UNIVERSITY OF OXFORD

NOTES FOR THE GUIDANCE OF

D.PHIL. STUDENTS IN ARCHAEOLOGY

2016-17

DATES OF FULL TERM

2016-17

Michaelmas	9 October – 3 December
Hilary	15 January – 11 March
Trinity	23 April – 17 June

Version 1.0

CONTENTS

1. Introduction

This handbook applies to students starting the following courses in Michaelmas term 2016:

D.Phil. Archaeology

D.Phil. Classical Archaeology

D.Phil. Archaeological Science

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

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Barbara Morris, Graduate Studies Administrator, at Barbara.morris@arch.ox.ac.uk.

This is version 1.0 of the 2016-17 handbook. The information in this handbook is accurate as at 1 October 2016; however, it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department 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.

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

The organisation of the University

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

On arrival

Your supervisor should have written to you beforehand, and you should call on him or her as soon as you can for general orientation and to discuss details of your course, since it is desirable that decisions about your programme of work should be taken before term starts. If your supervisor is not available, you should contact the Graduate Studies Administrator for Archaeology, Barbara Morris barbara.morris@arch.ox.ac.uk, tel. [2]-78265 at the Institute of Archaeology (36 Beaumont Street).

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

All doctoral students are strongly encouraged to attend the annual Social Sciences Divisional Induction and Welcome Event. The 2016–17 event will take place on Thursday, 6th October (Week 0), 4.00pm-6.00pm in Lecture Theatre 2, Mathematical Institute (Andrew Wiles Building), Radcliffe Observatory Quarter, Woodstock Road, OX2 6GG. Professor Roger Goodman, Head of Social Sciences Division, will kick off proceedings. The event provides a unique opportunity for students to meet fellow doctoral students from across the social sciences at Oxford and to hear about the support available for doctoral students. The event will be followed by a drinks reception. This will coincide with a student poster session and a number of groups and central providers will be in attendance to provide more information about the opportunities and support available to doctoral students. To RSVP please go to http://ssdinduction.eventbrite.co.uk or email skills-training@socsci.ox.ac.uk.

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

As a member of the University you are entitled to attend any university lecture or class, in any subject, provided it is not advertised as restricted to a specific group of candidates for special papers. You may be expected by your supervisors and tutors to attend some of the undergraduate lectures in relevant subjects. You may also wish to widen your expertise in non-archaeological subjects in this way. **Lecture lists** covering archaeological subjects are those for Archaeology & Anthropology, Classical Archaeology & Ancient History, and Classics, all with some overlap, which are available on-line at http://www.ox.ac.uk/students/academic/lectures/; our own list is available at http://www.arch.ox.ac.uk/lecture-list.html; and the Classics lists via their website at. http://www.classics.ox.ac.uk/. For further details on lectures and seminars see *Section 13 (b)* below.

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

The Oxford calendar

The terms at Oxford are traditionally known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). Term time normally means the eight weeks of Full Term, during which lectures and tutorials take place, although each Full Term is set within a longer period which is technically still ‘term’. The dates of the Full Terms for the current year appear on the title page. Regular university events, such as meetings, examinations, or submission deadlines, normally recur on a stated day of a stated week of each Full Term, or on a stated day of a stated week in a particular Full Term, so that you will frequently hear, and read below, of things happening in Fourth Week etc. By extension, the week before the start of Full Term is known as Noughth Week.

2. The Archaeology Graduate Studies Committee

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

The GSC meets on Tuesday of the *second* and *eighth* week of each term, and its papers are sent out about a week in advance.

The Chair of the GSC is the Director of Graduate Studies, currently Prof. Irene Lemos.

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

Secretary to the GSC: Monday to Thursday 9.00-4.30: Mrs Barbara Morris

Enquiries about the various forms and procedures relating to graduate matters may be addressed to Mrs Barbara Morris, e-mail barbara.morris@arch.ox.ac.uk, telephone [2]-78265. The Director of Graduate Studies in Archaeology, Prof. Irene Lemos, may be contacted by e-mail at irene.lemos@classics.ox.ac.uk.

All forms are available to download at:
http://www.ox.ac.uk/students/academic/guidance/graduate/progression

Reminders of the need to apply for transfer of status or an extension of time for research degrees are normally sent by the Graduate Studies Administrator to graduate students at their colleges. But this may not happen in all cases, and it is ultimately the responsibility of graduate students to ensure that the GSC receives their applications and supporting documentation in time to be included on the agenda for the relevant meeting. This means *at least one week before* the meeting date for straightforward applications, but applications for transfer of status, which need formal assessment, will take significantly longer; see sections 3 (b)-(c) below. Some, but by no means all, crises can be dealt with directly by the Director of Graduate Studies; however, no assumption to this effect should be made.

3. Research Degrees

(a) Probationary status

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

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

1. The Purpose of Transfer of Status

The Probationer Research Student (PRS) status is intended to be used constructively, permitting a wise choice of the research topic to be made in the context of broader reading as well as preliminary research, helping the student to become accustomed to the rhythm of graduate work, and allowing for the acquisition of any specific skills appropriate to the research.

