising from the research is fully acceptable, but the acceptance of such material for publication does not in itself constitute proof that the thesis will merit the award of the degree; that remains a judgement of the School of Archaeology, in the light of the recommendation of the examiners.

(c) Standards required for the M.Litt. and D.Phil.

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by the uncritical accumulation of material, whether old or new. The distinction between a D.Phil. and an M.Litt. thesis is not simply one of scale, but also of manner and weight of treatment. So that students and examiners share the same view of what is expected, these matters are discussed in some detail in the *Memorandum of Guidance to Examiners of M.Litt./D.Phil. theses*, attached at *Annexe D*. It should be studied and thought about at an early stage in research.

(d) Presentation

A thesis normally consists of a Preface (including any Acknowledgements), followed by a Table of Contents listing with page numbers the titles of all chapters and their sub-divisions, lists of figures, plates and/or tables, and a list of abbreviations if necessary, followed by the main text. The thesis should be divided into chapters, each with a clear descriptive title. It is useful to add a brief Conclusion indicating the general results, and possible future implications of the research; and there should be a well organised Bibliography at the end. Remember that you are also required to include an abstract of the thesis of up to 300 words:

this is an integral part of the thesis, bound in with the other pages, near the beginning - i.e., usually before or after the Preface. Practical guidance on these matters will be provided by supervisors, and graduates are recommended also to learn from the methods of presentation employed in reputable scholarly publications, such as *Oxford Monographs in Classical Archaeology* and *Oxford University School of Archaeology (OUSA) Monographs*. A booklet entitled *Notes of guidance for research examinations* is available from <http://www.ox.ac.uk/students/academic/graduates/forms/>. More particular guidance on the presentation of written work is provided in Section 7 below.

It is better to aim at a plain and simple format, without all the elaborations of a professionally printed book, especially since the latter, to be successful, take up inordinate time.

A computer disc may be included as a supplement to a thesis, but may not normally be a substantive part of it. This is partly because examiners will not necessarily read the thesis beside a computer, but more importantly because a successful thesis is supposed to remain permanently consultable in the Bodleian. Past experience suggests that neither the hardware nor the software of today is likely to be still available in twenty years. If the nature of your research seems likely to require a computer disc as an essential part of the thesis, you should discuss this with your supervisor well ahead of submission, since special permission will have to be obtained from a central university body.

(e) Preparation and binding of theses

Requirements for the physical presentation of theses are printed in the current edition of the *Examination Decrees*; it is important to consult the regulations laid down by faculty boards and other bodies as well as the General Regulations. Please visit the website at <http://www.ox.ac.uk/students/academic/graduates/forms/> to download a leaflet summarising the requirements. The thesis can be printed either single-sided or on both sides of the paper. To allow for binding, the thesis must be printed with a margin of 3 to 3.5 cm on the left-hand edge of each page (or on the inner edge where the thesis is printed on both sides of the paper). The main text should be presented in double spacing with quotations and footnotes in single spacing. Candidates are advised that it is their responsibility to ensure that the print of their thesis is of an adequate definition and standard of legibility. Footnotes should normally be placed at the bottom of each page. Where photographs are included in a thesis usually these would be scanned in. If original photographs are to be used, it is permissible for photocopies to be used for the examiners' copies and the originals to appear only in the copy for the Bodleian.

A copy of any successful M.Litt. or D.Phil. thesis must be deposited in the Bodleian Library, where it will be available for consultation and may be photocopied, provided that anyone who consults it or takes copies explicitly recognises that copyright rests with the author, and that the copied material may not be printed or published without the author's consent. If for good reason, e.g. that your thesis contains material whose use has been permitted only on the understanding that it remain confidential, you wish to be dispensed from the normal requirement to make your thesis available for consultation, you should discuss the matter with your supervisor and apply to the GSC for dispensation at the time when you apply for the appointment of examiners. A letter of support will be required from your supervisor.

Students admitted on or after 1 October 2007 and successfully completing the D.Phil., M.Litt. and M.Sc. (by research) programmes are required to deposit a print and a digital copy of their

thesis. The digital copy should be deposited by the author in ORA. Please see notes in annex I.

The copies of an M.Litt. or D.Phil. thesis submitted for examination may be bound in soft covers, so that any corrections required by the examiners may be more easily made. However, the copy of a successful thesis which is eventually deposited at the Bodleian, after any such corrections have been made, must have a hard binding, and the copies submitted for examination may also be hard bound if you wish.

Both the hard bound copy and the digital copy must be deposited by 5.00pm on the Wednesday prior to the graduation ceremony.

(f) Submission of theses and the examination process

Examiners for the D.Phil. and M.Litt. degrees (normally one internal and one external) are appointed by the GSC, which will consult the supervisor, who is required in turn to consult the candidate. This is partly in order to avoid the appointment of an obviously unsuitable examiner, but more generally in order to reach the best and academically most productive arrangement. It does not mean that the candidate can make the final decision on the examiners. Nobody who has supervised a candidate at any stage of the degree may act as examiner.

You should submit the form asking for appointment of examiners approximately four to six weeks before submission of the thesis. This will enable the GSC to secure agreement of the examiners before you submit. Otherwise there will be a delay while their agreement is obtained, before they can be sent the thesis; this may, in any case, be up to four weeks after submission. Candidates may in certain circumstances (if, for example, they are about to leave the country) ask to be given an oral examination by a particular date. Such a request must be made when asking for the appointment of examiners. It is liable to reduce the choice of examiners, and may in some cases prove impossible, if no suitable examiners are available at the time required. However, the GSC will be as helpful as it reasonably can. When they apply for the appointment of examiners, candidates must specify the date by which they will submit the thesis. This should be as soon as possible after the date of application, and may not in any event be *later than the last weekday of the vacation immediately following the term in which the application for the appointment of examiners has been made*. It is especially important that those who ask for examination by a specified date should keep to the promised submission date.

Please note that the GSO.3 Appointment of Examiners form must be submitted to the Barbara Morris at the Institute of Archaeology but the thesis itself (both examiners' and library copies) must be taken to the Examination Schools (closed on Saturdays).

The viva (for which academic sub-fusc must be worn) is a compulsory and important part of the examination, and candidates must ensure that they are available for it. Examiners will write directly to candidates to arrange a suitable time for a viva, but other communications between candidates and examiners must be conducted through supervisors.

The Graduate Studies Committee of the Social Sciences Division, to which examiners' reports are submitted for the final decision after they have been provisionally approved by the Committee for the School of Archaeology, meets after the end of each term. In the case of a straightforward and unequivocal recommendation from the examiners which does not preclude the award of a D.Phil. (for D.Phil. candidates), such reports may be accepted at other times by the Director of Graduate Studies in Archaeology (or in his or her absence by

the Chairman of the Committee for the School of Archaeology). Other recommendations must be approved by the Graduate Studies Committee of the Social Sciences Division, and candidates should bear in mind that there may therefore be a significant delay in approving reports, particularly if the Long Vacation intervenes. The examiners' report is sent to the supervisor only when it has been approved. It may in appropriate circumstances be made available to the candidate, but in any case its substance is normally conveyed to him or her, through the supervisor. Where a favourable report is subject to minor corrections' being made to a thesis, the examiners will require that the corrections be made by the candidate and approved by one or both of them *before* their report is submitted. If major corrections are required then the examiners will report this preliminary recommendation with a description of the major corrections which they require the candidate to make before they confirm their recommendation.

Confusion has sometimes arisen as to the circumstances in which a thesis may be referred back for resubmission. This is discussed in detail in *Annexe D.* below, along with further information about minor and major corrections.

(g) Complaints and appeals

The University has drawn up detailed arrangements for dealing with complaints and appeals relating to any university examination, and the Proctors are the responsible officers in such cases. The University wishes to draw to the attention of graduate students the explanation of the procedure to be followed, which is set out in *Annexe E.* It should be noted that the procedure, which is only very rarely used, applies solely to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome.

(h) Taking your degree

Formal ceremonies for the conferring of degrees are held in the Sheldonian Theatre 12 times each year, always on a Saturday. The dates for each year are given in an Appendix to the *Examination Decrees and Regulations* and are also listed in the Oxford University pocket diary and on the University website. In order to take your degree, you must apply through your college, which may well not present candidates at all degree ceremonies. Your application must reach the Degree Conferrals Office at the Examination Schools, High Street, not later than noon on the Friday 15 days before the ceremony, but it is advisable to apply much sooner, since colleges have a limited allocation of places at each degree ceremony, so you should book as far ahead as possible to avoid disappointment. However, your college should not deal with your application until written notification has been received from the Research Degrees Examinations Office that the award of your degree has been approved, and it is unwise to make any firm arrangements (e.g. for travel) in connection with a conferral until you have been officially informed of the outcome. Correct academic dress must be worn for the ceremony. If it is inconvenient for you to attend in person to receive your degree, you may request that it be conferred in your absence.

The doors of the Sheldonian Theatre will normally open to visitors half an hour before the commencement of the degree ceremony. Tickets are required by visitors attending the ceremonies in Trinity Term, Long Vacation and October. These are issued through college authorities. Your college will provide you with a booklet giving full details of the ceremony.

7. Formatting and presentation of written work (pre-set essays, dissertations, theses and reports)

It is incumbent upon graduate students to ensure that their submitted work meets the standards of proper English. Examiners cannot be expected to act as copy-editors and proofreaders; and DPhil. examiners are at liberty to refer a thesis on grounds of inadequate presentation. Candidates who are not native speakers are encouraged to ask a native speaker for assistance (with the English style, but not the content) if required.

Arguments should be coherently structured, and presented in clear prose. Spelling should be accurate, grammar correct, and punctuation careful and consistent. There is no excuse for omitting diacritics in foreign words.

Graduate students are expected to use word-processors in the preparation of their essays, dissertations and theses. In doing so, they must ensure that the standard of printing in the final version is good enough to be easily legible in photocopied versions, and they must guard against the often spectacular mishaps that can occur (such as entire pages printed in diminutive letters) when the simple techniques that are involved are not fully mastered. Careful checking through of machine produced text and tables is still required. Remember that a spell-check program will not call attention to words which, while incorrectly spelt or mis-typed, are still actual words: 'then' without the final letter is still a word, 'the', and 'this' without the first letter is 'his'. Make sure also that by moving text you have not breached logical structure (e.g. by 'see below' referring to something which now appears above, or by including the explanation at the *second* appearance of a difficulty). Be careful to remove incomplete sentences and alternative versions.

It is impossible to emphasise too strongly the importance, when working with computers, of saving work frequently and of taking copies. It is extraordinarily easy to lose a lot of work by a careless or casual stroke of a key, and it is a matter of basic insurance always to have a current backup copy of any work that is in progress.

References should use a clear and consistent format that suits the writer and the subject, such as the 'Oxford system' or the more compact and direct (but less informative) Harvard system (author and date). Systems of reference are for use, not ostentation, and the writer of a piece of academic work should aim for what is convenient to the writer, consistent, and clear to the reader. For the Harvard system a bibliography listing *all* references cited in the text in alphabetical order of authors must be provided, but for the Oxford system a subject bibliography, subdivided where appropriate, may be more useful than a single unclassified list.

