



**SCHOOL OF ARCHAEOLOGY**

**POSTGRADUATE TAUGHT DEGREES**

**STUDENT HANDBOOK**

***MSc Archaeology***

***MSc Archaeological Science***

***MSt/MPhil Classical Archaeology***

**2021-2022**

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This Handbook applies to students studying the following courses in Michaelmas term 2021:

- [Master of Science \(MSc\) in Archaeology](#)
- [Master of Science \(MSc\) in Archaeological Science](#)
- [Master of Studies \(MSt\)](#) and [Master of Philosophy \(MPhil\)](#) in Classical Archaeology

The information in this Handbook is designed to give guidance on the issues that are likely to be most relevant to graduate students on the postgraduate taught courses, to introduce the procedures in which they may be involved, and to indicate the standard and scope of the work required for the various taught degree programmes. They are intended to be read in conjunction with the following key documents as relevant to each degree programme and which will be further supplemented by information on the course Canvas pages which will include links to current or most recent:

- **Examination Regulations**, which lay out the list of formal requirements for each degree; and
- **Exam Conventions**, which provides details of how the degree is examined, including marking criteria and progression rules

The Handbook is revised annually and the information in this Handbook may be different for students starting in other years. Please also note that because of the Coronavirus pandemic, the Handbook may change as the year progresses. We will keep the latest versions on your course Canvas page so we advise that you bookmark that page for future reference rather than relying on a downloaded version.

Exam Conventions for each course are also revised annually and will usually be made available on Canvas by January of the year of examination.

By contrast, *the Exam Regulations of the year in which you began your course* will apply throughout your degree. You should note both the general regulations affecting the degree course for which you are registered as well as the specific regulations made by the School of Archaeology. All active editions of the [Examination Regulations](#) are available online.

The graduate support office can help advice on queries about this Handbook or Examination Regulations and how they apply to you. College Tutors for Graduates can assist with more practical or financial issues (for example concerning residence and fee requirements).

### *Disclaimer*

Normally the Examination Regulations for a course form the definitive record of how you will be assessed. However, a number of assessment changes have been agreed 2021-22 in response to the pandemic that differ from the course regulations and may also differ from those set out in the Course Information sheet provided with your offer letter. You should therefore refer to this Course Handbook and examination conventions (and any accompanying communications from the exam board) as the definitive record of how you will be assessed this year. The Examination Regulations will be updated for 2022-23 where needed.

The [Examination Regulations](#) and Exam Conventions relating to these degrees will be available online. Where specific regulations are not published for the current year, then the most recent published ones will prevail.

The information in these Handbook is accurate as at 4 October 2021, however, it may be necessary for changes to be made especially during these uncertain times, as explained on the University's website covering [Changes](#)

[to Courses](#). 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. The most current version will be always be available on the course Canvas pages.

## WELCOME

Dear Student

As the Directors of Graduate studies, we are delighted to congratulate and welcome you on behalf of the School of Archaeology as the newest members of our dynamic community here within the University of Oxford. Although we might still experience some interruptions due to the pandemic, we are committed to helping you conduct your studies in a way that is as normal as possible. Moreover, we are delighted to again meet and teach you in person this year.

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

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

Dr Vicki Smith and Dr Ine Jacobs, Directors of Graduate Studies, School of Archaeology

## USEFUL DEPARTMENT CONTACTS

<b>Director of Graduate Studies for Archaeology and Archaeological Science</b>	
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<b>Director of Graduate Studies for Classical Archaeology</b>	
<b>Dr Ine Jacobs</b> <i>The Ioannou Centre for Classical and Byzantine Studies</i>	Tel.[2] - 88372 <a href="mailto:ine.jacobs@classics.ox.ac.uk">ine.jacobs@classics.ox.ac.uk</a>
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<b>Course Director (MSt/MPhil Classical Archaeology)</b>	
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<b>Graduate Support Office, School of Archaeology</b>	
<b>Ryan Brown</b> (Archaeology and Classical Archaeology) <b>Victoria Sainsbury</b> (Archaeological Science and PGT admissions) <i>School of Archaeology, 1 South Parks Road</i>	<a href="mailto:Pgt-support@arch.ox.ac.uk">Pgt-support@arch.ox.ac.uk</a>

## PART 1: INTRODUCTION

This section sets out key information that is most relevant to you as you join the University and begin your degree course.

### THE ORGANISATION OF THE COLLEGIATE UNIVERSITY

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

A graduate student's college is treated as the official address for all university correspondence, so it is important to check your mailbox in college regularly and your email daily, and to inform your college if you are away from Oxford.

### THE OXFORD CALENDAR

The terms at Oxford are known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). The University refers to the eight weeks during which lectures and tutorials take place as "Full Term", although each Full Term is set within a longer period in which activities regularly take place and for which students should plan to be in attendance. This extended period includes the week before First Week (known as "Noughth Week") and Ninth Week. The dates of the Full Terms for the current year appear on the title page and have been published on the University's website for future years (available at: <https://tinyurl.com/oxtermdates>) and an unofficial ical file of term dates is available from Wolfson College webpages (<https://www.wolfson.ox.ac.uk/oxdates>)

Please also see: <https://www.ox.ac.uk/about/facts-and-figures/dates-of-term>

Michaelmas 2021 (MT21)	Sunday 10 <sup>th</sup> October to Saturday 4 <sup>th</sup> December
Hilary 2022 (HT22)	Sunday 16 <sup>th</sup> January to Saturday 12 <sup>th</sup> March
Trinity 2022 (TT22)	Sunday 24 <sup>th</sup> April to Saturday 18 <sup>th</sup> June
Michaelmas 2022 (MT22)	Sunday 9 <sup>th</sup> October to Saturday 3 <sup>rd</sup> December
Hilary 2023 (HT23)	Sunday 15 <sup>th</sup> January to Saturday 11 <sup>th</sup> March
Trinity 2023 (TT23)	Sunday 23 <sup>rd</sup> April to Saturday 17 <sup>th</sup> June

**\*Students should also ensure that they are available in Oxford the week before Full Term begins and the week after Full Term ends**

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.

A full list of key dates for each degree is listed under that section of this handbook.

## UPON ARRIVAL

The formal induction programme begins **Monday 4<sup>th</sup> October, 2021** and will run all week. The induction programme will consist of a variety of orientation and introductory sessions organised by your college and the School, respectively and full details of these are available on our [Graduate Induction pages](#).

## COURSE AND OPTION SELECTION

The School will have arranged for you to meet the Course Director for your programme of study as part of its Induction Programme. You will also be allocated a general supervisor during this period and you are encouraged to meet with them as soon as possible. Ideally, the final decision on your course options should be taken before the end of the First (1st) Week of Full Term (which begins **Monday 11<sup>th</sup> October, 2021**) and the course specific induction events are intended to help you with this decision.

In addition to course modules within the degree for which you are registered, you are allowed (in accordance with the Exam Regulations for your programme) to take modules offered in other Archaeology Masters degrees, and if you are interested in taking subjects from other degrees you should arrange a time directly with these module convenors during this week. The names of the individual module convenors are listed on [our webpages](#). If your supervisor is not available then you should contact the relevant Course Director or Director of Graduate Studies (listed at the front of this Handbook) as soon as possible.

## ATTENDANCE AT OTHER LECTURES WITHIN THE UNIVERSITY

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 encouraged by your supervisors and tutors to attend some of the undergraduate lectures in relevant subjects. You may also wish to widen your expertise in non-archaeological subjects in this way. Links to all **Lecture lists** across the University can be found at <https://tinyurl.com/oxlectures>. If you wish to sit in on other lectures, which may be online during MT21, you need to contact the course director ahead of time to seek permission to join and to arrange online access.

## EXPECTATIONS FOR STUDY AND STUDENT WORKLOAD

It is expected that students will treat academic study as a full-time commitment during Full Term. Students should typically expect to spend approximately 40 hours per week on academic work during Full Term; this includes both scheduled contact time (lectures, classes, practicals etc.) and time spent in private study. The expectation is that these 40 hours are spent on focussed, concentrated academic work. The balance between scheduled contact time and private study will vary between subjects.

Oxford workloads can be demanding. If you encounter difficulties keeping the pace, please discuss them with your supervisor or College adviser, or both. Please reach out as soon as you start to feel you are struggling. The sooner you raise such concerns the more likely it is that we can support you in managing your workload.

Oxford Full Terms are short, but graduate students must expect to spend a considerable proportion of the vacations studying and working on assessments, and in many cases, that may mean staying in Oxford. Vacation time is required for the production of summative assessments. Advisors, module teachers, and supervisors

can usually be consulted during vacations; they may, however, be unavailable at certain times, for example, when at conferences, on fieldwork, or on leave.

Students should also be aware of the *Paid work guidelines for Oxford graduate students* ([academic.admin.ox.ac.uk/policies/paid-work-guidelines-graduate-students](https://academic.admin.ox.ac.uk/policies/paid-work-guidelines-graduate-students))

## TEACHING METHODS

Teaching is generally undertaken in the form of lectures (where numbers permit), tutorials, classes, workshops and seminars. In the case of modules in MSc in Archaeological Science, strong emphasis is placed on practical work in the lab. For the other taught graduate degrees, tutorials and small classes, usually involving one to four or five students and a staff member, are the main means of teaching. This is because there are many subjects for which there are no specific lecture courses – most obviously, where a module has been specially arranged for a particular student. The tutorials are usually based on discussion of an essay written by the student during the preceding week, after reading suggested by the supervisor or module co-ordinator. Since the examinations are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. But there is a good deal of flexibility in the way in which tutorials may be arranged, and also in the precise topics dealt with.

## STUDENT SUPERVISION

Every student will have a general supervisor appointed to them prior to the start of term. In choosing a supervisor, the GSC will try to choose someone whose interests and expertise match those of the student, but if a change is deemed appropriate, this is usually possible.

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

More detailed information on the [role of the supervisor can be found in Part 3](#).

## LIBRARIES

Your department will advise you about getting admitted as a reader in the relevant major libraries. Entrance to the main libraries, and to various other University facilities, is based on your University ID card (normally issued by your College). All archaeology students are automatically registered as readers at the Sackler Library. Any further queries can be direct to Helen Worrell, the Archaeology and Tylor Anthropology Librarian at the Bodleian Libraries ([helen.worrell@bodleian.ox.ac.uk](mailto:helen.worrell@bodleian.ox.ac.uk)). Depending on your subject specialism, you may find it useful to also register at the Balfour Library (Pitt Rivers Museum). There is also a small reference library for European and Roman Archaeology which is housed at the Institute of Archaeology, open to all.

## SCHOOL AND UNIVERSITY FACILITIES

The School's facilities and offices are spread across several buildings in central Oxford. A map showing where these all are can be found on our web pages: <https://www.arch.ox.ac.uk/contact-us> In addition, there are



several key facilities that are relevant for archaeologists elsewhere in the University. A brief description of all of these is as follows:

#### 1-2 South Parks road

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

#### Institute of Archaeology, 34-36 Beaumont Street

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

#### Research Laboratory for Archaeology and the History of Art, Dyson Perrins Building, South Parks Road

The Research Laboratory (or RLHA), located in the same building as the School of Geography and the Environment in the main University science area off South Parks Road, houses the main archaeological science facilities within the University. It has recently undergone a series of refurbishments and investment in new equipment and facilities.