The Transfer of Status assessment is to ensure that the student is making satisfactory progress in the development of the research, to ensure that the work is of potential D.Phil. quality, and that the methodology of the research is appropriate and practicable. The transfer process provides the opportunity for the student to discuss their work with two independent members of staff and to receive feedback. Broadly the assessment should show a plan for the thesis, which locates the research in the context of earlier work in the field, sets out the questions, hypotheses or issues on which it will focus, and describes and explains the methods by which these will be answered, tested or addressed.

The assessment procedures are intended to remove the risk of failure and to reduce the risk of referral at the final examination of thesis as far as possible, and must therefore be as rigorous as necessary to achieve this.The formal Regulations for Transfer of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for Archaeology. 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 Transfer of Status

The *Examination Regulations* state that PRS status can be held for a maximum of four terms. In Archaeology, for students starting in MT16 transfer of status is normally required no later than **week 2 of the fourth term** after admission. This is a recent date change and students who are already on course and due to transfer status in MT16 will be allowed to apply for transfer of status by the previous deadline of week 5 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

(i) Oral Presentations

All students entering in Michaelmas term will be expected to make a 15-minute oral presentation of their research (with a further 5 minutes for questions) in the following year. 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 10, Wednesday 11 and Thursday 12 January 2017. This is a necessary part of passing the Transfer procedure. The audience will consist primarily of the other students in their cohort, plus the Director of Graduate Studies (DGS) and/or the Deputy DGS and as many supervisors as are able to attend. The DGS/DDGS will ensure that the presentations are of satisfactory standard and supervisors will provide feedback on the presentations to the students. Students who are unable to attend this day for reasons beyond their control are expected to be available on an alternative date later in Hilary Term to give their presentations.

(ii) Transfer of Status Assessment

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

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

The complete application for transfer of status (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 to the assessors electronically and copied to Mrs Morris, but that should not be done until the names of your assessors have been confirmed.

4. The Transfer Assessment

The DGS will appoint two assessors neither of whom will be the student's supervisor (they will normally be academic staff working in the University of Oxford) to read the transfer application and to interview the candidate. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination. Students should normally expect to be interviewed within four weeks of the assessors receiving their written work, though this may be longer during the vacation periods due to availability of the assessors. The 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 report and submit recommendations to the GSC. Following their interview, students should normally expect to hear the outcome of their assessment within a week , though this may be longer during the vacation periods.

5. Summary of Timescales for 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
3 weeks after submission	Assessors to have contacted student with interview date and notified this date to the GSA	MT week 5
4-6 weeks after submission	Interview to have taken place	MT week 8
1 week after interview	Assessors to send in report form	MT week 9

6. Instructions to Assessors

Assessors are asked to contact students as soon as reasonably possible, and certainly within three weeks, 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. Please let the Graduate Studies Administrator know when the interview date has been agreed, or at the time of application if there is a problem in setting a time.

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to D.Phil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An application to transfer to D.Phil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years. However, the assessors should judge the submissions in the light of the fact that they usually reflect three or four terms work and are made at the early stages of the research project. The written work will not necessarily be, or read like, a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard. The research proposal and thesis structure need not be completely finalised, but the student should have clearly defined ideas of what the research questions are, and have possible ways to answer them.

The joint assessors' report should be sent in within one week of the interview. It should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

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 GSC, in consultation with the assessors and supervisors.

7. Criteria for Success

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

- the 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.

8. Outcomes of Transfer of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the GSC (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 (with or without a further interview). This should normally involve the same assessors and take place within one term of the first attempt. If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt. This extension of PRS status does not affect the total amount of time permitted for registration on the D.Phil. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at transfer being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor. A second interview will be required for a second attempt in all cases.

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, and thus it is recommended that the student should withdraw from the course.

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. (Only in exceptional circumstances may a third attempt at transfer be made, and this would require the support of the GSC and approval by the University's Education Committee).

If at the first attempt a student is transferred to the lower degree s/he may accept this, or may choose to retain PRS status and make a second transfer application the following term.

If a student 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.

9. Deferral of Transfer of Status

Any student who has not applied to transfer status by the end of their fourth term may be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for Transfer of Status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that Transfer of Status is successfully achieved within six terms as required by the *Examination Regulations*. The student will also be required to apply for a formal deferral of Transfer of Status for one or two further terms using the form GSO.2b available from
http://www.ox.ac.uk/students/academic/guidance/graduate/

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.

(c) Confirmation of D.Phil. Status

1. The Purpose of Confirmation of Status

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

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

The formal Regulations for Confirmation of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for Archaeology. 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

The general regulations of the *Examination Regulations* state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. In Archaeology students are required under the subject specific regulations to apply for confirmation of status by **week 2 of the seventh term** after admission. This is a recent date change and students who are already on course and due to confirm status in MT16 will be allowed to apply for confirmation of status by the previous deadline of week 5 of the seventh 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.

Students should also normally achieve confirmation of status at least three months before submission of their thesis.

3. How to Apply for Confirmation of Status

(i) Oral Presentations

As with Transfer of status, all students in the cohort will be expected to make a 15-minute oral presentation of their work (with a further 5 minutes for questions) in the following year. 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 10, Wednesday 11 and Thursday 12 January 2017. The audience will again consist primarily of the other students in their cohort, plus the DGS and Head of School and as many supervisors as are able to attend. The DGS and Head of School will ensure that the presentations are of satisfactory standard and supervisors will provide feedback on the presentations to the students. Students who are unable to attend this day for reasons beyond their control are expected to be available on an alternative date later in Hilary Term to give their presentations.

