UNIVERSITY OF OXFORD

SCHOOL OF ARCHAEOLOGY

NOTES FOR THE GUIDANCE OF
POSTGRADUATE STUDENTS IN ARCHAEOLOGY
(RESEARCH DEGREES)
2018-19

University Dates from 2018 to 2020 – Full Term (weeks 1-8)

Michaelmas 2018	Sunday 7th October to Saturday 1st December
Hilary 2019	Sunday 13th January to Saturday 9th March
Trinity 2019	Sunday 28th April to Saturday 22nd June
Michaelmas 2019	Sunday 13th October to Saturday 7th December
Hilary 2020	Sunday 19th January to Saturday 14th March
Trinity 2020	Sunday 26th April to Saturday 20th June

Useful Contacts

Director of Graduate Studies for Classical Archaeology
Dr Peter Stewart Tel.[2] - 78082
Classical Art Research Centre, 66 St. Giles peter.stewart@classics.ox.ac.uk

Director of Graduate Studies for Archaeology and Archaeological Science
Dr Mike Charles Tel.[2] - 78243
School of Archaeology, 36 Beaumont Street michael.charles@arch.ox.ac.uk

Graduate Support Office, School of Archaeology
Barbara Morris, Administrator (Research Degrees) Tel.[2] - 78265
School of Archaeology, 1-2 South Parks Road pgr-support@arch.ox.ac.uk

Ryan Brown, Administrator (Taught Degrees) Tel.[2] - 78255
School of Archaeology, 1-2 South Parks Road pgt-support@arch.ox.ac.uk

OUTLINE DPHIL TIMETABLE

YEAR	term	Week	ACADEMIC REQUIREMENTS	OTHER EVENTS
YEAR 1	MICHAELMAS	0		Induction week
		3		Desk allocation
		7to9	Complete Graduate Supervision report	
	HILARY	1		Meyerstein award application deadline Fieldwork safety session
		7to9	Complete Graduate Supervision report	
	TRINITY	7to9	Complete Graduate Supervision report	
		8		Tutorial Teaching Training Session
YEAR 2	MICHAELMAS	0	Complete ARCH.1 form nominating assessors for Transfer of Status	
		2	Submit GSO.2 and written work for Transfer of Status	
		3		Desk allocation
		7to9	Complete Graduate Supervision report	
	HILARY	0	Presentations	
		0	Completion of Transfer of Status	
		1		Meyerstein award application deadline
		7to9	Complete Graduate Supervision report	
	TRINITY	7to9	Complete Graduate Supervision report	
YEAR 3	MICHAELMAS	0	Complete ARCH.2 form nominating assessors for Confirmation of Status	
		2	Submit GSO.14 and written work for Confirmation of Status	
		3		Desk allocation
		7to9	Complete Graduate Supervision report	
	HILARY	0	Presentations	
		0	Completion of Confirmation of Status	
		1		Meyerstein award application deadline
		7to9	Complete Graduate Supervision report	
	TRINITY	7to9	Complete Graduate Supervision report	
YR 4			Deadline for submission of thesis [Friday of vacation following TT]	

TABLE OF CONTENTS

PREFACE

The handbook is designed to provide general guidance on the School's postgraduate research courses, the standard and scope of the work required and the procedures in which they may be involved. The University's *Examination Regulations* set out the official regulations for each degree course and are available at http://www.admin.ox.ac.uk/examregs/. In addition to the course specific regulations, you will also see a link to *General Regulations Governing Research Degrees* that apply to all University research postgraduate students. The *Examination Regulations* are updated annually, but **those for the year in which you start your course are the ones that normally apply throughout its course**. If there is a conflict between any information in this handbook or any subsequent information provided about your course and the Examination Regulations then the Examination Regulations will prevail.

This handbook applies to students starting the following courses in October 2018:

- D.Phil. Archaeology
- D.Phil. Classical Archaeology
- D.Phil. Archaeological Science

The information in this handbook is accurate as at 1 October 2018; however, it may be necessary for updates or changes to be made in certain circumstances and in which case the School will publish a new version of this handbook together with a list of the changes and students will be informed. The revised handbook will have a new version number.

The information in this handbook may be different for students starting in other years.

Welcome

Dear Student

As the Directors of Graduate studies, it is our pleasure to congratulate and welcome you on behalf of the School of Archaeology as the newest members of our dynamic community here within the University of Oxford.

We are excited to have you join the School of Archaeology and hope to see you benefit from and contribute to our broad community. The School enjoys collaborations with colleagues across many different departments and faculties, and it maintains direct associations with the University's outstanding libraries, museums, and regional heritage and commercial partners, ensuring further opportunities for student research, work experience and career advancement. In addition to the lively research seminar series, many convened by students, the Graduate Archaeological Society is run by students and offers its own seminar series, workshops, conferences and events. You will have received a welcome letter from them directly as part of your induction pack in addition to their direct welcome below.

We wish you all the best in your studies, and hope that your graduate course of choice will be fulfilling and enjoyable.

Dr Mike Charles and Dr Peter Stewart
Directors of Graduate Studies, School of Archaeology

Welcome to all new graduate students!

On behalf of Graduate Archaeologists at Oxford (GAO), we are excited to welcome you to the graduate archaeology community here at Oxford. GAO is a student-led organization that brings together students from both research and taught degrees in Archaeology, Classical Archaeology, and Archaeological Science at the University of Oxford.

GAO organizes Graduate Skills Seminar Series each term for graduate students as part of the program for the development of graduate skills, an Annual Postgraduate Conference (Dates and theme to be circulated via email), and various social events.

More information can be found on our facebook pages and we look forward to meeting you at Freshers' week!

Sydney Taylor
GAO President

1. INTRODUCTION

ON ARRIVAL

The formal induction programme begins **Monday 1st October** and will run all week. In addition, there is to be a Graduate Orientation for International and European (non-UK) students held this year which will be held on **Thursday 27th September** from 9.30am - 5.00pm, about which students will have received further information from their colleges. The induction programme will consist of a variety of orientation and introductory sessions organised by each of your colleges and the School and details of dates, times and venues will be forwarded to you separately.

All doctoral students are strongly encouraged to attend the annual Social Sciences Divisional Induction and Welcome Event. The 2018/19 event will take place on **Thursday, 4th October** (Week 0), 4.15pm-6.15pm in the Oxford University Museum of Natural History, Parks Road, OX1 3PW. There will be a one-hour Welcome and Induction talk, after which attendees will be invited to join a drinks reception under the dinosaurs. The event provides a unique opportunity for new graduates to meet fellow doctoral students from across the social sciences at Oxford and to hear about the support available. This event is part of your formal induction programme. To RSVP email researcherdevelopment@socsci.ox.ac.uk.

It is advisable that you should arrange a time to meet your supervisor as soon as you can for general orientation and to discuss details of your course. 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). All archaeology students are automatically registered as readers at the Sackler Library and the Radcliffe Science Library. Any further queries can be direct to Helen Worrell, the Archaeology and Tylor Anthropology Librarian at the Bodleian Libraries (Helen.Worrell@Bodleian.ox.ac.uk). Depending on your subject specialism, you may find it useful to also register at the Balfour Library (Pitt Rivers Museum). There is also a small reference library for European and Roman Archaeology which is housed at 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 encourage 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. Links to all **Lecture lists** across the University can be found at http://www.ox.ac.uk/students/academic/lectures

Prior to your arrival at Oxford, and following completion and return of your card form, your college will issue you with an **e-mail address** (givenname.familyname@college.ox.ac.uk). This is the default means of communication with supervisors, tutors and others within the University and you are expected to check this at least on a daily basis.

THE OXFORD CALENDAR

The terms at Oxford are known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). The University refers to the eight weeks during which lectures and tutorials take place as "Full Term", although each Full Term is set within a longer period. The dates of the Full Terms for the current year appear on the title page and have been published here for future years: https://www.ox.ac.uk/about/facts-and-figures/dates-of-term?wssl=1

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.

THE ORGANISATION OF THE COLLEGIATE UNIVERSITY

The organisation of Oxford University is complex and consists of the central University and colleges. The central University is composed of academic departments and research centres, administrative departments, libraries and museums. The 38 colleges are self-governing and financially independent institutions, which are related to the central University in a federal system. The collegiate system is considered to be the heart of the University's success, giving students and academics the benefits of belonging both to a large, internationally renowned institution and to a small, interdisciplinary academic community. The different roles of the colleges and University have evolved over time and more information about the structure of the collegiate University and what roles are currently played by whom can be found here:

A graduate 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 to inform your college if you are away from Oxford.

2. THE ARCHAEOLOGY GRADUATE STUDIES COMMITTEE

The School of Archaeology has overall responsibility for the organisation and teaching of the D.Phil. courses covered by this handbook. It manages this through its Graduate Studies Committee (GSC), with course- or subject-specific matters to the relevant sub-committees, all of which report to the GSC. The GSC is, therefore, the formal body within the School for dealing with matters arising from the admission of graduate students, applications for transfers of status, approval of doctoral thesis titles, appointment of supervisors and examiners, and other matters involving its graduate students that arise from time to time or are referred to it by other university bodies.

The Chair of the GSC is one of the Director of Graduate Studies for Classical Archaeology, currently **Dr Peter Stewart** or the Director of Graduate Studies for Archaeology and Archaeological Science, currently **Dr Mike Charles.** The secretary to the GSC is the School's Graduate Administrator, **Barbara Morris**.

The committee's membership includes one student member (usually the President of the GAO, the student society for archaeology graduate students) who attends for unreserved business. The current student member is **Sydney Taylor**. Meetings are held on Tuesday of the *second* and *eighth* week of each term. The first meeting of each term will cover general matters affecting the degree courses and course- or subject-specific matters will be considered in sub-committee meetings held in eighth week.

3. THE STRUCTURE OF RESEARCH DEGREES

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 award after a year of PRS status; see Annexe A) the study during the probationary period may be more formally defined and assessed. Graduate students then move through a series of further assessed milestones including their Transfer of Status and Transfer of Confirmation prior to submitting their final thesis. Details of these milestones follow below.

TRANSFER OF STATUS

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.

