



UNIVERSITY OF OXFORD  
The School of Archaeology and the School of Anthropology and  
Museum Ethnography

# The Yellow Book

## **Course guidance for BA Archaeology and Anthropology in 2016-2017**

School of Archaeology  
36 Beaumont Street  
Oxford OX1 2PG [www.arch.ox.ac.uk](http://www.arch.ox.ac.uk)

School of Anthropology and Museum Ethnography  
51/53 Banbury Road  
Oxford OX2 6PE [www.isca.ox.ac.uk](http://www.isca.ox.ac.uk)

## Foreword

---

Dear Students

As the Heads of the School for Archaeology and the School of Anthropology and Museum Ethnography (SAME), it is our pleasure to congratulate and welcome you as the newest members of our dynamic community here within the University of Oxford. We hope that the next three years will be fulfilling and enjoyable.

You have chosen to study human cultures, past and present. Our two disciplines are fundamental to gaining an understanding of who we humans are. Our BA programme in Archaeology and Anthropology is unusual in the way it combines both subjects throughout the course, offering a comprehensive and broad guide to the richness and diversity of human cultural experience through space and time. Six institutions at Oxford are involved: the Institutes of Archaeology and of Social and Cultural Anthropology, the Research Laboratory for Archaeology and the History of Art, the Ashmolean Museum, the Pitt Rivers Museum, and the Oxford University Museum of Natural History. If you haven't visited any of the museums yet, don't worry, you'll be taking lessons and practical sessions in them throughout the course and you may even get to work as an intern in one.

Whilst studying with us you will also take advantage of Oxford's world-leading libraries—the Bodleian, the Sackler, the Balfour and Tylor libraries, and of course your college libraries. But it's not all reading! At the end of your first year we look forward to taking you to Dorchester-on-Thames for a two-week training excavation run in partnership with Oxford Archaeology, Britain's leading archaeology and heritage practice. Later the world is your oyster as you undertake your own three-week archaeological or anthropological project (subject to approval, of course!).

The 'Yellow Book' provides information and guidance for the course. Its sister publication 'The Green Book' details the course syllabus. If you have any questions our administrative and academic staff are ready to hear from you and look forward to supporting you throughout your degree.

We wish you all the best in your studies, and for your time at Oxford!

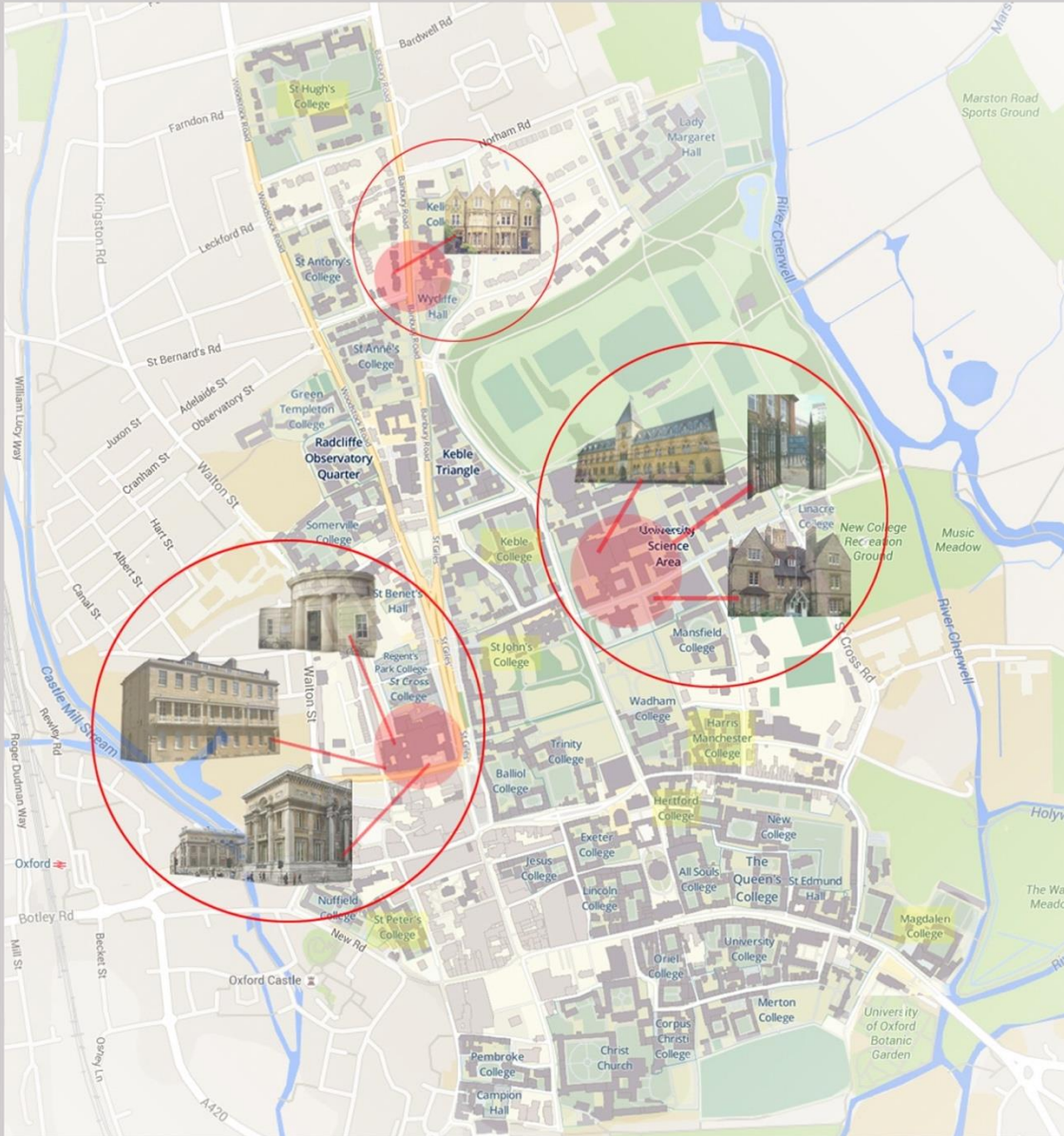
*David Gellner*      *Julia Lee-Thorp*

Prof. David Gellner (SAME) and Prof. Julia Lee-Thorp (School of Archaeology)



# BA Archaeology and Anthropology at the University of Oxford

[www.arch.ox.ac.uk/undergraduate-studies](http://www.arch.ox.ac.uk/undergraduate-studies)



**Harris Manchester**



**St Peter's**



**St Hugh's**



**St John's**



**Magdalen**



**Keble**



**Hertford**



## **Dates of Full Terms**

---

Michaelmas: 2016: Sunday 9 October – Saturday 3 December 2016

Hilary 2017: Sunday 15 January – Saturday 11 March 2017

Trinity 2017: Sunday 23 April – Saturday 17 June 2017

## **Disclaimer**

---

This is a guide for the convenience of students and staff. The definitive record of the course regulations can be found in the *Examination Regulations* (<http://www.admin.ox.ac.uk/examregs/>). Should there be, or appear to be, any conflict between statements in this handbook and the *Examination Regulations* then the latter shall prevail.