(ii) Confirmation of Status Assessment

Applications for confirmation of status should be made using the GSO.14 form available at: 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. 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, you will be required to submit **two copies** of the following:

- an outline of the research of about 1,000 words with a timetable for completion and an estimate of the probable completion date, providing specific information about the question(s) addressed in the thesis, method, data, working hypothesis and conclusions;
- a table of contents of the thesis, indicating for each section how much work has been done so far, and how much remains to be done;
- a draft chapter or chapters of the thesis of no more than about 10,000 words in length, complete with bibliography and illustrations as relevant. 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 in hard copy format should be submitted to Barbara Morris by the end of week 2 of the seventh term. In addition, the written work should be sent directly to the assessors electronically and copied to Mrs Morris, but that should not be done until the names of your assessors have been confirmed.

4. The Confirmation Assessment

The DGS will appoint two assessors neither of whom will be the student's supervisor (they will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed) to read the confirmation assessment and interview the candidate. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the D.Phil. viva voce examination. Students should normally expect to be interviewed within four weeks of the assessors receiving their written work, though this may be longer during the vacation periods due to availability of the assessors. The 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 report and submit recommendations to the GSC. Following their interview, students should normally expect to hear the outcome of their assessment within a week though this may be longer during the vacation periods.

5. Summary of Timescales for 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
3 weeks after submission	Assessors to have contacted student with interview date and notified this date to the GSA	MT week 5
4-6 weeks after submission	Interview to have taken place	MT week 8
1 week after interview	Assessors to send in report form	MT week 9

6. Instructions to Assessors

The assessors are asked to contact students as soon as reasonably possible, and certainly within three weeks, 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. Please let the

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

An applicant for confirmation of status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, however if at interview the student can satisfy the assessors that matters will improve, this should not be a reason to decline recommending confirmation of status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a D.Phil. thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment of how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

The joint assessors' report should be sent in within one week of the interview. It should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and a permanent indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, the significance to the existing literature and field, and to provide an evaluation of the written work submitted by testing whether the work is presented in a scholarly and lucid manner. More specifically, the assessors should consider commenting on whether the student has provided evidence of being able to undertake research that provides 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 GSC, in consultation with the assessors and supervisors.

7.. 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.

8. Outcomes of Confirmation of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the GSC (excluding option (ii)).

(i) Successful confirmation, accompanied by suggestions and advice for future progress.

(ii) Revision of application. The assessors may request further 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 prior to the second attempt at confirmation being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral 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 the M.Litt. or M.Sc. by Research. Although the work presented was not suitable for confirmation of D.Phil. status, nonetheless, the assessors felt it was still strong enough for the lower award which is a less demanding and shorter-timescale research degree. In cases where transfer to lower award is approved, if the student is already in their ninth term or beyond, a formal extension of time will also be needed to allow the student to stay on the graduate register for the lower degree, otherwise their status will lapse, and they will have to subsequently apply for reinstatement to the Register of Graduate Students.

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

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

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.

9. 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 may be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (or at least one other member of academic staff who may or may not be a future assessor for confirmation of status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that confirmation of status is successfully achieved within the proposed period of deferral.

To apply for a deferral of confirmation of status, a student will need to submit the GSO.14B form available from: http://www.ox.ac.uk/students/academic/guidance/graduate/progression. 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 deferral require approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Student should contact Barbara Morris for details of the application process.

(d) Oral presentations

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

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

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

(e) Extensions of time

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

(f) Suspension and lapse of status

Suspension of status of up to one year may be granted in cases where work is interrupted by some unforeseeable, but temporary, difficulty, such as illness, 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 holding studentships should also obtain the permission of the 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, and this may itself cause financial problems. But the net effect of suspension and extension is the same in the long term – a period without financial support.

In cases where the thesis is still incomplete, yet no further extension is justifiable, a student's status lapses, i.e. he or she is effectively no longer a member of the University, and is not entitled to tuition. This will not, however, 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 conditions governing suspension and reinstatement of status and for the procedures of reinstatement.

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

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

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

4. Supervisors and supervision

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

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

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

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

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

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

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

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

A brief guide to research supervision follows and the full *Code of Practice on Supervision* outlining the responsibilities of supervisors to their research students and vice versa will be found at the end of these Guidelines (*Annexe B*).

The role of the supervisor is to:

- Establish a timetable of regular meetings for detailed discussion of your progress (these meetings should take place at least twice per term)

- Agree a research plan and programme of work, and to establish clear academic expectations and milestones

- Agree with you a timetable for the submission of written work and to return your work within a reasonable time

- Assess formally your subject-specific and personal and professional skills training needs on a regular basis and ensure that these needs are met

- Co-operate with you to produce a detailed joint report on your progress at the end of each term

- Ensure you are aware of the formal requirements in relation to transfer and confirmation of status and final submission, and help you to incorporate these into your plan of work

- Discuss any health and safety aspects of your research proposal and approve any risk assessments required

The role of the student is to:

- Maintain regular contact with your supervisor, and respond to him/her in good time

- Meet with your supervisor regularly, keep a written record of your discussions, and give due weight to any guidance or corrective action proposed

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

- Co-operate with your supervisor to make a detailed joint report on your progress at the end of each term