The 'Oxford system' involves providing all the bibliographic details in a footnote the first time a reference is cited; subsequent citations use an abbreviated form of the reference, also in footnotes. The terms '*op. cit.*' and '*ibid.*' should be used only when it is absolutely clear from the immediate context which source is being indicated, without the reader being required to hunt back for several pages in order to find out.

If using the 'Oxford system', you should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author or editor (with initials), title, place and date of publication. Article titles are normally given in inverted commas, and book and periodical titles in italics. Abbreviations may conveniently follow those in any suitable and well-known periodical, and should be chosen and used consistently from the first. They will often be supplemented by abbreviations for

much-cited works, and a running list of these should be maintained. All abbreviations used must be explained in a List of Abbreviations. A full account of the more traditional conventions is given in *New Hart's rules : adapted from The Oxford guide to style* by R.M. Ritter, Rosemary Roberts, (Oxford University Press 2005), but any well-edited book in a relevant subject will give guidance.

The 'Harvard system' gives the author and date, and where relevant, page numbers, in parentheses in the main text, keyed to a list of references at the end of the work that includes *all* works cited in the text.

By far the simplest system is to use the author and date system in footnotes rather than in main text; this avoids cluttering up the text with parenthetical references which disturb the flow of reading like "speed bumps in the prose". Moreover, since this is a more concise referencing system than the Oxford system, it saves on words, which can be important if you are to keep within set word limits. Again, a list of all references cited must be provided, as with the 'Harvard system'.

In the footnote, cite references by author and date. Put a space (not a comma) between the author's surname and the date; and put a comma (not a semi-colon, and preferably not a colon either although some publishers do this) between the year and the page numbers. Doing this means you are less likely to get confused with other punctuation when sometimes references in footnotes become parts of larger sentences.

If you cite multiple references in the same note, order them either alphabetically, or, better, chronologically (this helps to show the development of the literature on the topic cited). Separate multiple references in the same note with semi-colons (this is why you don't put a semi-colon between the year and the page numbers).

E.g.:

⁵ Smith 1995, 45; Jones 1996, 147; 1998, 93.

Footnotes, whether these are preferred to the Harvard system of reference or used in addition to it, should be kept under control, and designed so as to give essential support to the text but not to pursue discussions that would be better integrated with it; nor should they be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). Remember that footnotes count within the word limit for essays, dissertations, and MPhil and DPhil theses. Clarity is more important than sheer mass of references, or the appearance of a quasi-scientific exhaustiveness. Relevant background material which is not in itself controversial need not be exhaustively documented, point by point. There is no need to cite every single work that has been consulted, so long as the important references are given and the reader gains access through these to earlier or subsidiary publications. Nor is it necessary to list well known general or reference works on every occasion on which they have been used, nor to repeat long and cumbersome titles, nor alternative paginations of articles that have been printed more than once; such cases can be listed and, where appropriate, a general acknowledgement and short title can be indicated in the bibliography or list of abbreviations and used in the notes.

Number all your footnotes throughout in a single sequence, using Arabic numerals (1, 2, 3; not i, ii, iii); don't start again at 1 for each chapter. In English usage (and contrary to e.g. French or Italian practice), footnote markers go **after** punctuation, thus:

A statement that needs support;³ and another one.⁴

Not:

A statement that needs support³; and another one⁴.

Put full stops at the end of footnotes.

Bibliography

Order the bibliography list alphabetically by author's surname, and then chronologically for multiple works by the same author.

Be consistent in the formatting of the bibliography. To facilitate use of the author-date system, start each entry with the author's surname, then initials, then the year of publication in parentheses.

Italicise book titles, and titles of journals (Underlining originated as an instruction in a hand-written document to put something in italics, so should have no place in word-processed documents).

For example:

Moritz, L. A. (1956) Vitruvius' water-mill. *The Classical Review* New Series 6: 193-6.

Moritz, L. A. (1958) *Grain mills and flour in classical antiquity*. Oxford, Oxford University Press.

Morizot, P. (1991) Le reseau de communications de la IIIe Légion de Lambèse au Sahara à travers l'Aurès. In C. Lepelley (ed.) *L'armée et les affaires militaires. 113^e Congrès national des Sociétés savantes, Strasbourg 1988, Actes du IV^e Colloque International sur l'histoire et l'archéologie de l'Afrique du Nord* vol. 2: 409-26. Éditions du C.T.H.S., Paris.

Morizot, P. (1996) L'emploi d'éléments "préfabriqués" comme technique africaine de construction. In M. Khanoussi, P. Ruggeri and C. Vismara (eds) *L'Africa Romana. Atti del XI convegno di studio, Cartagine, 15-18 dicembre 1994* vol. 2: 915-22. Ozieri, Editrice Il Torchietto.

Murray, W. H. (1984) The ancient dam of the Mykitas Valley. *American Journal of Archaeology* 88.2: 195-203.

Naval Intelligence Division (1945) *Tunisia* (Geographical Handbook Series B.R. 523). Oxford, H.M.S.O.

Needham, J. and Ling, W. (1965) *Science and civilisation in China*, vol. 4. Physics and physical technology. Part 2, Mechanical engineering. Cambridge, Cambridge University Press.

Illustrations should support the arguments, and so be of good quality, clear with all labels legible. They should have clear captions identifying what is shown (for an object or image, the following might be included: object, material, subject [if a representation], provenance, date, current location), and the source of each illustration should be given at the end of each caption, or in a separate list of illustrations.

All illustrations, whether photographs, drawings, maps, charts etc. should be numbered in a single list of Figures.

Tables are NOT Figures: they should be numbered in their own sequence of Tables. They should have clear captions identifying what the table shows and giving the source of the data

used. Tables are included within the word count of a piece of submitted work. It is not acceptable to scan a table from a separate source and attempt to omit it from the word count.

8. Plagiarism

These guidelines (which are adapted from those adopted by the English faculty) apply equally to essays, dissertations, theses, and any other work you may write throughout your graduate career.

(i) Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process. You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages.

(ii) Your work will inevitably involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.

(iii) A thesis, dissertation or essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.

(iv) If you read primary texts that you will be discussing, it is a good idea to find your own examples of episodes, themes, arguments, etc in them that you wish to discuss. If you work from your own examples, you will be much less likely to appropriate other people's materials.

(v) When you are taking notes from secondary sources:

a) Always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), and page numbers.

b) If you copy out material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your thesis.

c) At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation (see 6 below).

(vi) When you are writing, make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes: see under 'Theses and their presentation' below. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on

these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

(vii) Example:

This is a passage from P. Zanker, *The Power of Images in the Age of Augustus* (University of Michigan Press, Ann Arbor 1988), p. 210-11, discussing the sculptural programme in the Forum Augustum:

‘But the most original and suggestive aspect of the whole program was that the counterpart to this Julian family portrait gallery, to the right of the temple, was a row of carefully selected great men of Rome (*summi viri*: *Historia Augusta* Alexander Severus 28.6). These stood beside Romulus and the kings of Rome in the opposite colonnade. The juxtaposition of the two portrait galleries thus justified the position of the princeps’ family in the new Rome by proclaiming its unique historical importance. The reality of competition between Rome’s leading families stretching back for centuries, all the ups and downs, and the relative insignificance of the Julii from the fourth to the second centuries B.C. were all thereby utterly obscured. In this version, the Julii had always been Rome’s most important family, for this family would produce her savior. A similar interpretation was already to be found in the poetry of Virgil.’

Plagiarism:

‘Augustus’ sculptural programme in his Forum is very interesting. Along the colonnade to the left of the temple were statues of Augustus’ ancestors, the Julian family. The most important aspect was that a row of carefully selected great men (*summi viri*) were placed opposite the statues of the Julian family, in the colonnade to the right of the temple. Next to them were Romulus and the kings of Rome. This juxtaposition justified the position of the princeps’ family in the new order by proclaiming its unique historical importance. The line of statues of the Julian family made it look as though Augustus came from a line of important historical figures going right back to Aeneas, even though some of them had really been insignificant; they were instead equated with the great heroes of Roman history. Virgil’s poetry shows a similar view of history.’

This version adds almost nothing to the original; it mixes direct appropriation with close paraphrase. There is no acknowledgement of the source; the writer suggests that the argument and the development of it is his or her own.

Legitimate use of the passage:

‘The sculptural programme in the Forum Augustum played an important part in Augustus’ self-projection aimed at legitimating his rule. At one end of the Forum stood the Temple of Mars Ultor; the flanking colonnades held lines of statues and the exedrae within them contained statues of Romulus and Remus to the right of the temple, and Aeneas and Ascanius/Iulus to the left. Zanker points out that the juxtaposition of the ancestors of the *gens Iulia* on the left side and the line of Rome’s past heroes or *summi viri* on the right set up a historical equation for the viewer, suggesting that all of Augustus’ ancestors were themselves great men and that the *gens Iulia* was always the leading family of Rome.¹ But the programme does more than merely proclaim the greatness of Augustus’ ancestors within the context of a history stretching back to the mythical past; as with the *Fasti triumphales* and *Fasti consulares*, it emphasises Augustan continuity with the history of the Republic, supporting Augustus’ claim to have restored the Republic and glossing over the transition to

monarchical rule. In Virgil's *Aeneid* (Book VI, lines 756-853) Anchises shows Aeneas an analogous parade of the great men of Roman history, from mythical figures through the great Republican heroes up to Augustus and other members of his family. Virgil died in 19 B.C. and the Forum was not dedicated until 2 B.C.; conceivably therefore the sculptural programme could have been directly inspired by the *Aeneid*, but it is perhaps more likely that both the *Aeneid*'s procession of heroes and the Forum Augustum reflect a common ideology developed in circles close to Augustus.'

¹ P. Zanker, *The Power of Images in the Age of Augustus* (Ann Arbor 1988): 210-11.

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh ideas and developing the point about Virgilian poetry which Zanker made only in passing. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism, as the source is indicated in the text.)