Although the information in this handbook is accurate at the time of publication, aspects of the programme and of department practice may be subject to modification and revision. The University reserves the right to modify the programme in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance processes or external sources, such as professional bodies, requires a change to be made. In such circumstances, revised information will be issued.

## **Data Protection Act 1998**

---

You should have received from your College a statement regarding student personal data, including a declaration for you to sign indicating your acceptance of that statement. Please contact your College's Data Protection Officer if you have not. Further information on the Act can be obtained at [www.admin.ox.ac.uk/councilsec/dp/index.shtml](http://www.admin.ox.ac.uk/councilsec/dp/index.shtml).

# Contents

---

Foreword; Dates of Full Terms; Disclaimer; Data Protection Act 1998

1. [Useful contacts](#)
2. [Useful links](#)
3. [Key dates/deadlines](#)
4. [Course Overview](#)
5. [Organisation of teaching and learning](#)
  - 5.1. [Your Tutor](#)
  - 5.2. [Course Co-ordinators](#)
  - 5.3. [Lectures](#)
  - 5.4. [Tutorials](#)
  - 5.5. [Practical Classes](#)
  - 5.6. [Fieldwork](#)
6. [Dissertation](#)
  - 6.1. [An ideal timetable](#)
  - 6.2. [Guidelines for writing](#)
  - 6.3. [Dissertation Format Guidelines](#)
7. [Exams](#)
  - 7.1. [Exam conventions](#)
  - 7.2. [Examination entry](#)
  - 7.3. [Examination dates](#)
  - 7.4. [Sitting your exam](#)
  - 7.5. [External examiner and examiner reports](#)
  - 7.8. [Notes on Examinations in the Final Honour School](#)
8. [Plagiarism](#)
9. [Audio Recording of Lectures](#)
10. [Careers Service and the Equality and Diversity Unit](#)
11. [Student representation](#)
12. [Complaints and academic appeals](#)

# 1. Useful Contacts

---

## Course Administration

- Undergraduate Course Administrator – Robyn Mason  
[ugsupport@arch.ox.ac.uk](mailto:ugsupport@arch.ox.ac.uk)  
01865 (2)78121
- Undergraduate Representative (2016-17) – Alice Jaspars  
[alice.jaspars@arch.ox.ac.uk](mailto:alice.jaspars@arch.ox.ac.uk)
- Chair of Standing Committee for Archaeology and Anthropology – Prof. Nick Barton

## Other useful contacts:

Bodleian Main Desk – [reader.services@bodleian.ox.ac.uk](mailto:reader.services@bodleian.ox.ac.uk) (2)77162  
Oxford University Computing Services – [contact@it.ox.ac.uk](mailto:contact@it.ox.ac.uk) (2)73200  
Oxford Student Union – [enquiries@ousu.org](mailto:enquiries@ousu.org) (2)88452

[Back to contents](#)

## 2. Useful Links

---

School of Archaeology: [www.arch.ox.ac.uk](http://www.arch.ox.ac.uk)

School of Anthropology and Museum Ethnography: [www.isca.ox.ac.uk](http://www.isca.ox.ac.uk)

Weblearn: <https://weblearn.ox.ac.uk/portal/site/:socsci:archinst>

Term timetables: <http://www.arch.ox.ac.uk/lecture-list.html>

Green Book and Yellow Book online versions: <http://www.arch.ox.ac.uk/current-undergraduates.html>

Oxford University Archaeological Society:  
<https://sites.google.com/site/ouarchaeologicalsociety/>

Oxford University Anthropological Society: <http://www.anthro.ox.ac.uk/current-students/oxford-university-anthropological-society>

Oxford University's Society for Lesbian, Gay, Bisexual, Transgender and Queer People:  
<http://www.oxlgbtq.org.uk>

Oxford University Nightline: <http://oxfordnightline.org>

Student Advice Service: [www.ousu.org/advice](http://www.ousu.org/advice)

Oxford University Travel Insurance: <https://www.admin.ox.ac.uk/finance/insurance/travel/>

Oxford University Counselling: <https://www.ox.ac.uk/students/welfare/counselling?wssl=1>

Oxford University Career Service: [www.careers.ox.ac.uk](http://www.careers.ox.ac.uk)

Oxford University Disability Advisory Service: [www.ox.ac.uk/students/welfare/disability](http://www.ox.ac.uk/students/welfare/disability)

Oxford University International Student Orientation Programme:  
[www.ox.ac.uk/students/new/international](http://www.ox.ac.uk/students/new/international)

IT Learning Programme: <http://courses.it.ox.ac.uk/>

Oxford University Sports: [www.sport.ox.ac.uk](http://www.sport.ox.ac.uk)

Oxford University Dramatic Society: [www.ouds.org](http://www.ouds.org)

Oxford University Music Society: <http://oums.org/>

[Back to contents](#)

### 3. Key Dates and Deadlines

Michaelmas Term		
Week	Year	Deadline item
MT 0	1 <sup>st</sup> years	Induction day and evening reception (Friday)
MT 1 to 4	2 <sup>nd</sup> years	Students hold preliminary discussions with their tutors as to their dissertation topic
MT 4	2 <sup>nd</sup> years	One day fieldtrip to Uffington and the Ridgeway (Saturday)
MT 4	1 <sup>st</sup> years	Students Liaison Meeting with Undergraduate Representative
MT 6	3 <sup>rd</sup> years	Submit dissertation title, synopsis and supervisor to <a href="mailto:ugsupport@arch.ox.ac.uk">ugsupport@arch.ox.ac.uk</a> for approval by the Board of Examiners
MT 8 or 9	2 <sup>nd</sup> years	Dissertation Briefing Meeting
MT 8	2 <sup>nd</sup> years	Submit <u>Fieldwork Report</u> and <u>Fieldwork Attendance Certificate</u> to tutor
MT 8 or 9	3 <sup>rd</sup> years	Submit a full first draft of their dissertation to their supervisor
Hilary Term		
Week	Year	Deadline item
HT 1	3 <sup>rd</sup> years	Dissertation Presentation day (Monday)
HT 2	1 <sup>st</sup> years	Fieldwork Conference
HT 4	1 <sup>st</sup> years	Student Liaison Meeting
HT 1 to 4	1 <sup>st</sup> years	Students discuss with their tutors their proposed Fieldwork Project(s) to take place in the long vacation after the first year of study. This is also a good time in which to discuss what option papers you would like to take.  Note: 1 <sup>st</sup> year students must submit a <u>Fieldwork Risk Assessment</u> to their tutor <b>6 weeks prior to departure for their project</b> and students are required to arrange their travel insurance before any Fieldwork commences.
HT 5	2 <sup>nd</sup> years	Students submit their <u>dissertation proposal form</u> , signed by their Director of Studies and prospective supervisor to <a href="mailto:ugsupport@arch.ox.ac.uk">ugsupport@arch.ox.ac.uk</a>
HT 8	1 <sup>st</sup> & 2 <sup>nd</sup> years	Submit their option paper choices to the Standing Committee via <a href="mailto:ugsupport@arch.ox.ac.uk">ugsupport@arch.ox.ac.uk</a> by <b>midday, Friday</b>
HT 9	3 <sup>rd</sup> years	Submit two copies of their dissertation to the Chairman of Examiners, Honour School of Archaeology and Anthropology by <b>midday, Friday</b>
HT 9	1 <sup>st</sup> years	Students must submit their <u>Fieldwork Project Proposal</u> to the Standing Committee via <a href="mailto:ugsupport@arch.ox.ac.uk">ugsupport@arch.ox.ac.uk</a> by <b>midday, Friday</b>
Trinity Term		
TT 1	1 <sup>st</sup> years	Attend workshop with Classics on fieldwork risk assessments.
TT 5 & 6	3 <sup>rd</sup> years	Final Honour School Exams
TT 6	1 <sup>st</sup> years	Submit their signed and completed Fieldwork Risk Assessments for their summer fieldwork projects to Ian Cartwright by <b>Friday</b>
TT 8	3 <sup>rd</sup> years	Honour School drinks, Friday evening
TT 9	1 <sup>st</sup> years	Honour Moderations Exams