- Take responsibility for your research programme, including the development of subject-specific, research, and personal and professional skills

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

- 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 your research

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

5. Theses and their Presentation

(a) Word limits

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

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

The choice of a thesis subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a research student's interests, temperament and style of work, as these become clearer. The title should emerge by progressive definition over the period of probationer research student status, and be put forward in time for the GSC to give it proper consideration; that is, not at the last possible moment before transfer to D.Phil. status. The title should define the subject of a thesis clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents of the thesis. An acceptable title will usually indicate both the material used and the problem studied (e.g. 'Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade'). It should not be too narrow (e.g. 'Analysis of lead-glazed ceramics from the Littlemore Kiln site'), or too broad ('Greek Bronzes'), or mix incongruous categories of evidence ('Tripolitanian burial practices in the reign of Trajan'). The list of graduate students issued yearly by the Committee for the School of Archaeology will offer examples of titles previously approved by the GSC. The *Bulletin of the Institute of Classical Studies* in London publishes annual lists of all classical theses currently being written in the UK, and other lists appear from time to time. If it becomes clear that an accepted title does not accurately indicate the nature of a subject as it develops, it is a simple matter to ask the GSC (giving reasons) to agree to a change, but that is not an excuse for deliberate vagueness at the outset. Any application to change a title must have the approval of the applicant's supervisor, and should be made on a form obtainable from
http://www.ox.ac.uk/students/academic/graduates/forms/.

In choosing a thesis subject it is important to bear in mind the requirement that it should be finished in three or at most four years, and you should consider how the scope of the subject could be adjusted (e.g. in time or space), if it turns out to be larger than expected. Extensions of time cannot be counted on (see *Section 3(e)* above).

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

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

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

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

(d) Presentation

A thesis normally consists of a Preface (including any Acknowledgements), followed by a Table of Contents listing with page numbers the titles of all chapters and their sub-divisions, lists of figures, plates and/or tables, and a list of abbreviations if necessary, followed by the main text. The thesis should be divided into chapters, each with a clear descriptive title. It is useful to add a brief Conclusion indicating the general results, and possible future implications of the research; and there should be a well organised Bibliography at the end. Remember that you are also required to include an abstract of the thesis of up to 300 words: this is an integral part of the thesis, bound in with the other pages, near the beginning - i.e., usually before or after the Preface. Practical guidance on these matters will be provided by supervisors, and graduates are recommended also to learn from the methods of presentation employed in reputable scholarly publications, such as *Oxford Monographs in Classical Archaeology* and *Oxford University School of Archaeology (OUSA) Monographs*. A booklet entitled *Notes of guidance for research examinations* is available from http://www.ox.ac.uk/students/academic/graduates/forms/. More particular guidance on the presentation of written work is provided in Section 6 below.

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

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

(e) Preparation and binding of theses

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

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

Students admitted on or after 1 October 2007 and successfully completing the D.Phil., M.Litt. and M.Sc. (by research) programmes are required to deposit a print and a digital copy of their thesis. The digital copy should be deposited by the author in ORA. Please see notes in 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.

(f) Submission of theses and the examination process

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

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

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

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

The Graduate Studies Committee of the Social Sciences Division, to which examiners' reports are submitted for the final decision after they have been provisionally approved by the Committee for the School of Archaeology, meets after the end of each term. In the case of a straightforward and unequivocal recommendation from the examiners which does not preclude the award of a D.Phil. (for D.Phil. candidates), such reports may be accepted at other times by the Director of Graduate Studies in Archaeology (or in his or her absence by the Chair of the Committee for the School of Archaeology). Other recommendations must be approved by the Graduate Studies Committee of the Social Sciences Division, and candidates should bear in mind that there may therefore be a significant delay in approving reports, particularly if the Long Vacation intervenes. The examiners' report is sent to the supervisor only when it has been approved. It may in appropriate circumstances be made available to the candidate, but in any case its substance is normally conveyed to him or her, through the supervisor. Where a favourable report is subject to minor corrections' being made to a thesis, the examiners will require that the corrections be made by the candidate and approved by one or both of them *before* their report is submitted. If major corrections are required then the examiners will report this preliminary recommendation with a description of the major corrections which they require the candidate to make before they confirm their recommendation.

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

(g) Complaints and appeals

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

(h) Taking your degree

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

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

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

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

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

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

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

If using the ‘Oxford system’, you should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author or editor (with initials), title, place and date of publication. Article titles are normally given in inverted commas, and book and periodical titles in italics. Abbreviations may conveniently follow those in any suitable and well-known periodical, and should be chosen and used consistently from the first. They will often be supplemented by abbreviations for much-cited works, and a running list of these should be maintained. All abbreviations used must be explained in a List of Abbreviations. A full account of the more traditional conventions is given in *New Hart's rules : adapted from The Oxford guide to style by R.M. Ritter,* Rosemary Roberts, (Oxford University Press 2005), but any well-edited book in a relevant subject will give guidance.

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

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

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

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

E.g.:

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

Footnotes, whether these are preferred to the Harvard system of reference or used in addition to it, should be kept under control, and designed so as to give essential support to the text but not to pursue discussions that would be better integrated with it; nor should they be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). Remember that footnotes count within the word limit for essays, dissertations, and M.Phil. and 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. 113^e Congrès national des Sociétés savantes, Strasbourg 1988, Actes du IV^e Colloque International sur l'histoire et l'archéologie de l'Afrique du Nord* vol. 2: 409-26. Éditions du C.T.H.S., Paris.