9. Researcher Development

a. Your Development as a Researcher

As a doctoral student at Oxford you will need to combine detailed subject knowledge with thorough training in relevant quantitative and qualitative 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:

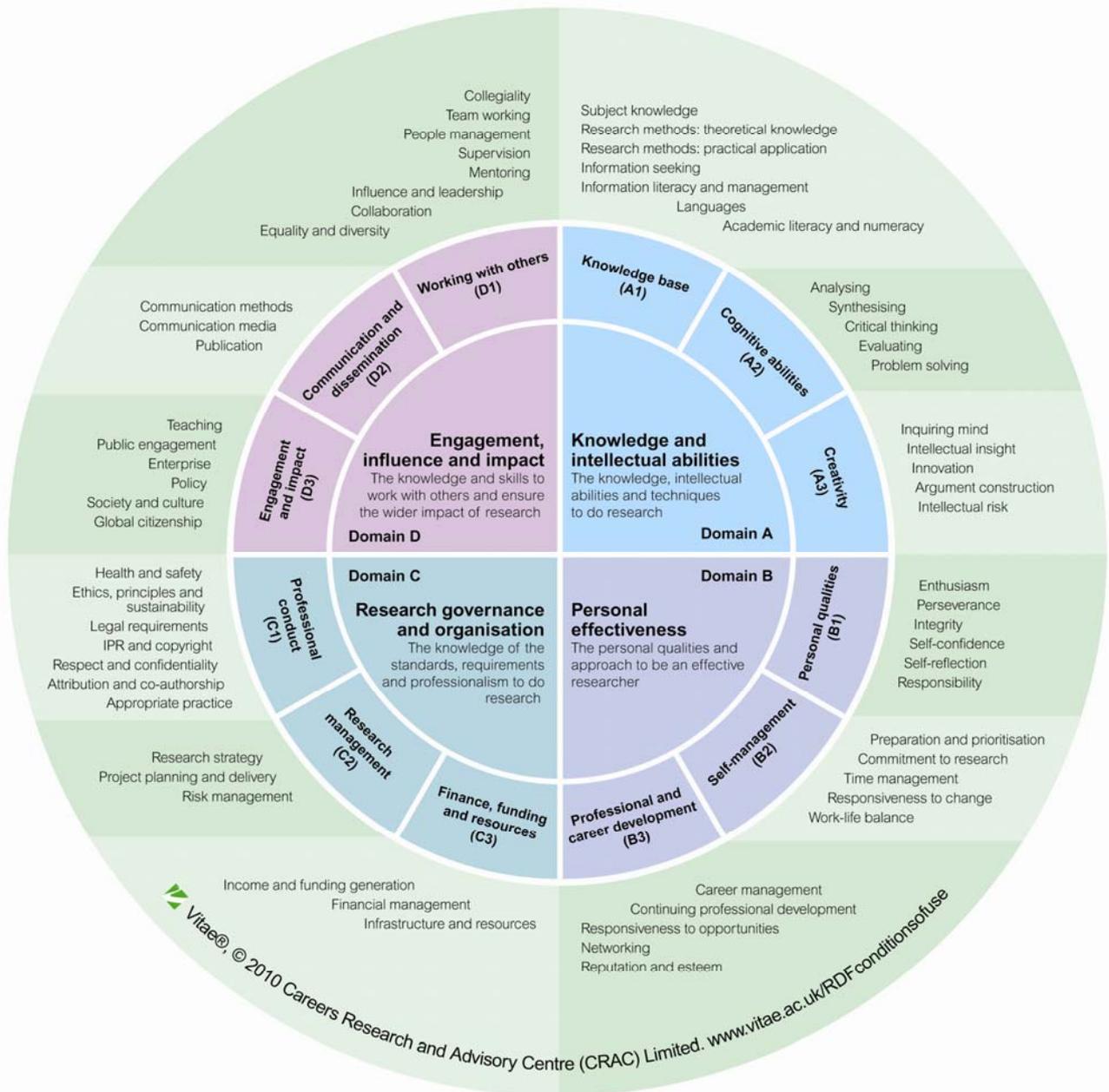
- Research methods training within your department
- Training open to doctoral students across the Social Sciences via the Research Methods Hub
- An *Academic and Professional Development Programme* (APDP) organised by the Social Sciences Division and aimed at doctoral students and early career researchers
- Training offered by University providers such as the Careers Service, IT Services, Language Centre, and Bodleian Library

b. The Researcher Development Framework

Early in your career at Oxford, you should aim to familiarise yourself with the [Researcher Development Framework](http://www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf) (RDF) <http://www.vitae.ac.uk/> from interviews with researchers, is used by universities across the UK to guide researcher learning and development. The RDF brings together key skills, knowledge, behaviours and attitudes relevant to researchers. You can use the RDF to reflect on the multifaceted nature of research

and to help you think strategically about your developmental aims, needs and aspirations as a researcher, and plan your steps towards them by assessing and developing the skills and attributes you will need.)

The RDF has four **Domains**, each of which incorporates three **Subdomains**. Each Subdomain is broken down further into **Descriptors**. Descriptors are the key skills, knowledge, behaviours and attitudes that researchers learn, develop or improve as they progress in their work.



The Vitae Researcher Development Framework (www.vitae.ac.uk/rdf)

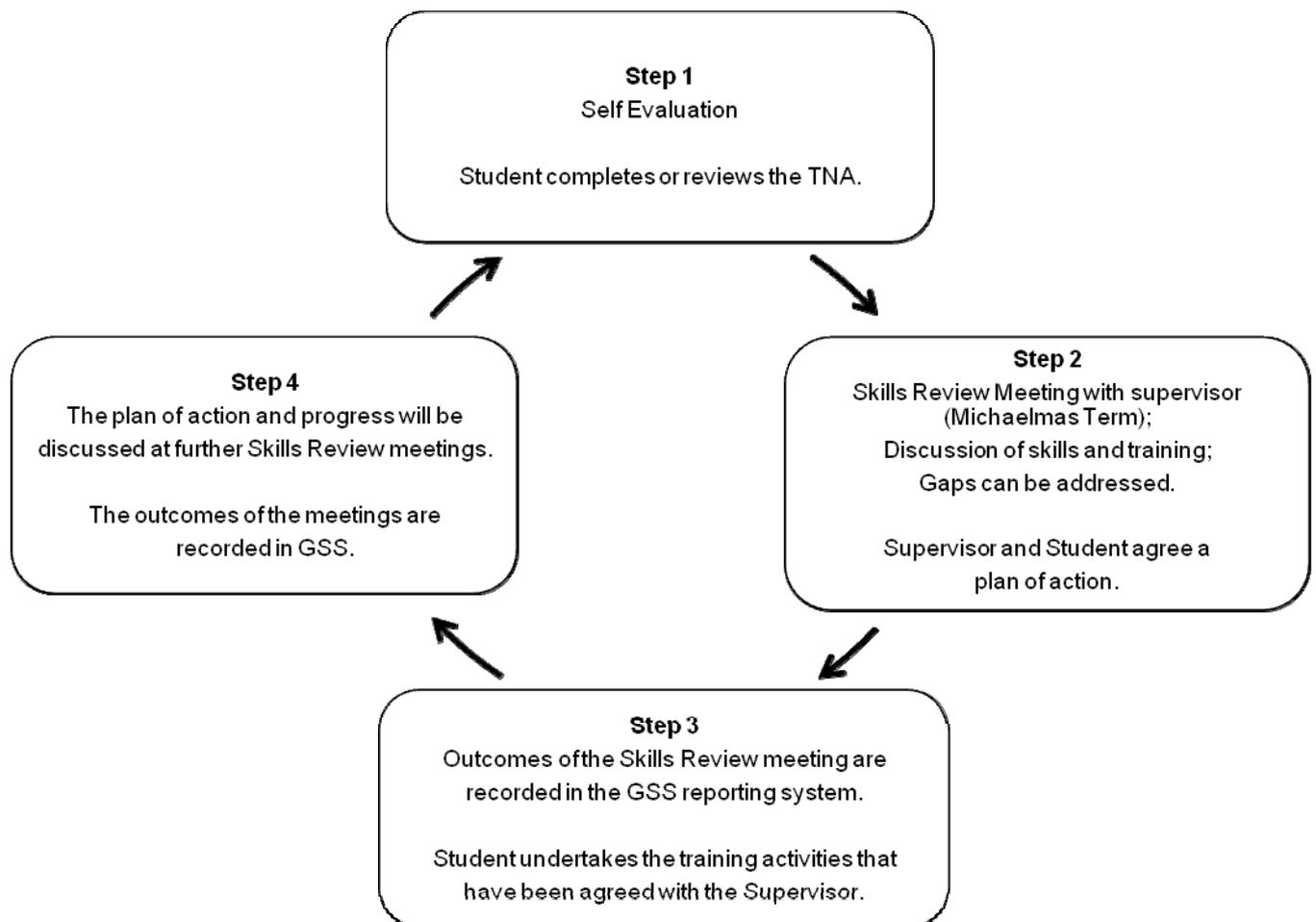
At Oxford, our researcher development training is tagged with RDF Domains and Subdomains to make it clear how the training relates to specific parts of the Framework. It is

important to recognise that the RDF is holistic. Over time, you should aim to develop across all four Domains and to integrate your experience, development and learning.

c. Skills Review and Training Needs Analysis

As a doctoral student, you will have the opportunity to engage with a variety of research and skills training as appropriate to different stages of your graduate career. During your time as a research student, you are encouraged to draw on a process known as 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.

As the diagram shows, training needs analysis is an iterative process:



The iterative process of Skills Review and Training Needs Analysis

Working together, you and your supervisor will formalise your bespoke researcher development plan through yearly Training Needs Analyses. Alternatively you and your supervisor may wish to use [Vitae's interactive downloadable RDF Planner](http://www.vitae.ac.uk/CMS/files/upload/Vitae-Excel-RDF-Planner-Prototype-2010.xls) available at <http://www.vitae.ac.uk/CMS/files/upload/Vitae-Excel-RDF-Planner-Prototype-2010.xls> to plan your development as a researcher. This planner (an Excel document) is structured according to the Domains, Subdomains and Descriptors of the RDF and lets you chart your development across different phases in each of the skills, knowledge, behaviours and attitudes that are characteristic of excellent researchers.

Whatever document you choose to use to record your training needs and development as a researcher, you are encouraged to upload your document(s) to the Graduate Supervision System (GSS) on a regular basis, and at least once a year. You can also enter comments about your training directly into the relevant free text boxes supplied within GSS. This will allow both you and your supervisor to have a record of your changing training needs and your development over time.

d. Doctoral Training in the Social Sciences

Doctoral Training in the Social Sciences is synonymous with the University of Oxford's Social Sciences Doctoral Training Centre. The Centre is part of a [UK-wide network of 21 Doctoral Training Centres](http://www.esrc.ac.uk/funding-and-guidance/postgraduates/prospective-students/where-can-i-study/index.aspx), see website at <http://www.esrc.ac.uk/funding-and-guidance/postgraduates/prospective-students/where-can-i-study/index.aspx> funded by the Economic and Social Research Council (ESRC). Our Centre 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.

(i) Research Methods Training

The School of Archaeology in conjunction with GAO provides a series of research training and skills seminars for graduates, including introductory courses on GIS, statistics, scientific dating, practical skills and various classes of artefacts and ecofacts. For Classical archaeologists, training is also available in Latin and Ancient Greek languages, epigraphy, papyrology and numismatics. Modern language courses are provided at the University's Language Teaching Centre (see below).

In addition, under the auspices of *Doctoral Training in the Social Sciences*, you can access 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](http://dtc.socsci.ox.ac.uk/index.php/training/research-methods-hubs) <http://dtc.socsci.ox.ac.uk/index.php/training/research-methods-hubs> page of the [Doctoral Training in the Social Sciences](http://dtc.socsci.ox.ac.uk/) website (<http://dtc.socsci.ox.ac.uk/>).

(ii) 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](http://dtc.socsci.ox.ac.uk/index.php/training/skills-training) <http://dtc.socsci.ox.ac.uk/index.php/training/skills-training> page of the [Doctoral Training in the Social Sciences](http://dtc.socsci.ox.ac.uk/) website.

(iii) 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.

Bodleian Library:

The [Bodleian Library](http://www.bodleian.ox.ac.uk/bodley) <http://www.bodleian.ox.ac.uk/bodley> 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.

Careers Service:

The [Careers Service](http://www.careers.ox.ac.uk/our-services/events-just-for/) <http://www.careers.ox.ac.uk/our-services/events-just-for/> has a range of events and resources for doctoral students.

IT Services:

Through its [IT Learning Programme](http://www.oucs.ox.ac.uk/itlp/) at <http://www.oucs.ox.ac.uk/itlp/>, [IT Services](http://www.it.ox.ac.uk/) <http://www.it.ox.ac.uk/> offers a range of computing courses.