## 4. Course Overview

---

Students reading BA Archaeology and Anthropology undertake 4 core papers in their first year. While some relevant aspects of the Honour School may have been covered in subjects studied at school the Honour Moderations course (Mods) taken in the first year offers a broad introduction which assumes no prior knowledge of the constituent disciplines. These subjects are examined in Trinity Term of the first year by four three-hour papers of three questions each. The first long vacation includes a period of fieldwork.

The second and third years are occupied in preparation for four core papers and three option papers of the Final Honour School (FHS), and the writing of a 15,000-word dissertation on a subject approved by the Standing Committee.

The FHS continues the principle of balancing detailed knowledge of particular periods and areas (or scientific topics), which are explored as option subjects. Students choose three option subjects, either anthropological or archaeological, to study in their second and third years.

These together with four core papers are examined in Trinity Term of the third year.

### **Core papers:**

#### **Honour Moderations (1<sup>st</sup> year)**

Paper 1. Introduction to World Archaeology

Paper 2. Introduction to Anthropological Theory

Paper 3. Perspectives on Human Evolution

Paper 4. The Nature of Archaeological and Anthropological Enquiry

#### **Final Honour School (2<sup>nd</sup> and 3<sup>rd</sup> years)**

Paper 1. Social Analysis and Interpretation

Paper 2. Cultural Representations, Beliefs and Practices

Paper 3. Landscape and Ecology

Paper 4. Urbanisation and Change in Complex Societies

*For more information about each paper and option, etc. **please refer to the Green Book.***

[Back to contents](#)

## 5. Organisation of Teaching and Learning

---

### 5.1. Your Tutor

You will meet your college tutor (or one of them) during the first few days of your course. They will have made arrangements for your tutorials and the various classes you will be taking, and will discuss with you the options which you might choose and your timetable for studying them. When you have concerns or doubts, particularly if they are of an academic nature, your tutor will normally be the first person to consult: you should not hesitate to do this.

The college tutor is in sole charge of the teaching of any undergraduate reading Archaeology and Anthropology in his or her college and that includes:

- arranging all the tutorials the student needs (including tutorials for the dissertation),
- helping the student to find a suitable fieldwork project
- helping the student to choose their three option papers for the FHS
- helping the student to devise a suitable dissertation topic
- ensuring that students submit their fieldwork proposals, fieldwork report, slate of options and dissertation topic at the required time.

It will probably be a rule of your College that you call on College Tutors at the beginning of each term to arrange tuition, and at the end of term to arrange vacation reading and next term's subjects. In any case it would be wise to pay such calls, if necessary, on your own initiative. Colleges have different rules about when term 'begins'. The official start is Sunday of First Week of Full Term, but you will certainly be expected back before then, and you should try to ensure that by the Sunday you know who your tutors for the term will be, have met or corresponded with them, and have been set work and assigned tutorial times by them.

Most Colleges have a system of feedback whereby you can comment on your tutorials (including your own performance within them) and your tutors: this is normally done by a written questionnaire, though the format varies considerably. Please do use these questionnaires: confidentiality can always be assured if you wish, and comments (even if made anonymously) are extremely useful both to the College and to the tutors themselves. If you come to feel that you need a change of tutor, don't just do nothing, but take the problem to someone else in your College – your College Tutor (if he or she is not the individual in question), your JCR Academic Representative, your Senior Tutor, the Women's Adviser, the Chaplain, or even the Head of College, if necessary. Such problems are rare, but most arise from a personality-clash that has proved intractable; but since in a university of Oxford's size there are likely to be alternative tutors for nearly all your subjects, there's no point in putting up with a relationship which is impeding your academic progress. In these circumstances you can usually expect a change, but not necessarily to the particular tutor whom you would prefer.

At the end of each term you can expect formal reports on your work, either alone with your College Tutor, or with the Head of College, perhaps in the presence of your Tutors. These are intended to be two-way exchanges: if you have concerns about your work or your tuition, do not hesitate to say so.

## 5.2. Course Co-ordinators

The Course co-ordinator manages all aspects of an individual course or paper and is responsible for:

1. the syllabus, the scheme of lectures, the list of proposed tutorial topics and the course bibliography;
2. arranging for the lectures for the course to be given (negotiating with all lecturers involved, booking rooms, sorting out timings that do not clash with other Archaeology and Anthropology courses);
3. overseeing those who declare a willingness to tutor for the course, which may involve organising them into teams, and providing them with the course documentation.

If tutors or students have any queries about a particular course these should be made to the course co-ordinator, and the course co-ordinator should be ready to advise on, for example, who might appropriately tutor a given student for the course. If the course needs tutorials to be given by more than one type of specialist, in some special order, or at some specific time of the year, it is the responsibility of the course co-ordinator to ensure that college tutors are informed of this.

The course co-ordinator should annually, in consultation with those lecturing for the course and also those giving tutorials for the course, revise *The Green Book* entry i.e. syllabus, scheme of lectures, list of proposed tutorial topics and course bibliography. All proposed revisions should be notified to Undergraduate Administrator of the School of Archaeology in the first instance through the [ugsupport@arch.ox.ac.uk](mailto:ugsupport@arch.ox.ac.uk).

The course co-ordinator will supply lists of tutorial topics and, if requested, sample examination questions to the examiners. In Trinity Term the Undergraduate Administrator will circulate a draft lecture-list for the coming academic year. It is the responsibility of course co-ordinators to check this draft, ensure that it represents accurately their intentions for the course, make sure that all lecturers involved are aware well in advance of exactly when they are to perform, book all appropriate lecture rooms, and answer any specific queries which the Administrator may raise.

In the cases of clashes appearing it is the course co-ordinator's responsibility to liaise with the other course co-ordinator involved and resolve the clash.

## 5.3. Tutorials

The main focus of teaching throughout your time in Oxford will be tutorials. A tutorial is a meeting between the tutor and a single undergraduate, a pair, or a trio; a larger group is normally defined as **a class**.

Throughout Mods and FHS, undergraduates should receive 12 tutorials a term (i.e. the equivalent of one and a half papers). These should be spaced to give **3 tutorials a fortnight**, rather than 4 in the first half of term and 8 in the second half of term. The only exceptions to this are Trinity Term of students' first and third years (when 8 only should be offered to allow time for revision for Mods and Finals), and either the Michaelmas or the Hilary Terms of the third year, when only 8 tutorials should be given to allow time for work on the dissertation.