#### Classics Centre and Faculty of Classics Offices

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, including the Classical Art Research Centre (containing the Beazley Archive), 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 is of relevance to many areas of archaeology, with important Egyptian, classical, medieval, and Asian collections. The Cast Gallery (accessed through the Museum) is also important for the teaching of Greek and Roman Archaeology. The museum has a very rich supply of teaching collections and will find the curatorial staff ready to help you in whatever way they can.

#### Pitt Rivers Museum

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

#### Griffith Institute

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

#### The University's Language Centre, 12 Woodstock Road

The Language Centre specialises in teaching a working knowledge of Modern Languages to those not specifically studying them. It provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research, including the improvement of English for non-native speakers. Early enrolment is advised, as some of these classes are very popular. The Centre also possesses a very wide range of learning resources and its facilities are available free of charge to any member of the University. For more information visit their website (<https://tinyurl.com/oxlangcen>).

#### University IT Services

The *University IT Services* (13 Banbury Road) provides a wide range of IT services, focusing on those that are best provided on a centralised basis (the core networks, expensive peripherals, IT training, mail and other information servers) together with general IT services for those students whose needs are not met within their department or college. For more information visit <https://tinyurl.com/oxitser>.

### THE GRADUATE STUDIES COMMITTEE

The School of Archaeology has overall responsibility for the organisation and teaching of the courses covered by this Handbook. It manages this through its Graduate Studies Committee (GSC), with course- or subject-specific matters to the relevant sub-committees, all of which report to the GSC. The GSC is, therefore, the formal body within the School for dealing matters arising from the admission of graduate students, appointment of supervisors and examiners and other matters involving its graduate students that arise from time to time.

The Chair of the GSC is one of the Director of Graduate Studies for Archaeology and Archaeological Science, currently **Prof. Victoria Smith** or the Director of Graduate Studies for Classical Archaeology, currently **Dr Ine Jacobs**.

The committee's membership includes at least two student members (usually the President of the GAO, the student society for archaeology graduate students) who attends for unreserved business. GSC meetings are held on Tuesday of the *third* and *eighth* week of each term. The first meeting of each term will cover general matters affecting the degree courses and course- or subject-specific matters will be considered in sub-committee meetings held in eighth week.

### PART 2 DEGREE-SPECIFIC INFORMATION

The following sections cover the course content and structure for each degree course.

[Continued on next page]

## PART 2A: MSC ARCHAEOLOGY

### ABOUT THE COURSE

- Length of Course – 11 months
- FHEQ level 7

The MSc in Archaeology provides an opportunity for students to build on their knowledge from undergraduate studies and to specialise in a particular area of archaeology, while also offering an excellent foundation for those wishing to continue towards research at doctoral level. It also offers transferable skills which are beneficial to a range of professional roles.

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### 1. COURSE AIMS

The main aims of the MSc in Archaeology are for students:

- to develop an in-depth understanding of a specialised body of knowledge within their chosen stream;
- to carry out independent research and original thinking;
- to evaluate primary and secondary evidence according to archaeological theory, method and practice, and to contribute to the debate of archaeological knowledge; and
- to develop effective communication skills.

### 2. EXPECTED LEARNING OUTCOMES

Expected learning outcomes for the degree include the following:

- a depth of knowledge of one specialised area based on their stream choice, including relevant evidence, fundamental concepts, techniques and current debates;
- the ability to engage with and develop appropriate techniques of analysis and enquiry within their specialist stream subject, including qualitative and quantitative aspects;

- knowledge and comprehension of archaeological literature, theory, methods and data that enables the student to synthesise, critique and evaluate complex evidence and theoretical frameworks;
- the ability to use both IT-based and traditional research materials to improve knowledge and understanding, distinguishing relevant from irrelevant material;
- the ability to self-direct their own learning and time-management; and
- transferable skills, which include:
  - the ability to plan and undertake independent research;
  - the ability to communicate complex information, arguments and results in written and oral form to high academic standards;
  - the ability to use IT;
  - decision making;
  - critical ability;
  - creative thinking; and
  - personal responsibility.

It is the intention that the inclusive environment for learning, which considers equality and diversity, is maintained in the MSc Archaeology, and that all students have equal access to educational opportunities.

### 3. TEACHING METHODS

Teaching is normally in the form of lectures, tutorials, classes, or seminars and delivered in weeks 1 – 8 during Full Terms. For the Archaeological Principles teaching in MT, and for some HT modules, teaching may extend into week 9. Oxford Full Terms are short, but **graduate students must expect to spend a considerable proportion of the vacations studying and working on assessments**, and in many cases, that may mean staying in Oxford. Vacation time is required for the production of summative essays, portfolio and the dissertation.

For the taught graduate degrees, tutorials and small classes — usually involving groups of around five students and a staff member — are the main means of teaching. For the MSc in Archaeological Science subjects, strong emphasis is placed on practical work in the lab. For some modules there may be no specific lecture courses. Tutorials are usually based on discussion of an essay written by the student during the preceding week, after reading suggested by module co-ordinator or supervisor. Seminars may also take the form of discussion after reading or essay writing, or oral presentations.

There is a good deal of flexibility in the way in which teaching may be arranged, and also in the precise topics dealt with. Within the teaching students may be expected to suggest topics or areas of particular interest, with the module coordinator (as relevant) making sure that topics do not stretch too widely in tangent.

**Since the assessments are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing**, and should have sufficient practice to meet them.

**Students are expected to do a good deal of additional and self-directed reading and learning.** Advisors, dissertation supervisors and module co-ordinators should be able to provide bibliographical help. Students are urged to study their chosen topics as widely as time allows. Oxford offers superb opportunities in this regard, which students may not experience again; the most should be made of it.

When part of the modules lectures introduce specialised bodies of archaeological evidence, knowledge, methods and theoretical approaches. They may then be supported and complemented by a variety of teaching methods, including tutorials, seminars, practicals and museum-based classes, and self-directed learning.

Tutorials provide students with opportunities to develop their writing, verbal presentation skills, debate and discussion of essays and topics on a regular basis with their teachers. This form of teaching allows feedback, corrections and constructive criticism to be given, and for teachers to informally assess the progress and understanding of the student on particular topics. For List A modules, they provide an important forum to feed back to students on their work in preparation for the assessment.

Practicals, classes or seminars are also used for some modules. They usually last between one and three hours, but they may sometimes be combined with lectures. This form of teaching is commonly used for archaeological subjects and provides an arena for students to engage with and develop techniques of analysis and evaluation. Seminars where students give a short presentation on a selection of readings assigned previously, followed by a class discussion guided by the teacher, allow students to present synthesised evidence, and assess and critique complex literature. Other teaching methods may include laboratory based practical instruction and practice; experience of handling, identifying and researching objects in museum collections; or computer-based practicals, for example, the instruction and application of ArcGIS software. For practicals, classes and seminars students may attend in large or small groups to facilitate and encourage peer group work, discussion, and to make the best use of facilities and resources, such as IT instruction, laboratory work & equipment, and museum-based resources.

Supervisions provide students with the opportunity to meet with their supervisor and plan their programme of self-directed research for their dissertation. Milestones during the year (portfolio component and title submission) are incorporated to allow students to gain skills in their own project management, and for students to realise and take personal responsibility for their independent research.

#### 4. COURSE STRUCTURE AND CONTENT

Term	Module	Contact Time (min.)	Proposed assessment method & submission
MT21	<i>Archaeological Principles: Data &amp; Theory</i>	21 hours	Attendance at lectures, classes & seminars, and summative portfolio (pass/fail) due HT1
	<i>Core Module from Stream's List A</i>	16 hours	2 x 3000* word take-home essays released MT8 and due HT0
HT22	<i>Core Module from Stream's List B</i>	16 hours	2 x 4000-5000* word extended essays one due each of TT0 and TT4
	<i>Approved Option Module from List B of any stream OR MSt Classical Archaeology OR MSc Archaeological Science</i>	16 hours	2 x 4000-5000* word extended essays one due each of TT0 and TT4
TT22 & Long vacation	<b>15k (maximum length) word dissertation due last Wed of August</b> <b>Up to 8 x one-to-one supervision meetings, not normally to take place after the end of July.</b>		

Remember, if a module you hoped to be offered this year is not available, you may still explore a related subject that is relevant to your stream via your dissertation, if a member of staff is able to supervise.

**For those considering taking their option module from Archaeological Science or Classical Archaeology degrees please bear in mind:**

- Your summative assessment for your option module will still be two 4,000-5000-word extended essays due in Trinity Term.
- Teaching for all the Archaeological Science subjects takes place over Michaelmas **AND** Hilary terms. Therefore, you will have to consider the fact that you will be attending classes for three modules in Michaelmas Term if you choose to be assessed in an Archaeological Science subject for your List B option module (i.e. Archaeological Principles, your stream's List A module, and the archaeological science subject). Subsequently you will need to be aware there may be unavoidable clashes, a heavy workload and you will need to manage your time carefully.
- You cannot be assessed in more than one subject from Archaeological Science
- You may only choose a Classical Archaeology List B option that is taught in Hilary Term only (e.g. you cannot take a Period Paper that is taught in Trinity Term)
- Classical Archaeology masters' students only take one module in Hilary Term in their programme, so the expected workload may be heavy. you will need to be aware of this and manage your time carefully.

## 5. ASSESSMENT SUMMARY

MSc Archaeology students are assessed in the following manner:

All candidates must submit the following work for assessment for each module as follows:

- **Archaeological Principles: Data & Theory** A portfolio of work
- **List A module:** Students are required to submit 2 x 3,000\* word take home essays comprising:
  - A critical review of a published article/chapter
  - One essay chosen from three set questions
- **List B modules:** Students are required to submit 2 x 4,000-5,000\* word extended essays for each of List B Core and Option modules (4 essays in total)
- **Dissertation:** Students are required to submit a [15,000\\* word dissertation](#) resulting from a research project

\*maximum length

### *Assessment for 'Archaeological Principles: Data and Theory' by portfolio*

Work carried out during, after and in preparation for your Archaeological Principles classes will form the basis of your portfolio this is why you must complete the course of teaching. Further information on the contents will be provided by the relevant class teachers and on the Archaeological Principles Canvas course.

In addition to the work for and during classes, you will need to write an introduction and conclusion to the portfolio, a short research proposal that should be on your proposed dissertation topic, and a self-reflection section based on the group presentations (considering the topics, your knowledge and working in a group).

Overall the portfolio is intended to show what subject specific knowledge you have learnt during the module, your working practice, and evidence of the intended learning outcomes. It is the intention that your knowledge, working practice and skills and will support your ongoing learning during the year, and should continue to be reflected upon and developed as you progress.

The portfolio is not weighted and does not contribute a mark to your overall all degree, you instead must achieve a minimum point score to pass.

### Portfolio contents and word counts

1. Introduction to the portfolio (300 words)
2. Map/s and interpretative synthesis (500 words)
3. Cleaned and formatted tabular data
4. Exploratory data analysis (250 words) and archive sources (250 words)
5. Research proposal with reference list (300 words)
6. Archaeological Concept Group presentation I: PowerPoint slides with reference list
7. Archaeological Concept Group presentation II: PowerPoint slides with reference list
8. Short self-reflection paper on group presentations (1000 words)
9. Group presentations' self-evaluation form
10. Conclusions – evaluation and self-reflection (500 words)

It may be that you have read more than you cite, therefore you can include a reading list as well as the list of references.

The word counts in the list above are not to be exceeded.