Online Courses:

Several online courses are available, including the [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 and a [Research Integrity](https://weblearn.ox.ac.uk/portal/hierarchy/skills/ricourses) course for social science researchers <https://weblearn.ox.ac.uk/portal/hierarchy/skills/ricourses> .

Oxford Learning Institute:

The [Oxford Learning Institute](http://www.learning.ox.ac.uk/) (OLI) <http://www.learning.ox.ac.uk/> has a useful set of resources on research supervision and its [Apprise](http://www.apprise.ox.ac.uk/) website at <http://www.apprise.ox.ac.uk/> is aimed at doctoral students.

The [Research Supervision](http://www.learning.ox.ac.uk/supervision/) <http://www.learning.ox.ac.uk/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.

Language Centre:

The Language centre offers specialist and difficult languages training. Please note that you should discuss attending courses run by the [Language Centre](http://www.lang.ox.ac.uk/) at <http://www.lang.ox.ac.uk/> with your supervisor and departmental graduate administrator BEFORE signing up for or attending any course.

(iv) **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. Please see Annexe F.

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](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/teaching/page/home) <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/teaching/page/home> website provides further information on teaching and teaching development within Social Sciences Division.

e. **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](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/ses) <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/ses> site in [WebLearn](https://weblearn.ox.ac.uk/portal), <https://weblearn.ox.ac.uk/portal>, 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.

f. Opportunities for work experience

There are opportunities for Archaeology graduates to work on a volunteer basis in the Pitt Rivers Museum, the Oxford University Museum of Natural History, the Ashmolean Museum, and the Classical Art Research Centre. For these and other opportunities see <http://www.museums.ox.ac.uk/volunteers>.

10. Financial Assistance

Information about graduate student funding can be found on the website at: <http://www.admin.ox.ac.uk/studentfunding/postgraduate/index.shtml>

Enquiries can also be made to the Student Funding Office by e-mail to student.funding@admin.ox.ac.uk or by telephone on 2-80487. Information may also be sought from your College Office.

(a) Maintenance funding

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty; contact the International Office for further information. The criteria are strict and the Committee requires applicants to have applied to other possible sources for assistance. College graduate scholarships are hotly competed for, and are awarded on academic merit, not on need, though some colleges also have hardship funds for their own students. The references in the previous paragraph will provide other leads.

The University offers a limited number of *Clarendon Scholarships* but these are not available to those already on course.

(b) Travel and research grants

(i) Those holding an AHRC 2- or 3-year grant covering maintenance (not fees only) for a research degree (not a taught course) may apply to the AHRC for an allowance to assist with the costs of fieldwork or study visits directly related to their research. An eligible grant-holder is allowed no more than one overseas trip. The AHRC may also contribute towards the cost of attendance at an overseas conference by an eligible grant-holder who has been invited to present a paper. If you are eligible, consult the AHRC for full details. The administrators of other funds, whether University or College, will expect eligible AHRC award-holders to have applied there first for assistance. Additional AHRC grants to cover the normal costs of the preparation and binding of theses will not be considered.

(ii) There are various trust funds in different subject areas, listed annually in the *University Gazette*. The terms of these are set out in the *Gazette Supplement on University Scholarships, etc.*, which is published in October. Those most useful to archaeology students are these:

- The Meyerstein Fund, administered by the Archaeology Graduate Studies Committee, makes awards for archaeological research, especially travel costs, in First Week of Hilary Term. Applications should be made to the Administrator, School of Archaeology, 36 Beaumont Street, by the end of Michaelmas Term. The guidelines and application form are available for downloading at <http://www.arch.ox.ac.uk/graduate-funding.html>. Awards are unlikely to exceed a few hundred pounds (at most), since there are many applicants to satisfy.

- The Craven Committee considers applications for grants towards necessary travel and research relating to Classical antiquity, including Classical Archaeology, and will also consider applications from doctoral students in Archaeology or Archaeological Science whose material falls within its remit. Applications should normally be made in the 0th week of Hilary Term. The Craven Committee also offers one- and two-year Travel Scholarships in all fields of Classics (including Classical Archaeology), worth up to £6000, to graduate students whose research involves considerable research travel. Applications must contain a sample of written work and interviews are held. Details and application forms for both can be found on the Classics website: <http://www.classics.ox.ac.uk/grants.htm>.

- The Barclay Head Fund, administered by the Committee for the School of Archaeology, makes awards for research in ancient numismatics. The *Barclay Head Prize* is awarded annually by the same committee for an essay of sufficient merit in the field of ancient numismatics. Essays should be sent to the Administrator, School of Archaeology, 36 Beaumont St, by 1 March each year.

Applications for grants must normally be directly related to the work for your degree, and be accompanied by realistic estimates of the costs involved and a letter of support from your supervisor. A brief written report is normally required on completion of the project.

(iii) Most colleges offer limited grants to assist graduate students with travel (ask your Tutor for Graduates or College adviser for details). The Meyerstein and Craven Committees expect applicants to have applied also to their colleges for assistance with travel costs.

11. Problems and Complaints

General problems or complaints should normally be discussed first with your supervisor. If the matter concerns your supervisor, consult your College Adviser or the Director of Graduate Studies (or the Deputy Director, if the Director is involved). More formal complaints about matters of supervision, administration, transfer assessment, etc. should normally be made in the first instance to the Director (or Deputy Director) of Graduate Studies. Appeals against the DGS's decisions will be dealt with by a sub-committee of the Graduate Studies Committee consisting of non-interested parties (normally chaired by the Deputy DGS). Any matters unresolved by these means should be taken to the Head of the Social Sciences Division (Professor Roger Goodman, roger.goodman@admin.ox.ac.uk; tel. 614853). If all these avenues fail, the matter should be taken to the Proctors, who are the University officers ultimately responsible, but that should only be done after the other procedures have been exhausted.

Complaints and appeals relating to any university examination are dealt with by the Proctors. The procedure to be followed (which applies with minor changes to taught graduate courses as well as research degrees) is set out in *Annexe E*. It should be noted that the procedure, which is only very rarely used, applies solely to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome.

12. Health and Safety

There are strict guidelines and procedures for graduate fieldwork and research travel which must be adhered to. A risk assessment is required for research travel as well as for fieldwork.

(a) *Graduate students taking part in excavations or field projects* in connection with their research must complete a Safety in Fieldwork form (available for downloading at

<http://www.arch.ox.ac.uk/current-graduates-fieldwork.html>), You should discuss this with your supervisor, who should sign the form before it is submitted for approval by the Head of Department.. This is required by University Policy. Risk assessment is something which is widely necessary in 'the world outside' as a way of identifying and controlling any risks from your work, so you should learn how to do it sooner rather than later. Your supervisor or the director of the project will be able to help you with this. This requirement applies even if the fieldwork is under the aegis of another body, such as another university or learned society.

(b) *Graduates undertaking travel* abroad to carry out research in, for example, libraries or museums, or to attend a conference, must complete an Overseas Conference/Research Travel (non-fieldwork) form (also available for downloading at <http://www.arch.ox.ac.uk/current-graduates-fieldwork.html>). The form should be signed by the supervisor, and then submitted for approval by the Head of Department. However, in cases where travel involves a degree of risk - such as travel to areas for which the Foreign Office issues alerts - it may be necessary to complete the longer Safety in Fieldwork form and carry out a risk assessment. If you have submitted the shorter form but in the course of your travel you find the opportunity to include an additional research-related element which involves a significantly increased risk, then you should contact your supervisor to discuss the risks and the steps to be taken to manage them. If the discussion is impossible, then you should not undertake the additional element. Like the original form, the additional element will need to be approved by the Head of Department. You should also be aware that changes may affect insurance cover.

(c) *'In connection with their research'* in this context will certainly include anything that will be used in the research project which forms the subject of your degree. But note that if the School of Archaeology has provided funding or equipment for the fieldwork or travel, it has thereby authorised it, so that a Safety in Fieldwork or an Overseas Conference/Research Travel (non-fieldwork) form must be completed. It is advisable to work to a wider definition than this, however, since proper assessment of risks is obviously a sensible precaution.

(d) *Absence from Oxford during term-time* before the residence requirements of the degree have been completed (i.e. while you are still paying University fees) needs the permission of the Graduate Studies Committee (which will normally grant it if the absence will significantly benefit your research). Consult the Graduate Studies Administrator on procedures.

(e) *Insurance*. For travel or field projects in connection with your research you are also required to have insurance cover. Travel insurance for all visits for a University activity should normally be via the University's insurers; the service is currently free of charge. The completion, submission and approval of either safety form is a pre-condition to obtain insurance cover. For further information, please contact the Institute of Archaeology or the RLAHA Administrator.

(f) You must consult the *Foreign and Commonwealth Office website* (www.fco.gov.uk) before travelling overseas in connection with your research (whether for fieldwork or not). If the FCO advise against travel to the country you are planning to visit, then the risk assessment must take into account the increased risk. If the Head of Department still wishes the travel to take place, then a copy of the Safety in Fieldwork form will be forwarded to the University Safety Office for final comment.

13. General Information

(a) Premises

Institute of Archaeology

Situated at 36 Beaumont Street, between the Ashmolean Museum and the Sackler Library, the Institute of Archaeology houses the offices of many (but not all) staff in archaeology and the Administrator of the School of Archaeology. It is open to all archaeologists, both students and staff, so serves as a centre where all can meet. It provides space for most of the lectures and many of the seminars in archaeology, and also holds a reading/common room, a certain amount of study space for graduate students, and other facilities (see (c) below, with more details provided during the Induction programme).

Research Laboratory for Archaeology and the History of Art

The Research Laboratory (or RLAHA), located in the same building as the School of Geography and the Environment in the main University science area off South Parks Road, is the main centre for research in archaeological science in the University. It has a small specialist library, and holds seminars during term, at which all graduate students in archaeology are welcome, and indeed strongly encouraged to attend. The staff, with their expertise in many aspects of dating and the analysis of artefacts and other remains, are very willing to discuss or advise on these issues. Access to dating and analytical facilities for M.Phil. to D.Phil. thesis projects can sometimes be provided. Proposals should be discussed at an early stage, with the Director, Prof. M. Pollard, in the first instance.

The School also has offices in New Barnett House (Little Clarendon Street), accommodating the Oxford Centre for Maritime Archaeology [OCMA], the Oxford Roman Economy Project, the Sealinks Project and The Palaeodeserts Project, as well as associated postgraduate students.

Classics Centre and Faculty of Classics Offices

Useful to Classical Archaeologists, the Ioannou Centre for Classical and Byzantine Studies, 66 St. Giles, houses the offices of several staff in Classical Archaeology, and provides space for many lectures and seminars in Classical Archaeology and Ancient History. It also houses various classical research projects and the secretariat of the Classics faculty. It has a common room, computer areas, a large lecture theatre, and various seminar rooms.

Ashmolean Museum

The Museum with its lecture room is of relevance to many areas of archaeology, with important Egyptian, classical, medieval, and Asian collections. The Cast Gallery (accessed through the Museum) is also important for the teaching of Greek and Roman Archaeology. You should make full use of the museum's rich teaching collections and will find the curatorial staff ready to help you in whatever way they can.