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

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

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

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

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

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

Tables are NOT Figures: they should be numbered in their own sequence of Tables. They should have clear captions identifying what the table shows and giving the source of the data used. Tables are included within the word count of a piece of submitted work. It is not acceptable to scan a table from a separate source and attempt to omit it from the word count.

7. 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.)

8. 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 (TNA)?

Throughout your degree, you are encouraged to reflect and think strategically about your ongoing development as a researcher. We expect you 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.

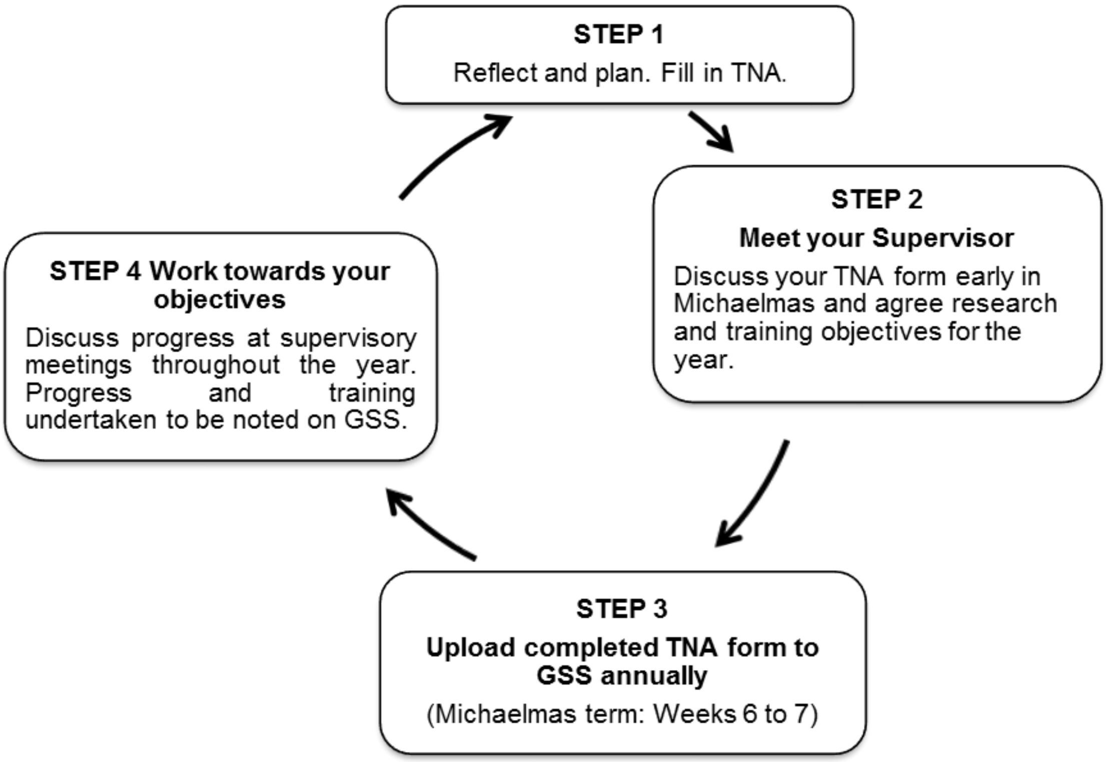
Here is what you need to do:

1) Download the TNA form at https://www.socsci.ox.ac.uk/training/tna Fill it in as fully as possible.

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

3) Upload the form into the Graduate Supervision System (GSS) in Michaelmas term in weeks 6-7.

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



How do I find the training I need?

You are likely to want to extend and develop the research training your department offers or expects you to undertake. To find what you need, start by looking at the Social Sciences Research and Skills Training website www.socsci.ox.ac.uk/training for a full programme of the courses we offer 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://www.bodleian.ox.ac.uk/bodley 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.

- Oxford Learning Institute (OLI) http://www.learning.ox.ac.uk/ provides courses mainly for staff, but also provides a useful set of resources on http://www.learning.ox.ac.uk/supervision.

- 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.

- Researcher Training Tool https://weblearn.ox.ac.uk/portal/hierarchy/grad/ outlines all the researcher training courses available within the University, the division and the departments.

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: Associate Fellowship of the Higher Education Academy (HEA). The Teaching Development website provides further information on teaching and teaching development within the Social Sciences Division.

Please also see information at Annexe F Opportunities for Graduate Students to Teach Archaeology.

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.

9. 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.

(a) Maintenance funding

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty; please see 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. The references in the previous paragraph will provide other leads.

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

(b) Travel and research grants

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

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

- The Meyerstein Fund, administered by the Archaeology Graduate Studies Committee, makes awards for archaeological research, especially travel costs. In addition the School of Archaeology also makes research awards to graduate students in Archaeology and Archaeological Science (but not Classical Archaeology) which should be applied for at the same time. Applications should be made on-line through Survey Monkey and the link and guidelines will be circulated around the end of Michaelmas Term. There may be additional application rounds in later terms subject to fund availability. Awards are unlikely to exceed a few hundred pounds, since there are many applicants to satisfy.