- **Included:** footnotes and in-text references are included.
- **Excluded:** Reading lists/reference or bibliography lists/words in tables/captions

The complete portfolio is due by **noon (1200) on Tuesday week 1 of Hilary Term**

### List A assessment: Take-home essays

This is a temporary change to the degree *in lieu* of in person written exams. The reason for the change is due to the uncertainty around in-person assessments and student feedback from last year.

The assessments will instead take the form of two 3,000\* word essay submissions using the University's online assessment platform and not an 'open/closed-book written examination'. Other points to note:

- One essay will be a critical review of a published article/chapter
- The second essay will require the student to answer one out of three set questions
- Each essay will be equally weighted.
- The paper for review and questions will be set by the module convenor.
- These will be released to students at **5pm Friday week 8 MT** for submission by **noon Tues 0 week HT.**
- The paper for review for each List A module will be provided in digital form if they are not already available online

- Students will have access to other literature resources in libraries and online during the vacation as normal.
- Students will not be able to receive feedback on drafts of their take-home essays; however it is intended that feedback on formative works during MT should prepare you for writing these shorter works.

\*not to exceed

- |   |
|---|
| <ul style="list-style-type: none"> <li>• <b>Included:</b> Text, footnotes or in-text references, section headings, and words in tables</li> <li>• <b>Excluded:</b> Bibliography and captions</li> </ul> |
|---|

### *List B assessments: extended essays for HT-Taught modules*

Also read the relevant marking criteria and information in the [Examination Conventions](#).

You will develop extended essay titles in consultation with the relevant module co-ordinator. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both.

The two essays per Hilary Term (List B) module should be chosen to cover different aspects/periods of the subject being studied and also differ significantly from the topic you choose for your dissertation. Their titles, approved by the supervisor and module co-ordinator, must be notified to the relevant Chair of Examiners by the date given in the regulations (see summary table of key dates at the end of this section). Once notified, titles can only be changed with the permission of the Chair of Examiners.

Your module co-ordinators/teachers will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The supervisor should not approve the final version, which should be a test of the candidate not the supervisor.

The submission of the extended essays is staggered. One essay for each module is due by noon (1200) on Tuesday of week 0 of Trinity Term, and the second for each module is due by noon (1200) on Tuesday of week 4 of Trinity Term.

**NB THE ORDER YOU PRESENT YOUR ESSAY TITLES FOR APPROVAL DOES NOT COMMIT YOU TO A SEQUENCE OF SUBMISSION, BUT ONE ESSAY FOR EACH HT LIST B MODULE MUST BE SUBMITTED IN WEEKS 0 AND 4.**

**Word counts for List B assessments should not exceed 5,000 per essay:** The acceptable range for such essays is 4,000-5,000 words per essay; while this is a range, you should not necessarily aim for the lower end and it is likely that you will use the full 5,000 word allowance. However, you should not exceed 5,000 words.

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|---|
| <ul style="list-style-type: none"> <li>• <b>Included:</b> Text, footnotes or in-text references, section headings, and words in tables</li> <li>• <b>Excluded:</b> Bibliography, captions and appendices</li> </ul> |
|---|

### *Dissertation*



The topic of the dissertation must be related to the stream you are following, but clearly distinct from the topics covered by extended essays submitted by the candidate.

The choice of a dissertation subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role, which is why the proposal you submit in your portfolio may be changed or developed afterwards. As part of your Archaeological Principles' portfolio you will complete a dissertation proposal of up to 300-words.

**The student should contact the supervisor to request the first meeting.** You may have up to **eight** supervisory meetings with your dissertation supervisor, and these would not normally take place after the end of July; thereafter completion of the dissertation is as a piece of independent research and you should not expect further input from your supervisor. It is up to the student and supervisor how the meetings are scheduled during the year and what form they will take. **Most of the dissertation research and writing will take place in Trinity Term and the long vacation.** It is up to you and your supervisor to arrange meetings at mutually convenient times and to discuss expectations on what the student should be expected to have achieved at various points. Dissertation supervisors should inform their supervisees if they will be away for a significant period of time during the year (or will not be contactable) and meetings and work should be planned accordingly.

Dissertation supervisors may read and provide feedback on **EITHER** draft chapters or sections, **OR** a complete first draft. Draft work should be submitted in good time to allow feedback to be returned and any further work required by the student to take place before the submission.

#### **Word Limits for dissertations (15,000 Words)**

**Included:** Text, footnotes or in-text references, section headings, captions, words in tables which appear in the main body of the dissertation

**Excluded:** Bibliography, appendices, and the front matter (eg abstract of up to 250 words, title page, acknowledgements, contents pages)

## **6. FORMATTING INSTRUCTIONS FOR WRITTEN WORK**

The following applies to all written work submissions:

- All essays and dissertations should be **double spaced** with a **minimum font size of 11** and a **minimum margin of 2.5cm on all sides**.
- There should be a simple cover page, showing the degree and module (for essays) for which the work is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It **must not** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your **candidate number** (available to you when you log onto Student Self Service) and **NOT** your student number.
- All submissions made on the online assessment platform include a declaration that it is the candidate's own work.
- There will be penalties for exceeding the word limit or departure from the agreed title or subject matter. See the Examination Conventions for details.

- **Turnitin** - All submitted work will be uploaded to Turnitin, which is an electronic text matching system that can be used to identify poor academic practice or plagiarism (see the annexe on Plagiarism and your Exam Conventions for details of potential penalties)

You should also refer to the following general advice on preparing written work:

- [Annexe B – Formatting and presentation of written work](#)
- [University links to Study Skills and training](#)

## 7. FEEDBACK AND INTERIM RESULTS

All MSc Archaeology students should expect to receive informal feedback on their work during Michaelmas term. In addition, students will receive interim marks and feedback on their submissions within a few weeks of the Board of Examiners meetings held at the end of each of Hilary Term and Trinity term. You should also expect to receive feedback on your dissertation within a few weeks of the final Board of Examiners meetings. Dates for these meetings, once confirmed, can be found in your Academic and Assessment Information page.

## 8. TABLE OF KEY DATES FOR MSC ARCHAEOLOGY STUDENTS

MICHAELMAS TERM	DATE	Action required by students
Week 4 (Fri, noon)	05 Nov 21	Students register approved modules to Examination Schools via Student self-service
Week 8 (Fri, 5pm)	03 Dec 21	Details of List A assessment are made available to students
<b>HILARY TERM</b>		
Week 0 (Tue, noon)	11 Jan 22	List A Core subject take-home essays submission due date
Week 1 (Tue, noon)	18 Jan 22	Archaeological Principles portfolio submission due date
Week 8 (Tue, noon)	08 Mar 22	Students submit List B pre-set essay and dissertation titles
Week 9 (Tue, noon)	15 Mar 22	Submission date for those needing to resubmit portfolios
<b>TRINITY TERM</b>		
Week 0 (Tue, noon)	19 Apr 22	Submission date for Essay 1 of List B Core and Option Modules
Week 4 (Tue, noon)	17 May 22	Submission date for Essay 2 of List B Core and Option Modules
<b>LONG VACATION</b>		
31 Aug 22 (Wed, noon)		Submission date for MSc dissertations
19 <sup>th</sup> – 23 <sup>rd</sup> September 2022		<b>Vivas</b> held as necessary

## PART 2B: MSC ARCHAEOLOGICAL SCIENCE

### ABOUT THE COURSE

- Length of Course – 12 months
- FHEQ level 7

The MSc in Archaeological Science provides a broad introductory education for those with a first degree in archaeology wishing to apply science-based research methods, or for those with a first degree in a science subject wishing to learn about specifically archaeological issues amenable to scientific methods.

### CONTENTS:

1. [Course aims](#)
2. [Expected learning outcomes](#)
3. [Teaching methods](#)
4. [Course structure and content](#)
5. [Assessments](#)
  - a. [Pre-set “Extended” essay on an Archaeological Science topic](#)
  - b. [Paired pre-set essays \(ONLY for those who have substituted a core module\)](#)
  - c. [Dissertation](#)
  - d. [Written Examinations and past papers](#)
6. [Practical information relevant to all submitted work](#)
7. [General advice for all written work](#)
8. [Feedback and Interim Results](#)
9. [Table of key dates for MSc Archaeological Science candidates](#)

### 1. COURSE AIMS

- To give a broad but detailed grounding in the theory and practice of the major applications of science to archaeology.
- To provide a sound understanding of the potential of science to elucidate archaeological problems.
- To show how archaeological and scientific evidence may be combined to illuminate questions of major archaeological significance.
- To develop the research skills required for further academic or specialist work, in keeping with UKRI guidelines (This is an especially important aim in such a cross-disciplinary context).

### 2. EXPECTED LEARNING OUTCOMES

Students are expected to develop a knowledge and understanding of:

- the **research methods** appropriate to archaeological science, including qualitative and quantitative aspects;
- the strengths and weaknesses of science-based archaeological evidence and the critical assessment of primary sources;

- the **role of historical and cultural interpretation** of archaeological evidence, and the nature of the potential collaboration between such interpretation and that deriving from archaeological science;
- the presentation of clear and well-documented arguments in written form, in proper academic style;
- the fundamental concepts, techniques, and current debates relevant to the chosen subject areas; and
- the **role of archaeological science** in the management of archaeological projects and in archaeological policy making.

### 3. TEACHING METHODS

Teaching is through a combination of lectures, classes and laboratory sessions requiring regular written work, and is supplemented by a range of graduate seminars. The course benefits from the small size of the cohort (usually about eight), allowing many opportunities for student contribution. Class presentations are also required, providing valuable experience and the opportunity for feedback from your peers.

### 4. COURSE STRUCTURE AND CONTENT

The MSc Archaeological Science course comprises three core modules that are taught during the first two terms and cover the following topics:

1. **Principles and practice of scientific dating** - The principles of scientific dating methods including radiocarbon, luminescence, tephrochronology, uranium series and dendro-chronology. The practical aspects of these methods and the problems encountered in their application. The statistical analysis of chronological information in the study of archaeological sites and cultures.
2. **Molecular Bioarchaeology** - Scientific methods for the study of biological remains from archaeological sites; introduction to the analysis of plant and faunal remains including indicators of disease and artefactual analysis; theoretical and practical aspects of quantitative methods for diet reconstruction by isotopic analysis; introduction to ancient DNA studies; residue analysis.
3. **Materials analysis and the study of technological change** - Introduction to the history of technology; theoretical and practical aspects of materials analysis methods—SEM, microprobe, TIMS, ICP, ICP-MS, XRF, XRD, PIXE, FTIR, and NAA; application of analysis to different material types—stone, ceramics, vitreous materials and metals; provenance of raw materials; case studies of application to archaeological problems.

Candidates generally take all three core modules, but may choose to replace ONE of these with an option from the MSc in Archaeology or the MSt in Classical Archaeology (Schedule B only). Further guidance on choosing such a substitution should be sought from your supervisor at the earliest opportunity and submitted for approval to the Graduate Studies Committee in MT02.

### 5. ASSESSMENTS

MSc Archaeological Science students are assessed in the following manner:

- A. All candidates must submit a 5,000\* or 10,000\* word pre-set essay on an approved Archaeological Science topic at the start of Trinity term (more information below)

- B. Candidates who substituted a core module with an option from another degree will be assessed on that option by a pair of 5,000\* word pre-set essays also due in the first week of Trinity Term
- C. Each core module is assessed by a two-hour written exam in the second week of Trinity Term
- D. All candidates must submit a 20,000\* word dissertation in September
- E. Candidates may also be called for a *viva voce* examination in late September following the Board of Examiners' assessment of provisional marks in the case of borderline cases.