Pitt Rivers Museum

The ethnographic and archaeological collections of the Pitt Rivers Museum (access through the University Museum in Parks Road) are of world-wide scope and international importance. Its staff offices, and also the *Balfour Library*, with major holdings of books, periodicals and

archive material in prehistoric archaeology and anthropology, are reached from South Parks Road, opposite Rhodes House.

Griffith Institute

The Griffith Institute, housed within the Sackler Library, is a research institute primarily for the study of Egyptology, but also for Near Eastern Archaeology. It houses the offices of teaching staff in Egyptology, holds substantial Egyptological archives, and publishes the *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*.

(b) Seminars and lectures

Graduate students are welcome to attend any lectures given for undergraduate courses, for example Archaeology and Anthropology. Lecture Lists giving times places and subjects are available on-line at <http://www.arch.ox.ac.uk/lecture-list.html>. The Classics lecture list is available at <http://www.classics.ox.ac.uk/lectures/index.asp>. The lecture lists also include any classes for graduates and lecture courses not related to a particular degree. Occasional special lectures (e.g. by visiting scholars) are advertised in the *University Gazette*, and these are almost always open to everybody.

All departments hold research seminars, as do many groups of researchers with common research interests. Of interest to archaeologists are the seminars in Classical Archaeology, usually held on Mondays in HT, MT and normally TT at 5.00 at the Ioannou Centre for Classical and Byzantine Studies; those of the Research Laboratory; seminars in Quaternary archaeology, Archaeobotany, Medieval archaeology, Barbarian archaeology, Roman and Greek archaeology, and others, held at the Institute of Archaeology, and other more sporadic seminars. Details of such seminars are listed in the *University Gazette*, especially in the issues appearing in Week 0, Week 1 and Week 2 of Full Term, see the on-line *University Gazette* at <http://www.ox.ac.uk/gazette/>. Additional seminars, or changed details, will also appear on the Archaeology web page, and as far as possible on departmental notice boards. Although every effort is made to circulate information between departments, you may find lectures or seminars of interest on the notice boards and lecture lists of other departments. Details are also sent out by E-mail.

(c) Skills and research training

A programme of skills and research training will be available, normally in Michaelmas and Hilary Terms, organised both through the Social Sciences Division (see page 26) and the School of Archaeology with input from and the assistance of the GAO. These events are meant specifically for research students (PRS and DPhil), who are expected to attend, although Masters students can also attend. Skills and research training events will be advertised on notice boards along with other lectures and seminars.

(d) Facilities

(i) Word processing, computing, photographic and other facilities. Basic computer facilities for word processing are provided by most Colleges. In addition there are computer rooms at the Institute of Archaeology (with CAD and GIS facilities) and the Classics Centre (see (a) above). The Institute provides a computer room for the use of all graduate students, with 24-hour access. This has a mixture of both Windows and Mac machines offering the usual range of software. A number of computers provide specialist GIS and mapping-related software. In addition there are general access terminals located in the library that provide web services

and access to the SOLO system. Students are also able to use laptops in dedicated work areas. E-mail is provided centrally, through Oxford University Computing Services. The School website, as well as providing information to the public and prospective students, provides current students with information and resources pertaining to their course. Searchable departmental library catalogues are available on-line. The Institute also houses an Imaging Unit (AIU), which offers facilities to staff and students of the School. The Research Laboratory for Archaeology and the History of Art (RLAHA) offers similar facilities to the Institute.

(ii) The University's *Language Centre* at 12 Woodstock Road (tel.[2]-83360) specialises in teaching a working knowledge of Modern Languages to those not specifically studying them. It provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research, including the improvement of English for non-native speakers. Early enrolment is advised, as some of these classes are very popular. The Centre also possesses a very wide range of learning resources, including tapes, and its facilities are available free of charge to any member of the University. Please enquire at the Library of the Centre (tel. [2]-83362) for information.

(iii) *University IT Services*. The University is well endowed with IT facilities, and most departments and colleges provide computer rooms, network access and first-line computing support for their staff and students. In general these facilities are based on PC-compatible rather than Apple-Mac systems, although the latter can usually be found somewhere. The *University IT Services* (13 Banbury Rd) provides a wide range of IT services, focusing on those that are best provided on a centralised basis (the core networks, expensive peripherals, IT training, mail and other information servers) together with general IT services for those students whose needs are not met within their department or college.

Communication with supervisors and circulation of notices are predominantly based on e-mail, and all students are required to use it and encouraged to check their mail on a daily basis especially during term time.

(e) Parental Leave

Please see the University policy on student maternity, paternity and adoption leave at <http://www.ox.ac.uk/students/shw/childcare/>

(f) Miscellaneous

(i) *Problems and Advice*. Personal problems where advice is needed, whether they arise from work or some other cause, should in most cases be brought in the first instance to the attention of supervisors and/or College advisers and Tutors for Graduates, who will often be able to help or recommend where next to turn.

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/. 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/

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/

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/

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/

Other sources of useful advice, especially on practical problems relating to your course of study, are:

- Ms Lidia Lozano, Administrator, School of Archaeology, 34-36 Beaumont Street (Tel. [2]-78246; e-mail: lidia.lozano@arch.ox.ac.uk).
- Mrs Barbara Morris (Mon-Thurs 9.15-2.45), the Graduate Studies Administrator for Archaeology, Institute of Archaeology, 34-36 Beaumont Street (Tel. [2]-78265; e-mail: barbara.morris@arch.ox.ac.uk).
- Mrs Mary Smith, Graduate Studies Admin for Archaeological Science, Social Sciences Division, Hayes House, 75 George Street (Tel. [6] -14861; e-mail mary.smith@admin.ox.ac.uk)
- Ms Diane Baker, Administrator, Research Laboratory for Archaeology, Dyson Perrins Building, South Parks Road (Tel. [2]- 85227; email: diane.baker@rlaha.ox.ac.uk).
- Dr Janet DeLaine, Director of Graduate Studies (Tel. [2]-78248; e-mail: janet.delaine@arch.ox.ac.uk).
- Dr Rick Schulting, Deputy Director of Graduate Studies (Tel. [2]-782??; e-mail rick.schulting@arch.ox.ac.uk)
- Dr Jane Gover or Dr Andy Garlick, Social Sciences Division, Hayes House, 75 George Street (Tel. 614864; e-mail: jane.gover@socsci.ox.ac.uk or Tel. 614875 andy.garlick@socsci.ox.ac.uk).
- The Fees Clerk (Tel. [2]-70040; email: fees.clerk@admin.ox.ac.uk).

(ii) *Employment and the Careers Service.* Graduate students are advised to give consideration in good time to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56 Banbury Road (tel. [2]-74646), can help graduate students to evaluate the most appropriate career prospects, both academic and non-academic. Teaching appointments and Research Fellowships offered by Oxford Colleges and by some other universities are advertised in the *Oxford University Gazette* published each Thursday in Full Term, and usually also in the national press. Details of these appointments are also often sent by the advertising body to the Institute of Archaeology.

(iii) *Undergraduate teaching.* There may be limited opportunities for graduate students of appropriate experience to teach undergraduates reading for degrees in Archaeology & Anthropology, Classical Archaeology & Ancient History, or Classics. If you wish to teach, you should read *Annexe F*. Whilst the GSC is keen to encourage this activity, graduate students must not allow it to hinder progress on their research.

September 2013

ANNEXE A

Arts and Humanities Research Council Awards

These are the most generally available support for UK and EU (fees only) graduate students in archaeology; they are not available to students from elsewhere. AHRC awards are provided through the block grant partnership scheme and administered within the university by the Humanities Division. Information on applying is available from the Humanities website at http://www.humanities.ox.ac.uk/prospective_students/graduates/ahrc. You must apply at the same time as applying for admission/re-admission, using the same form, by the late January deadline. AHRC awards fall into three main categories:

The Research Preparation Master's Scheme for students intending to proceed to doctoral study, who are undertaking a Master's course that will prepare them for doctoral study.

The Professional Preparation Master's Scheme for students intending to proceed to a career in professional practice.

The Doctoral Award Scheme for students undertaking doctoral study.

Continuation of the award is subject to the University reporting to the AHRC that your progress is satisfactory.

Please note that it is **your** responsibility to notify the AHRC about any transfer of status, suspension of status, or other changes to your circumstances which might affect the continuation or renewal of your award.

Information for current doctoral students wishing to apply for an AHRC award starting in their second or third year of study is also available on the Humanities Division website at: http://www.humanities.ox.ac.uk/current_students/graduates/funding

ANNEXE B

Memorandum of Guidance for Supervisors and Research Students (Examination Regulations 2013, section 17.7)

ACADEMIC RESPONSIBILITIES

Responsibilities of the supervisor

1. 1. In considering an invitation to supervise a research student, the supervisor must recognise and accept the responsibilities both to the student and to the relevant board or committee implicit in the supervisory relationship.
2. 2. Where practicable, the supervisor should assign the student some directed reading before arrival. This might be of a general background nature so as to put the student in a position to discuss the topic with the supervisor soon after arrival, or it might form the start of a survey of current literature. The supervisor is required to meet the new student not later than the second week of Full Term.
3. 3. The supervisor is responsible for giving early advice about the nature of research and the standard expected, and about the planning of the research programme. The supervisor should ensure that, where the student's research forms part of a funded research programme, sufficient financial support will be available for the duration of the student's period of study; if there is any doubt, he or she should agree with the student an alternative fallback project at an early stage. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the proposed research.
4. 4. Where during his or her first year of research a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics the supervisor should try to identify (in conjunction with the Director of Graduate Studies for the faculty, sub-faculty or department) such colleagues and to arrange for an approach to them by the student.
5. 5. Where a supervisor operates as a co-supervisor or as a part of a supervisory team, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.
6. 6. Where the thesis is likely to involve statistical analysis or tabulation of numerical results, the supervisor should arrange for the student to obtain advice, at an early stage, about the design of any experiment or the collection and storage of data, and about its subsequent analysis.
7. 7. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. The nature of the framework will of course vary widely from subject to subject, but in all subjects the formulation of the topic, planning and management of time should begin at an early stage. Particular attention should be given to the selection and refinement of the research topic, which

in the case of the D.Phil. should be one which a diligent student may reasonably be expected to complete within three (or at most four) years of full-time study.

8. 8. The supervisor should meet with the student regularly. Supervisor and student should agree a formal schedule of meetings on a termly or annual basis. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate and in accordance with the plan discussed with the student. Such work should be returned with constructive criticism and in reasonable time.
9. 9. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is getting on, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student.
10. 10. The supervisor is required to report to the board on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress, bearing in mind that a D.Phil. thesis should normally be completed within three (or at least four) years of full-time research. Any student who has not satisfied his or her supervisor on at least one occasion in an academic year that he or she is making progress will be liable to have his or her name removed from the register.
11. 11. The supervisor should aim to ensure that by the end of the first year the topic or goal of the student's research is clearly defined, that the student has the necessary background knowledge, and that the required resources are available. The supervisor must have ascertained by then that the student can write a coherent account of his or her work in good English.
12. 12. The supervisor should try to ensure that unnecessary delays do not occur. These have been known to arise, for example, for reasons such as:
 1. (a) insufficient effort at the outset in choosing and formulating the research topic;
 2. (b) a slow start because of the time taken to adjust to research work;
 3. (c) distractions from the main line of inquiry;
 4. (d) superfluous attempts to tie up every loose end; and, mainly in the sciences;
 5. (e) inadequate and delayed planning and assembly of apparatus and equipment;
 6. (f) insufficient collection or recording of data at an early stage, so that work has to be repeated in the later stages.
13. 13. The supervisor should arrange for students to have the opportunity to discuss their research with other staff and students in the subject area (see also (4) above) and to communicate to others in the wider academic community, both orally and in writing, his or her research findings.