- The Craven Committee considers applications for grants towards necessary travel and research relating to Classical antiquity, including Classical Archaeology, and will also consider applications from doctoral students in Archaeology or Archaeological Science whose material falls within its remit. Applications should normally be made in the 0th week of Hilary Term. The Craven Committee also offers one- and two-year Travel Scholarships in all fields of Classics (including Classical Archaeology), worth up to £6000, to graduate students whose research involves considerable research travel. Applications must contain a sample of written work and interviews are held. The application forms are available in WebLearn at https://weblearn.ox.ac.uk/access/content/group/classics/Forms/Finance/Craven%20 Awards/. Any enquiries about the Craven awards should be directed to the Finance Officer at Classics, Marie Foster-Ali at marie.foster-ali@classics.ox.ac.uk.

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

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

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

10. Student Representation, Evaluation and Feedback

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

For further information see http://www.arch.ox.ac.uk/gao.html

The department organises a termly Graduate Joint Consultative Committee which is run as an open forum and gives graduates opportunity for more direct feedback. Issues raised are reported back to 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. Previous results can be viewed by students, staff and the general public using the link at: www.ox.ac.uk/students/life/student-engagement.

11. Problems and Complaints

General problems or complaints should normally be discussed first with your supervisor. If the matter concerns your supervisor, consult your College Adviser or the Director of Graduate Studies (or the Deputy Director, if the Director is involved). More formal complaints about matters of supervision, administration, transfer assessment, etc. should normally be made in the first instance to the Director (or Deputy Director) of Graduate Studies. Appeals against the DGS's decisions will be dealt with by a sub-committee of the Graduate Studies Committee consisting of non-interested parties (normally chaired by the Deputy DGS).

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful.

If your concern or complaint relates to teaching or other provision ***made by your college***, then 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.

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

12. Health and Safety

There are strict guidelines and procedures for graduate fieldwork and research travel which must be adhered to. A risk assessment is required for research travel as well as for fieldwork. Students are also required to have attended the relevant training courses before they undertake fieldwork.

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

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

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

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

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

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

Fieldwork Safety and Training

Fieldwork

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 paramount 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 out fieldwork are expected to attend this.

DTC courses (run 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 which includes a student led session on practical interviewing.
- **Secondary trauma workshops.** For research on traumatic or distressing topic areas.

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

13. General Information

(a) Premises

Institute of Archaeology

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

Research Laboratory for Archaeology and the History of Art

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

The School also has offices in Hayes House (George Street), accommodating the Oxford Centre for Maritime Archaeology [OCMA], the Oxford Roman Economy Project, the Sealinks Project and the Palaeodeserts Project, as well as associated postgraduate students. Also part of the School is Palaeo-Barn, the Wellcome Trust Palaeogenomics & Bio-Archaeology Research Network.

Classics Centre and Faculty of Classics Offices

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

Ashmolean Museum

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

Pitt Rivers Museum

The ethnographic and archaeological collections of the Pitt Rivers Museum (access through the University Museum in Parks Road) are of world-wide scope and international importance. Its staff offices, and also the *Balfour Library*, with major holdings of books, periodicals and archive material in prehistoric archaeology and anthropology, are reached from South Parks Road, opposite Rhodes House.

Griffith Institute

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

(b) Seminars and lectures

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

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

(c) Skills and research training

A programme of skills and research training will be available, normally in Michaelmas and Hilary Terms, organised both through the Social Sciences Division (see section 8) and the School of Archaeology with input from and the assistance of the GAO. These events are meant specifically for research students (PRS and D.Phil.), 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 www.ox.ac.uk/students/academic/guidance/skills .

(d) Facilities

(i) Word processing, computing, photographic and other facilities. Basic computer facilities for word processing are provided by most Colleges. In addition there are computer rooms at the Institute of Archaeology (with CAD and GIS facilities) and the Classics Centre (see (a) above). The Institute provides a computer room for the use of all graduate students, with 24-hour access. This has a mixture of both Windows and Mac machines offering the usual range of software. A number of computers provide specialist GIS and mapping-related software. In addition there are general access terminals located in the library that provide web services and access to the SOLO system. Students are also able to use laptops in dedicated work areas. E-mail is provided centrally, through Oxford University Computing Services. The School website, as well as providing information to the public and prospective students, provides current students with information and resources pertaining to their course. Searchable departmental library catalogues are available on-line. The Institute also houses an Imaging Unit (AIU), which offers facilities to staff and students of the School. The Research Laboratory for Archaeology and the History of Art (RLAHA) offers similar facilities to the Institute.

(ii) The University's *Language Centre* at 12 Woodstock Road 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

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

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

(e) Parental Leave

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

(f) Miscellaneous

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

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 (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

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

Student Welfare and Support Services

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: www.ox.ac.uk/students/shw/das

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

A range of services led by students are available to help provide support to other students, including the peer supporter network, the OUSU Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/welfare/peer

The Oxford Union Student Union (OUSU) also run a student advice service with advisors to help with many problems including academic disputes, appeals, accommodation, health, disability relationships, visas and issues surrounding mental health. Please see ousu.org/advice/student-advice-service

OUSU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: ousu.org/get-involved/campaigns

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.

Other sources of useful advice, especially on practical problems relating to your course of study, are listed on the inside back cover.

(ii) Employment and the Careers Service. Graduate students are advised to give consideration in good time to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56 Banbury Road, 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.