Full details of the transfer process including the timing, the requirements, the criteria for assessment and the possible outcomes are set out in Annexe A to this handbook.

ORAL PRESENTATIONS

In addition, all students will be expected to make a 15-minute oral presentation as a necessary part of passing the Transfer procedure. Presentation days will be held during week 0 of the following Hilary Term (just before the start of term 5). This year the presentation days will be held on **Tuesday 8, Wednesday 9 and Thursday 10 January 2019**. The audience will consist primarily of the other students in their cohort, plus the Director of Graduate Studies (DGS) and as many supervisors as are able to attend and who 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 an alternative date later in Hilary Term to give their presentations

SUMMARY OF TIMESCALES FOR TRANSFER ASSESSMENT

ACTION	DEADLINE
Students/supervisors should complete ARCH.1 form nominating assessors	MT week 0
Students to submit GSO.2 and written work	MT week 2
Assessors to have contacted student with interview date and notified this date to the GSA	MT week 5
Interview to have taken place	MT week 6-8
Assessors to send in report form	MT week 9

(All dates given are for the second year of study)

CONFIRMATION OF D.PHIL. STATUS

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

Full details of the confirmation process including the timing, the requirements, the criteria for assessment and the possible outcomes are set out in Annexe B to this handbook.

ORAL PRESENTATIONS

As with Transfer of status, all students in the cohort will be expected to make a 15-minute oral presentation of their work (with a further 5 minutes for questions). Presentation days will be held during week 0 of the following Hilary Term (just before the start of term 8). This year the presentation days will be held on **Tuesday 8, Wednesday 9 and Thursday 10 January 2019**. The audience will again consist primarily of the other students in their cohort, plus academic colleagues including the DGS. 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 an alternative date later in Hilary Term to give their presentations.

SUMMARY OF TIMESCALES FOR CONFIRMATION ASSESSMENT

ACTION	DEADLINE
Students/supervisors should complete ARCH.2 form nominating assessors	MT week 0
Students to submit GSO.14 and written work	MT week 2
Assessors to have contacted student with interview date and notified this date to the GSA	MT week 5
Interview to have taken place	MT week 6-8
Assessors to send in report form	MT week 9

EXTENSIONS OF TIME

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. It is for this reason that students, with their supervisors' assistance, must carefully check the progress and content of their research *at all stages*. Approved extensions will normally be for only one term in response to each application. Applications should be made in good time and 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.

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, personal or family crises, 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 should also obtain the permission of any funding body 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. 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 will also result in loss of access to University facilities, including email and library rights. Overseas students may lose the 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 procedures of reinstatement. More information about changes in student status can be found on the following web-pages: https://www.ox.ac.uk/students/academic/guidance/graduate/status?wssl=1

SUMMARY OF THE STAGES OF PROGRESS TO D.PHIL.

Stage	Deadline
Enrol as Probationary Research Student (PRS)	Term 1
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/deferred	Term 9
Submit D.Phil. thesis	Term 12

4. SUPERVISORS AND SUPERVISION

Supervisors are appointed by the GSC, which will aim to appoint an established academic member of staff with the School whose research and teaching interests are aligned to the chosen field of study. The Committee will, of course, welcome (and encourages) prior consultation between graduates and prospective supervisors. Shared supervision between two members of the School, 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 graduate students may approach for discussion and advice in their first year. Such advisers do not report on a 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.

Below is a brief guide for supervisors and students. More information on the roles and responsibilities of both students and supervisors is set out in the Social Sciences Division Code of Practice on supervision which can be found in Annexe E.

RESEARCH SUPERVISION: A BRIEF GUIDE FOR SUPERVISORS & STUDENTS

The supervisor should:

- Organise an initial meeting with the student as soon as possible at the beginning of the doctorate to agree working arrangements, including for contact when either the supervisor or student is away from Oxford.
- Where there is co-supervision or a supervisory team, the primary supervisor should coordinate advice and guidance, and ensure that respective responsibilities (such as oversight of fieldwork) are clearly understood by academic colleagues and the student.
- Establish a timetable of regular meetings for detailed discussion of the student's work and progress (normally a minimum of nine one-hour meetings (or equivalent) per year). A prompt meeting with the student on return from their fieldwork or a period of suspension should also always be arranged.
- Agree a research plan and programme of work with clearly established academic expectations and deadlines, aligned with the formal requirements for Transfer and Confirmation of Status and final submission.
- Agree a timetable for the submission of written work and for the return of feedback within a reasonable timeframe.
- Discuss with the student, and submit in Graduate Supervision Reporting (GSR), a detailed report on the student's academic progress at the end of each term and during the long vacation.

- Undertake an annual Training Needs Analysis (to be uploaded into GSR)

- Help to identify and support the development of subject-specific and personal/professional researcher development skills and ensure that these are met.

- Discuss any ethical, legal, intellectual property and health and safety aspects of the student's research (including fieldwork) and approve any risk assessments required

- Advise the student on the need to avoid plagiarism and discuss any issues related to third party copyright for the thesis

- Ensure that the student is familiar with the research facilities and activities of the department, advise the student on appropriate financial support available, encourage the student to explore career opportunities, and where necessary direct the student to other services provided by the University e.g. health, disabilities and counselling

The student should:

- Attend an initial meeting with the supervisor as soon as possible at the beginning of his/her degree, and maintain regular contact with the supervisor, responding to him/her in good time

- Meet with the supervisor regularly (normally a minimum of nine one-hour meetings (or equivalent) per year) keeping a written record of discussions, giving due weight to any guidance or corrective action proposed. In addition, always arrange to meet promptly with the supervisor upon return from fieldwork or any period of suspension.

- Where more than one supervisor is appointed, students may request a meeting with all supervisors together at least once per year.

- Draw up a research plan and timetable of work in consultation with the supervisor, and keep relevant records of all aspects of work

- Discuss with the supervisor a detailed report on academic progress for submission Graduate Supervision Reporting (GSR) at the end of each term and in the long vacation

- Working with the supervisor, take responsibility for his/her research programme, including the development of subject-specific, research, and personal and professional skills

- Take responsibility for (i) the preparation and content of his/her thesis, giving due regard to any advice from the supervisor, and (ii) its timely submission in accordance with the timetable agreed

- Be aware of the University's guidance on plagiarism and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from the research project

- Pursue opportunities to engage with the wider academic community at the departmental, University, national and international levels

5. THESES AND THEIR PRESENTATION

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. Examiners can refuse to examine a thesis of excessive length.

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.

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.

It is good advice to make a complete outline plan for a thesis 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.

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 G. It should be studied and thought about at an early stage in research.

THESIS STRUCTURE AND PRESENTATION

The School of Archaeology requires those students registered for the DPhil in Archaeology and Classical Archaeology to submit their thesis in the form of a single narrative in monograph form. Students registered for a DPhil in Archaeological Science have the option to either submit their thesis in the form of a monograph *or* as an article-based thesis route. The purpose of offering an article-based route for DPhil students in Archaeological Science is because it is a more typical route of publishing their work in future.

In both cases, the thesis should present a programme of research of independent scholarship that represents a body of new and original work.

SPECIFIC GUIDANCE FOR ARTICLE-BASED THESIS ROUTE

As stated in the *Examination Regulations* (updated May 2018) a D.Phil. thesis in Archaeological Science may be accepted for examination if it consists of three or more papers of publishable quality, framed by a unifying introduction, a literature review (which may be included as part of the introduction) and a conclusion. Such a body of work must address an overarching research question and represent a coherent and focused body of research. The papers should not have been submitted for examination previously and should be of an international academic journal article length (this may vary by discipline).

The three or more paper article-based D.Phil. should not exceed 80,000 words, the limit to include abstract, all notes and appendices but not the bibliographies. It is likely that each article will include a discrete bibliography, as required by major academic journals, and that there will be a general bibliography associated with the overarching research theme, discussed in the introduction and/or separate literature review.

Students wishing to take this article-based thesis route should discuss the advantages and disadvantages of this approach with their supervisor. If it is agreed by the student and supervisor that an article-based approach would be appropriate, then the student should submit a written application by email to pgr-support@arch.ox.ac.uk, copied to their supervisor, requesting approval by the Graduate Studies Committee. The written application should consist of no more than one page of A4 setting out the reasons for taking this route and a brief abstract of each intended paper. The student will need to be able to demonstrate to the GSC that three separate publishable papers is reasonably achievable. It is expected that such applications will normally be made between the Transfer and Confirmation milestones, and only in exceptional cases will approval be granted after Confirmation of Status. Candidates should state their intention as to which route they are intending to take at Transfer of Status and confirm it at the Confirmation of Status.

Should a student subsequently wish to revert to the traditional-style thesis (or in exceptional circumstances should a student post-confirmation wish to change to an article-based thesis), they must submit a written application to the Graduate Studies Committee, with the support of their supervisor, detailing the reasons for the change.

The papers must be of a standard to pass a doctoral examination, and the article-based thesis should take the following structure and each is considered in detail below:

- Abstract
- Introduction
- General literature review [possibly included in the introduction]
- First article
- Second article
- Third article
- Conclusions and assessment of the implications of the research
- Bibliography [depending on relevant academic journal specifications individual bibliographies may be included at the end of each article but should not be included in the 80,000 word count]
- Appendices [depending on relevant academic journal specifications may be included at the end of each article and should be included in the 80,000 word count].

Abstract

This should summarise your thesis topic, your research questions, key findings and conclusions, and explain how your conclusions contribute to academic research and their implications within the context of the wider field. Typically, the abstract is no more than 300 words.

Introduction

This should include a short explanation of the thesis topic and your reasons for choosing it, a list of questions your thesis will answer, a summary of the main existing views relating to your topic and an indication of how your thesis confirms or challenges these views, and a summary of the potential implications of your research.

Literature Review Chapter (possibly included in the introduction)

Your thesis should contain a full literature review in which you set out the relevant trends and body of knowledge and critically locate your research question(s) within this. These may be best located in the introduction, a choice you should discuss with your supervisor. You should use your literature review to indicate how your research challenges and/or further contributes to the existing body of knowledge.

Three articles – in standard article format as is standard in the field.