(\* no more than)

More information about the structure of your examinations including marking criteria, classification conventions, progression and final outcome rules can be found in the Exam Conventions.

#### *Pre-set "Extended" essay on an Archaeological Science topic*

All MSc Archaeological Science candidates are required to submit a pre-set essay (commonly referred to as an "extended essay") on an approved Archaeological Science topic at the beginning of Trinity Term.

Prior to that, you will be asked to submit a proposed title and a 300 word abstract for approval by **noon on Friday of HT06**. You should discuss and agree this topic with your supervisor and ensure that the subject does not overlap with that which you intend for your dissertation. The essay itself should be uploaded as a **single pdf file** to the University's online submission platform by noon on **Monday of TT01**. More information about how to do this will be provided nearer the time.

The length of this extended pre-set essay is expected to be no more than:

- 10,000 words if you are sitting all three Archaeological Science modules
- 5,000 words if you have substituted one Archaeological Science module with a module from those available for the MSc Archaeology or MSt Classical Archaeology

**Examples of previous extended essay titles** - When you are considering your choice of extended essay titles, it may be useful to see what previous students have chosen to write about. We have included examples on the course Canvas pages.

#### *Paired pre-set essays (ONLY for those who have substituted a core module)*

Those candidates who have received permission to substitute a core module with a module from the MSc Archaeology or MSt Classical Archaeology will be assessed on that topic by two pre-set essays each of no more than 5,000 words.

You should discuss and agree the essay topics with the course-convenor for that module. Both essays should be uploaded as **separate pdf files** to the University's online submission platform by noon on **Monday of TT01**. More information will be provided about this nearer the time

#### *Dissertation*

The period from May to September is spent carrying out and writing up a research project for which you will be required to submit a dissertation that is no more than 20,000 words. You will receive various workshop sessions relating to research proposal development and dissertation writing to enable you to choose and develop a proposal with your chosen supervisor. You will be required to submit a proposed title and detailed

proposal (including the research background, proposed methodology) for approval by noon on Friday HT06. Care should be taken to ensure it does not overlap with the subject of your extended essay.

Examples of dissertation topics have been provided on the course Canvas pages.

### *Written examinations*

Written examinations are normally sat in person whereby candidates answer three questions from a two-hour unseen written paper. Subject to pandemic conditions at the time, it may be necessary to move the examination to an online platform as we have done so recently. If this becomes necessary, more information will be given to you in plenty of time.

Past exam papers can be found on [OXAM \(Oxford Examination Papers Online\)](#).

## **6. PRACTICAL INFORMATION RELEVANT TO ALL SUBMITTED WORK**

**Cover page** - Each piece of submitted work should have a simple cover page showing the degree and subject for which the essay is submitted, the title as approved, the module being assessed (where appropriate) and the candidate's examination number and the word count. It **must not** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and **NOT** your student number

**Turnitin** - All submitted work will be uploaded to Turnitin, which is an electronic text matching system that can be used to identify poor academic practice or plagiarism (see the annexe on Plagiarism and your Exam Conventions for details of potential penalties)

**Penalties:** Work may also be penalised for being late or overlength and details of this and other potential penalties are set out in the Exam Conventions.

**Formatting:** Essays should be double-spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided.

Essays will be judged mainly on their clarity and content, but the **presentation** should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, and should be referred to at the appropriate points in the text.

### **Word count:**

- **Included:** text of the essay/dissertation, captions, footnotes, tables
- **Excluded:** Bibliography, appendices (e.g. raw data and descriptive catalogues), cover page

**Use of appendices:** material in the appendices should be provided for information but will not be marked and so should not contain anything critical to the argument.

**Referencing:** Archaeological Science students should follow the system used by the Journal of Archaeological Science.

## 7. GENERAL ADVICE ON WRITTEN WORK

- Essays should require the presentation of an argument, not merely description or setting out the present state of knowledge.
- Your supervisor/module co-ordinator will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The staff member should not approve the final version.
- Non-native English speakers will be helped with written English by their supervisors/module co-ordinators. They may also have the English checked (**but not re-written**) by a fellow student. Any such help should be acknowledged at the end of the essay.
- Students are encouraged, where appropriate, to make use of tables and figures in their essays as these are an efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for direct quotations.
- You should also refer to the following general advice on preparing written work:
  - [Annexe B – Formatting and presentation of written work](#)
  - [University links to Study Skills and training](#)

## 8. FEEDBACK AND INTERIM RESULTS

All MSc Archaeological Science students will receive interim marks for work submitted or assessed in Trinity Term and written feedback on their extended essays. This will be released within a few weeks of the Board of Examiners meeting. You should also expect to receive feedback on your dissertation within a few weeks of the final Board of Examiners meeting. Dates for these meetings, once confirmed, will be listed on Canvas and on eVision.

## 9. KEY DATES FOR MSC ARCHAEOLOGICAL SCIENCE STUDENTS

MICHAELMAS TERM	DATE	Action required by students
Week 2 (Fri, noon)	22 Oct 21	Proposed module choices due for consideration by GSC
Week 8 (Fri, noon)	3 Dec 21	Students register approved subjects using Student Self Service
HILARY TERM		
Week 6 (Fri, noon)	25 Feb 22	Proposed title and abstract for extended essay
Week 6 (Fri, noon)	25 Feb 22	Proposed title and project proposal for dissertation
TRINITY TERM		
Week 1 (Mon, noon)	25 Apr 22	<i>Submission:</i> Pre-set Extended Essay
Week 1 (Mon, noon)	25 Apr 22	<i>Submission:</i> Approved substitute module paired pre-set essays
Week 2 (Usually across three mornings)	2–6 May 22	<i>Written examination:</i> Two-hour written examinations for each core module
LONG VACATION		
Friday 4 September, 2022 (noon)		<i>Submission:</i> Dissertation

## PART 2C: MASTER OF STUDIES IN CLASSICAL ARCHAEOLOGY (MST)

### ABOUT THE COURSE

- Length of Course – 9 months
- FHEQ level 7

The MSt in Classical Archaeology offers candidates a wide range of periods (from Prehistoric Aegean to Byzantine), and of subjects, in two lists: three must be chosen for written examination. Candidates may also be granted permission to study appropriate topics in Classical Archaeology, or directly related to it, which are not on the lists, provided teaching is available. Those who are seeking a broader course may, if they wish, select as one of their three choices any suitable subject offered in any of the following MSt courses subject to availability: Archaeology, Archaeological Science, Byzantine Studies, Classical Literature, Greek and Roman History, History of Art, Women's Studies. This is subject to agreement from the tutors concerned and the Director of Graduate Studies.

The MSt course and the first year of the corresponding MPhil are identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see section on MPhil and the Examination Regulations). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

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1. [Course aims](#)
2. [Expected learning outcomes](#)
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4. [Degree structure and content](#)
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  - b. [Pre-set Essays](#)
  - c. [Dissertation in lieu](#)
  - d. [Viva voce examination](#)
6. [Written feedback](#)
7. [Key dates for MSt Classical Archaeology candidates](#)

#### 1. COURSE AIMS

The aims of the degree are to teach the student:

- to study in depth the archaeology and art of the Classical cultures, focussing as far as possible on the primary evidence, and taking into account recent advances in ideas, information, and techniques;
- to argue from visual evidence in reconstructing ancient ideas and practices;



- to combine archaeological evidence with other categories of evidence, such as literary, historical, environmental, and architectural data, to produce an enhanced understanding of past communities;
- to understand the appropriate theory and methodology of archaeology;
- to develop the research skills required for further academic or specialist work in Classical Archaeology, in keeping with UKRI guidelines

## 2. EXPECTED LEARNING OUTCOMES

Students will develop a knowledge and understanding of:

- the archaeology and art of the chosen periods of ancient Mediterranean culture;
- the relevant scholarly literature, its differing traditions, and its current debates and assumptions;
- the problems raised by the periods and aspects studied, and the concepts and techniques relevant to them;
- the strengths and weaknesses of archaeological evidence and the critical evaluation of primary and secondary sources;
- the nature of different kinds of historical evidence and how to use them;
- the value of complex visual evidence in illuminating a range of questions;
- the presentation of clear and well-documented arguments in written form, in proper academic style;
- the research methods appropriate to Classical archaeology, including qualitative and, where appropriate, quantitative aspects.

## 3. TEACHING METHODS

Lectures and seminars provide some factual information, and present relevant theories and techniques, but also introduce questioning of the evidence and critical assessment of current approaches.

Guided reading in the Sackler and other libraries provides the main source of information, reinforces the critical aspects mentioned above, and provides practice in the identification and use of primary and secondary sources.

Regular tutorials and/or small classes develop the questioning and weighing of received wisdom and the use of additional information to modify an interpretation; they also develop skills in oral presentation of arguments.

Shorter essays (based on the guided reading, and discussed in tutorials/classes) develop the ability to read intelligently, to select evidence, and to develop clear arguments; longer essays (for assessment) extend these opportunities, and provide training in the proper presentation of arguments and ideas on a larger scale.

Preparation of a 10,000-word dissertation, if selected, provides training in the collection and analysis of evidence on a large scale, in the critical assessment of current ideas relating to it, and in the presentation of well-documented arguments in a form appropriate for academic publication.

## 4. DEGREE STRUCTURE AND CONTENT

The structure of the MSt in Classical Archaeology is indicated below.

MSt CA		PERIOD SUBJECT	OPTION 1	OPTION 2
	Subject	Schedule A	Schedule B-C	Schedule B-C
	Assessment	Written Exam	2 x 5,000 word essays	2 x 5,000 word essays

MSt candidates must choose three options: one 'period' subject, which is studied in Trinity Term, and another option in each of the other two terms. Lists of approved options are provided for each degree, and candidates may, if they wish, choose one of their three options from the list for the MSt in Archaeology or from the MSc in Archaeological Science. In exceptional circumstances they may also request to study a subject not listed, which may be possible if the proposed subject is appropriate and suitable teaching can be delivered. More routinely, the listed options may be adaptable in specific ways to the particular interests of those taking them in any given year. Through their choices, students can shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

Lists of approved options are available online. Please note, however, that not all the options listed will be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

Exceptionally, a dissertation may be allowed in place of the essays for option 2: see further below.

All candidates are required to attend a 15-minute viva voce examination towards the end of 9<sup>th</sup> week of Trinity Term, the subject of which is the written work submitted, and the script of the 3-hour exam sat earlier that week.

## 5. ASSESSMENTS

You will be assessed in the following ways:

- By 3 hour written exam answering 4 questions (Period subject)
- By 2 x 5k essays (Options 1 and 2)
- Where agreed by GSC - by a 10k dissertation in lieu of paired essays for Option 2
- By a compulsory 15 minute viva at the end of Trinity Term

Details of each assessment follows below.

### *Written Exams*

For the examination, your period topic must be chosen from 'Schedule A'; this option is taught in Trinity term. This option will be examined by a traditional unseen written paper, in 9<sup>th</sup> week of Trinity Term, in which you are asked to choose one picture question and three essay questions from a selection and to answer them all within three hours. Example papers from previous years can be found at [OXAM \(Oxford Examination Papers Online\)](#).

Guidance relating to the picture question element of your exam paper can be found at [Annexe C](#).