(iii) Undergraduate teaching. There may be limited opportunities for graduate students of appropriate experience to teach undergraduates reading for degrees in Archaeology & Anthropology, Classical Archaeology & Ancient History, or Classics. If

you wish to teach, you should read *Annexe F*. Whilst the GSC is keen to encourage this activity, graduate students must not allow it to hinder progress on their research.

(g) Policies and Regulations

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:
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/

September 2016

ANNEXE A

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 covered by NERC. They are provided through the block grant partnership scheme and administered within the university by the Humanities Division. Information is available from the Humanities website at http://www.humanities.ox.ac.uk/prospective_students/graduates/ahrc There is no separate application form; all eligible applicants are considered provided they meet the late January deadline.

The Doctoral Award Scheme for students undertaking doctoral study.

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

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

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

NERC Doctoral Training Partnership (DTP)

The Research Laboratory for Archaeology and the History of Art is a member 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 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 B

Code of practice on supervision

Note: Based on Education Committee requirements, this Social Sciences Division Code of Practice should be widely disseminated to PGR students and relevant staff in departments.

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. Some research projects, particularly those with an interdisciplinary element, typically have more than one supervisor.

Where more than one supervisor is appointed, one of the supervisors may be designated the primary supervisor. 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).

In all cases, 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.

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 all cases students should also expect to be able to approach a college adviser, appointed by the student's college. The college may also have procedures in place to monitor the overall well-being of graduate research students. 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.

The person(s) appointed to supervise

The supervisor shall normally be:

1. *Someone of sufficient standing to be able to operate with credibility on behalf of the responsible body*

   The main supervisor shall normally be a member of academic staff of the University, or a college fellow, with appropriate standing and expertise.

Where specialist supervision is needed that is not available from a member of academic staff or college fellow, or a person holding, in the department, a substantial external fellowship or equivalent, a senior member of research staff (Grade 8 or above) may be appointed as a subject specialist supervisor, OR, in appropriate cases, a supervisor may be appointed who is external to the University of Oxford. In either of these circumstances, an experienced member of academic staff shall always be appointed as joint supervisor from within the department.

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.*

At least one supervisor will currently be engaged in research in the relevant discipline(s) or subject area so as to ensure that the direction and monitoring of the student's progress is informed by up to date subject knowledge and research developments.

Appropriate support and training will be given to new supervisors.

Each new member of academic staff may take advantage of support in developing their teaching by arranging a one-to-one consultation with the Division's Educational Development Adviser shortly after starting in Oxford. This consultation will provide an opportunity for individuals to explore their own professional development needs and what aspects of the educational development programme of the Oxford Learning Institute (OLI) might be of help. In addition, all appointees new to supervision are encouraged to use the extensive online materials on the Oxford Learning Institute's Research Supervision Website http://supervision.learning.ox.ac.uk and to take part in the seminar on Supervising DPhil students http://www.learning.ox.ac.uk/seminars.php?page=3&cat=az available in Hilary Term. All contract research staff undertaking supervision are required to attend the OLI seminar. The Learning Institute can also provide a customised, department-specific seminar on graduate supervision for groups of six more; two or more smaller departments can combine if preferred. Further details are available from the Education Development Administrator: edadministrator@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.

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

3. *Someone who is able to undertake the tasks assigned to the supervisor in Section 4.4 of the Education Committee "Policy on Research Degrees" http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/ including integrating them into the national and international network in their subject.*

In terms of academic standing and experience, this is dealt with above.

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. In respect of supervision of research students the norm is for Associate Professors to supervise four students, and Associate Professors with Tutorial Fellowships and joint (cross-departmental) post-holders three (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. The division typically expects a research student to have individual meetings with his/her supervisor for one hour not less than two to three times per term. However, the frequency 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 shall make 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. The procedures adopted by the Proctors for the formal consideration of complaints and appeals are described in the University Student Handbook (Proctors and Assessor's Memorandum)
https://www.ox.ac.uk/students/academic/student-handbook?wssl=1
and the relevant Council regulations
http://www.admin.ox.ac.uk/statutes/regulations/.

4. *Someone who has sufficient security of tenure to make it likely that they will see the student's research through to successful conclusion.*

Normally, nobody should be appointed as supervisor if it is known at the time of the appointment that he or she will not be in post at the time the student is due to complete the programme in question.

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 http://www.qaa.ac.uk/assuring-standards-and-quality/the-quality-code).

Meetings and feedback

- agree with the student expected frequency and duration of meetings, and arrangements for contact when either the supervisor or student is away from Oxford, and the expected speed of feedback on student's written work;
- meet with the student regularly (typically, for one hour two to three times per term) and return submitted work with constructive criticism within a reasonable time;
- 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 section on 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 the Graduate Supervision System (GSS), 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 GSS;

- encourage the student to attend the Divisional student induction event provided through the Social Sciences DTC 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:

Research Direction

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

Knowledge and skills

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

Time management and meetings

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

Feedback and constructive criticism

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

Turnaround times

- 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?

Communication between meetings

- What medium do you prefer to communicate with students: by phone, e-mail, in writing?

- How quickly do you expect to respond to messages from students?

- What do they prefer and expect?

Expectations for written work

- 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 GSS;

- responsibility for working with his or her supervisor(s), other staff and colleagues to maximise progress in his/her research degree.