Co-authorship

In the case of a co-authored paper, students must indicate the extent of the contributions provided by the co-authors together with evidence from the co-authors that the student has contributed the majority of work undertaken in the preparation of the article. This statement must be signed by the supervisor and submitted as part of the Transfer and Confirmation Status. Co-authorship statements prepared after the Transfer of Confirmation should be approved by the GSC.

Appendices

Appendices are commonly added as appendices to each article, rather than to the thesis as a whole. All background information and literature relevant to a specific article should be incorporated within the article itself so that it can be read and understood independently of the other articles and other elements of the thesis. The individual articles may build on each other and should therefore reference each other appropriately in order to avoid duplication.

Normally the appendices will be used only to verify the research design content of the article based thesis and satisfy the examiners of the suitability of the research instruments used.

The appendices are included in the word count.

SPECIFIC GUIDANCE FOR MONOGRAPH-BASED THESES:

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. In addition, you should include:

Abstract

This should summarise your thesis topic, your research questions, key findings and conclusions, and explain how your conclusions contribute to academic research and their implications within the context of the wider field. Typically, the abstract is no more than 300 words.

Introduction

This should include a short explanation of the thesis topic and your reasons for choosing it, a list of questions your thesis will answer, a summary of the main existing views relating to your topic and an indication of how your thesis confirms or challenges these views, and a summary of the potential implications of your research.

Literature Review Chapter (possibly included in the introduction)

Your thesis should contain a full literature review in which you set out the relevant trends and body of knowledge and critically locate your research question(s) within this. These may be best located in the introduction, a choice you should discuss with your supervisor. You should use your literature review to indicate how your research challenges and/or further contributes to the existing body of knowledge.

Further chapters

Further chapters should cover a separate area of work relating to your overall research question and each should have a clear descriptive title

Conclusion

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.

Co-authorship

In the case of a co-authored paper, students must indicate the extent of the contributions provided by the co-authors together with evidence from the co-authors that the student has contributed the majority of work undertaken in the preparation of the article. This statement must be signed by the supervisor and submitted as part of the Transfer and Confirmation Status. Co-authorship statements prepared after the Transfer of Confirmation should be approved by the GSC.

Appendices

Appendices should be added to the end of thesis. Normally the appendices will be used only to verify the research design content of the thesis and satisfy the examiners of the suitability of the research instruments used. The appendices are included in the word count.

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. More particular guidance on the presentation of written work is provided later in this handbook.

FORMATTING AND PRESENTATION OF WRITTEN WORK

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 proof-readers; and D.Phil. 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 processing packages 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. Careful checking through of 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).

It is impossible to emphasise too strongly the importance of saving work frequently and of taking multiple copies stored in different locations. 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 D.Phil. 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 support[3]; and another one[4].

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 Lambêse au Sahara à travers l'Aurès. In C. Lepelley (ed.) L'armée et les affaires militaires. 113e Congrès national des Sociétés savantes, Strasbourg 1988, Actes du IVe 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.

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 (see Annexe 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.

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 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 agreement of examiners to be secured before you submit and so as to avoid additional delay. 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 Graduate Administrator at 1 South Parks Road 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.

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 by the Director of Graduate Studies in 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.

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.

6. PLAGIARISM

These guidelines apply equally to essays, dissertations, theses, and any other work you may write throughout your graduate career. There is more advice on the University web-site at http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

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.)

7. COMPLAINTS AND APPEALS

The University, the Social Sciences Division and the School of Archaeology all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent. Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the OUSU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.

General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department's committees.

COMPLAINTS

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with one of the Directors of Graduate Studies (Dr Peter Stewart for Classical Archaeology or Dr Mike Charles for Archaeology or Archaeological Science). Complaints about departmental facilities should be made to the Departmental Administrator (Dr Claire Perriton). If you feel unable to approach one of those individuals, you may contact the Head of Department (Prof. Julia Lee-Thorp). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (https://www.ox.ac.uk/students/academic/complaints).

If your concern or complaint relates to teaching or other provision made by your college, you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

ACADEMIC APPEALS

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (https://www.ox.ac.uk/students/academic/complaints).

8. OXFORD UNIVERSITY RESEARCH ARCHIVE (ORA)

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 output including theses created in fulfilment of Oxford awards, produced by graduate students at the University of Oxford.

All students following the D.Phil., M.Litt. or M.Sc. (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***. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into ORA at http://ora.ox.ac.uk after Leave to Supplicate (LTS) has been granted. Students who commenced these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

More information about the background and processes associated with depositing your thesis in ORA can be found in Annexe I.

9. RESEARCH AND SKILLS TRAINING

HOW DO I GET HELP TO DEVELOP AS A RESEARCHER?

As a doctoral student in the social sciences, you are expected to develop your expertise in relevant research methods and techniques, as well as a range of professional skills. The right combination of training and experience will help your research and make you more employable, within and beyond academia.

You will have access to a wide range of training, including:

- Research methods training within your department, and other departments as appropriate;
- Research and skills training courses coordinated by the Social Sciences Division and open to all doctoral students;
- Training provided by University providers such as the Careers Service, IT Services, the Language Centre, the Oxford Learning Institute, and the Bodleian Library.

WHAT IS A TRAINING NEEDS ANALYSIS?

Throughout your degree, you are encouraged to reflect and think strategically about your ongoing development as a researcher. You are expected to complete a Training Needs Analysis (TNA) at the start of your studies and thereafter on an annual basis. This will help you work with your supervisor to develop bespoke training and development objectives each year.

Here is what you need to do:

1. Access the TNA through the Graduate Student Reporting (GSR) and complete the process in as much detail as possible.

2. Use it to structure a conversation with your supervisor about your training goals.

3. Upload the TNA into GSR in Michaelmas Term, Weeks 7-9.

4. Work towards your objectives and keep a record of them in your termly reports on GSR.

5. Repeat each year, noting progress and areas that would benefit from further training and development.

If you would like support in thinking about your TNA and how to use it most effectively, the Division runs termly courses, please check the Social Sciences Researcher Development website

HOW DO I FIND THE TRAINING I NEED?

You are likely to want to extend and develop the research training that your department offers or expects you to undertake. To find what you need, start by looking at the Social Sciences

Researcher Development website for a full programme of the courses and opportunities the Division offers to doctoral students, and a curated list of relevant courses and resources from across the University. You can also find external research methods events and resources on the website of the National Centre for Research Methods (NCRM): http://www.ncrm.ac.uk/training/.

In addition, a number of courses are available from providers across the University:

- Bodleian Library http://libguides.bodleian.ox.ac.uk/workshops provides training in information skills and information literacy.

- Careers Service http://www.careers.ox.ac.uk runs courses, offers one-to-one sessions with a careers adviser, and information on jobs and internship opportunities.

- IT Learning Programme http://www.it.ox.ac.uk/do/training-and-facilities offers a range of courses on computing, software, coding, visualization, and data management.

- Language Centre http://www.lang.ox.ac.uk/ offers specialist and difficult languages training, as well as a popular English for Academic Writing course for international students.

HOW CAN I GET SOME TEACHING EXPERIENCE?

As a second or third year doctoral student, you may wish to attend the *Preparation for Teaching and Learning at Oxford* (PLTO) seminar, which provides an introduction to teaching in higher education.

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, 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. It runs every term and is advertised on the Social Sciences Researcher Development website

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.ox.ac.uk/students/fees-funding. There is an Ask a Question facility on the website. Information may also be sought from your College Office.

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; please see the following web-page

http://www.ox.ac.uk/students/fees-funding/assistance/hardship

and contact your college 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.

TRAVEL AND RESEARCH GRANTS

a. **Those holding an AHRC 2- or 3-year grant** covering maintenance (not fees only) for a research degree 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.

b. 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:

c. The **Meyerstein Fund**, administered by the Archaeology Graduate Studies Committee, makes annual awards for archaeological research, especially travel costs to graduate students in all branches of Archaeology. Guidance will be circulated during the middle of Michaelmas Term with a deadline in December. The fund is limited and awards are unlikely to exceed a few hundred pounds or to run to more than one round of applications in a year, since there are many applicants to satisfy.

d. 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. Any enquiries about the Craven awards should be directed to the Finance Officer at Classics.

e. 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 Street, by 1 March each year.

f. Research funding opportunities for travel/conferences/essay prizes can be found using the University's subscription to **Research Professional**. More information about this and how to access or run searches can be found here: https://www.admin.ox.ac.uk/researchsupport/findfunding/rp

g. Another good source of funding opportunities and other useful resources can be found through the pages on the British Archaeological Jobs and Resources website: http://www.bajr.org

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. 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. STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

GAO (Graduate Archaeology at Oxford) is a student-led society for graduate students in Archaeology, Classical Archaeology, and Archaeological Science. The GAO elect a committee and have representatives to attend each of the Graduate Studies Committee (unreserved business only), School Committee and School Board.

For further information see https://www.arch.ox.ac.uk/societies

The department organises a termly Graduate Joint Consultative Committee which is run as an open forum with staff and administrators and gives graduates an opportunity for more direct feedback. Issues raised are reported back and, where appropriate, responded to or taken forward, by the Graduate Studies Committee.

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer and through departmental course-specific feedback. Previous results can be viewed by students, staff and the general public using the link at: http://www.ox.ac.uk/students/life/student-engagement.

12. FIELDWORK SAFETY AND TRAINING

Many students will, as part of their course, be required to undertake fieldwork. Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

PREPARATION

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out University travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to https://www.socsci.ox.ac.uk/fieldworkers-experiences

TRAINING

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (run annually)

- **Fieldwork safety awareness session** covering personal safety, risk assessment and planning tips. All students carrying our fieldwork are expected to attend this.