### Pre-set essays

You study two options from 'Schedule B' or , one each In Michaelmas Term and Hilary Term. These are each examined by a pair of 5,000-word essays submitted at the start of the following term (although a 10,000-word dissertation *in lieu* of one set of paired essays may be allowed for MSt students only, if permission is granted by the GSC: see below).

*Developing essay titles* - You will develop pre-set essay titles in consultation with the relevant option tutor/co-ordinator – hereafter 'tutor' (i.e. the main person teaching you for the option). These are typically based on work written during the term. Essay titles must be formulated as a question, ending in a question mark. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both and since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable.

The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the option tutor, must be notified to the relevant Chair of Examiners by the date given in the regulations. Once notified, titles can only be changed with the permission of the Chair of Examiners, ordinarily this is not possible within four weeks of the submission date.

Your option tutor will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The tutor should not approve the final version, which should be a test of the candidate not the teacher. Non-native English speakers will be helped with written English by their option tutors. They may also have the English checked (**but not re-written**) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is penalized.

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

*Formatting of pre-set essays* - Essays should be double spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, and should be referred to at the appropriate points in the text. A maximum of 15–20 is suggested for each essay, and good photocopies/scanned images are sufficient.

There should be a simple cover, showing the degree and subject for which the essay is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It **must not** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

Each essay should be accompanied by a statement of the number of words in the text and notes (but excluding the Bibliography), and all submissions will include a declaration that it is the candidate's own work. Essays will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

*Word Limits for pre-set essays (5,000 words)*

- **Included:** Text, footnotes, catalogues and gazetteers
- **Excluded:** Bibliography and captions

*Dissertation in lieu*

Where it has been agreed by GSC, a student may be allowed to submit a dissertation in lieu of the pair of 5k essays for their second option module. Students interested in pursuing this route should talk to their supervisor or the DGS. The topic of the dissertation should be linked to the subject of one of the approved options, typically one of those being taught in Hilary Term. Those writing a dissertation in lieu of two essays will receive individual guidance from the tutor for that option or, in some cases, may receive regular meetings with a specialist dissertation supervisor instead of attending classes.

The choice of a dissertation title is normally the result of a continued process of discussion and amendment in which the student and tutor/supervisor play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a student's research interests, temperament and style of work, as these become clearer.

The topic of the dissertation must be clearly distinct from the topics covered by other pre-set essays submitted by the candidate for this degree. The dissertation must be the work of the candidate alone. It must be a new piece of work, substantially different from any dissertation previously submitted by the candidate for a degree of this or another university.

The title should define the subject of a dissertation 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 subject for an MSt dissertation, must be much narrower than would be the case for a doctoral thesis, to allow for the much shorter time available. **Discussion with the supervisor is essential from the earliest stage.**

*Formatting of dissertations* - Dissertations should be double spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. There should be a simple cover, showing the degree and subject for which the thesis, dissertation or report is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It **must not** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

There should be a simple cover, showing the degree and subject for which the dissertation is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It **must not**

show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

Each essay should be accompanied by a statement of the number of words in the text and notes (but excluding the Bibliography), and all submissions will include a declaration that it is the candidate's own work. Essays will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

#### *Word Limits for dissertations (10,000 Words)*

- **Included:** Text and footnotes
- **Excluded:** Bibliography, descriptive catalogues, and gazetteers

#### *Viva voce examination*

All candidates will have a 15 minute viva voce examination where they attend a meeting with all the examiners. Vivas can improve your result, but not lower it. The viva covers all examined components of the degree. In 2022, the vivas will be held Thursday, 22 June and Friday 23 June.

### **6. FEEDBACK**

Candidates will receive written feedback on paired essays and dissertations within a month of the final Board of Examiners' meeting.

### **7. KEY DATES FOR MST CLASSICAL ARCHAEOLOGY STUDENTS**

DEADLINE		MST CLASSICAL ARCHAEOLOGY
MICHAELMAS TERM		Action required by students
Week 7 (Fri, noon)	26 Nov 21	Proposed title of dissertation ( <i>in lieu</i> of paired essays) due
Week 7 (Fri, noon)	26 Nov 21	Proposed subject choices due for consideration by GSC
Week 8 (Fri, noon)	03 Dec 21	Proposed essay titles for MT-taught subjects due
Week 8 (Fri, tbc)	03 Dec 21	Students register approved subjects using Student Self Service
HILARY TERM		
Week 0 (Mon, noon)	10 Jan 22	Submission date for MT-taught essays
Week 8 (Fri, noon)	11 Mar 22	Proposed essay titles for HT-taught subjects due
TRINITY TERM		
Week 0 (Mon, noon)	18 Apr 22	Submission date for HT-taught essays
Week 5 (Mon, noon)	23 May 22	Submission date for Dissertation ( <i>in lieu</i> of paired essays)
Week 9 (Mon, tbc)	20 Jun 22	Written examinations by unseen paper
Week 9 (Thu or Fri)	23 or 24 Jun 22	Compulsory <i>viva voce</i> examination for all students (time tbc)

## PART 2D: MASTER OF PHILOSOPHY IN CLASSICAL ARCHAEOLOGY (MPHIL)

- Length of Course – 1 year and 9 months
- FHEQ level 7

### ABOUT THE COURSE

The two-year MPhil in Classical Archaeology has as its first year the same course and same examination as the MSt in Classical Archaeology. The only difference is that MPhil students *may not* replace one pair of 5,000-word essays with a 10,000-word dissertation. Candidates must pass this first year examination at a satisfactory level (see exam conventions for details of progression rules) to qualify for the second year of the MPhil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to submit a pair of 5,000-word essays on one further subject, chosen from those listed for the MSt in Classical Archaeology. An appropriate subject that is not listed may be approved instead, provided that teaching is available and subject to agreement from the tutors concerned and the Director of Graduate Studies.

You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible. Lists of options are available online and recurring ones are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

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  - [Viva voce examination](#)
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#### 1. COURSE AIMS

The aims of the degree are to teach the student:

- to study in depth the archaeology and art of the Classical cultures, focussing as far as possible on the primary evidence, and taking into account recent advances in ideas, information, and techniques;
- to argue from visual evidence in reconstructing ancient ideas and practices;
- to combine archaeological evidence with other categories of evidence, such as literary, historical, environmental, and architectural data, to produce an enhanced understanding of past communities;

- to understand the appropriate theory and methodology of archaeology;
- to develop the research skills required for further academic or specialist work in Classical Archaeology, in keeping with UKRI guidelines

## 2. EXPECTED LEARNING OUTCOMES

Students will develop a knowledge and understanding of:

- the archaeology and art of the chosen periods of ancient Mediterranean culture;
- the relevant scholarly literature, its differing traditions, and its current debates and assumptions;
- the problems raised by the periods and aspects studied, and the concepts and techniques relevant to them;
- the strengths and weaknesses of archaeological evidence and the critical evaluation of primary and secondary sources;
- the nature of different kinds of historical evidence and how to use them;
- the value of complex visual evidence in illuminating a range of questions;
- the presentation of clear and well-documented arguments in written form, in proper academic style;
- the research methods appropriate to Classical archaeology, including qualitative and, where appropriate, quantitative aspects.

## 3. TEACHING METHODS

Lectures and seminars provide some factual information, and present relevant theories and techniques, but also introduce questioning of the evidence and critical assessment of current approaches.

Guided reading in the Sackler and other libraries provides the main source of information, reinforces the critical aspects mentioned above, and provides practice in the identification and use of primary and secondary sources.

Regular tutorials and/or small classes develop the questioning and weighing of received wisdom and the use of additional information to modify an interpretation; they also develop skills in oral presentation of arguments.

Shorter essays (based on the guided reading, and discussed in tutorials/classes) develop the ability to read intelligently, to select evidence, and to develop clear arguments; longer essays (for assessment) extend these opportunities, and provide training in the proper presentation of arguments and ideas on a larger scale.

Preparation of a 25,000-word thesis provides training in the collection and analysis of evidence on a large scale, in the critical assessment of current ideas relating to it, and in the presentation of well-documented arguments in a form appropriate for academic publication.

[continued on next page]

## 4. DEGREE STRUCTURE AND CONTENT

The structure of the MPhil in Classical Archaeology is indicated below.

MPhil ClassArch	YEAR 1		PERIOD SUBJECT	OPTION 1	OPTION 2
		Subject	Schedule A	Schedule B-C	Schedule B-C
		Assessment	Written Exam	2 x 5,000 word essays	2 x 5,000 word essays
	YEAR 2		OPTION3	THESIS	
		Subject	Schedule B-C		
		Assessment	2 x 5,000 word essays	25,000 word dissertation	

### *MPhil first year*

MPhil candidates must choose three options: one 'period' subject, which is studied in Trinity Term, and another option in each of the other two terms. Lists of approved options are provided for each degree, and candidates may, if they wish, choose one of their three options from the list for the MSt in Archaeology or from the MSc in Archaeological Science. In exceptional circumstances they may also request to study a subject not listed, which may be possible if the proposed subject is appropriate and suitable teaching can be delivered. More routinely, the listed options may be adaptable in specific ways to the particular interests of those taking them in any given year. Through their choices, students can shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

Lists of approved options are available online. Please note, however, that not all the options listed will be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

### *MPhil second Year*

During either the first or second term of the second year, candidates work on one further subject from the lists provided, examined by a pair of 5,000-word essays, but the rest of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic which you will develop in discussions with your supervisor. Further guidance on choosing your options should be sought from your supervisor if necessary, but generally speaking, as you will be researching and writing a substantial thesis on a specific area in your second year, options which provide broader study for the whole of the first year will normally be more useful to you. It is usually better for a second-year MPhil student to take their option in Michaelmas Term, so as to be able to concentrate on the thesis after that.

## 5. ASSESSMENTS

You will be assessed in the following ways:

### *MPhil first year*

- By 3 hour written exam answering 4 questions (Period subject)



- By 2 x 5k word essays (Options 1 and 2)
- By a compulsory 15-minute viva at the end of Trinity Term

#### *MPhil second year*

- By 2 x 5k word essays (Option 3)
- By 25k word thesis

Details of each assessment follows below.

#### *Written Exams*

For the examination in your first year, your period topic must be chosen from 'Schedule A'; this option is taught in Trinity term. This option will be examined by a traditional unseen written paper, in 9<sup>th</sup> week of Trinity Term, in which you are asked to choose one picture question and three essay questions from a selection and to answer them all within three hours. Example papers from previous years can be found at [OXAM \(Oxford Examination Papers Online\)](#).

Guidance relating to the picture question element of your exam paper can be found at Annex

#### *Pre-set essays*

You study two options in the first year from 'Schedule B' or , one each In Michaelmas Term and Hilary Term. These are each examined by a pair of 5,000-word essays submitted at the start of the following term. You also study a third option in the second year, also examined by a pair of 5,000-word essays

#### *Developing essay titles*

You will develop pre-set essay titles in consultation with the relevant option tutor/co-ordinator – hereafter 'tutor' (i.e. the main person teaching you for the option). These are typically based on work written during the term. Essay titles must be formulated as a question, ending in a question mark. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both and since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable.

The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the option tutor, must be notified to the relevant Chair of Examiners by the date given in the regulations. Once notified, titles can only be changed with the permission of the Chair of Examiners, ordinarily this is not possible within four weeks of the submission date.

Your option tutor will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The tutor should not approve the final version, which should be a test of the candidate not the teacher. Non-native English speakers will be helped with written English by their option tutors. They may also have the English checked (**but not re-written**) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is penalized.