14. 14. Where a student undertakes research as part of a team or group the supervisor should ensure that this is in full awareness of the way in which the student's own contribution fits into the work of the remainder of the group.
15. 15. The supervisor should not be absent on leave unless he or she has ensured that appropriate temporary supervision has been arranged for the student.

Responsibilities of the student

1. 1. The student must accept his or her obligation to act as a responsible member of the University's academic community.
2. 2. The student should take ultimate responsibility for his or her research programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.
3. 3. He or she should make appropriate use of the teaching and learning facilities available within the University.
4. 4. It is the student's responsibility to seek out and follow the regulations relevant to his or her course, including faculty/departmental handbooks/notes of guidance, and to seek clarification from supervisors and elsewhere if this is necessary.
5. 5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. He or she should ensure that any problems regarding the project are drawn to the attention of the supervisor so that appropriate guidance may be offered.
6. 6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion before proceeding to the next stage. As groundwork for the thesis, the student should as soon as possible write rough drafts of possible chapters. Students in the sciences should keep a systematic record of all that has been attempted and accomplished. Both the student and the supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.
7. 7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.
8. 8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of his or her work.
9. 9. If the student feels that there are good enough grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the appropriate head of department, director of graduate studies or their deputies, or the college adviser.

10. 10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.
11. 11. The student should provide regular reports on his or her progress to the board in accordance with any requirements of the Education Committee. The student must satisfy the supervisor on his or her progress at least once a year and should inform the supervisor at once of any circumstances that might require his or her mode of study to be modified or his or her registration as a graduate student to be extended, suspended or withdrawn.
12. 12. The student should ensure that the standard of his or her English is sufficient for the presentation of a thesis. Students whose first language is not English should take advice on this.
13. 13. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
14. 14. The student should ensure that he or she allows adequate time for writing up the thesis, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.
15. 15. It is the student's responsibility to decide when he or she wishes to submit the thesis for examination, after taking due account of the supervisor's opinion, though this is only advisory. It is in the student's interests to ensure that the final version has been made available to the supervisor in good time before the intended date of submission.

Responsibilities of faculties and/or departments

1. 1. Faculties and/or departments should provide information about:
 1. (i) any induction provided on a departmental, faculty or University basis;
 2. (ii) welfare arrangements within the University, e.g. the Counselling Service, Student Hardship and Access funds, the provisions for support offered by the Proctors and the Assessor;
 3. (iii) any general transferable skills from which the student is likely to profit during the course of his or her research, and the available provision at departmental, faculty and university level.
2. 2. Faculties and/or departments should ensure that there is appropriate monitoring of a student's work and progress and that reports are submitted on a termly basis in accordance with the University's requirements.
3. 3. Faculties and/or departments should endeavour to provide opportunities for a student to:
 1. (i) defend his or her findings to appropriate research seminars and respond to potentially critical questioning;
 2. (ii) at an appropriate stage to present his or her findings to national, and if appropriate, international conferences.

4. 4. *Faculties and/or departments should*

1. (i) help the student to present work in a clear and professional manner;
2. (ii) help the student to develop his or her communication skills, especially for different audiences;
3. (iii) provide some guidance in oral examination techniques.

Safety and Health

Supervisors of all students, whether in the arts or the sciences, should consider carefully the safety implications of their students' research. Those supervising students (particularly those in the sciences) are responsible for all aspects of safety under their control, and in particular for the safe conduct of all experiments carried out in the course of their students' research. In the event of an accident, inadequate supervision may render the supervisor liable to prosecution. Supervisors should also ensure that their students are made aware that in the event of injury to other persons as a result of their negligence, the student could be subject to civil claims for damages. Advice on the legal responsibilities for safety may be obtained from the University Safety Officer. For their part, *students* must carry out research with proper regard to good health and safety practices. Supervisors and students should be aware of the need for adequate health insurance and health precautions when travelling abroad. In case of doubt, reference should be made to the University Occupational Physician.

ANNEXE C

GSS – Graduate Supervision System

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 are expected to contribute to your termly supervision reports by reviewing and commenting on your own academic progress, any skills training you have undertaken or may need to in 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 (DGS). 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 DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will your DGS and your college advisor. The DGS 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 Barbara Morris, Graduate Studies Administrator, in the first instance.

ANNEXE D

Memorandum of Guidance for Examiners of D.Phil. and M.Litt. Theses in Archaeology

The following notes of guidance are based on those provided to the examiners. They are issued to all graduate students and their supervisors. They are not meant to be prescriptive, but informative, and are intended to ensure that candidates and their examiners share the same assumptions as to what is required.

Standard required for the M.Litt. and D.Phil. The distinction between a D.Phil. and an M.Litt. thesis is not simply one of scale, but also of manner and weight of treatment. The M.Litt. should not be regarded as a partial, diluted or abbreviated D.Phil., but as an intrinsically lighter and more self-contained topic; nor is a D.Phil. thesis simply an inflated M.Litt. The distinction is made reasonably clear in the formal statements which examiners must certify before their recommendation can be approved by the faculty board; namely, in the case of the D.Phil., '(i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his/her thesis falls; (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his/her thesis falls; (iii) that it is presented in a 'lucid and scholarly manner'; and in the case of the M.Litt., (i) 'that the work done by the candidate shows competence in investigating the chosen topic', (ii) 'that the candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls', and (iii) 'that the results have been presented in a lucid and scholarly manner'. 'Substantial' should be taken to refer not only to the greater length of a D.Phil. thesis but also to its solidity and weight of subject matter and argument, and the reaching of important conclusions. 'Significant' implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research. Examiners might reasonably question a thesis on, say, Roman mining in north-west Spain, which showed no evidence of serious reflection on mining elsewhere. 'Lucidity' means clarity not only of argument and expression, but of the candidate's conception of the subject.

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by the uncritical accumulation of material, whether old or new. Examiners will look for the essential virtues of a clear, normal and unpedantic style, for positive conclusions supported by relevant documentation and a clear conception of the subject under discussion, and are merely frustrated by excessive and distracting pedantry, or by unnecessary polemic. Theses are not expected to represent the equivalent of a lifetime's devotion to a subject, but *what can be reasonably expected of 'a capable and diligent student' within the context of the financial resources usually available to graduates, during three or, at most, four years of full-time study (two years in the case of an M.Litt. thesis)*. The formal statements which examiners have to certify before their report can be accepted (see above) do not contain the word 'original', but refer only to the need for a D.Phil. thesis to be 'significant, substantial, lucid and scholarly', and for an M.Litt. to be 'competent, worthwhile, lucid and scholarly'. It is not stated that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline, which is communicated to examiners, however, is that a thesis should '*contain material which in the examiners' judgement represents a valuable contribution to scholarship and could be prepared for publication as a monograph or at least two substantial articles*'. Contributions to the *Proceedings of the Prehistoric Society* or the *Journal of Roman Archaeology* will give sufficient guidance as to what is meant in this context by 'substantial articles'.

The examiners may recommend (i) that the thesis be accepted (if they require minor corrections, these must be made by the candidate within one month and approved by one or both examiners before they submit their report); or (ii) that the thesis needs major corrections which must be made within six months; or (iii) that the thesis be referred back for resubmission for a D.Phil.; or (iv) that the thesis be referred back and the candidate offered the choice between resubmission for a D.Phil. and permission to supplicate for the M.Litt. degree; or (v) that the thesis be referred back and the candidate offered the choice between resubmission for a D.Phil. and resubmission (presumably with less alteration) for an M.Litt. The University has ruled that the examiners may not recommend that a thesis submitted for the first time for the D.Phil. be failed outright, or passed only for the M.Litt. degree, without the option of resubmission for the D.Phil.

Referral of a thesis is recommended by examiners when they find deficiencies which are too serious for the immediate award of the degree. A referred D.Phil. thesis must be resubmitted by the seventh term after that in which the Social Sciences Division notifies the candidate of its decision to refer back the thesis, and an M.Litt. thesis must be resubmitted by the fourth term after that date. Both time limits assume that the candidate will only be able to work part time in the revision. Where they recommend a referral, *the examiners are formally required to annex to their report for transmission to the candidate a statement setting out the respects in which the thesis falls below the standard required for the degree.* On resubmission the examiners (whether the same or others) will consider whether these conditions have been adequately met (or convincingly countered), and they are not required, though they are entitled, to hold a second *viva voce* examination. Typical circumstances in which referral may be recommended are when a candidate has failed to appreciate the broader context within which his or her work falls, or has failed to draw clearly relevant conclusions or to perceive and make clear significant connections between different aspects of his or her study, or when the exploitation of a particular body of source material lacks critical rigour. The examiners can also refer a thesis back at the first examination when they consider it to need substantial rewriting to meet the standard specified, or when their criticisms fundamentally affect its the central argument.

When the thesis is resubmitted, the examiners may again make any of the four recommendations listed above. But if they consider that the thesis still falls significantly below the standard specified, or that their criticisms fundamentally affect its the central argument, they may also recommend that the candidate only be permitted to supplicate for the M.Litt. degree, or that the candidate be failed outright.

The examiners' report

It is a common fallacy to believe that the examiners for the M.Litt. and D.Phil. degrees themselves pass, fail or refer back a thesis. In fact, their function is to examine the thesis and conduct the *viva voce* examination, after which they produce a report which contains a reasoned recommendation as to the outcome of the candidate's application for leave to supplicate for the degree. In all cases it is then the Committee for the School of Archaeology's duty (which it has delegated to its Graduate Studies Committee) to decide whether permission to supplicate for the degree be given, or some other action be taken, although the committee can only approve the doctorate if both examiners have recommended that it should be awarded. In view of this, it is essential that the examiners' report should provide the committee with sufficient information concerning the work described in the thesis, and the candidate's performance in the oral examination, to enable it to make its own assessment of the candidate. The committee therefore requires examiners to include in their

report (a) a general summary of the work submitted, together with their opinion of its scope and quality, and (b) an account of the candidate's performance in the *viva*, giving in particular their view of the breadth of his or her knowledge of the field in which the subject of the thesis falls. A report of at least 500 words is requested. If the committee's chairman or acting chairman judges that the examiners' report does not meet these criteria, then the report will be returned for amplification.

It is because the examiners are essentially producing a recommendation for the committee to consider, that they are not properly in a position to tell a candidate at the end of the *viva* whether or not he or she has passed the examination for the M.Litt. or D.Phil. degree. Candidates should understand that the examiners are not bound to give them any indication at all of the outcome, and indeed they may well need to discuss the results of the *viva* between themselves at some length, after it has ended, before actually deciding what their recommendation will be. However, if the examiners are aware that they are both favourably impressed, they may feel able to indicate to the candidate that they propose to recommend to the committee that the thesis be accepted. Very often, a thesis will be accepted subject to minor amendments (such as the correction of typographic errors or wrong pagination), and if the examiners are going to require such amendments, they will make the candidate aware of them directly on the occasion of the *viva* by handing him or her a list, since they cannot submit their report until the minor corrections have been approved by one or both of them, usually the internal examiner. Acceptance of a thesis subject to minor amendments is commonplace, and candidates should not confuse it with referral, which, as explained above, means reference back of the thesis for substantial alteration and re-examination. The purpose of the minor amendments is to ensure that the copy of a successful thesis which ends up in the Bodleian Library is as accurate and well-presented as possible, since other scholars may in due course wish to consult it.