**A tutorial is interactive.** The more you bring to a tutorial or class, the more you will gain from it. Tutorials are an opportunity for you to raise the issues and ask the questions which are

troubling you, and to try out your own ideas in discussion with someone of greater experience; classes are an opportunity to explore issues together, and to get used to general discussion.

For most tutorials, and for many classes, you will be asked to produce written work, and a good deal of your time will be spent writing and preparing essays on topics suggested by your tutors. They will normally direct you towards some secondary reading.

Most Colleges set at least one 'collection', i.e. a practice examination paper, at the beginning of each term; many set two, and some expect a vacation essay as well, particularly in the long vacation. Collections will sometimes be on a subject studied in the previous term, sometimes on the reading which you will have covered over the vacation.

There is tremendous variety in the ways that tutors approach tutorials, and that is a strength of the system. Given this variety, do not worry if your peers in other Colleges seem to be doing things differently for any given paper; your own College Tutor knows how best to prepare you for your course and examinations.

Your tutors will give you regular feedback in the form of comments on your work. It is reasonable to expect written comments on any work a tutor takes in; but it is rare for tutors to put marks on written work, except for collections. If you are left uncertain about the general quality of your work, do not hesitate to ask.

## **5.4. Lectures**

An archaeology and anthropology lecture list is published each term, covering all the lectures in Mods and Finals, on the School of Archaeology webpage at <http://www.arch.ox.ac.uk/lecture-list.html>.

Lectures do not always coincide with the term in which you are writing essays on that subject. Important lectures may come a term or two before your tutorials; in this case you should read in advance the texts which are being lectured on, even if that reading has to be in translation.

A lecture questionnaire will be circulated by email to students at the end of each term by the Undergraduate Support Administrator. You are encouraged to use this form to provide feedback since this helps the School too and is also for the benefit of future students.

Lectures aim to provide a broad overview of fact and theory by experts in particular areas. Where tutorials allow students to pursue special issues in greater depth and to develop their own views, together with skills in writing and argumentation, it is impossible to benefit fully from tutorials without the broader perspectives offered by lectures.

## **5.5. Practical classes**

Archaeology and many aspects of anthropology involve an appreciation of objects and scientific samples. The course also involves a number of practical skills concerning scientific techniques, the analysis of materials and the use of computers and these issues can only be addressed through practical classes. In these classes students will be able to see at first hand scientific laboratories (the University of Oxford has one of the largest laboratories for archaeological science in the country), analyse material from archaeological sites and learn how to access study materials via the Internet and bibliographic databases. Classes are also given to prepare students for the training excavation at the end of their first year and the analysis of materials in their second year will concentrate on objects recovered from the

excavations on which they have participated. The practical classes are an integral part of the course and allow students to develop an appreciation of the physical evidence and its analysis that it is impossible to achieve second hand.

The practical classes in Hilary and Trinity Terms are an essential component of Honour Moderations and are linked to lectures given earlier in the year. Failure to attend all classes without reasonable cause will be treated by College Tutors/Directors of Studies as being comparable to missing tutorials without good cause and will result in a student being required to sit a Penal Collection. If there is good reason why a student cannot attend a particular class at the time assigned (for example, an urgent medical appointment), then the student should contact the person holding the class in advance and ask if it might be possible to be allocated another time.

## 5.6. Fieldwork

Students studying for the degree in Archaeology and Anthropology expected to spend two weeks on a training project organised by the Standing Committee at the end of their first year. In addition, they must spend at least three further weeks working on a project of their choice. It is recommended that fieldwork will be carried out during the first long vacation though it would be possible for a student (in exceptional cases) to fulfil the obligation during the Easter Vacation of the second year, but option subjects and dissertation will take up a substantial proportion of the long vacation of their second year.

Students should discuss proposed projects with their tutors not later than the beginning of **Hilary Term of their first year**. Projects may consist of archaeological or anthropological fieldwork, or an internship in a museum or laboratory. All field training projects in archaeology or anthropology must include three weeks of supervised training in, and practice of, some technique or techniques relevant to field research. Equally, museum- or laboratory-based work must entail a minimum of three weeks of supervised training in relevant skills and methods (e.g., as a formal internship). Tutors who wish to take advice should contact Prof. C. Gosden about archaeological projects, Prof. M Banks about anthropological projects, and Prof. Amy Bogaard or Prof. Nick Barton about lab- or museum-based projects.

The student is expected to make his/her own arrangements with the project director (usually during Hilary Term or the Easter vacation) and to inform his/her tutor of them. ***Students must ensure that their own, independently selected project is approved by the Standing Committee in week 1 of Trinity Term. Thus the deadline for submitting their project proposal is week 9 of Hilary Term.*** Arrangements for this will be confirmed electronically, but will require students to provide the name and location of the project, the name and institutional affiliation of the project director and a brief ( $\pm$  100 words) description of the project itself.

It is the student's responsibility to ensure the project director completes the relevant section of the Field Attendance Certificate [www.arch.ox.ac.uk/current-undergraduates-fieldwork.html](http://www.arch.ox.ac.uk/current-undergraduates-fieldwork.html)

### Fieldwork Report

On completion of his or her independently selected fieldwork project each student is expected to write a short report on the work, outlining the aims of the project, the principal results and his/her own part in achieving those results.

The report should aim for but not exceed 5,000 words and should be submitted to the relevant College Tutor **by Friday of the week 8 of Michaelmas Term of the second year**, together with a completed Field Attendance Certificate.

College Tutors should confirm that the fieldwork commitment has been satisfactorily discharged by signing the last section of the Field Attendance Certificate and forwarding a copy together with the report to: The Administrator, School of Archaeology, 36 Beaumont Street, by **Monday of the week 9 of the Michaelmas Term of the second year**. A second copy should be filed in college. All reports received by this deadline will be considered for the Oxbow Prize for Fieldwork [see below].

### **Funding Fieldwork**

Before choosing a particular fieldwork project, students should give serious consideration to costs likely to be incurred, such as travel and subsistence, insurance, and, depending on destination, vaccinations and/or other treatment recommended by OUHS or their GP. The Honour School offers a grant as contribution towards these costs; currently students may claim expenses up to £220 by completing a Fieldwork Claims Form [www.arch.ox.ac.uk/current-undergraduates-fieldwork.html](http://www.arch.ox.ac.uk/current-undergraduates-fieldwork.html). This form must be signed by the College Tutor and can be submitted either before or after fieldwork has been completed. Students can seek additional funding from their College.

### **Fieldwork Risk Assessment**

In accordance with University regulations, the School of Archaeology has a Fieldwork Health and Safety Policy. This policy requires students who undertake fieldwork as an essential part of their course to complete a Safety in Fieldwork form before any work is started. The Safety in Fieldwork form is available at [www.arch.ox.ac.uk/undergraduatefieldwork.html](http://www.arch.ox.ac.uk/undergraduatefieldwork.html) and must be submitted to the School of Archaeology Safety Officer six weeks prior to the project commencing.