Social Sciences Division Research and Skills Training (termly)
http://www.socsci.ox.ac.uk/training

- **Preparation for Safe and Effective Fieldwork**. A half day course for those carrying out social science research in rural and urban contexts
- **Fieldwork in Practice**. A student led course on negotiating the practical aspects of fieldwork.
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses http://www.admin.ox.ac.uk/safety/overseastravelfieldwork/ **(termly)**

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website: http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork; http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-more-information; http://researchtraining.socsci.ox.ac.uk/site-search?keys=fieldwork

13. GENERAL INFORMATION

SCHOOL PREMISES AND USEFUL FACILITIES

1-2 SOUTH PARKS ROAD

The most recent addition to the School's broad footprint is situated at 1-2 South Parks Road. Those based here include academic and research staff, students and is also the home of the main administrative centre of the School (although administrative staff spend time regularly at the main sites so as to maintain levels of support across the School). There are lecture and seminar rooms with modern AV and Skype facilities as well as a common room where all members of the School are welcome. There are permanent high-powered stations set up for GIS work, and the building also offers a specialist Archaeomaterials room with microscope facilities and research space available to book by individuals at times where their project require prolonged periods of intense microscope use.

INSTITUTE OF ARCHAEOLOGY, 34-36 BEAUMONT STREET

Situated at 36 Beaumont Street, between the Ashmolean Museum and the Sackler Library, the Institute of Archaeology houses academic, research and administrative staff as well as more lecture and seminar rooms. In common with the offices at South Parks Road, the site is open to students and staff throughout the working day, and therefore serves as a centre where all can meet, and in particular in its grand library. The offices at Beaumont Street also contain important archives of the School.

RESEARCH LABORATORY FOR ARCHAEOLOGY AND THE HISTORY OF ART DYSON PERRINS BUILDING, SOUTH PARKS ROAD

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, houses the main archaeological science facilities within in the University.

CLASSICS CENTRE AND FACULTY OF CLASSICS OFFICES

The Ioannou Centre for Classical and Byzantine Studies, 66 Street. 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. The museum's has a very rich supply of 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*.

THE UNIVERSITY'S *LANGUAGE CENTRE*, 12 WOODSTOCK ROAD

The Language Centre 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 and its facilities are available free of charge to any member of the University. For more information visit: http://www.lang.ox.ac.uk/index.html

UNIVERSITY IT SERVICES.

The *University IT Services* (13 Banbury Road) 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. Please see http://www.it.ox.ac.uk

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 The Classics lecture list is available at http://www.classics.ox.ac.uk. 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; as well various seminars in Archaeological Science, Quaternary archaeology, Archaeobotany, Medieval archaeology, Barbarian archaeology, Roman and Greek 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.

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 and the School of Archaeology with input from and the assistance of the GAO. These events are meant specifically for research students 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.

For both Masters and D.Phil students a wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website:

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

OTHER

STUDENT WELFARE AND SUPPORT

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.

Every college has their own systems of support for students, please refer to your College handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support are available more widely in the University are available from the Oxford Students website (http://www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on 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, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: http://www.ox.ac.uk/students/shw/peer

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: https://www.oxfordsu.org/whats-on/

There is a wide range of student clubs and societies to get involved in - for more details visit: http://www.ox.ac.uk/students/life/clubs

PARENTAL LEAVE

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

EQUALITY AND DIVERSITY AT OXFORD

"The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected."
Equality Policy (2013).

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the 'protected characteristics' of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Visit our website for further details or contact us directly for advice: http://www.admin.ox.ac.uk/eop or equality@admin.ox.ac.uk.

The Equality and Diversity Unit also supports a broad network of 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

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit:

http://www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres

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, website http://www.careers.ox.ac.uk 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.

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 H. Whilst the GSC is keen to encourage this activity, graduate students must not allow it to hinder progress on their research.

UNIVERSITY POLICIES AND REGULATIONS THAT APPLY TO STUDENTS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website:

http://www.ox.ac.uk/students/academic/regulations/a-z

PAID WORK GUIDELINES

The University has a policy on the amount of paid work that should be undertaken, please see http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork

GRADUATE DESK PROVISION

The School has limited provision for graduate student desks including a mix of allocated and hot desks in several of its buildings. It currently operates an annual allocation system for research students for which there is a published call which will take place in October 2018. Classical Archaeology students are able to use the facilities in the Ioannou Centre. As a general rule, it is hoped that most first years will be offered at least a part share of a dedicated desk space (to share with other named first years) and depending on availability, sole desk occupancy will be made available to those in their later years. It is unusual for those in their fourth year and beyond to be offered more than a hot desk provision.

ANNEXE A – GUIDANCE FOR TRANSFER OF 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 at the final examination of thesis as far as possible, and must therefore be as rigorous as is necessary to achieve this.

The formal Regulations for Transfer of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee "Policy on Research Degrees"

2. THE TIMING OF TRANSFER OF STATUS

The *Examination Regulations* state that PRS status can be held for a maximum of four terms. However, Departments and Faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner, and in this Department, application for transfer of status is normally required no later than 12 noon on Monday of **week 2 of the fourth term** after admission.

Any student who, after discussion with their supervisor, is unable to meet this deadline should email Barbara Morris as soon as possible giving the reasons for the delay and the date when the work will be ready. The matter will be referred to the DGS for a decision on whether a slight extension to the deadline can be granted.

3. HOW TO APPLY FOR TRANSFER OF STATUS

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/guidance/graduate/progression. Students are required to complete the form and to provide supplementary information on development of both research specific and personal and professional skills during their time as a Probationer

Research Student. Students are also required to indicate whether their work requires research ethics approval. Both the student's supervisor and College should then sign the form. You will also be required to complete the supplementary form ARCH.1 which asks your supervisor, in consultation with you, to suggest names of three appropriate assessors, from which two will be appointed. Students and supervisors will be asked for this form before the start of Michaelmas term in order that assessors can be invited in advance. Supervisors are also encouraged to email the assessors in advance.

In addition, students 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 (GSO.2 form and written work) in hard copy format should be submitted to Barbara Morris by Monday of week 2 of the fourth term. In addition, the written work should be sent directly electronically to Barbara Morris.

4. THE TRANSFER ASSESSMENT

The DGS will appoint two assessors neither of whom will be the student's supervisor to read the transfer application materials and to interview the candidate (for both the first, and if required, second attempt). The assessors will normally be academic staff working in the University of Oxford; only in exceptional circumstances will external assessors be appointed. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination.

Students should normally expect to be interviewed within six weeks of submitting their transfer application, though this may be longer during the vacation periods due to availability of the assessors. The Transfer assessment is a formal requirement, but the interview is not an official examination or viva, and *sub fusc* is not worn. The assessors will write a joint report and submit recommendations to the Graduate Studies Committee. 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 may sometimes find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible. Students should let the Graduate Studies Administrator know if there is a problem in this respect at the time of application.

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to D.Phil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than presenting 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 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 an 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.

In the case of a second attempt, a second interview will be required in all cases.

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

6. CRITERIA FOR SUCCESS

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

- the 15-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 five outcomes, which must be considered and approved by the Graduate Studies Committee (excluding option (ii)).

(i) Successful transfer – Accompanied by suggestions and advice for future progress.

(ii) Revision of application – The assessors may request further minor clarifications before making a first recommendation. In such cases it should be possible to complete the additional work within the current term of assessment.

(iii) Referral for a second attempt at transfer – 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 may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course, and should not necessarily be seen as a failure.

(iv) 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.

(v) Reject the application – The assessors cannot recommend transfer to either D.Phil. status or the lower award.

At the first attempt at transfer only options (i)-(iv) should normally be chosen. At the second attempt, options (i), (ii), (iv) or (v) should be considered.

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 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 https://www.ox.ac.uk/students/academic/guidance/graduate/progression/exceptional.

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 require the approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Students should contact Barbara Morris for details of the application process. Any extensions to PRS status do not affect the overall time permitted for registration on the D.Phil.

ANNEXE B – GUIDANCE FOR CONFIRMATION OF 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, to give a clear indication of whether it would be reasonable to consider submission within the course of a further three terms, if work on the thesis continues to develop satisfactorily. However, successful confirmation of status should not be seen as being explicitly linked to the final outcome of the examination of the thesis.

The confirmation assessment is different to the transfer assessment. The assessors will be focusing on how the research is progressing, the quality of the draft chapters, and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate amount of progress in the development of the thesis, so that submission will be achieved within three or at most four years. In doing so, they are also required to ensure that the student is not attempting to deal with an impossibly or unnecessarily large amount of material. The student should benefit from independent assessment of his/her work and should receive authoritative comments and suggestions on problems and how to address them. The assessors may be able provide guidance on how to better present the material, or on the use of concepts or methods. Even if the thesis is in good shape, the assessors may often stimulate valuable improvements to it. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. It should also be remembered that the confirmation assessment is a test (which it is possible to fail), and receiving critical comments can be difficult, and it may take a few weeks to come to terms with them. Finally, the interview is a good opportunity to prepare for the *vive voce* examination of the thesis.

The formal Regulations for Confirmation of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee "Policy on Research Degrees":

http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees.

2. THE TIMING OF CONFIRMATION OF STATUS

Students who entered the D.Phil. as a Probationer Research Student

The general regulations of the *Examination Regulations* state that all students should normally apply for and achieve confirmation of status within nine terms of their admission as a graduate student. However, in this department students are required under the subject specific regulations to achieve **confirmation of status by the end of the seventh term**. To allow time for assessment, students should apply for confirmation of status by 12 noon Monday of **week 2 of the seventh term** after admission. Students should also normally achieve confirmation of status three months before submission of their thesis.

3. HOW TO APPLY FOR CONFIRMATION OF STATUS

Applications for confirmation of status should be made using the GSO.14 form available from http://www.ox.ac.uk/students/academic/guidance/graduate/progression. Students are required to complete the form, which should then be signed by the student's supervisor and College. Students should include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken, e.g. presentation of posters, attendance at conferences etc. Students are also required to state whether their work required research ethics approval (and if appropriate, was granted). You will also be required to complete the supplementary form ARCH.2 which asks your supervisor, in consultation with you, to suggest names of three appropriate assessors, two of which will be appointed. Students and supervisors will be asked for this form before the start of Michaelmas term in order that assessors can be invited in advance. Supervisors are also encouraged to email the assessors in advance.

In addition students will also 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. This should include enough data, analysis and interpretation to give the assessors a good idea of the nature of the research being conducted.