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

### *Formatting of pre-set essays*

Essays should be double spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, and should be referred to at the appropriate points in the text. A maximum of 15–20 is suggested for each essay, and good photocopies/scanned images are sufficient.

There should be a simple cover, showing the degree and subject for which the essay is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It **must not** show the candidate's name, college, supervisor's name, or any identifying information. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

Each essay should be accompanied by a statement of the number of words in the text and notes (but excluding the Bibliography), and all submissions will include a declaration that it is the candidate's own work. Essays will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

### *Word Limits for pre-set essays (5,000 words)*

- |  |
|--|
| <ul style="list-style-type: none"><li>• <b>Included:</b> Text, footnotes, catalogues and gazetteers</li><li>• <b>Excluded:</b> Bibliography and captions</li></ul> |
|--|

## *Thesis*

### *Choice of MPhil thesis subject and title*

You should already be refining your choice of thesis topic before the end of the first year of the programme. Your supervisor will advise you in this process. During the preparation of the thesis you will receive regular advice from a specific thesis supervisor. This is usually the same person as your overall MPhil supervisor (who was assigned to you on the basis of your interests when you applied), but in some cases another colleague might be asked to supervise the thesis if more appropriate. 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 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.

It is good advice to make a complete outline plan for a thesis from the start, regardless of how 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).

### *Structure and content of a thesis*

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. 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 University School of Archaeology (OUSA) Monographs and Oxford Monographs in Classical Archaeology. More particular guidance on the presentation of written work is provided 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 data file may be included as a supplement to a thesis, but may not normally be a substantive part of it. 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 data file 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.

### *Word limits*

- **Included:** Text, footnotes, and appendices
- **Excluded:** Bibliography, descriptive catalogues, and gazetteers

The Examination Regulations specify for the MPhil a thesis limit of 25,000 words. These are maximum limits, and shorter theses are acceptable if they cover the necessary ground. 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. It is surprising how often theses estimated, or announced, as 'just under 25,000 words' turn out to contain 40,000 words or more. The consequent last-minute adjustments are not always easy to make, and can provide avoidable anxiety to student and to supervisor. Examiners can refuse to examine a thesis of excessive length, and penalties will apply to over-length work as set out in the exam conventions.

### *Viva voce examination*

All candidates will have a 15 minute *viva voce* examination at the end of Trinity Term of each year of study where they attend a meeting with all the examiners. Vivas can improve your result, but not lower it. The viva covers all examined components of the degree.

## 6. WRITTEN FEEDBACK

Candidates will receive written feedback on paired essays and theses within a month of the final Board of Examiners' meeting.

## 7. KEY DATES FOR MPhil CLASSICAL ARCHAEOLOGY STUDENTS

DEADLINE		MPHIL CLASSICAL ARCHAEOLOGY	
MICHAELMAS TERM		Action required by students	YEAR
Week 7 (Fri, noon)	26 Nov 21	Proposed subject choices due for consideration by GSC	1
Week 8 (Fri, noon)	03 Dec 21	Proposed essay titles for MT-taught subjects due	1 and 2*
Week 8 (Fri, tbc)	03 Dec 21	Students register approved subjects using Student Self Service	1 and 2
HILARY TERM			
Week 0 (Mon, noon)	10 Jan 22	Submission date for MT-taught essays	1 and 2*
Week 8 (Fri, noon)	11 Mar 22	Proposed essay titles for HT-taught subjects due	1 and 2*
Week 8 (Fri, noon)	11 Mar 22	<i>Finalised</i> title of thesis due	2
TRINITY TERM			
Week 0 (Mon, noon)	18 Apr 22	Submission date for HT-taught essays	1 and 2*
Week 6 (Fri, noon)	03 Jun 22**	Submission date for Thesis	2
Week 7 (Fri, noon)	10 Jun 22	<i>Proposed</i> title of thesis and subject due	1
Week 9 (Mon, tbc)	20 Jun 22	Written examinations by unseen paper	1
Week 9 (Thu or Fri)	23 or 24 Jun 22	Compulsory <i>viva voce</i> examination for all students (time tbc)	1 and 2

\*Second-year MPhil students will only take one paired essay subject in their second year which may be studied in either MT or HT.

\*\* Note that date has been corrected since v.1 of the handbook

## PART 3: INFORMATION RELEVANT TO ALL DEGREE COURSES

General guidance and resources relevant to all degrees is listed below on the following

- [Supervision](#)
- [Receiving feedback on formative and summative assessments](#)
- [Student representation, course evaluation and feedback](#)
- [Who to contact for help and support](#)
- [Complaints and Appeals](#)
- [Skills and research training](#)
- [Research Seminars](#)
- [Employability and careers advice](#)
- [School of Archaeology prizes](#)
- [Sponsored Paid Summer Internships with Oxford Archaeology](#)
- [Illness or unexpected impediments](#)
- [Examinations and Assessments](#)
- [Admission to a research degree in archaeology after completing a masters degree](#)
- [Freedom of speech](#)

### SUPERVISION

Every PGT student has a general supervisor appointed by the GSC before the student's arrival in Oxford. The role of this supervisor is to provide the student with regular information as to the student's progress and, where problems arise, provide guidance and assistance as to necessary corrective action.

Supervisors should also advise on choosing options, the availability of useful lectures or language courses, thesis or dissertation topics, and the best way in which to prepare this. Students will normally see either their supervisor or another staff member for weekly or fortnightly tutorials during term time (depending on which modules are taken).

Both the supervisor and the student are expected to submit reports of their own progress before the supervisor reports are completed ([see Annexe D GRS](#))

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

#### *Appointment of supervisor*

In choosing a supervisor, the GSC will naturally try to choose someone whose interests and expertise match those of the student. Shared supervision between two members 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

Students will recognise that there are University limits on the numbers of graduate students an individual may supervise, and so it may not always be possible to have their first choice of supervisor. In selecting a supervisor the Committee will normally ensure that they are an appropriately qualified member of the academic staff of the School of Archaeology. In rare instances it may be appropriate for supervision to be provided by someone who does not hold such a post, for example where specialist input is required from an individual employed at another academic institution. In such cases, an academic member of the School of Archaeology will be appointed by the GSC to act as a co-supervisor.

### *Changes of supervisor*

Changes may be possible, particularly for those students who are required to write a dissertation or thesis as part of their degree and in which case it makes good sense for the supervisor of that piece of work to act as the general supervisor for the student during that period.

Changes of supervision may also be made when a supervisor may be temporarily away from Oxford or in cases where difficulties in personal relations prevent productive supervision. Students 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 of these individuals, it is decided that a change of supervisor is necessary, then the Director of Graduate Studies (or the Course Director if the matter concerns the Director of Graduate Studies) 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.

### *Dissertation/thesis supervisor*

The dissertation supervisor should endeavour to ensure that, within a pattern of regular meetings, the student works on the dissertation/project within a planned framework. This should always attempt to establish the stages which the student should be expected to have reached at various points. The dissertation supervisor should see that written work is prepared as appropriate in accordance with the course requirements and structure. Such work should be returned with constructive criticism and in reasonable time.

Dissertation supervisors should ensure that, from time to time, students are told how their work is progressing and should also try to ensure that the student feels properly directed and able to communicate with them.

### *Frequency of supervision meetings*

Frequency of supervision varies, depending on, among other things, the progress of a graduate's work and the stage it has reached. 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. 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.

However, particularly in the case of the one-year taught degrees, you may find that your supervisor is not actually involved in your teaching, due to the options you have selected. In such cases, the role of your supervisor is more pastoral in nature – that is to say, they should meet with you to make sure that all is well with you and that you are progressing well with your work (much as your College adviser will). In such instances

the role of the Module Directors (those teaching the options you selected) becomes much more immediate, and it is the Module Director that you should be in regular contact with, especially at the very beginning of your degree.

## **RECEIVING FEEDBACK ON FORMATIVE AND SUMMATIVE ASSESSMENTS**

Feedback on formative and summative assessment is an important element of all Oxford's Masters programmes and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays/assignments, should provide guidance on academic writing, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

In the Archaeology and Classical Archaeology taught degrees you will receive written feedback from the option tutor on all the weekly work you submit during term as a formative assessment, and also have the opportunity to discuss the work orally in a tutorial or small class. In the MSc Archaeological Science feedback will also be given on some trial examination questions.

In addition to informal feedback, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term or very early in the second term of the course. All students will also receive formal written feedback on any dissertation or thesis of 5000 words or over, submitted in the final term of the course. Further feedback may be provided for your course as set out in the degree-specific guidance.

The purpose of feedback on summative assessment e.g. theses and dissertations, is to provide a review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate. Students will receive formal written feedback on their dissertation/thesis submitted in the final term of their course via course administrator within four weeks of the date of the board of examination meeting at which student's marks were confirmed.

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

## **STUDENT REPRESENTATION, COURSE EVALUATION AND FEEDBACK**

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 at: [www.ox.ac.uk/students/life/student-engagement?wssl=1](http://www.ox.ac.uk/students/life/student-engagement?wssl=1). The results of these surveys are reviewed by the School's Graduate Studies Committee and relevant actions agreed.

Students also have representation on the School's Graduate Studies Committee, Equality and Diversity Committee, School Board and School Committee where they will be given an opportunity to contribute and to feedback on matters affecting students.

In addition, degree courses may use other feedback mechanisms in addition to the above (see degree-specific guidance).

## WHO TO CONTACT FOR HELP AND SUPPORT

There are many ways to seek support whilst you are here at Oxford and below is a list of possible first contacts:

- Your general supervisor
- Your module/course co-ordinator
- The Director of Graduate Studies for your degree
- The School's Harassment Officers ([diane.baker@arch.ox.ac.uk](mailto:diane.baker@arch.ox.ac.uk) and [Alex.geurds@arch.ox.ac.uk](mailto:Alex.geurds@arch.ox.ac.uk))
- Your college (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)
- The University's Counselling Service
- Nightline
- OAUS student advice service
- Details of the wide range of sources of support available more widely in the University are available from the Oxford Students website ([www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)) and which includes:
  - Support during the pandemic
  - Disability – 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:
  - Counselling and mental health
  - Sexual harassment and violence support service
  - Peer support
  - Harassment and conflict
  - Health
  - Emergencies
  - Care leavers, estranged students and student parents

## COMPLAINTS AND APPEALS

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

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

General areas of concern about provision affecting students as a whole should be raised through student representation on the faculty/department's committees or to the respective course director.



## Complaints

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with one of the Directors of Graduate Studies (Dr Victoria Smith for Archaeology or Archaeological Science or Dr Ine Jacobs for Classical Archaeology). If you feel unable to approach one of those individuals, you may contact the Head of Department (Prof. Amy Bogaard). 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 (for more information: <https://tinyurl.com/oxcomplaint>).

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 informally 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>).

## SKILLS AND RESEARCH TRAINING

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website <http://www.ox.ac.uk/students/academic/guidance/skills>.

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

## RESEARCH SEMINARS AND LECTURES

Graduate students are welcome to attend any lectures given for undergraduate courses relevant to their degree. Lecture Lists giving times places and subjects are available on-line (<https://tinyurl.com/oxarchug>). The Classics lecture list is available at <https://tinyurl.com/oxclasug>. 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. Those organised by the school can be found on these webpages: <https://www.arch.ox.ac.uk/seminar-series/>. 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.