### **Fieldwork Insurance**

Experience has shown that quite often excavations do not provide cover for personal accident, medical expenses etc. ***It is the student's responsibility to clarify the situation and arrange for themselves whatever insurance is thought necessary to cover all eventualities.*** It is advisable to register with the University of Oxford travel insurance, currently free – <http://www.admin.ox.ac.uk/finance/insurance/travel/>

### **Fieldwork Prize**

---

The Oxbow Prize for Fieldwork, sponsored by Oxbow Books, is awarded to the best fieldwork report. Only reports received by Monday of the ninth week of Michaelmas Term 2015 will be considered for this Prize.

## 6. Dissertation

---

### 6.1. Dissertation – Milestones and timelines

#### 2<sup>nd</sup> Year

**MICHAELMAS TERM:** student discusses dissertation topic with College Tutor or Director of Studies, identifies and selects potential dissertation supervisor. Attends Dissertation Briefing Meeting.

**CHRISTMAS VACATION:** student thinks about the general area in which he or she will write the dissertation and does any relevant general background reading.

**HILARY TERM:** student discusses possible 100 word synopsis with chosen specialist supervisor, and gets detailed bibliography. Submit title and synopsis of dissertation with an email of support from supervisor by Wednesday of ninth week to Standing Committee via [ugsupport@arch.ox.ac.uk](mailto:ugsupport@arch.ox.ac.uk)

**EASTER VACATION:** student begins detailed research.

**END OF TRINITY TERM:** student sees supervisor to ensure that nature and scope of the research and the structure of the dissertation are clear.

**SUMMER VACATION:** dissertation should be done during this vacation, including any relevant fieldwork. If there is to be a catalogue of material it should be substantially complete by the end of this vacation. At least one third of the dissertation should be drafted in a form suitable for the supervisor to comment on at the beginning of Michaelmas term. Preliminary reading for one or both Option subjects must also be done during this vacation.

#### 3<sup>rd</sup> Year

**MICHAELMAS TERM:** Substantial work on dissertation, (in place of 4 tutorials).

**0TH WEEK:** student submits work done over summer to supervisor.

**1ST WEEK:** student receives back written and oral comments on submitted work from supervisor. Agrees with supervisor the timetable for completion of dissertation.

Presents a full first draft to supervisor at the **END OF MICHAELMAS TERM.**

**BEGINNING OF HILARY TERM:** student gives brief presentation on dissertation topic and progress made. Incorporates supervisor's comments in final draft of dissertation.

**END OF HILARY TERM:** Dissertation must be bound (2 bound copies to be submitted, one copy to be retained by candidate). Certification to be completed by student and countersigned by supervisor.

**Two copies of the dissertation must be submitted to the Chairman of Examiners, Honour School of Archaeology and Anthropology, Examination Schools, High Street, Oxford, by NOON FRIDAY OF THE NINTH WEEK.**

## 6.2. Guidelines for Dissertation Writers

### Planning and choice of topic

The subject of an Archaeology and Anthropology dissertation may, but need not, overlap with a subject or period on which the candidate offers papers. Candidates must not repeat material used in their dissertation in any of their papers, and you will not be given credit for material repeated extensively.

Preliminary discussions as to dissertation topic, in the first instance with their College Tutor, should begin in **Michaelmas Term of the second year**. If the College Tutor does not feel qualified to give detailed advice he or she will then put the candidate in touch with someone suitable to supervise a dissertation in the chosen area. Advice on choosing a topic, doing research and writing a dissertation is also given at a meeting held in the eighth week of that term; further advice on the likely suitability of dissertation topics is also freely available via the Chairman of the Standing Committee. The choice of topic should have been informally made, and a supervisor approached, by the end of Michaelmas Term. The student must be encouraged to complete research for the dissertation during the long vacation between the second and third years. Students will be asked to give a brief presentation on their dissertation topic and the progress they have made at the beginning of Hilary Term of their third year of study.

Notice of the title of the dissertation, a synopsis of about 100 words, **along with a letter of support from the tutor who will supervise the dissertation**, must be sent to the Undergraduate Administrator of the School of Archaeology for submission to the Standing Committee not later than **Monday of the noughth week of Trinity Term of the second year**. Dissertation projects can then be approved during that term; if there are any problems, students have sufficient time to revise the topic.

Any non-text/non-paper materials which a student wishes to submit as part of the dissertation must be justified in writing accompanying the synopsis for approval by the Standing Committee. For example, material essential for understanding the dissertation might be approved for submission as an appendix. Two-dimensional visual material capable of being bound into the dissertation is already acceptable.

A student wishing to change the title of the dissertation after the Standing Committee has approved it must notify the Undergraduate Administrator of the School of Archaeology as early as possible (for approval by the Standing Committee Chair). A student wishing to make more substantial changes must submit a revised title and synopsis, including a description of the reasons for change by **Monday of the fourth week of Hilary Term of the final year**.

### Your supervisor

The dissertation supervisor will be required to offer a minimum of four tutorials but can give up to a maximum of eight. He or she will assist in the choice of a topic and give initial advice on relevant sources and methods. He or she will advise on sources and presentation and assist with bibliographical advice; he or she will certainly expect to read draft chapters or sections. He or she may, but will not necessarily, read and comment on a complete first draft.

Candidates must certify on submitting the dissertation that the dissertation is their own work, and supervisors must countersign this certificate (which must also state that the dissertation



has not previously been submitted, in whole or part, for another Final Honour School or other degree in Oxford or elsewhere).

## **Dissertations – General Advice**

A good dissertation contains a consecutive argument or set of arguments on its topic. Apart from showing a sound grasp of the secondary literature on the field and/or period and an awareness of the problems of the topic, the writer deploys the evidence of the sources to support the elements in the general argument. It is made clear how the writer has approached the topic, what conclusions have been reached and, if appropriate, how the approach and conclusions are related to the views of other scholars.

The work should be well-written and properly presented; it's references should be in orderly, consistent sensibly-selected. Good presentation, in the experience of many examiners, is usually combined with high quality of analysis. Conversely, careless or unclear writing, uncorrected mis-spellings, typing errors and misquotations often go with an uncertain or myopic focus on the topic.

Authors sometimes become so interested in their topic that they overlook the need to provide at least a brief introduction to it and - equally, if not more, important - to set it in its broader historical context or contexts. An introductory section to a dissertation may often usefully include a survey of the existing literature on a topic and 'pointers' to its particular interest and problems.

While reading and research are being carried out, planning how to shape materials into an argument must be seen as a simultaneous process. Laboriously-collected materials are worthless unless made to contribute to a coherent argument. For this reason, planning of both your structure and content should start as early as possible; some plans may need to be discarded until the most feasible one has been found.

It is a reasonable assumption that writing the dissertation will take longer than expected: a good dissertation will certainly require more than one draft of parts if not of the whole. Plenty of time should be allowed for getting the final typed version into presentable form without this disrupting work for other papers or revision. You should allow plenty of time to review and edit draft versions of your dissertation, and work closely with your supervisor.

Students should remember that the dissertation counts as two finals papers and thus you should organise their time accordingly.