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 by Monday of week 2 of the seventh term. In addition, the written work should be sent electronically to Barbara Morris.

4. THE CONFIRMATION ASSESSMENT

The Director of Graduate Studies will appoint two assessors neither of whom will be the student's supervisor to read the confirmation assessment materials and interview the candidate (for both the first, and if required, second attempt). The assessors will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination.

Students should normally expect to be interviewed within six weeks of submitting their confirmation application, though this may be longer during the vacation periods due to availability of the assessors. The Confirmation assessment is a formal requirement, but the interview is not an official examination or viva, and *sub fusc* is not worn. The assessors will write a joint report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment with 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 may sometimes find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible. Student should please let the Graduate Studies Administrator know if there is a problem in this respect at the time of application.

An applicant for confirmation of status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, but if the student can satisfy the assessors at interview 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 presenting a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment 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 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, and the significance to the existing literature and field. They should also 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 presented evidence of being able to undertake research that provides a significant and substantial contribution in the particular field of learning within which the subject of the thesis falls. Also, they should consider whether the student has developed a systematic acquisition and understanding of the substantial body of knowledge at the forefront of their field and a thorough understanding of the techniques for research needed for advanced academic enquiry. Furthermore, the student should show the capacity to design, carry through and defend the thesis within three or at most four years. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

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

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 15-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 Graduate Studies Committee (excluding option (ii)).

(i) Successful confirmation – Accompanied by suggestions and advice for future progress.

(ii) Revision of application – The assessors may request further minor clarifications before making a first recommendation. In such cases it should be possible to complete the additional work within the current 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 before the second attempt at confirmation is submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral may simply represent attempts to ensure that the student's work is enhanced and set on the best possible course, and should not necessarily be seen as a failure. However, a referral may be disappointing to a student and may take some time to come to terms with, 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 reduce the risk of a far more time-consuming referral of the final thesis.

(iv) Transfer to 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 a 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 Register of Graduate Students.

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

At the first attempt at confirmation only options (i)-(iii) should be chosen. At the second attempt, options (i), (ii), (iv) or exceptionally (v) should be considered. The Graduate Studies Committee may also request additional work or other evidence, or appoint an additional assessor to help in making a final decision. 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

(i) Students in or about to start term 8 or term 9

It is not necessary to apply for a formal deferral of confirmation of status using the GSO.14B form unless confirmation is still outstanding by the end of term nine (the general regulation of the University). Instead any student who is unable to meet the Archaeology deadline of term seven should email Barbara Morris as soon as possible giving the reasons for the delay. The support of the Supervisor will be needed. The matter will be referred to the DGS for a decision on whether an additional term can be granted.

(ii) Students in or about to start term 10, or beyond

If a student is unable to achieve confirmation of status within the nine terms permitted by the *Examination Regulations* they must apply for a deferral of confirmation of status, otherwise their student status will lapse and their name will be removed from the Register of Graduate Students. 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:

https://www.ox.ac.uk/students/academic/guidance/graduate/progression/exceptional.

Students are required to complete the form, which should then be signed by the student's supervisor and College. The Director of Graduate Studies will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If confirmation of status is not achieved within nine 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. Applications for such deferrals require the approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Students should contact Barbara Morris for details of the application process.

ANNEXE C – 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.

ANNEXE D – FUNDING FOR APPLICANTS

UK RESEARCH COUNCIL AND CLARENDON AWARDS

UK Research Council Awards (AHRC and NERC) provide support for UK and EU (fees only) graduate students in Archaeology; they are not available to students from elsewhere.

AHRC awards are available to students in Archaeology and Classical Archaeology, but not in Archaeological Science, which is generally covered by NERC. They are provided through the block grant partnership scheme and administered within the university by the Humanities Division. There is no separate application form; all eligible applicants are considered provided they meet the late January deadline.

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.

NERC DOCTORAL TRAINING PARTNERSHIP (DTP)

The School's Archaeological Science degree is also part of the Doctoral Training Partnership in Environmental Research. This is a 4-year D.Phil. programme with a strong emphasis on interdisciplinary research. More information on the programme and application deadlines can be found at http://www.environmental-research.ox.ac.uk

UNIVERSITY OF OXFORD CLARENDON AWARDS

Clarendon awards are open to all prospective graduates in the School of Archaeology (Archaeology, Classical Archaeology and Archaeological Science), irrespective of discipline and country of origin. Awards can be made to students applying for doctoral study, and to those intending to proceed to doctoral study, who are undertaking a Master's course that will prepare them for doctoral study. Clarendon awards are provided by OUP, and administered by the divisions. There is no separate application form; all eligible applicants are considered provided they meet the late January deadline.

ANNEXE E – CODE OF PRACTICE ON SUPERVISION

Appointment of supervisors for Graduate Research Students

THE SUPERVISORY STRUCTURE AND SOURCES OF SUPPORT

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

Departments and faculties should ensure that expectations with regard to the supervisor role, including regular meetings with students, are spelled out clearly and are understood by all supervisors. In the case of joint supervision, the respective roles and responsibilities of the supervisors concerned should be clearly established from the outset, (for example, managing responsibility for fieldwork).

The department or faculty shall ensure that each graduate student has access to one or more named persons to whom he/she can turn for support, such as a Department Adviser, the head of the relevant research group, or the Director of Graduate Studies. Where there is a sole supervisor, these other sources of support, and the arrangements for providing cover during the absence of the supervisor referred to at 3 below, are especially important.

Students should also expect to be able to approach a college adviser, appointed by the student's college (the college advisor must not be the same person as the department supervisor). The college may also have procedures in place to monitor the overall well-being of graduate research student, including a discussion of academic reports. If the college identifies any concerns which might impact on the academic progress of the student concerned, and which may not already have been recognised in departmental/faculty reports, it may refer these in confidence to the Director of Graduate Studies in the department/faculty concerned, who will take appropriate action.

WHO CAN SUPERVISE?

1. *Someone of sufficient standing to be able to operate with credibility on behalf of the department/faculty.*

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

3. *Someone who is able to undertake the tasks assigned to the supervisor in the Education Committee Policy on Research Degrees including integrating them into the national and international network in their subject.*

4. *Someone who has sufficient security of tenure to make it likely that they will see the student's research through to successful conclusion (particular care should be taken when appointing supervisors for part-time research degrees).*

The primary supervisor

A student may have one or more supervisors, but there must be one who is responsible for overall academic progress and pastoral needs, and who is responsible for signing progression forms.

The primary supervisor shall normally be:

- A member of staff based in the student's home department (including college fellows) on a permanent contract and who is an associate professor, reader, or professor, OR
- A researcher based in the student's home department with an independent fellowship that lasts for the duration of the student's degree.

The primary supervisor will be currently engaged in research in the relevant discipline(s) so as to ensure the direction and monitoring of the student's progress is informed by up to date subject knowledge, methods, and research developments.

Nobody should be appointed as the primary supervisor if it is known at the time of appointment that s/he will not be in post for the normal duration of the student's programme.

A person appointed to supervise alongside the primary supervisor shall normally be:

- An associate professor, reader or professor.
- A member of research staff who is grade 8 or above.
- An independent research fellow (those with fellowships secured from an external learned society, research council or equivalent). The fellow should have at least three years' experience as a post-doctoral researcher before becoming a supervisor.
- A postdoctoral researcher with at least three years of experience of research.
- A Department Lecturer at grade 8 or above who is research-active and has at least three years of experience of research.
- An employee of an external organisation who has both a relevant doctorate (or equivalent research expertise) in the subject of the student's DPhil, and who has at least three years of experience of working in research and development.

A postdoctoral researcher who has done less than three years' postdoctoral research should not normally be appointed as a supervisor, however, this should not preclude informal support as part of a supervisory team.

For a student following an interdisciplinary DPhil who has two equally senior supervisors in two different departments, there should still be a single primary supervisor, who will be based in the department where the student is registered for administrative purposes. For the purposes for signing off Transfer, Confirmation and submission forms, the primary supervisor should liaise with his/her counterpart in the other department, and where this is any disagreement between the two, the DGS in the department where the student is registered will make the final decision.

A candidate should not be admitted if there is no suitable specialist supervision available.

New supervisors

Appropriate support and training will be given to new supervisors and all appointees new to supervision are encouraged to use the extensive online materials on the Oxford Learning Institute's Research Supervision Website https://online.learning.ox.ac.uk/

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

Quality assurance for supervision

Departments should put in place mechanisms to ensure that the quality of supervision is not put at risk as a result of the excessive volume and range of other duties assigned to individual supervisors.

Normally Associate Professors will supervise **four students**, and Associate Professors with Tutorial Fellowships and joint (cross-departmental) post-holders will supervise **three students** (the notional maxima being eight and six respectively).

These norms and notional maxima are based on sole supervision and, where staff are engaged in joint supervision, would be adjusted to reflect the level of commitment involved. Adjustments may also be required where staff hold significant research or administrative posts.

The Division emphasizes the importance of adhering to the UK Quality Code for Higher Education indicators of sound practice in the provision of supervision, which state that higher education providers will:

- appoint supervisors with the appropriate skills and subject knowledge to support and encourage research students, and to monitor their progress effectively;
- ensure each research student has a supervisory team containing a main supervisor who is the clearly identified point of contact;
- ensure that the responsibilities of research student supervisors are readily available and clearly communicated to supervisors and students;
- ensure that individual supervisors have sufficient time to carry out their responsibilities effectively.

Frequency of meetings

The Division normally expects a research student to have a minimum of nine one-hour meetings (or equivalent) per year.

In addition, students with more than one supervisor may request at least one meeting with all of their supervisors together per year.

The frequency of meetings may vary according to the stage of the research programme. It follows that, alongside their other duties, a supervisor should be able to provide this typical level of support for each of their research students.

Departments are responsible for making appropriate arrangements to cover for a supervisor's absence on leave or for other reasons, and should ensure that students are not disadvantaged by appointing a supervisor who is about to go on leave.

Change of supervisor

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

Where a student feels that there are good grounds for contemplating a change of supervisor, this should first be discussed with the supervisor concerned, or if this seems difficult, with the appropriate head of department, Director of Graduate Studies or their deputies, or the college adviser.