Meetings and feedback

- initiate arrangements for meetings with the supervisor and agree a schedule of meetings, and agree arrangements to maintain regular contact when the student or the supervisor is away from Oxford;

- discuss and agree with the supervisor the most appropriate model of supervision and the type of guidance/comment he/she finds most helpful;

- 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

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

ANNEXE C

GSS – Graduate Supervision System

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you are expected to contribute to your termly supervision reports by reviewing and commenting on your own academic progress, any skills training you have undertaken or may need to in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. Students on doctoral programmes should reflect on the progress made with their research project during the current term, including written work (e.g. drafts of chapters) and you should assess this against the plan of research that has been agreed with your supervisor(s).

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your department or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies (DGS). You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to your DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will your DGS and your college advisor. The DGS is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the GSS, please visit www.admin.ox.ac.uk/gss. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre, however, should you need additional support, please contact Barbara Morris, Graduate Studies Administrator, in the first instance.

ANNEXE D

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

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

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

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

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

Referral of a thesis is recommended by examiners when they find deficiencies which are too serious for the immediate award of the degree. A referred D.Phil. thesis must be resubmitted by the seventh term after that in which the Social Sciences Division notifies the candidate of its decision to refer back the thesis, and an M.Litt. thesis must be resubmitted by the fourth term after that date. Both time limits assume that the candidate will only be able to work part 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 E

Complaints and academic appeals within the School of Archaeology

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 from bodies like Student Advice Service provided by OUSU or the Counselling 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 School of Archaeology's committees.

Complaints

If your concern or complaint relates to teaching or other provision made by the School of Archaeology, then you should raise it with the Director of Graduate Studies (Professor Irene Lemos, irene.lemos@classics.ox.ac.uk). Complaints about departmental facilities should be made to the Departmental Administrator (Dr Claire Perriton, Claire.perriton@arch.ox.ac.uk). If you feel unable to approach one of those individuals, you may contact the Head of Department (Prof. Julia Lee-Thorp, Julia.lee-thorp@arch.ox.ac.uk). 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).

ANNEXE F

Opportunities for Graduate Students to Teach Archaeology

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

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

If you wish to undertake tutorial teaching you should then consult your supervisor for approval and to discuss for which undergraduate courses you would be qualified to teach, and how much teaching you could do without interfering with your thesis work. The supervisor should write a letter saying what subjects you may teach, and for how many hours. You must not undertake teaching, or change the amounts arranged, without your supervisor's permission. The Committee for the School of Archaeology, in line with the regulations for 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
(https://weblearn.ox.ac.uk/portal/hierarchy/humdiv/classics/page/home).

For Archaeology & Anthropology, the registration form and further information is at http://www.arch.ox.ac.uk/current-graduates.html

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

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550-700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats:

The Greeks and the Mediterranean world *c.* 950-500 BC; Greek archaeology and art *c.* 500-300 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 G

Oxford University Research Archive (ORA) and Digital Publication of Theses

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. The Oxford University Research Archive (ORA) is an online archive of research 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 D.Phil., M.Litt. or M.Sc. (by Research) who registered for the D.Phil. 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.

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 and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Options for open and embargoed access. 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

Student are strongly encouraged to ascertain and arrange permissions for inclusion and distribution of material via the Internet where copyright is held by a third party at the point that the items are gathered. This is similar to the process when writing a journal article or monograph. A 'Record of permissions' template has been created to assist with this process.

http://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 will be **restricted for three years** by default unless requirements of funding bodies require open access to be provided earlier (see below). This three year embargo is applied automatically by ORA staff. When completing the ORA online deposit form authors should therefore indicate whether they would like to 'opt out' of the default embargo and release their thesis earlier. 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.

During the period of the embargo, only the following information from your thesis will be available in ORA:
(i) Item record (details including your name, thesis title, subject area) **and**
(ii) Abstract **and**
(iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

(a) For digital material where copyright is held by a third party and permission to disseminate it via the Internet in ORA has not been granted by the copyright holder, the Department will grant permission for the copyright material to be deposited as a separate file from the thesis, on the understanding that the thesis will be available for consultation or reproduction but access to the copyright material will be restricted.

(b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the Department may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Authors can also choose to override the default embargo and make their thesis open access, either at the time of deposit or at any time during the three year embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the Deposit and Consultation of Thesis form (GSO3A) and on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk 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 after the three year period, and it is the responsibility of the author to apply for an extension if required. **No reminder will be sent** by the Department, 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 (http://www.rcuk.ac.uk/documents/documents/termsconditionstraininggrants-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, and where there are discrepancies, the funding body's requirements should supersede the standard Divisional embargo.

Dispensation from consultation of your thesis – The Bodeian Libraries and ORA

(i) Authors may apply for dispensation from consultation beyond the end of the default 3 year 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 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 not the Bodleian Libraries or ORA staff. If you need any help with progression forms, please contact Barbara Morris.

Journal articles included within the thesis

Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright and any sponsor permissions. See www.sherpa.ac.uk/romeo.php for guidance or ask ORA staff (ORA@bodleian.ox.ac.uk).

The copyright in the thesis

The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Students should speak to their supervisor or Research Services if they are unsure.

Third party copyright

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ANNEXE H

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.
3. Send the checklist to the SSH IDREC or to your Departmental Ethics Committee

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

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

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