[Back to contents](#)

## 6.3. Dissertation Format Guidelines

**Length:** A 15,000 word dissertation, double-spaced on A4 paper will normally take up 45-50 sides, depending on size of typeface used.

### Pagination

Pagination should run consecutively from beginning to end and include any appendices etc. Cross references should be to pages and not simply to any sectional divisions.

### Title page

As well as the title, the title page should also include the candidate number, 'University of Oxford, Final Honour School Archaeology and Anthropology' and it can include an image to illustrate the topic. The overall word count can also appear on the title page.

### Order of contents

After the title-page there should normally be:

- a) A table of contents, showing, in sequence, with page numbers, the subdivisions of the dissertation. Titles of chapters and appendices should be given; titles of subsections of chapters may be given.
- b) A list of abbreviations, cue-titles, symbols etc.
- c) A brief introduction in which the examiner's attention is drawn to the aims and broad argument(s) of the work and in which any relevant points about sources and obligations to the work of other scholars are made.
- d) The dissertation itself, divided into chapters. The chapters should have clear descriptive titles.
- e) A conclusion, consisting of a few hundred words which summarise the findings and briefly explore their implications.
- f) Any appendices (which are likely not to count towards the word limit, see below)
- g) A bibliography. All cited works must be listed. Works should be listed alphabetically by surname of author (see below for form of references). The bibliography is not counted within the word limit.

### Footnotes

These (except for references) should be as few and as brief as possible: they count towards the overall word-limit. The practice of putting into footnotes information which cannot be digested in the text should be avoided. Notes should be printed, single-spaced, at the foot of the page if the technology you are employing allows this to be done conveniently. Footnote numbers should be superscript (not bracketed) and run in a continuous sequence through each chapter.

### Tables, Maps and Graphs

You are encouraged to employ tables, maps, and graphs on any occasion when an argument can be more clearly and elegantly expressed by their employment. These should be inserted into the body of the text at the relevant point and their relevance explained clearly in the text. They should not be collected together at the end of the dissertation.

## Appendices

These should be used only to convey essential data which cannot be elegantly subsumed within the body of the text. They are particularly appropriate for material which does not count within the word limit of the dissertation, such as catalogues of material evidence or tables of experimental results. As such this material is not part of the formal assessment and should be included for illustrative purposes only, to be available for consultation by examiners.

## References

When reference is given for a quotation or for a viewpoint or item of information it must be precise. But judgment needs to be exercised as to when reference is required: statements of fact which no reader would question do not need to be supported by references.

It is recommended that references be given in the following manner. In certain areas of the subject it may be more appropriate to give references in footnotes by means of author's name and/or full or abbreviated title. This practice is perfectly acceptable but the supervisor's advice should be sought before adopting it. In any case a consolidated bibliography must be placed at the end of the dissertation.

References should be given in the text by author's name and year of publication (with page and/or illustration references). For example: '...Clark (1967, 23) was of the opinion that...', '...It therefore represents a variation of a comb technique seen in a Grooved Ware context at Marsden (Wainwright 1971, 121).

All works referred to in this way must be listed in full at the end of the text in alphabetical order by author's name. These references should take the following form:

### 1) Books

Renfrew, C. 1987: *Archaeology and Language. The puzzle of Indo-European Origins* (London, Cape).

### 2) Contributions to books

Hurwit, J.M. 1993: Art, Poetry and the Polis in the Age of Homer. In S. Langdon ed. *From Pasture to Polis: Art in the Age of Homer* (Columbia and London, University of Missouri Press) 14-42.

### 3) Journal Articles

Carter, J. 1972: The Beginning of Narrative Art in the Greek Geometric Period. *Annual of the British School at Athens* 67, 25-58. [N.B. volume numbers in arabic numerals].

If several publications by the same author and from the same year are cited, a,b,c, etc. should be added to the year of publication (1972a,1972b etc.). The use of the phrase et al. (= et alii) to indicate multiple authorship is permissible in the text, but not in the list of references, where all names should be given.

In subject areas where standard abbreviations for much-quoted books and periodicals are in common use, these abbreviations may be employed in text, footnotes, or bibliography, and they should be listed separately before the bibliography. Works referred to for their illustrations only, rather than arguments, need not be given full entries in the bibliography.

Italics should be used for: titles of books and periodicals; technical terms or phrases in languages other than English (but not for quotations in foreign languages); for abbreviations

which are abbreviations of foreign words (e.g., *loc.cit.*) Most such abbreviations are best avoided altogether.

Above all, every attempt should be made to be consistent in practice throughout the dissertation. Capitals should be used as sparingly as possible. They should be used for institutions and corporate bodies when the name used is the official title or part of the official title.

#### **4) Electronic sources**

Sources from the Internet should be referenced as far as possible in the same form as other sources.

## **Submission**

---

Two bound copies of the dissertation (soft binding is acceptable) should be delivered **by noon on Friday of the ninth week of Hilary Term to the Chairman of Examiners, Honour School of Archaeology and Anthropology, Examination Schools, High Street, Oxford**, together with the certificate of authorship. This certificate must be presented in a separate sealed envelope addressed to the Chairman of Examiners. Dissertations must bear the candidate's examination number but not his or her name.

## **Dissertation Prize**

---

The Archaeology and Anthropology Dissertation Prize is awarded to the best dissertation.

[Back to contents](#)

## 7. Exams

---

### 7.1. Exam Conventions

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

For further details and the most up-to-date version of the School's exam conventions please refer to Weblearn <https://weblearn.ox.ac.uk/portal/site/:socsci:archinst:ba-aa>.

### 7.2. Examination Entry

Please refer to the following Oxford Student website for examination entry and alternative examination arrangements:  
<http://www.ox.ac.uk/students/academic/exams>

### 7.3. Examination Dates

Timetables are published as early as possible and no later than five weeks before the start of the examination at the following website:  
[www.ox.ac.uk/students/academic/exams/timetables](http://www.ox.ac.uk/students/academic/exams/timetables)

### 7.4. Sitting your Examination

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website:  
([www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance))

### 7.5. External Examiner and Examiner reports

Students can access Examiners' reports (including the external examiner's reports) on Weblearn.

[https://weblearn.ox.ac.uk/portal/hierarchy/socsci/archinst/informatio/final\\_hono/page/resources](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/archinst/informatio/final_hono/page/resources)

### Meyerstein Prize

---

The Meyerstein Prize is awarded to the candidate whose performance has been adjudged the best in the year.

## 7.8. Notes on Examinations in the Final Honour School

These remarks supplement the *Instructions to Candidates* (circulated in Hilary Term of the final year), and are intended as informal advice for those taking the examination. You may also wish to visit the University Exam Schools website (<https://www.ox.ac.uk/students/academic/exams/guidance?wssl=1>) where you will find useful information regarding mock examinations, timetables, academic dress and how to arrange alternative examination arrangements.

### Revision and preparation

Revision should adequately cover the complete scope of the paper. Together with the course descriptions in the Green Book, papers from previous years form a good guide to the kinds of topics which are likely to be covered in exam questions. It is a good idea to answer some of these under practice exam conditions, if you have not regularly done this in collections. As the basis for examination questions, different questions are set each year. However, key topics are usually represented in one form or another, and it is worthwhile looking at several exam papers both to see what they are, and to see what specific twist is being imparted by the way a particular question is phrased. Do take care to consider and answer the question that has been posed.