If this involves concerns over the quality of supervision, students should be encouraged to seek to resolve the matter by informal means where possible, but should be made aware of the University's formal complaint procedures.

SUPERVISOR CHECKLIST

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

General responsibilities

- provide academic leadership to the student, and clarification of expectations;
- advise the student about all aspects of the research programme: standards, planning, literature, sources, attendance at classes/ lectures, techniques and skills*;*
- undertake a regular Training Needs Analysis/Skills Review with the student;
- (where acting as a co-supervisor or part of a supervisory team) co-ordinate advice and guidance, and ensure that respective responsibilities (such as managing fieldwork etc) are clear both to academic colleagues and to the student;
- avoid absence on leave without appropriate temporary supervision having been arranged for the student. [Leave will not normally be approved without such arrangements being in place.]
- have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training (see the section B11 of the UK Quality Code).

Meetings and feedback

arrange an initial meeting with the student as soon as possible at the beginning of the degree, and agree with the student expected frequency and duration of future meetings, and arrangements for contact when either the supervisor or student is away from Oxford,

- meet with the student regularly (normally a minimum of nine one-hour meetings (or equivalent) per year)) and agree the expected speed for the return submitted work with feedback and constructive criticism;
- where students have more than one supervisor, they may request at least one meeting with all of their supervisors together per year;
- contact the student ahead of return from suspension and arrange to formally meet as soon as possible upon the student's return to study;
- always arrange a meeting with the student as soon as possible upon his/her return from fieldwork;
- keep written records of the meetings to ensure both student and supervisor are clear on action to be taken and to help in monitoring progress;

Student Research

- assist the student in defining the topic of research which can be completed and written up within the prescribed period;
- advise at an early stage on research design and the effective collection and storage of data;
- provide an overview and guidance on the structure of the completed thesis and guide the student through to completion;
- give guidance on:

  (i) the nature of research and the standard expected (including advice on presentation and writing style);
  (ii) the planning of the research, literature and sources;
  (iii) attendance on appropriate research training and professional skills training courses, including fieldwork safety courses;
  (iv) techniques that may be needed;
  (v) other sources of advice and expertise;
  (vi) ethical issues, and the procedures for seeking ethical approval through the Social Sciences and Humanities Inter-Divisional Research Ethics Committee (IDREC), where appropriate;

- ensure that the student is aware of, and has taken appropriate action with respect to:

  (i) any ethical and legal issues connected with the research and data storage;
  (ii) any health and safety issues connected with the research, including lab-based research and/or fieldwork (see Annexe C – Supervisors' responsibilities for students undertaking fieldwork). This includes identifying and ensuring appropriate risk assessment and training;
  (iii) issues concerning intellectual property;
  (iv) issues related to third party copyright for the hard copy and digital thesis
  (v) the need to avoid plagiarism and to be aware of University guidance on plagiarism (see also https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism?wssl=1)

Student progress, monitoring and performance

- assist the student to work within a planned framework and timetable;
- monitor the student's ability to write a coherent account of his or her work in good English;
- review student feedback and make termly reports on the student's work using Graduate Supervision Reporting (GSR), including reviewing and updating training requirements. The supervisor should discuss the contents of the report with the student;
- provide the student with regular information as to the student's progress, and, where problems arise, provide guidance and assistance in relation to necessary, corrective action;
- provide relevant information on students' attendance, academic progression, and performance to the department;
- assist the student with the preparation, time-table and submission of material relating to applications for transfer of status, and for confirmation of status, and to provide appropriate feed-back, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination procedures and requirements;
- advise the student on the timing of submission of the thesis and consult with the student in order to make recommendations for the appointment of examiners

Resources

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

Development and training

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

DISCUSSION PROMPTS FOR FIRST MEETINGS WITH STUDENTS

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

<u>Research Direction</u>

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

<u>Knowledge and skills</u>

- What skills do you expect your student to have or to acquire? (Use the Training Needs Analysis/Skills Review document to support this discussion.)

<u>Time management and meetings</u>

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

<u>Feedback and constructive criticism</u>

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

<u>Turnaround times</u>

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

<u>Communication between meetings</u>

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

<u>Expectations for written work</u>

- Do you expect to receive students' work all at once, or in smaller chunks?
- Do you expect their drafts to be 'works in progress' or more polished pieces?
- At what intervals do you expect students to submit work?
- Would you prefer to receive documents in hard copy or electronically?

RESEARCH STUDENT CHECKLIST

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

General responsibilities

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

Meetings and feedback

- attend an initial meeting with the supervisor as soon as possible at the beginning of the degree, and agree with the supervisor the expected frequency and duration for future meetings, and arrangements for contact when either the supervisor or student is away from Oxford
- where more than one supervisor is appointed, request to meet with all supervisors together at least once per year;
- arrange to meet with the supervisor as soon as possible upon return from fieldwork or suspension;
- discuss and agree with the supervisor the most appropriate model of supervision, the type of guidance/comment which is most helpful, and the expected speed for feedback on written work;
- recognize the demands made on a supervisor's time and the need to prepare adequately for meetings and to observe deadlines;
- accept the importance of constructive criticism within the supervisory relationship, and seek a full assessment of the strengths and weaknesses of any work;
- keep a written record of discussions with the supervisor, and give full weight to any suggested guidance and corrective action proposed;

Research

- define the area of research, complete the literature review, acquaint him/herself with the background knowledge needed, and produce a timetable for the completion of the research project;
- write a clear and detailed research proposal prior to embarking on the research for the thesis;
- abide by the University's requirements with regard to plagiarism, and the legal, ethical, and health and safety guidelines related to her/his research;
- prior to embarking on empirical work or fieldwork (data collection):
  - (i) seek approval from the supervisor;
  - (ii) where research involves human subjects, seek ethical approval via her/his department/faculty and complete the University ethical approval form(s) for submission to the Social Sciences and Humanities Inter-divisional Research Ethics Committee (IDREC) prior to undertaking data collection;

(iii) Undertake any necessary risk assessments and obtain travel insurance, and agree a plan to remain in contact with the supervisor;

(iv) where necessary, apply in good time for a disclosure through the Disclosure and Barring Service (DBS) if the research involves working with children and/or vulnerable adults.

Progress, monitoring and performance

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

Resources

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

Development and training

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

SUPERVISORS' RESPONSIBILITIES FOR STUDENTS UNDERTAKING FIELDWORK

Overview

Fieldwork

The University has a legal duty of care to its students undertaking fieldwork. University Policies and Procedures are in place to set out how this duty of care is to be discharged. These procedures require that risks are assessed and proportionate measures and arrangements put in place to mitigate those risks to an acceptable level.

Responsibility

Supervisors play a key role in this process in terms of a) ensuring risk assessments are carried out b) ensuring their students are properly prepared for their fieldwork, as well as c) bringing their own experience and knowledge to guide, advise, assess and check arrangements. All University employees have a legal duty to take reasonable care for the safety of those affected by their [the employees] acts or omissions. Employees, and students, are therefore expected to comply with the University's health and safety policies. A key requirement for field trips is careful planning to reduce the likelihood or impact of something going wrong. Supervisors must therefore be able to demonstrate this planning by ensuring assessments are in place, appropriately prepared, documented where necessary, reviewed and authorised.

Specific duties of Supervisors are to:

- **Be aware of relevant University Safety Policies and Departmental procedures.**
- **Consider the health and safety implications of any research proposal.**
- **Ensure their students have received training appropriate to their needs.**
- **Ensure that risk assessments have been made and the safety provisions relating to the work exist and have been discussed with those doing it.**
- **Ensure that suitable arrangements are in place for regular contact to provide support and checks on the student's welfare while they are away.**
- **Review arrangements with the student after the fieldwork to identify any problems and learn any lessons**

Relevant university policies, training courses and further information /resources can be found at:

https://www.socsci.ox.ac.uk/files/services/fieldwork-check-sheet-and-practical-guide-for-supervisors-final-template-17_02_17.pdf/@@download

http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork

http://www.socsci.ox.ac.uk/services/research-and-impact/fieldwork/fieldwork-more-information

http://researchtraining.socsci.ox.ac.uk/site-search?keys=fieldwork

http://www.admin.ox.ac.uk/safety/policy-statements/s1-09/

ANNEXE F - GRADUATE SUPERVISION REPORTING (GSR)

Four times a year (at the end of each term and at the end of the summer vacation), your supervisor(s) will submit a report on your academic progress.

It is strongly recommended that you complete a self-assessment report every reporting period. If you have any difficulty completing this you must speak to your supervisor or Director of Graduate Studies. Your self-assessment report will be used by your supervisor(s) as a basis to complete a report on your performance this reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will alert you by email when your supervisor or DGS has completed your report and it is available for you to view.

Use this opportunity to:

- Review and comment on your academic progress during the current reporting period
- Measure your progress against the requirements and agreed timetable for your programme of study
- Identify skills developed and training undertaken or required
- List your engagement with the academic community
- Raise concerns or issues regarding your academic progress to your supervisor
- Outline your plans for the next term (where applicable)

Students and supervisors are reminded that having a positive student-supervisor relationship is an important factor in student success. Research suggests that one of the strongest predictors of postgraduate completion is having expectations met within the student-supervisor relationship.

Students are asked to report in weeks 7/8/9 of term as well as at the end of the long vacation. 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).

Student concerns should relate directly to academic progress. If students are dissatisfied with any other aspects of provision e.g. their supervisory relationship or their working environment, they should raise these with the Director of Graduate Studies (or equivalent) in the first instance, and pursue them through the department's complaints procedure if necessary.

Supervisors should discuss any concerns about academic progress with the student before flagging a concern in GSR.

Directors of Graduate Studies should review all flagged concerns and take action as appropriate. A severe concern should result in a meeting with the Director of Graduate Studies without delay. Directors of Graduate Studies should briefly note any action being taken to resolve the matter.