ANNEXE E

Complaints In Relation To Higher Degrees Involving Research

By virtue of the University Statutes (Title IX, Section VI, § 3) the Proctors are empowered to investigate complaints, and are responsible for seeing that university examinations are properly and fairly conducted. On receiving a complaint concerning a graduate examination involving research (for which the Proctors conclude that there is a prima facie case for an investigation), the Proctors have the power to summon any member of the University to help them in their enquiries; the candidate is entitled to appear before the Proctors to put his or her case and may be accompanied by a friend or adviser. The procedures are detailed below.

Making a complaint

1. All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to divisional boards or the Graduate Studies Administrator will be forwarded immediately to the Proctors.
2. No complaint can be considered unless it is in writing. Only in exceptional circumstances will complaints be considered which do not come from either the candidate or the supervisor. After a thesis has been submitted, the Proctors will not consider a complaint under this procedure dealing with allegations relating to inadequate supervision or other arrangements during the period of study.
3. A complaint must relate to the outcome of the graduate degree in question. The complaint should identify the specific allegations relating to which remedy is sought. The Proctors will concern themselves principally with allegations relating to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; (iii) evidence of prejudice or of bias or of inadequate assessment. **Candidates should note that complaints relating to the academic judgement of the examiners will not be considered.**
4. Notice of the receipt of a complaint will be sent to the chairman of the divisional board concerned, the responsible officer of the candidate's college, and the candidate's supervisor(s).
5. A complaint must be lodged with the Proctors **within twelve months** of the date of the formal notification of the result of the examination from the Examination Schools. Only in exceptional circumstances, for example, where the Proctors are satisfied that new evidence has come to light since the expiry of the time limit, will a complaint be considered outside this limit.

Investigating a complaint: the candidate

6. The candidate has the right to appear before the Proctors to state his or her case, and may be accompanied by a friend or adviser of his or her choice.
7. A candidate does not have the right to see the examiners' report but, in the case of referral for the D.Phil., or the relevant lower degree, will receive a statement from the examiners indicating the respects in which the thesis falls below the standard required for the degree.

In the case of outright failure or the award of the relevant lower degree, the Proctors may ask the examiners for a statement on the thesis for transmission to the candidate.

8. Candidates are reminded that direct communication with examiners during the course of a Proctorial investigation is not permitted.

Investigating a complaint: the Proctors

9. The Proctors may inspect any relevant material, including divisional board minutes relating to the receipt of the examiners' report, and reports from the candidate's supervisor(s).
10. The Proctors may consult the supervisor, the examiners, the chairman of the appropriate divisional board and anyone inside or, if necessary, outside the University whose views are considered relevant.
11. The Proctors may call on a candidate to explain his or her case, and the candidate may be accompanied by a friend or adviser of his or her choice.

The outcome of a complaint

12. At the conclusion of their investigation, the Proctors will decide, whether, on the facts of the case, the complaints should be upheld wholly or in part, or should be rejected. The Proctors' decision will be final.
13. If satisfied that justice has not been done, the Proctors may recommend an appropriate course of action to the divisional board. They may, if necessary, seek a decree of the Hebdomadal Council to bring about the action which they recommend.
14. The Proctors' decision and any subsequent recommendation will be communicated to the candidate. This will be accompanied by a reasoned statement of their decision.
15. The chairman of the divisional board, the appropriate officer of the college, the supervisor(s), and, in some circumstances, the examiners will be informed of the outcome of the Proctors' investigation.
16. An annual report on the outcome of the investigation into complaints is given to the Educational Policy and Standards Committee (EPSC) in Hilary Term.
17. The procedures followed reflect the general recommendations of the *Code of Practice on Academic Appeals Procedure at Postgraduate Research Degree Level* issued by the Committee of Vice-Chancellors and Principals in 1986.

ANNEXE F

Opportunities for Graduate Students to Teach Archaeology

The Committee for the School of Archaeology is anxious to help graduate students to take up opportunities to gain experience in teaching through giving tutorials to undergraduates. However, the organisation of tutorial teaching is a college matter, and is paid for by the colleges to which the undergraduates being taught belong. The Committee has no power to assign undergraduates to particular graduate students who want to teach. It should be noted that graduate students are not normally allowed to teach other graduate students.

Any graduate student intending to teach for the Archaeology & Anthropology or Classical Archaeology & Ancient History degrees **is required** to take a half-day course on tutorial teaching, organised by the School of Archaeology (usually Tuesday Week 5 of HT). Anyone planning to teach for the archaeology options in Classics is also strongly advised to attend this course. Information about this course will be sent to all archaeology graduate students. It is highly recommended that, if you have any interest in teaching, you take this course in your first year. Graduate students are also normally expected to have completed their Transfer of Status before they begin teaching.

If you wish to undertake tutorial teaching you should then consult your supervisor for approval and to discuss for which undergraduate courses you would be qualified to teach, and how much teaching you could do without interfering with your thesis work. The supervisor should write a letter saying what subjects you may teach, and for how many hours. You must not undertake teaching, or change the amounts arranged, without your supervisor's permission. The Committee for the School of Archaeology, in line with the regulations for AHRC-funded graduate students, has ruled that you may not spend more than six hours a week on undergraduate teaching, this amount of time to include any preparation of teaching and marking of written work.

The next step is to make sure your name is on the appropriate register of graduate students willing to undertake teaching. The main areas where teaching opportunities exist are in the Classical Archaeology component of Classics, and in the Classical Archaeology & Ancient History, and Archaeology & Anthropology BA degrees. For the first two there is an on-line Teaching Register where you can indicate which papers you are available to teach for (<https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/classics/page/home>). For Archaeology & Anthropology, the register is kept by Ms Lidia Lozano at the Institute of Archaeology. After speaking to your supervisor, you should ask her to send you a registration form, which collects the necessary information, sets out the conditions to be met before you can be included in the register.

Particularly if you have not been an undergraduate at Oxford yourself, you should also ask your supervisor about matters of course content, where to obtain reading lists and/or past examination papers, etc. Also consult the relevant course co-ordinator (given in the syllabuses on the appropriate websites).

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550-700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats: The Greeks and the Mediterranean world c. 950-500 BC; Greek archaeology and art c. 500-323 BC; Hellenistic Archaeology, 330 – 30 BC; Art under the Roman empire, AD 14-336; and Roman

archaeology: Cities and settlement under the Empire. The wide range of papers and options in the Archaeology & Anthropology and Classical Archaeology & Ancient History degrees is set out in the relevant syllabus booklets available on the appropriate website.

ANNEXE G

Picture Questions in Classical Art and Archaeology Examinations. Some Guidelines

1. Introduction. The following suggestions are intended for those tackling picture questions in exam papers that involve classical art and archaeology. Depending on the subject of your paper and on the category of item shown in any given picture question, not all of the suggestions and aspects covered below will be equally applicable. The guidelines offer ways of approach, aspects that might be discussed, and a sequence in which they might be addressed. Others are possible.

2. Not primarily an identification test. A crucial sentence in the rubric governing all picture questions says they 'will not necessarily be of things of which you are expected to have prior knowledge'. In other words, the pictures may show familiar things that you quickly recognise, or they may equally show things that you are unlikely to have seen before. There are so many objects that some candidates might have come across, others not, that Examiners are not thinking in terms of what should or should not be recognised. So: identification is not the main point of the picture question. Examiners want to see you bring wide knowledge of the subject to bear in assessing a single specific example, and to see how you can use a specific example to make telling general points.

3. Aspects, headings. The following headings and aspects might be covered, some briefly, some more fully, as relevant.

A: TITLE. Give a brief summarizing title to your answer. If you recognise the item, give its familiar name and state quickly anything else you can remember of its material, subject, date, provenance, and current location: 'Artemision Zeus. Bronze statue, c. 470-60 BC, from Cape Artemision. Athens, National Museum'. If you don't recognize the item, give a plain descriptive title, perhaps mentioning a preliminary assessment of its broad date and likely place of manufacture, if you know them, which you might come back to in your discussion: 'Athenian black-figure cup, 6th century BC'. 'Marble portrait bust of bearded man, 2nd century AD'. After the title, you might need to say what kind of picture you have been set: photo, photo detail, drawing, reconstruction. Drawings of sites and buildings are of course different: state plan, restored plan, elevation, section, reconstruction.

B: OBJECT (material, scale, function). What is it? What kind of object or structure is shown? What is it made of? Gold earring, silver drinking cup, bronze helmet, terracotta statuette, marble temple. What was its function, what was it for? Often this is self-evident (helmet, earring) or obvious enough to be quickly stated: 'black-figure krater for mixing wine and water', 'marble grave stele', 'amphitheatre for gladiatorial games and beast hunts'. Sometimes function requires discussion: a marble statue might be, for example, a cult, votive, or funerary figure, or a piece of Roman villa decor. Function might lead to discussion of contexts of use and to the effect of such an object in a sanctuary, cemetery, or villa.

C: SUBJECT (iconography). If the item is figured, what does it represent? Give a brief description of the subject, its iconography: pose, action, clothes, hairstyle, action, attributes of a statue; the action, participants, subject of a narrative scene. How do you recognise the figure(s), what is the action, occasion, setting represented, how is the story told? For non-figured artefacts and structures, briefly describe their form and main components: 'a pebble mosaic floor with alternating black and white lozenge pattern', 'an engaged tetrastyle Ionic tomb facade with brightly painted red and blue pediment and akroteria'.

Learn and use the appropriate professional terminology -- for example, for pot shapes or parts of classical buildings. This is not exclusionary jargon but a way of being accurate and concise. In describing a temple, 'amphiprostyle' is shorter and clearer (once you have learned it) than 'has columned porches on both short ends but no columns on the long sides'. If you do not recognise the subject or the building type, you will spend longer here providing a careful description of what you see. Remark on any interesting details: show you have looked.

D: STYLE (with technique, date, place). How is the subject represented, how is the figure styled, how was the object or structure made? This can be shorter or longer, but the key is to find good descriptive words and to find one to three parallels or comparanda between or beside which the item in question can be placed. From this process you should make an assessment of place and date of manufacture. Style and technique are usually among the most time- and place-specific aspects. Do not be more precise than you can sustain from your knowledge or than the category of object in question can sustain. Remember that not all things can be dated or placed with equal precision. Sometimes we may say confidently 'Corinthian aryballos, c. 650 BC'. Other times we must be broad: 'marble statue, probably 4th century BC'. If unsure, give a broad specification.

Any points of interest that you know or can see in the picture that relate to technique, craft, or manufacturing can be discussed with style. They are often closely connected to stylistic effect, and often carry indications of date. For example, whiteground lekythoi with 'second' white belong 480-450 BC. Roman portraits with drilled eyes belong after c. AD 130.

E: SIGNIFICANCE. If you have recognised the object or have been able quickly to diagnose its function, subject, date, and place, you will spend most time on this aspect. You will score higher the more you can make your points come out of observation or assessment of the specific item in question. You might think about the object's significance in relation to one or more of the following overlapping questions.