### Examination procedure

While an invigilator is present throughout the exam, the examiner responsible for the relevant paper is also present for the first half-hour. Their purpose in being there is to answer any queries which may arise about their paper. (Not, of course, to offer advice on which questions to do, or how to tackle them, or other aspects which you must decide on; but in case there is a genuine ambiguity or inconsistency. Mistakes *can* occur, even though papers are carefully proofed.)

Question papers have a covering-sheet with details of the exam. (If it is an option paper, check that the invigilator has put the right one in your place.) Only turn over when instructed, at the official timed start of the paper. Put your candidate number on the answer sheet, not your name.

On turning over, read all the questions through carefully, and select ones you might answer; read these extra carefully, since any queries must be resolved while the examiner is present (the invigilator is *not* necessarily competent to do so).

Having selected a question (probably your best one first, but beware of spending too much time on it to the detriment of the others), consider its implications carefully. *Examiners are not trying to catch you out: there are no "trick" questions:* but each one has a specific angle, and you should identify what it is. Note particularly any restrictions (e.g., if the question is about the origins of cities in the *Old World*, do not describe New World urbanisation, except perhaps in a single comparative sentence to make a specific point). Think of the relevant bodies of theory as well as facts; and consider what is expected in a convincing answer - i.e., answer the question posed, not one of your own. (On the other hand, do not be afraid of pointing out what you consider logical flaws or suspect concepts in a question: a well-argued critique may be as appropriate as a mechanical survey of received wisdom - but make sure that you demonstrate you are fully in command of the material and ideas).

Questions which are divided EITHER...OR mean what they say: the topics overlap, but the actual questions are different. Do not answer an amalgam of both. It may be helpful (both to you and the examiner marking the script) if you write the question at the head of the page before you answer it: this will remind you not to stray from it. Write the numbers of all the

questions you have answered (including a and b for either/or questions) on the cover-sheet of the *first* answer-book in the order in which you have answered them.

Lay out your answers with plenty of room: more paper is available on demand. Use the layout to indicate the structure, as a typesetter would in composing a book, to make it easier to read: use sub-headings if you like, indent lists with numbers or bullets to make sequential points, etc. A whole sheet covered with dense handwriting is harder to understand than a well laid-out presentation with space to breathe. Simple diagrams are often helpful - bring a coloured pen or pencil if you want to make use of contrasting colours - but they should be clear and helpful rather than elaborate and ornamental.

You have one hour per question: pace yourself through the whole three hours. *If you only answer two questions, you will only get marks for two questions*; however good one answer may be, it does not make up for the marks lost by missing one. (70 + 70 + 0 = 140, score 46 = Class III; 65 + 63 + 52 = 180, score 60 = Class Ili.) Each answer should be as finished as the others. Outline answers in note form are a poor substitute, and cannot gain anything like the marks of a finished piece of prose. With an hour per question, there should be plenty of time for each.

One common reason for running out of time is starting one question and abandoning it for another. *This is why time spent at the beginning, choosing which questions to do, and really thinking why one is preferable to another.* Even if you have to spend five minutes choosing between questions, you could avoid losing a very substantial number of marks resulting from making the wrong choice and then changing. If in doubt, think.

### Answering Questions

Scrap" paper (in the form of additional booklets) is provided for planning purposes. If you write plans, drafts or rough working in the same booklet as the fair copy, remember to cross out any drafts, so that they are not mistaken for the real thing. Rough working may of course be done in a separate booklet; this must be handed in along with the fair copy. Remember you can ask for more paper whenever you need it, for whichever purpose.

It may be helpful to scribble down on a scrap-sheet keywords for all the things (ideas, examples, people, places, books, etc.) which you will want to cover in the answer, in a stream-of-consciousness or random-access mode. But that is not an essay plan, it is the raw material for it. It needs to be followed by a proper structural plan of the sequence of points (including facts, arguments, theory) which you wish to present. This is not to inhibit creativity, but to guide it. The structure should be evident in the written essay. Time used in planning at this stage is well spent: do not be panicked into writing before you are ready (even if your neighbour is off like a hare), because you will use the time more effectively by knowing where you are going.

The opening and closing paragraphs are critical, and deserve more attention than any others: they are what set the reader's perception at the outset, and give a final impression. Make them good. And read the question again, before you write the last paragraph. Have you answered it?

A good answer is heterogenous in composition: a mixture of gritty facts (i.e., observations, who made them, where, when, how reliably), heady theory (who said it, which school of thought it characterises, what it is meant to explain) and smooth argument (why one view is more convincing than another). Answers which are purely theoretical or only factual, or which fail to bring the two together, will receive fewer marks.

Answers which demonstrate a broad perspective, and connect the specific with the general, are likely to be rewarded; anthropological arguments in archaeology questions, or

archaeological examples in anthropology questions, are encouraged. Relevant examples drawn from subjects covered in options are also encouraged - that is what the options are for, to provide in-depth casestudies; though if you simply reproduce much the same material in two papers, it will be noticed, and will not be evaluated so highly a second time. (But do not avoid using relevant examples because you think you may need them in another context.)

### **Final Remarks**

Questions are set to give you the opportunity to show what you know and how well you understand it. Show that you share this enthusiasm.

If you feel that you have suffered a serious disadvantage or have a legitimate concern after completing a written public exam then you must contact your college tutor immediately. In case of illness this will also need to be supported by a medical certificate.

[Back to contents](#)



## 8. Plagiarism

### Academic Integrity: Good Practice in Citation, and the Avoidance of Plagiarism

If you are unclear about how to take notes or use web-sourced material properly, or what is acceptable practice when writing your essay, project report, dissertation etc, please ask for advice from your tutor. The most up-to-date advice and information about plagiarism and how to avoid it is also available here:

[www.ox.ac.uk/students/academic/goodpractice/](http://www.ox.ac.uk/students/academic/goodpractice/)

Section 5.4 of the Proctor and Assessors' Student Handbook 2014/15 (available here: <http://www.admin.ox.ac.uk/proctors/info/pam/>) has the following statement about plagiarism:

*All students must carefully read regulations 3, 4, 5 and 6 in the Proctors' Disciplinary Regulations for University Examinations, which make clear that:*

- *you must always indicate to the examiners when you have drawn on the work of others*
- *other people's original ideas and methods should be clearly distinguished from your own*
- *other people's words, illustrations, diagrams etc should be clearly indicated regardless of whether they are copied exactly, paraphrased, or adapted*
- *material you have previously submitted for examination, at this University or elsewhere, cannot be re-used unless specifically permitted in the special Subject Regulations.*

Failure to acknowledge your sources by clear citation and referencing constitutes plagiarism. The University reserves the right to use software applications to screen any individual's submitted work for matches either to published sources or to other submitted work. In some examinations, all candidates are asked to submit electronic copies of essays, dissertations etc for screening by 'Turnitin'. Any matches might indicate either plagiarism or collusion. Although you are encouraged to use electronic resources in academic work, you must remember that the plagiarism regulations apply to online material and other digital material just as much as they do to printed material.