## EMPLOYABILITY 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.

## SCHOOL OF ARCHAEOLOGY PRIZES

The School of Archaeology gives an annual prize to the Masters' student in each of Archaeology, Classical Archaeology and Archaeological Science. In each case, the Board of Examiners will decide to whom the prize should go, which may be either based on their final dissertation or overall mark or on overall academic

## SPONSORED PAID SUMMER INTERNSHIPS WITH OXFORD ARCHAEOLOGY

The School of Archaeology, together with Oxford Archaeology, normally offers a small number (normally 1-2) of summer internships of 4 to 6 weeks, for students who successfully complete the MSt degree in Classical Archaeology, or for MPhil candidates in Archaeology or Classical Archaeology at the end of their first year. Students on the MSc in Archaeology and Archaeological Science will be working on their dissertations during this time, and thus may not apply for the internship. These provide an opportunity for students to gain experience working for Oxford Archaeology, the UK's largest independent archaeological practice. The internships, which will be based in Oxford and are each supported by a £1,000 bursary, will involve carrying out post-excavation assessment and analysis to a professional standard, for which interns will receive training and supervision. Candidates are selected on the basis of their academic performance and aptitude, although preference is given to MPhil candidates and those staying on to do a D.Phil. in the School of Archaeology.

## ILLNESS OR UNEXPECTED IMPEDIMENTS

Should you become unwell, and are likely to miss a tutorial or other type of class, email the person you are scheduled to meet with. If you become seriously ill, or another unexpected impediment arises to the point where you believe you may not be well enough or able to produce assessed work or attend an exam, it is **very important that you contact both your supervisor and your college as soon as possible**. Further information about accessing medical advice and guidance for staying healthy while studying at the University can be found here: <https://tinyurl.com/oxhealth>.

## EXAMINATIONS AND ASSESSMENTS

The University publishes extensive information on all matters relating to the exams and assessments process here: <https://www.ox.ac.uk/students/academic/exams>. This includes:

- **Examination entry** – a step by step guide to ensure you are entered for the correct exams
- **Alternative arrangements** – exam adjustments and the deadline for applying changes
- **Timetables** – provisional start dates and the publication of examination timetables
- **In-person exams** - guidance on items permitted in an examination, student conduct and regulations.
- **Submitting assessments**
- **Exam well-being and preparation** – arrangements and advice for exam practice and preparation, as well as managing anxiety, physical care, and general wellbeing.
- **Results** - Notification when your examination results are released to Student Self Service.
- **Problems completing your assessment** - there are a number of University processes in place to help you if you find that illness or other

## ADMISSION TO A RESEARCH DEGREE IN ARCHAEOLOGY AFTER COMPLETING A MASTER'S DEGREE

Students wishing to apply for Probationary Research Students (PRS) status after completing an MSt, MSc or MPhil may apply using the standard re-admission form via Student Self Service. Please see <https://tinyurl.com/oxpgttopgr> for further information. Applications will be considered alongside those of external candidates using the same application deadlines.

The application deadlines used by Archaeology are November, late January and March (deadlines available at: <https://tinyurl.com/oxarchdt>). Please note that students wishing to be considered for UK Research Council Awards (AHRC and NERC), Clarendon Awards, and most other sources of funding, must apply at the latest by the January deadline.

Transferring students should note that the fees and residence requirements for a completed MPhil course may be offset against the corresponding requirements for the D.Phil. In satisfactory cases, the GSC will offer conditional admission to PRS status. After the MSt/MSc/MPhil exams the GSC will make a final decision on the basis of satisfactory performance in the exams, and, in cases of doubt, on a review of supervisors' and assessors' reports. Candidates will be expected to achieve at least a mark of 65 and to show promise of becoming successful research students.

## FREEDOM OF SPEECH

Free speech is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of

robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

<https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech>

## ANNEXES

The following documents set out further guidance and information:

- [Annexe A – Academic good practice – a practical guide](#)
- [Annexe B – Formatting and presentation of written work](#)
- [Annexe C – Picture questions in Classical Archaeology examinations](#)
- [Annexe D – Graduate Supervision Reporting](#)
- [Annexe E – Fieldwork and Health and Safety](#)
- [Annexe F – Equality and Diversity at Oxford](#)
- [Annexe G – Financial assistance](#)
- [Annexe H – Teaching opportunities for graduate students](#)
- [Annexe I – Oxford Minds](#)
- [Annexe J – University policies and regulations that apply to students](#)

[continued on next page]

## ANNEXE A - ACADEMIC GOOD PRACTICE – A PRACTICAL GUIDE

The following text is a reproduction of the University's "[Academic good practice a practical guide.pdf](#)".

### *Academic good practice – a practical guide*

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

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

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

### *Developing good practice*

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

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

### *Time management*

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

### *Reading skills*

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

### *Note-taking*

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

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

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

### *Citation*

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

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

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

### *Referencing*

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

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

- author
- title of the book or article
- title of the journal or other work
- name of the conference
- place of publication

- date of publication
- page numbers
- URL
- date accessed.

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

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

### *Research and library skills*

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

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

### *Information literacy*

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

### *International students*

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

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

There are also more intensive courses available, including the Pre-Sessional Course in English for Academic Purposes. This is a six-week course open to students embarking on a degree course at Oxford University or another English-speaking university. There are resources for independent study in the Language Centre library

and online English teaching tools available through the Language Centre website. There are many resources available at the Language Centre for students whose first language is not English.

### *What is plagiarism?*

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

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

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

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

### *Forms of plagiarism*

Verbatim (word for word) quotation without clear acknowledgement

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

### *Cutting and pasting from the Internet without clear acknowledgement*

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

### *Paraphrasing*

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

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

### *Collusion*



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

#### *Inaccurate citation*

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

#### *Failure to acknowledge assistance*

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

#### *Use of material written by professional agencies or other persons*

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

#### *Auto-plagiarism*

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

#### *Why does plagiarism matter?*

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

#### *Why should you avoid plagiarism?*

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others - at least not without attribution. At first it may seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings

of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions. Students who plagiarise undermine the ethos of academic scholarship while avoiding an essential part of the learning process.

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

#### *What happens if you are thought to have plagiarised?*

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

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

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

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

#### *Does this mean that I shouldn't use the work of other authors?*

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in

your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. Not only does this accord recognition to their work, it also helps you to strengthen your argument by making clear the basis on which you make it. Moreover, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

*Does every statement in my essay have to be backed up with references?*

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

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

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

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

*Does this only matter in exams?*

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

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

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

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

### *Unintentional plagiarism*

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

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

### *Examples of plagiarism*

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

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

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

### *Source text*

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

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

### *Plagiarised*

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable labour force. (This is a patchwork of phrases copied verbatim from the source, with just a few words changed

here and there. There is no reference to the original author and no indication that these words are not the writer's own.)

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

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

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

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

#### *Non-plagiarised*

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

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

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

## ANNEXE B - FORMATTING AND PRESENTATION OF WRITTEN WORK

It is incumbent upon graduate students to ensure that their submitted work meets the standards of proper English. Examiners cannot be expected to act as copy-editors and proof-readers; and thesis examiners are at liberty to mark a thesis partially 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 non-English words. 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 referring to a figure or table that is no longer in the chapter). Be careful to remove incomplete sentences and alternative versions.

It is impossible to emphasise too strongly the importance of saving work frequently and of making 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.

### Referencing

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). ***It is strongly suggested that Archaeological Science students follow the system used by the Journal of Archaeological Science.*** 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. One can simplify this further by placing that information in footnotes rather than in parentheses in the main text; this avoids cluttering up the text with parenthetical references which disturb the flow of reading like 'speed bumps in the prose', and this is preferable.

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. 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) 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.: 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 pre-set essays, dissertations, and MPhil 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;<sup>3</sup> and another one.<sup>4</sup>

Not:

A statement that needs support<sup>3</sup>; and another one<sup>4</sup>.

Put full stops at the end of footnotes.

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 in an attempt to omit it from the word count.

## Bibliography

Order the bibliography list alphabetically by author's surname, and then chronologically for multiple works by the same author. Be consistent in the formatting of the bibliography. To facilitate use of the author-date system, start each entry with the author's surname, then initials, then the year of publication in parentheses. Italicise book titles, and titles of journals (underlining originated as an instruction in a hand-written document to put something in italics, so should have no place in word-processed documents). For example:

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

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

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

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

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

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



### 1. Introduction

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

### 2. Not primarily an identification test

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

### 3. Aspects, headings

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

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

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

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

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

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

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

**E: SIGNIFICANCE.** If you have recognised the object or have been able quickly to diagnose its function, subject, date, and place, you will spend most time on this aspect. You will score higher the more you can make your points come out of observation or assessment of the specific item in question. You might think about the object's significance in relation to one or more of the following overlapping questions. How typical or unusual is it? How well does it fit into a larger category? If not typical now, how unusual was it in antiquity? Remember that few things that survive can have been unique. What was the original effect of the object compared to the state we see it in now? What needs to be restored -- limbs, attributes, attachments, colours, pedestal, base, explanatory inscription? What were the contexts of use -- public, private, political, religious, in public square, sanctuary, house, andron, bedroom, grave? How was the object used and how do the contexts of use affect our assessment of it?

What was the social level of the object, who commissioned and paid for it, with what target audience in mind? How might the object's social level affect our assessment? For example, temple projects could be aimed at the whole community, while private funerary monuments might be aimed at a particular social group. What kinds of things would ancient viewers/users do or say around this object, image, or structure? What ideas, priorities, or values did it articulate for its user group? What kinds of scholarly interpretation have been proposed for this object or for the category to which it belongs? Do you agree with them, find them persuasive? What weaknesses do they have? Are other views possible, better? What do you think is the important point?

#### 4. Sample A: item recognised

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

The statue was probably a major votive in a sanctuary. It represents a naked and senior god, in striding pose, left arm held out, aiming, right arm bent holding a missile (now missing). The missile was either a trident (for Poseidon) or a thunderbolt (for Zeus). The best parallels in small bronzes from the late archaic and early

classical periods (good example in Berlin) as well as the latest scholarship all suggest a thunderbolt and Zeus. The square head, regular features, and above all the long hairstyle wound in a plait around the head, visible in the back, indicate a senior god (rather than hero or mortal). The strong, simplified features, the hard-muscled body, and the organic pose and proportions all indicate a date in the 460s alongside the Olympia sculptures. The large eyes, now missing, were inlaid and were vital to the effect of the figure.

The statue belongs in the period after the Persian Wars, when the hard, new realistic-looking style we know as 'Severe' was created in big votive figures like this one, set up in sanctuaries of the gods often as thank offerings paid for from Persian-war booty. The figure is a powerful fifth-century-BC visualisation of a warring Hellenic divinity --imperious, all-seeing, potentially devastating. It belongs in the same environment as the Riace bronzes, the Olympia pediments, and the statuesque figures on the large pots of the Niobid Painter and his group.

## 5. Sample B: item not recognised

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

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

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

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

## 6. Conclusion

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

In short -- if you do not know what it is, don't guess -- look, describe, compare, deduce!

## ANNEXE D - GRADUATE SUPERVISION REPORTING (GSR)

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 Reporting (GSR) system and which will be available to you within your [Student Self Service](#). 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.

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 problems concerning the supervision you are receiving, you should raise this with your Director of Graduate Studies (DGS) and not the supervision reporting system.

Students are asked to report in weeks 7/8/9 of each 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).

Automated GSR email notifications will be sent at the start of each reporting window which will include everything students and academics need to get started in GSR.

## ANNEXE E - FIELDWORK AND HEALTH AND SAFETY

Some 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 and which are listed below.