How typical or unusual is it? How well does it fit into a larger category? If not typical now, how unusual was it in antiquity? Remember that few things that survive can have been unique. What was the original effect of the object compared to the state we see it in now? What needs to be restored -- limbs, attributes, attachments, colours, pedestal, base, explanatory inscription? What were the contexts of use -- public, private, political, religious, in public square, sanctuary, house, andron, bedroom, grave? How was the object used and how do the contexts of use affect our assessment of it?

What was the social level of the object, who commissioned and paid for it, with what target audience in mind? How might the object's social level affect our assessment. For example, temple projects could be aimed at the whole community, while private funerary monuments might be aimed at a particular social group. What kinds of things would ancient viewers/users do or say around this object, image, or structure? What ideas, priorities, values did it articulate for its user group?

What kinds of scholarly interpretation have been proposed for this object or for the category to which it belongs? Do you agree with them, find them persuasive? What weaknesses do they have? Are other views possible, better? What do you think is the important point?

4. SAMPLE A: ITEM RECOGNISED.

Artemision Zeus. Bronze statue, over life-size, c. 470-60 BC, from the sea off Cape Artemision (N. Euboea). Athens, National Museum.

The statue was probably a major votive in a sanctuary. It represents a naked and senior god, in striding pose, left arm held out, aiming, right arm bent holding a missile (now missing). The missile was either a trident (for Poseidon) or a thunderbolt (for Zeus). The best parallels in small bronzes from the late archaic and early classical periods (good example in Berlin) as well as the latest scholarship all suggest a thunderbolt and Zeus. The square head, regular features, and above all the long hairstyle wound in a plait around the head, visible in the back, indicate a senior god (rather than hero or mortal). The strong, simplified features, the hard-muscled body, and the organic pose and proportions all indicate a date in the 460s alongside the Olympia sculptures. The large eyes, now missing, were inlaid and were vital to the effect of the figure.

The statue belongs in the period after the Persian Wars, when the hard, new realistic-looking style we know as 'Severe' was created in big votive figures like this one, set up in sanctuaries of the gods often as thank offerings paid for from Persian-war booty.

The figure is a powerful fifth-century-BC visualisation of a warring Hellenic divinity -- imperious, all-seeing, potentially devastating. It belongs in the same environment as the Riace bronzes, the Olympia pediments, and the statuesque figures on the large pots of the Niobid Painter and his group.

5. SAMPLE B: ITEM NOT RECOGNISED.

Reconstruction drawing of terrace sanctuary. Probably central Italian. Probably later second or first century BC.

The drawing shows a huge raised platform (c. 130 by 70 m, according to scale), terraced against a steep slope that falls away to the left (north). The terrace is supported here on tall, buttressed substructures that are cut away in the drawing to show they are made up of parallel, probably concrete vaults. The mouth of a tunnel emerges from the substructure and is shown as a road or passageway(?) running under the terrace from front to back.

The terrace is enclosed on three sides by complex triple-aisled, two-storeyed stoas or portico buildings. The drawing seems to show these stoas have three aisles at terrace or ground level, stepped back to two aisles in the upper storey -- an architectural configuration hard to parallel(?). The temple is shown as prostyle hexastyle (its architectural order is not specified in the drawing) set on a tall podium with a tall flight of steps at the front only. In front of the temple, the terrace is open and looks out over the surrounding country.

The massively engineered temple platform suggests a terrace sanctuary of the late Republic, like those at Praeneste and Terracina, built in central Italy in imitation of (and in competition with) hellenistic terraced sanctuaries such as those at Kos, Lindos, and Pergamon. The scale, concrete vaulting, strict axuality of the plan, and the prostyle design of the temple are all typical Italian-Roman features -- as also is the small theatre sunk into the front of the terrace. The money and ideas for such sanctuaries came from the new business and cultural opportunities opened by the Roman conquest of the hellenistic east.

6. Conclusion. Your task is to use careful description and relative comparison to make the item shown speak or look as it did for its ancient audience and users. You need to use your knowledge of the subject to create a useful context for it and so bring out its significance. Don't guess, and equally if you know what the item is, don't waste time pretending you don't recognise it! Both are counterproductive. A good Type B answer will score highly even for a well known monument: it is the quality of the answer not identification that counts.

Conversely, a Type B answer that only pretends not to recognise the thing and 'deduces' what it is (a) will be easily spotted, and (b) will not score more highly than one that immediately says what the item is. To repeat: If you do not know what it is, don't guess -- look, describe, compare, deduce!

ANNEXE H

Marking Criteria and Mark Schemes for all M.Sc., M.St. and M.Phil. Examinations in Archaeology

A. General:

It is expected that all work submitted will answer the question which is set and will be presented with due attention to writing style, grammar, punctuation and spelling, and to proper citation of references and format of bibliography.

B. Pass and Distinction levels:

Work of the standard regarded as just sufficient to pass will be assigned a mark of 50. Previously such work was assigned a mark of 60. The change is in the mark assigned; the standard expected remains the same. Work of the standard regarded as just sufficient for Distinction will be assigned a mark of 70. The intention of this change is to allow a longer scale of marks between Pass and Distinction, and so a fairer differentiation of a 'bare pass' from a 'good pass' (sufficient for continuing to a higher degree). An average mark of 60 or above will normally be required for progression to Probationary Research Student (PRS) or DPhil status, but other evidence will also be taken into consideration in reaching a final decision on transfer applications.

C. Criteria for the award of various mark bands

- | | |
|---------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Over 79 | Outstanding work, including all the qualities listed below, but showing complete command of the subject, originality, evidence of extensive reading, and a developed understanding of the overall context of the problem or question. |
| 79-70 | Excellent work, with an unequivocal grasp of current major issues in the field, a depth of knowledge of the concepts and material involved. Knowledge, argument and methodology are reviewed critically, with insight and independence of thought. Arguments should show sophisticated reasoning and be clear, well focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, critical ability and originality are all present. |
| 60-69 | Work shows consistency, fluency and critical ability in discussing and evaluating evidence and draws upon theories from a variety of sources, with the whole organised into a structured argument. An understanding and assimilation of the relevant literature is demonstrated, and there is a relation of concepts and ideas from different part of the teaching, showing some degree of independence of thought. |
| 50-59 | Work shows knowledge and understanding, but there may be little development of ideas and methodology. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the literature, though not extensive, and there may be limited evidence of critical ability. Candidates must show that they have grasped the fundamental concepts and procedures in the field, and the work is adequately executed, although there may be some lack of clarity and focus. |

- 40-49 Work shows a limited degree of knowledge and understanding of the essential literature for the course. Examination answers contain some relevant material but may demonstrate significant inaccuracies, be insufficiently focused on the question, or simply general and diffuse. Dissertations demonstrate some familiarity with the relevant literature, but may show significant deficiencies in organisation and discussion of ideas, while arguments may be inadequately supported or hard to follow. Practical work shows some ability but aspects of data collection and processing may be problematic.
- Under 40 Work that shows little understanding of and/or is barely relevant to the question, shows minimal evidence of reading, contains largely erroneous or irrelevant material, and is very short and/or unfocused; may be poorly expressed and organised.

D. Penalties

Under normal circumstances the following penalties will be applied by the Examiners:

For the late submission of work: the subtraction of one mark per day to a maximum of 5 marks per week.

For work that is over length: Essays or dissertations will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

E. Dissertation and thesis marking

The General criteria in A. above apply equally to dissertations and theses, so the mark bands set out in C. above may be generally sufficient for dissertations. But for the larger theses (M.Phil. thesis and M.Sc. dissertation) the following aspects can be assessed, in terms of marks, as: over 79: exceptional; 70-79: excellent; 60-69: good; 50-59: satisfactory; 40-49: less than satisfactory; under 40: poor.

- The delineation of the aims, assessment of methods, and appreciation of limitations, of the thesis.
- The placing into a scholarly context of the central concerns and outcomes of the thesis.
- The choices of material, of methodology and, where appropriate, of experimental approaches, and methods of data analysis.
- The competence of execution, including, where appropriate, experimental work and statistical or other analysis of the results.
- The quality of interpretation in terms of intelligence, knowledge of relevant context, originality and subtlety.
- The ability to present a large-scale project and its outcomes as a whole, and to summarise these succinctly and accurately.

ANNEXE I

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.

DPhil, MLitt and MSc by Research Degrees

All students following the DPhil, MLitt or MSc (by Research) 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_etheses 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_etheses/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_etheses/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.

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 Department 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 Department 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 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/

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 for guidance or ask ORA staff (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) 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_etheses/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.

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ANNEXE J

Ethical Review Procedures for Research in the Social Sciences

ALL University of Oxford research projects involving human participants or personal data, conducted by Oxford students or staff (including academic and research staff) require research ethics scrutiny and approval before the research starts.

- **Why is ethics scrutiny and approval important?**
 - It is part of the responsible conduct of research.
 - It demonstrates that your research has been conducted according to the highest ethical standards. It is important to protect the dignity, rights and welfare of all those involved in the research (whether they are participants, researchers or third parties)
 - It is a University requirement.
 - It is now the expectation - and in some cases formal requirement - of funding bodies.
 - If you are a DPhil student, you will have to answer a series of questions regarding ethical scrutiny of your research in your Transfer and Confirmation of Status application forms.

- **You need ethics approval if...**
 - Your research requires human subjects to participate directly by, for example,
 - answering questions about themselves or their opinions - whether as members of the public or in elite interviews.
 - performing tasks, or being observed - such as completing an online survey, participating in an experiment in a computer lab, reading words aloud for linguistic analysis.
 - *OR* your research involves data (collected by you or others) about identified or identifiable people.

- **What you need to do**

Under the University's policy, ethical approval must be obtained before a research project begins.

1. Complete a CUREC 1 or 1A checklist. If this shows a CUREC 2 form is required, complete this too.
2. Obtain signatures (or email confirmation) from your department, including your supervisor's signature.
3. Send the checklist to the SSH IDREC or to your Departmental Ethics Committee

Details of the procedure and application forms can be found on the Central University Research Ethics Committee (CUREC) website - <http://www.admin.ox.ac.uk/curec/>

Applications are considered by the Social Sciences and Humanities Interdivisional Research Ethics Committee (IDREC). If your department has its own Departmental Research Ethics Committee (DREC), you should submit your research ethics application to the DREC in the first instance. If your department does not have a DREC, applications for the SSH IDREC should be sent to the Secretary, who acts as the co-ordinator of the IDREC's work, at ethics@socsci.ox.ac.uk

ANNEXE K

Feedback on formative and summative assessment for PGT programmes

Feedback on both formative and summative assessment is an important element of all PGT 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. In the M.St. and M.Phil. Archaeology and Classical Archaeology you will receive written feedback from the option tutor on all the weekly work you submit during term as a formative assessment, and also have the opportunity to discuss the work orally in a tutorial or small class. In the M.Sc. and M.St. Archaeological Science feedback will also be given on some trial examination questions.

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. 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 School of Archaeology students studying for the Masters in Archaeology and in Classical Archaeology, will receive formal written feedback from their option tutor on the drafts of their pre-set essays during Michelmas or early Hilary Term.

Students will receive formal written feedback on their dissertation/thesis submitted in the final term of their course via a short report from the Examiners within two weeks of the final meeting of the relevant Examination Board.