The University's Education Committee has also produced and approved an extensive set of web pages, including new video resources on academic skills such as note-taking and time management. These can be found via

<http://www.ox.ac.uk/students/academic/guidance/skills>

The University has also invested in a new Plagiarism Awareness online course (<https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag>) which you are strongly advised to complete early within your course of studies.

If University examiners believe that material submitted by a candidate may be plagiarised, they will refer the matter to the Proctors. The Proctors will suspend a student's examination while they fully investigate such cases (this can include interviewing the student). If they consider that a breach of the disciplinary regulations has occurred, the Proctors are empowered to refer the matter to the Student Disciplinary Panel. Where plagiarism is proven, it will be dealt with severely: in the most extreme cases, this can result in the student's career at Oxford being ended by expulsion from the University.

## 9. Audio Recording of Lectures

---

The Standing Committee acknowledges that students may wish to record teaching sessions to support their learning. This practice may be used to supplement students' lecture experiences and help them to concentrate on actively participating in classes. The Standing Committee also recognizes that legal issues arise in relation to the recording of lectures, as students, staff and external parties have rights regarding their work and participation. Copyright and data protection laws are applicable whenever personal data is being processed, including where recording is being made of identifiable living individuals. This policy aims to protect the intellectual and privacy rights of individuals by setting out the conditions under which recording may occur and by specifying the consequences of breaching this policy.

### Definitions and Other Premises

1. This policy applies to all students and staff involved in teaching and learning.
2. The term "recording" refers to audio recording alone. Video recording and photographs are not permitted.
3. The term "lecturer" refers to any University employee involved in teaching and learning.
4. This policy does not cover small group teaching (tutorial, seminar, student-led presentation, or other meetings). This policy sets out the conditions for recording lectures only.
5. Copyright does not belong to the student making the recording.
6. By recording identifiable living individuals, individuals are processing their personal data, which needs their consent.
7. Recorded lectures build on the value of the lecture and should not be seen as a replacement for lecture attendance.

### Permission to Record

1. All students may record a lecture after the lecturer has granted them permission. There is no requirement for disabled students to seek permission additional to that already granted to them by virtue of their disability.
2. Permission to record a session is granted to a student on the understanding that no intellectual property right in the recording passes to the student.
3. Lecturers should normally give permission unless they have good reason not to: this includes, but is not limited to, the inclusion of sensitive material, the infringement of copyright, data protection or commercial intellectual property.
4. If the lecturer does not grant permission, then an alternative format may be provided when feasible and deemed to be an appropriate adjustment (e.g. transcript of the lecture).
5. When permission has been granted to record the lecture, the lecturer should tell all the students that permission has been granted.
6. The method of recording should be discrete and not intrusive.
7. The Standing Committee regards making lecture slides available through Weblearn (with or without audio) as good practice
8. Permission to record may not be given, at the lecturer's discretion, if the recording is available by podcast or other method on the web.
9. Students cannot record on behalf of others, except in the case of properly designated note-takers for disabled students.

## 10. Careers Service and the Equality and Diversity Unit

---

Archaeology and anthropology open a wide range of careers to graduates. It is anticipated that some will go on to do further study and research in one or other of the disciplines, to become the professional archaeologists and anthropologists of the future. There are increasing opportunities both in the public and private sectors in heritage management, museum curation and education, regional archaeological services, development work both in Europe and overseas, and in the media, as well as in areas such as advertising, marketing and community relations.

The **University Careers Service** ([www.careers.ox.ac.uk](http://www.careers.ox.ac.uk)) is open to all students from the beginning of your study. The service is useful for identifying work experience or vacation jobs, and whether you have a clear idea of future career possibilities or not it is worth familiarizing yourself with the wide range of advice and events on offer.

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

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

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

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

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

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

[Back to contents](#)

## **11. Student Representation in the department**

---

An **Undergraduate Representative** (elected by ballot at the end of each Trinity Term) attends meetings of the Standing Committee for Archaeology and Anthropology, School Board and the Committee for the School of Archaeology.

The Undergraduate Representative convenes and chairs the **Student Liaison Meetings**, scheduled once a term, which provides an informal setting for discussion of a wide range of topics. The Chairman of the Standing Committee is invited to attend.

**Feedback** is an important aspect of ongoing course development. Feedback is a important aspect of ongoing course development. Students will be given the opportunity to respond and provide feedback to the lecture courses they receive. It is hoped to move this to an online format this year however a sample questionnaire is provided on the following page by way of example. Responses are anonymous and comments are circulated to members of the Standing Committee/Course co-ordinators.

## 12. Complaints

---

The procedures adopted by the Proctors in relation to complaints and academic appeals are described on the Proctors' webpage:

<http://www.proctors.ox.ac.uk/complaintsandacademicappeals/>, the Student Handbook (<http://www.proctors.ox.ac.uk/handbook/handbook/>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/>). Students should also be aware that the University has procedures in place for hearing and acting on complaints of any sort and all students are referred to the Proctors' and Assessor's handbook *Essential Information for Students* for advice in these matters.

Many sources of advice are available within colleges, within faculties/departments and from bodies like the Student Advice Service provided by OUSU or the Counselling Service. Oxford Nightline, a confidential listening and information service run for students by students, is open 8pm until 8am from noughth to ninth week each term. Students can phone (2)70270 or visit at 16 Wellington Square.

The Standing Committee, Course Co-ordinators and College Tutors do their best to ensure that the organisation and teaching of the course are carried out in an efficient, friendly and productive way, but all are aware that problems can occur and that there are a number of ways in which dissatisfactions can arise. General areas of concern about provision affecting students as a whole should be raised via the Undergraduate Representative on the faculty/department's committees.

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with your college tutor or the course co-ordinator. If the problem is with the college tutor/director of studies, you should first turn to authorities within the college. In every college it is the concern of the Senior Tutor that subjects are well looked after, and if you believe that not to be the case with Archaeology and Anthropology in your college it is important that the Senior Tutor in the college be made aware of that. If the Senior Tutor is unable or unwilling to help then it may help to turn to the Chairman or Secretary of the Standing Committee for Archaeology and Anthropology; they will certainly be able to advise you on how reasonable/unreasonable your complaint is, and they may be able to intervene - though the Standing Committee has no status within colleges.

In matters of harassment a special procedure applies. The University regards harassment as unacceptable. Harassment is defined as unwarranted behaviour which disrupts your work, reduces your quality of life or creates an offensive working or social environment; it includes bullying, verbal or physical abuse, unwelcome sexual advances or other hostile acts or expressions relating to your sex, sexual orientation, religion. Harassment is a University Offence for which penalties range from reprimand to expulsion. Colleges have and advertise the existence of harassment advisers and the Standing Committee also appoints advisers (currently Professor C. Gosden, Institute of Archaeology, tel. (2)88012). The University has also created an Advisory Panel of Senior Members appointed by the Proctors. This panel is responsible for supporting, coordinating and monitoring the effectiveness of the University's arrangements for dealing with harassment, but you may approach also members of this panel directly on (2)70760, a number specially designated for this purpose.

[Back to contents](#)