### *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 (<https://tinyurl.com/oxfieldw>).

### *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)** (<https://tinyurl.com/oxssddtc>)

- **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.
- **Fieldwork in Practice.** A student led course on negotiating the practical aspects of fieldwork.
- **Secondary trauma workshops.** For research on traumatic or distressing topic areas.

**Safety Office courses** (<https://tinyurl.com/oxarchsaf>)

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

***“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. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.” University of Oxford Equality Policy***

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 reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: [edu.web.ox.ac.uk](mailto:edu.web.ox.ac.uk) or [equality@admin.ox.ac.uk](mailto: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: [edu.web.ox.ac.uk/harassment-advice](http://edu.web.ox.ac.uk/harassment-advice)

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: [edu.admin.ox.ac.uk/religion-and-belief-0](http://edu.admin.ox.ac.uk/religion-and-belief-0)

### **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](http://www.ox.ac.uk/students/shw/das)

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

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU’s Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer](http://www.ox.ac.uk/students/shw/peer)

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.oxfordsu.org/communities/campaigns/](http://www.oxfordsu.org/communities/campaigns/)

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

## ANNEXE G - FINANCIAL ASSISTANCE

Information about graduate student funding can be found at <https://tinyurl.com/oxfunding>. There is an Ask a Question facility on the website. Information may also be sought from your College Office.

### *Maintenance funding*

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty, contact your college for further information (<https://tinyurl.com/oxhardship>). The eligibility criteria are strict and the Committee requires applicants to have applied to other possible sources for assistance. College graduate scholarships are hotly competed for, and are awarded on academic merit, not on need, though some colleges also have hardship funds for their own students.

### *Travel and research grants*

- a. 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:
- b. The **Meyerstein Fund**, administered by the Archaeology Graduate Studies Committee, makes annual awards for archaeological research, especially travel costs to graduate students in all branches of Archaeology. Guidance will be circulated during the middle of Michaelmas Term with a deadline in December. The fund is limited and awards are unlikely to exceed a few hundred pounds or to run to more than one round of applications in a year, since there are many applicants to satisfy.
- c. The **Craven Committee** considers applications for grants towards necessary travel and research relating to Classical antiquity, including **Classical Archaeology**, and will also consider applications from doctoral students in Archaeology or Archaeological Science whose material falls within its remit. Applications should normally be made in the 0th week of Hilary Term. The Craven Committee also offers one- and two-year Travel Scholarships in all fields of Classics (including Classical Archaeology), worth up to £6000, to graduate students whose research involves considerable research travel. Applications must contain a sample of written work and interviews are held. Any enquiries about the Craven awards should be directed to the Finance Officer at Classics.
- d. 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. Those interested in submitting a piece for consideration are advised to contact [pgt-support@arch.ox.ac.uk](mailto:pgt-support@arch.ox.ac.uk) by the end of Trinity Term.
- e. Research funding opportunities for travel/conferences/essay prizes can be found using the University's subscription to **Research Professional**. More information about this and how to access or run searches can be found at: <https://tinyurl.com/oxrespro>.

- f. Another good source of funding opportunities and other useful resources can be found through the pages on the British Archaeological Jobs and Resources website (<https://tinyurl.com/oxbajr>).

Applications for grants must normally be directly related to the work for your degree, and be accompanied by realistic estimates of the costs involved and a letter of support from your supervisor. A brief written report is normally required on completion of the project. Most colleges offer limited grants to assist graduate students with travel (ask your Tutor for Graduates or College adviser for details). The Meyerstein and Craven Committees expect applicants to have applied also to their colleges for assistance with travel costs.



## ANNEXE H - TEACHING OPPORTUNITIES FOR GRADUATE STUDENTS

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

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

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

The next step is to make sure your name is on the appropriate register of graduate students willing to undertake teaching. The main areas where teaching opportunities exist are in the Classical Archaeology component of Classics, and in the Classical Archaeology & Ancient History, and Archaeology & Anthropology BA degrees. For the first two there is an on-line Teaching Register where you can indicate which papers you are available to teach for

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550-700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats: The Greeks and the Mediterranean world c. 950-500 BC; Greek archaeology and art c. 500-300 BC; Hellenistic Art and Archaeology, 330 – 30 BC; Art under the Roman empire, AD 14-337; and Roman archaeology: Cities and settlement under the Empire. In addition Classical Archaeology and Ancient History Finals has papers in the archaeology of Minoan Crete, 3200-1000 BC, Etruscan Italy, and Mediterranean Maritime Archaeology. The full range of papers and options in the Archaeology & Anthropology and Classical Archaeology & Ancient History degrees is set out in the relevant syllabus booklets available on the appropriate website.

### 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>

# OXFORD MINDS:

Rethinking Social Science for a changing world

## The 'Oxford Minds' series of inter-disciplinary panel discussions for ALL graduate students

During the 2020-21 academic year, the Social Sciences Division ran 'Oxford Minds', an online curriculum enrichment programme for our graduate students. It aimed to cover on the issues that matter for Oxford, for the social sciences, and for the wider world -- that we 'mind'. It covered themes, theory, and methods.

In Michaelmas 2021, we will continue with Oxford Minds...through fortnightly in-person discussions and debates held at the Manor Road Building, and open to all based on pre-registration. The series will provide an opportunity for the Social Sciences Division to convene conversations that transcend departments and lie at the core of the social sciences.

### Overview

Oxford is built on people, and the way they engage with pressing global issues within and across disciplines. People matter more than ever. This new series will convene the great minds of Oxford and beyond to discuss the issues that matter to our graduate students. It aims to provide all our graduates with an educational experience that transcends disciplinary boundaries. Serving as a graduate enrichment programme during extraordinary times, *Oxford Minds* is based upon inter-disciplinary panel discussions curated to create an interdisciplinary space in which we can collectively rethink social science for a changing world.

### Schedule

**When?** Tuesdays 5-6pm (weeks 2, 4, 6, and 8)

**Where?** Manor Road Building (and recorded and uploaded to the SSD website)

### The Sessions for Michaelmas

This term we will be inviting speakers from across the Division to reflect on some of the key debates on how we 'do' social science within a changing world.

- **Week 2:** Mixed Methods: crossing the qual-quant divide
- **Week 4:** Theory-Building: generating testable abstractions
- **Week 6:** Intersectionality: making sense of power and identity
- **Week 8:** Policy Impact: from recommendations to transformation

### Further Information

All information on speakers and how to sign-up for session will be available on <http://www.socsci.ox.ac.uk/oxford-minds>. Bookings will open on 4 October 2020.

Last year's talks and panel sessions, which covered *themes* (race, sustainability, justice, protection), *theory* (power, space, identity, and belonging), and *methods* (numbers, interviews, ethnography, archives) are available on the website.

For enquiries, please contact the series convenors, [Professor Alexander Betts](#) and [Professor Susan James Relly](#).

## ANNEXE J - UNIVERSITY POLICIES AND REGULATIONS THAT APPLY TO STUDENTS

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website <http://www.ox.ac.uk/students/academic/regulations/a-z> and are listed below

### A

[Academic dress \(Regulations\)](#)

[Academic good practice](#)

[Academic integrity in research](#)

Accommodation and residence ([Examination Regulations](#): search under Topic: Residence)

[Admission to degrees](#)

[Alcohol](#)

[Appeals to the Appeal Court](#)

[Appeal Panel](#)

[Armed Attacks \(PDF\)](#)

### B

[Bribery and fraud](#)

### C

[Childcare](#)

[Childcare: Student Maternity, Paternity and Adoption Leave](#)

[Confidentiality \(PDF\)](#)

[Complaints procedure](#)

[Complaints: Investigation by the Proctors](#)

[Conflict of interest](#)

[Conduct](#)

### D

[Data protection](#)

[Disciplinary procedures \(Proctors\)](#)

[Discipline, code of](#)

[Discipline: student disciplinary panel](#)

[Discipline: Fines imposed under Statute XI](#)

[Disabled students: A Common Framework](#)

[Deprivation \(graduation\)](#)

### E

[E-learning: Policy and guidance of flexible and distance learning](#)

[Engagement and Representation \(PDF\)](#)

[Equality policy](#)

[Examination regulations](#)

[Examinations: Conduct of University examinations](#) (Examination Regulations)

Examinations: Disciplinary regulations for candidates in examinations (Proctors) ([Examination Regulations](#): search under Topic: Examination conduct, Proctors)

[Examinations: Behaviour after examinations \(Proctors\)](#)

[Examinations: Candidates in examinations \(Disciplinary Regulations\)](#)

[Examinations: Candidates in examinations \(Administrative Regulations\)](#)

Examinations: Religious festivals and holidays coinciding with examinations ([Examination Regulations](#): search under Topic: Religious festivals)

## F

[Fact and figures: Student statistics](#)

[Fitness to study](#)

[Fitness to study panel](#)

## H

[Harassment policy](#)

[Harassment policy flowchart \(PDF\)](#)

[Health and safety: statement of health and safety policy](#)

## I

[Illness](#)

[Information security](#)

[Information Technology: Regulations Relating to the Use of Information Technology Facilities](#)

[Intellectual property](#)

[Use of IT facilities \(ICT Services\)](#)

[Use of IT facilities \(Regulations\)](#)

## L

[Libraries: Statutes and regulations for the Bodleian Libraries](#)

[Libraries: Use of the facilities of the Bodleian Libraries](#)

Laboratories: Permission to work in well-found laboratories ([Examination Regulations](#), search under Subject: Postgraduate; Regulation Title: Research Degrees in the Mathematical, Physical and Life Sciences Division)

## M

[Matriculation](#)

[Mental Health \(PDF\)](#)

Migration ([Examination Regulations](#), search Topic: Readmission and Migration)

## N

[Newspapers and External Websites, Guidance About Student](#)

[No smoking](#)

## O

[Oxford University Student Union Code of Practice](#)

[Overseas travel safety](#)

## P

[Paid work for graduate students](#)

[Plagiarism](#)

[Postgraduate taught degree policy and guidance](#)

[Postgraduate research degree policy and guidance](#)

[Postgraduates as assessors policy and guidance](#)

[Preparation for learning and teaching at Oxford](#)

Probationer research student regulations ([Examination Regulations](#): search under Subject: Postgraduate; General Regulations Governing Research Degrees)

[Use of third party proof-readers](#)

## R

Readmission ([Examination Regulations](#), search under Topic: Readmission and Migration)

[Recording of lectures and other teaching sessions by students \(PDF\)](#)

Remission of fees ([Examination Regulations](#), search Subject; Administrator; Appendix I - Regulations on Financial Matters)

[Research activities involving human participants](#)

[Research integrity](#)

[Research degree policy](#)

Research students and supervisor guidance ([Examination Regulations](#), search Subject; Postgraduate; General Regulations Governing Research Degrees)

[Reinstatement of research degree status](#)

## S

[Safeguarding code of practice \(PDF\)](#)

[Safety in fieldwork](#)

[Safety policies](#)

Senior Student Status ([Examination Regulations](#), search under Topic: Senior Student Status)

[Setting up a club or society](#)

[Staff-student relationships](#)

Statutes and regulations

Student status

[Suspension of status](#)

## T

[Timing of status](#)

## U

[Undergraduate learning and teaching \(PDF\)](#)

University Statutes and Regulations

[Use of your University Card](#)

## V

Viva voce ([Examination Regulations](#), search under Topic: Marking and Assessment)