Minor concerns – Satisfactory progress is being made, but minor issues have been identified where further action may be required to keep progress on track

Major concerns – One or more factors are significantly affecting progress, and further action is required now to keep progress on track

Severe concerns – Progress is being seriously affected by one or more factors, and a meeting with the Director of Graduate Studies should be held as soon as possible to discuss further action to get progress back on track"

Access to GSR for students will be via Student Self Service https://www.ox.ac.uk/students/selfservice. Students will be sent a GSR automated email notification with details of how to log in at the start of each reporting window, and who to contact with queries.

ANNEXE G - MEMORANDUM OF GUIDANCE FOR EXAMINERS

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 utime n 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 Chair or acting Chair 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 H – TEACHING OPPORTUNITIES FOR GRADUATE STUDENTS

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 held in Trinity Term. 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 UK Research Council-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

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.* 500-300 BC; Hellenistic Art and Archaeology, 330 – 30 BC; Art under the Roman empire, AD 14-337; and Roman archaeology: Cities and settlement under the Empire. In addition Classical Archaeology and Ancient History Finals has papers in The archaeology of Minoan Crete, 3200-1000 BC, Etruscan Italy, and Mediterranean Maritime Archaeology. The full 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 I – OXFORD UNIVERSITY RESEARCH ARCHIVE (ORA)

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 output including theses created in fulfilment of Oxford awards, produced by graduate students at the University of Oxford.

D.Phil, M.Litt. and M.Sc. (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 both a hardbound and a digital copy of their thesis with the Bodleian Libraries. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into ORA at http://ora.ox.ac.uk after Leave to Supplicate (LTS) has been granted. Students who commenced 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 http://ox.libguides.com/digitaltheses and includes:

- Legal requirements (including funder mandates) and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Options for open access and embargos. Theses, or parts of theses, can be embargoed for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons
- 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://ox.libguides.com/aecontent.php?pid=435474&sid=3564761

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://ox.libguides.com/aecontent.php?pid=435474&sid=3564761 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, access to the full text of digital theses can be restricted unless requirements of funding bodies require open access to be provided earlier (see below). When completing the ORA online deposit form authors should therefore indicate whether they would like an embargo (currently a choice of one year or three years) or to make their thesis available immediately. For example, if the author's funding specifies an earlier release date. There is no need to complete a separate GSO3.C Dispensation from Consultation form at the time of deposit.

If an embargo is chosen at the time of deposit, only the following information from your thesis will be available in ORA for the duration of the embargo:

(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 any requested embargo and make their thesis open access, either at the time of deposit or at any time during the embargo. Authors who wish to make their thesis freely available on deposit should indicate this 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 . It is not recommended for those planning to publish their research as a book or article to make their thesis openly available in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted when it expires, and it is the responsibility of the author to apply for an extension, prior to expiry, if required. **No reminder will be sent** by the Department/Faculty, the Bodleian Libraries or ORA staff, 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).

If you are in receipt of **research funding** the following may apply:
The Terms and Conditions of Research Council Training Grants (https://www.ukri.org/files/legacy/news/training-grants-january-2018-pdf/) require that metadata describing the thesis should be lodged in ORA as soon as possible after leave to supplicate has been granted, and for the full text version to be available within a **maximum of twelve months**. The Division has therefore agreed that the full-text of RCUK-funded students' theses should be made available within one year of leave to supplicate being granted.

Students funded by any other external body should be aware of, and also abide by, the terms and conditions for open access defined by their funder. Where there are discrepancies, the funding body's requirements should supersede any embargo selected by the student at the point of deposit.

DISPENSATION FROM CONSULTATION OF YOUR THESIS – THE BODLEIAN LIBRARIES AND ORA

(i) Authors may apply for dispensation from consultation beyond the end of an embargo period (or other period specified by their funding body) of the copy of the thesis deposited in the Bodleian or other University Library **and/or** 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 Intellectual Property considerations: 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/academic/guidance/graduate/progression

Dispensation from consultation is granted by the department/faculty not the Bodleian Libraries or ORA staff. If you need any help with progression forms, please contact your Graduate Studies Assistant:

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 http://www.sherpa.ac.uk/romeo for guidance or ask ORA staff (ORA@bodleian.ox.ac.uk).

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). See also Annexe K.

GENERAL QUERIES

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

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 D.Phil. 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 and Head of School (currently Prof. Julia Lee-Thorp)
3. Send the checklist to the SSH IDREC

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). 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 – ACADEMIC GOOD PRACTICE – A PRACTICAL GUIDE

The following text is a reproduction of the University's "Academic good practice a practical guide.pdf".

ACADEMIC GOOD PRACTICE – A PRACTICAL GUIDE

The principles of academic good practice go beyond understanding and avoiding plagiarism, although this is a key part of ensuring the academic integrity of your work. This section contains information and advice on attaining academic good practice, including managing your time efficiently, developing good reading and note taking skills and the importance of referencing correctly.

While the guidance is primarily aimed at undergraduates, much of it is relevant to graduate students, particularly those with limited experience of academic writing. Graduate students should complete the online courses referenced as part of their graduate skills training portfolio. Some students from overseas may face particular difficulties when embarking on study at Oxford. Time constraints mean this can be a particular problem for students on one-year Master's courses. There are many resources available for students whose first language is not English, detailed in this section.

It is advisable that you also consult your subject handbook and course tutor for specific advice relevant to your discipline.

DEVELOPING GOOD PRACTICE

There are many elements to academic good practice, not just the ability to reference correctly. All students will benefit from taking the 'Avoiding Plagiarism' courses available via the Skills Hub on WebLearn which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it. Graduate students can complete the online courses as part of their graduate skills training portfolio.

Any student seeking advice on academic writing and plagiarism should consult their tutor, who will be happy to help. Your subject handbook may contain useful advice in addition to that given below.

TIME MANAGEMENT

You should aim to study in a regular pattern, perhaps by working a set number of hours a day. Make sure you allow sufficient time to plan and write your assignment so that you do not have to work into the small hours of the morning. The 'essay crisis' might be an Oxford tradition, but you are unlikely to produce your best work this way. For more information, watch the 'Short guide to managing your time' on the Oxford Students website.

READING SKILLS

Rather than starting the book on page one and working through it in a linear fashion, look first for key terms relating to your topic, read the beginnings and endings of chapters, and find summaries of the main arguments. You will then be primed with a sense of the argument and structure of the book when you come to read it through properly. This should help you both to read more quickly and to engage more closely with the author's main ideas.

NOTE-TAKING

It is helpful to develop a more strategic approach to note-taking than simply writing down everything that looks important. Read the chapter or article once through quickly without taking any notes. Having obtained the gist of the argument you will be much more discriminating in the notes you make on a second, slower reading.

Remember to include full citation details for all your sources and ensure that you note down the page number of each argument or quote that you select. Try to confine yourself to the main points, making it clear when you are quoting verbatim by enclosing the material in quotation marks. It is best to summarise the arguments in your own words as this helps you to understand them and avoids close paraphrasing, which can lead to inadvertent plagiarism.

When taking notes in a lecture, try to distinguish the speaker's main points and note them, together with any useful supporting evidence. Don't try to record verbatim. Some people find drawing a 'mind map' beneficial – this is a symbolic representation of the lecturer's points, joined by lines indicating connections and their relative importance.

CITATION

Giving credit to the authors of the ideas and interpretations you cite, not only accords recognition to their labours, but also provides a solid theoretical basis for your own argument. Your ideas will gain credence if they are supported by the work of respected writers.

Transparent source use allows you to situate your work within the debates in your field, and to demonstrate the ways in which your work is original. It also gives your reader the opportunity to pursue a topic further, or to check the validity of your interpretations.

When writing you should consider the ways in which your work depends upon or develops from other research and then signal this with the appropriate citation. Make clear your reasons for citing a source. When paraphrasing an idea or interpretation you must ensure that your writing is not too closely derived from the original, and you must also acknowledge the original author.

REFERENCING

There are numerous referencing systems in use across the University, but there should be clear instructions about referencing practice in your subject handbook. Your tutor can direct you to an appropriate style guide, while there is also a range of software that you can use to keep track of your sources and automatically format your footnotes and bibliography (for example, EndNote, Reference Manager, ProCite).

Be meticulous when taking notes: include full citation details for all the sources you consult and remember to record relevant page numbers. Citation practice varies but, depending on the type of text cited (book, conference paper, chapter in an edited volume, journal article, e-print, etc.) the elements of a reference include:

- author
- title of the book or article
- title of the journal or other work
- name of the conference
- place of publication
- date of publication
- page numbers
- URL
- date accessed.

When using e-print archives you should bear in mind that many contain articles which have not yet been submitted for peer review. It is good practice to review the later, published versions for important changes before submitting your own extended essay or dissertation.

It is sensible to get into the habit of referencing all your work so that you learn the techniques from the start. Leaving all the footnotes until the week your dissertation is due is a recipe for disaster. One of the best ways to learn referencing practice is to imitate examples in your subject, and to seek advice from your tutor in cases of difficulty.

RESEARCH AND LIBRARY SKILLS

You will attend an induction session at your subject library as part of your orientation as a new student. Specialist librarians offer advice on both print and electronic holdings as well as bibliographic search tools. In some subjects training sessions are provided for those embarking on independent research. Your course handbook may contain information on e-resources of particular relevance to you.

Subject libraries also provide induction and training sessions in catalogue and specialist database searching, online bibliographic tools and other electronic resources. Ask your tutor or subject librarian for details. Small group and individual tuition can usually be arranged. The Bodleian also has a wide range of scholarly electronic resources.

INFORMATION LITERACY

It is important to develop your IT skills while at university and there are many resources to help you to do so. In addition to software training provided by IT Services, there is a wide range of information skills training available through the Oxford University Library Services, including practical Workshops in Information Skills and Electronic Resources (WISER). You may register for free taught courses or pursue online self-directed courses at your own pace. Visit the IT Services website.

INTERNATIONAL STUDENTS

On-course support: If you experience difficulties do not delay seeking out sources of support and guidance. You should approach your course director or supervisor to discuss your needs. Develop your academic writing skills through practice and ask for detailed feedback on your work. Ensure that you follow scrupulously the source use and referencing conventions of your discipline, even if they vary from those you have used before.

The Language Centre: There are resources available at the Language Centre for students whose first language is not English. Students who are non-native speakers of English are offered courses in English for Academic Studies. Within this programme, courses in Academic Writing and Communication Skills are available.

There are also more intensive courses available, including the Pre-Sessional Course in English for Academic Purposes. This is a six-week course open to students embarking on a degree course at Oxford University or another English-speaking university. There are resources for independent study in the Language Centre library and online English teaching tools available through the Language Centre website. There are many resources available at the Language Centre for students whose first language is not English.

WHAT IS PLAGIARISM?

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

The best way of avoiding plagiarism, however, is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

FORMS OF PLAGIARISM

Verbatim (word for word) quotation without clear acknowledgement

Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

CUTTING AND PASTING FROM THE INTERNET WITHOUT CLEAR ACKNOWLEDGEMENT

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

PARAPHRASING

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

COLLUSION

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

INACCURATE CITATION

It is important to cite correctly, according to the conventions of your discipline. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

FAILURE TO ACKNOWLEDGE ASSISTANCE

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

USE OF MATERIAL WRITTEN BY PROFESSIONAL AGENCIES OR OTHER PERSONS

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

AUTO-PLAGIARISM

You must not submit work for assessment that you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly.

WHY DOES PLAGIARISM MATTER?

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

WHY SHOULD YOU AVOID PLAGIARISM?

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others - at least not without attribution. At first it may seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions. Students who plagiarise undermine the ethos of academic scholarship while avoiding an essential part of the learning process.

You should avoid plagiarism because you aspire to produce work of the highest quality. Once you have grasped the principles of source use and citation, you should find it relatively straightforward to steer clear of plagiarism. Moreover, you will reap the additional benefits of improvements to both the lucidity and quality of your writing. It is important to appreciate that mastery of the techniques of academic writing is not merely a practical skill, but one that lends both credibility and authority to your work, and demonstrates your commitment to the principle of intellectual honesty in scholarship.

WHAT HAPPENS IF YOU ARE THOUGHT TO HAVE PLAGIARISED?

The University regards plagiarism in examinations as a serious matter. Cases will be investigated and penalties may range from deduction of marks to expulsion from the University, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty. The forms of plagiarism listed above are all potentially disciplinary offences in the context of formal assessment requirements.

The regulations regarding conduct in examinations apply equally to the 'submission and assessment of a thesis, dissertation, essay, or other coursework not undertaken in formal examination conditions but which counts towards or constitutes the work for a degree or other academic award'. Additionally, this includes the transfer and confirmation of status exercises undertaken by graduate students. Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the examination. Reckless, in this context, means that you understood or could be expected to have understood (even if you did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

If plagiarism is suspected in a piece of work submitted for assessment in an examination, the matter will be referred to the Proctors. They will thoroughly investigate the claim and call the student concerned for interview. If at this point there is no evidence of a breach of the regulations, no further disciplinary action will be taken although there may still be an academic penalty. However, if it is concluded that a breach of the regulations may have occurred, the Proctors will refer the case to the Student Disciplinary Panel. More information on disciplinary procedures and appeals is available from Student Conduct.

If you are suspected of plagiarism your College Secretary/Academic Administrator and subject tutor will support you through the process and arrange for a member of Congregation to accompany you to all hearings. They will be able to advise you what to expect during the investigation and how best to make your case. The OUSU Student Advice Service can also provide useful information and support.

DOES THIS MEAN THAT I SHOULDN'T USE THE WORK OF OTHER AUTHORS?

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. Not only does this accord recognition to their work, it also helps you to strengthen your argument by making clear the basis on which you make it. Moreover, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

DOES EVERY STATEMENT IN MY ESSAY HAVE TO BE BACKED UP WITH REFERENCES?

You may feel that including the citation for every point you make will interrupt the flow of your essay and make it look very unoriginal. At least initially, this may sometimes be inevitable. However, by employing good citation practice from the start, you will learn to avoid errors such as close paraphrasing or inadequately referenced quotation. It is important to understand the reasons behind the need for transparency of source use.

All academic texts, even student essays, are multi-voiced, which means they are filled with references to other texts. Rather than attempting to synthesise these voices into one narrative account, you should make it clear whose interpretation or argument you are employing at any one time - whose 'voice' is speaking.

If you are substantially indebted to a particular argument in the formulation of your own, you should make this clear both in footnotes and in the body of your text according to the agreed conventions of the discipline, before going on to describe how your own views develop or diverge from this influence.

On the other hand, it is not necessary to give references for facts that are common knowledge in your discipline. If you are unsure as to whether something is considered to be common knowledge or not, it is safer to cite it anyway and seek clarification. You do need to document facts that are not generally known and ideas that are interpretations of facts.

DOES THIS ONLY MATTER IN EXAMS?

Although plagiarism in weekly essays does not constitute a University disciplinary offence, it may well lead to College disciplinary measures. Persistent academic under-performance can even result in your being sent down from the University. Although tutorial essays traditionally do not require the full scholarly apparatus of footnotes and referencing, it is still necessary to acknowledge your sources and demonstrate the development of your argument, usually by an in-text reference. Many tutors will ask that you do employ a formal citation style early on, and you will find that this is good preparation for later project and dissertation work. In any case, your work will benefit considerably if you adopt good scholarly habits from the start, together with the techniques of critical thinking and writing described above.

As junior members of the academic community, students need to learn how to read academic literature and how to write in a style appropriate to their discipline. This does not mean that you must become masters of jargon and obfuscation; however the process is akin to learning a new language. It is necessary not only to learn new terminology, but the practical study skills and other techniques which will help you to learn effectively.

Developing these skills throughout your time at university will not only help you to produce better coursework, dissertations, projects and exam papers, but will lay the intellectual foundations for your future career. Even if you have no intention of becoming an academic, being able to analyse evidence, exercise critical judgement, and write clearly and persuasively are skills that will serve you for life, and which any employer will value.

Borrowing essays from other students to adapt and submit as your own is plagiarism, and will develop none of these necessary skills, holding back your academic development. Students who lend essays for this purpose are doing their peers no favours.

UNINTENTIONAL PLAGIARISM

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.

It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing. If you are offered induction sessions on plagiarism and study skills, you should attend. Together with the advice contained in your subject handbook, these will help you learn how to avoid common errors. If you are undertaking a project or dissertation you should ensure that you have information on plagiarism and collusion. If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor.

EXAMPLES OF PLAGIARISM

There are some helpful examples of plagiarism-by-paraphrase and you will also find extensive advice on the referencing and library skills pages.

All students will benefit from taking the online courses which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

The following examples demonstrate some of the common pitfalls to avoid. These examples use the referencing system prescribed by the History Faculty but should be of use to students of all disciplines.

SOURCE TEXT

From a class perspective this put them [highwaymen] in an ambivalent position. In aspiring to that proud, if temporary, status of 'Gentleman of the Road', they did not question the inegalitarian hierarchy of their society. Yet their boldness of act and deed, in putting them outside the law as rebellious fugitives, revivified the 'animal spirits' of capitalism and became an essential part of the oppositional culture of working-class London, a serious obstacle to the formation of a tractable, obedient labour force. Therefore, it was not enough to hang them – the values they espoused or represented had to be challenged.

(Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213. [You should give the reference in full the first time you use it in a footnote; thereafter it is acceptable to use an abbreviated version, e.g. Linebaugh, The London Hanged, p. 213.]

PLAGIARISED

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable labour force. (This is a patchwork of phrases copied verbatim from the source, with just a few words changed here and there. There is no reference to the original author and no indication that these words are not the writer's own.)

2. Although they did not question the inegalitarian hierarchy of their society, highwaymen exercised a powerful attraction for the working classes. Some historians believe that this hindered the development of a submissive workforce. (This is a mixture of verbatim copying and acceptable paraphrase. Although only one phrase has been copied from the source, this would still count as plagiarism. The idea expressed in the first sentence has not been attributed at all, and the reference to 'some historians' in the second is insufficient. The writer should use clear referencing to acknowledge all ideas taken from other people's work.)

3. Although they did not question the inegalitarian hierarchy of their society, highwaymen 'became an essential part of the oppositional culture of working-class London [and] a serious obstacle to the formation of a tractable, obedient labour force'.1 (This contains a mixture of attributed and unattributed quotation, which suggests to the reader that the first line is original to this writer. All quoted material must be enclosed in quotation marks and adequately referenced.)

4. Highwaymen's bold deeds 'revivified the "animal spirits" of capitalism' and made them an essential part of the oppositional culture of working-class London.1 Peter Linebaugh argues that they posed a major obstacle to the formation of an obedient labour force. (Although the most striking phrase has been placed within quotation marks and correctly referenced, and the original author is referred to in the text, there has been a great deal of unacknowledged borrowing. This should have been put into the writer's own words instead.)

5. By aspiring to the title of 'Gentleman of the Road', highwaymen did not challenge the unfair taxonomy of their society. Yet their daring exploits made them into outlaws and inspired the antagonistic culture of labouring London, forming a grave impediment to the development of a submissive workforce. Ultimately, hanging them was insufficient – the ideals they personified had to be discredited.1 (This may seem acceptable on a superficial level, but by imitating exactly the structure of the original passage and using synonyms for almost every word, the writer has paraphrased too closely. The reference to the original author does not make it clear how extensive the borrowing has been. Instead, the writer should try to express the argument in his or her own words, rather than relying on a 'translation' of the original.)

NON-PLAGIARISED

1. Peter Linebaugh argues that although highwaymen posed no overt challenge to social orthodoxy – they aspired to be known as 'Gentlemen of the Road' – they were often seen as anti-hero role models by the unruly working classes. He concludes that they were executed not only for their criminal acts, but in order to stamp out the threat of insubordinacy. (This paraphrase of the passage is acceptable as the wording and structure demonstrate the reader's interpretation of the passage and do not follow the original too closely. The source of the ideas under discussion has been properly attributed in both textual and footnote references.)

2. Peter Linebaugh argues that highwaymen represented a powerful challenge to the mores of capitalist society and inspired the rebelliousness of London's working class. (This is a brief summary of the argument with appropriate attribution.)

1 Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213.