

UNIVERSITY OF OXFORD
Board of the Faculty of Classics



DPhil Handbook

**For Doctoral Students in Ancient History
and Classical Languages and Literature**

2011

Faculty of Classics
Ioannou Centre for Classical & Byzantine Studies
66 St Giles'
Oxford OX1 3LU
www.classics.ox.ac.uk

Dates of Full Terms

Michaelmas: Sunday 9 October – Saturday 3 December 2011

Hilary: Sunday 15 January – Saturday 10 March 2012

Trinity: Sunday 22 April – Saturday 16 June 2012

Data Protection Act 1998

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

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1. Introduction

These notes are designed to give guidance on the questions that are most likely to be encountered by DPhil and MLitt students, to introduce without too much technicality the procedures in which they may be involved and to indicate the standard and scope of the work required. They are not intended to give more detailed information or advice of a sort better conveyed by Supervisors and/or the University *Examination Regulations*, available online at www.admin.ox.ac.uk/examregs, and in hard copy in all libraries. Graduate students should receive a copy of the current Examination Regulations from their college as they begin their course. They should note both the general regulations affecting the degree course on which they are engaged and also the specific regulations made by the Faculty Board. The Graduate Studies Assistant in the GSO appointed to deal with graduate studies in the Faculty of Classics: Jeremy Moyse (tel. (2)70068; email: jeremy.moyse@humanities.ox.ac.uk) and College Tutors for Graduates, are available to help resolve difficulties and any more technical questions (for example concerning residence and fee requirements) should be addressed to them.

Please keep this handbook in a safe place, as you will need to refer to it regularly throughout the period of your graduate studies at Oxford.

2. Monitoring of Progress for DPhil Students: ‘Transfer’ and ‘Confirmation’

Even for the ablest student, writing a successful DPhil thesis is an enormous challenge. After embarking on the DPhil course, almost all students will be required to go through one or both of the procedures of ‘transfer to DPhil status’ and ‘confirmation of DPhil status’.

‘Transfer’ is the procedure by which one passes from being a ‘Probationer Research Student’ (PRS) to full DPhil student status. If you have not done an MPhil at Oxford, you will begin your work as a PRS. You will then transfer to the DPhil (or more rarely, the MLitt). It is expected that most students in this situation will transfer by the end of their third term from admission as a PRS, i.e. this should be the objective of the first doctoral year. You **must** seek to transfer not later than the fourth term from your admission as a PRS. If you have done an Oxford MPhil and your proposed DPhil topic is a continuation of your MPhil dissertation topic, you will normally have DPhil student status from the start of your doctoral work, i.e. you will not have to transfer but will have to confirm.

In order to transfer, you submit a completed GSO.2 form (available at www.admin.ox.ac.uk/gso/forms/), a sample of your work (a maximum of 5,000 words in length, excluding bibliography for Languages & Literature, about 10,000 words in length, excluding bibliography, in Ancient History), in the form of a draft section of the thesis (though it need not be a complete section) rather than a survey or distillation of a wider range of topics or themes, together with a statement of the proposed research: this should be in the form of a fairly detailed plan. Two assessors will be appointed, neither of them your Supervisor; they will read the material submitted and interview you. This procedure is designed primarily to assist in the monitoring of your progress; and it has the advantage that it enables you to discuss your work with others besides your Supervisor and hear their reactions to it. Please note that assessors may return material for resubmission if the written work submitted exceeds the limit given above.

For candidates in Classical Languages and Literature there is another condition for transfer to full DPhil status, namely the attendance of at least two seminar series, of a kind approved by the Graduate Studies Committee. Normally, these will be seminars where texts (either a selection by theme or a single work or continuous part of a single work) will be read. **For the**

Modern Languages requirement for graduate students in Classical Languages & Literature, please see below.

About a year after transfer (i.e. between the sixth and ninth terms of your doctoral studies) you will need to have your DPhil status confirmed. You cannot proceed to submission of your thesis unless your status has been confirmed; application for confirmation should be made at least six months prior to submission of the thesis. Candidates who have taken the MPhil and have been admitted directly to DPhil student status without transfer (see above) must seek confirmation rather earlier, between the start of Trinity Term of year 1 of their doctoral studies and the end of year 2 of their doctoral studies.

The procedure is the same as that described above for transfer of status, but the submitted work should consist of a chapter or section of a chapter of the thesis of about 10,000 words in Ancient History and 5,000 words in Classical Languages & Literature, and should be accompanied by a thesis plan, table of contents with an indication of the amount of work completed and a timed plan for completion of the remaining sections. The relevant form is GSO.14 (see www.admin.ox.ac.uk/gso/forms/gso14.doc).

The Assessment Criteria for transfer and confirmation of status are set out in Annexe B below. The exceptional possibility of postponing confirmation is also discussed there. Procedures in the event that a first application for transfer or confirmation is not successful are set out in Annexe C below.

For candidates in Classical Languages and Literature, there is a requirement to provide evidence of reading competence in German and a second modern language other than English (usually French or Italian) by the time of confirmation (the procedure for confirmation is described above). Except for native speakers this will normally be through successful performance in examinations administered by the University Language Centre (see section 15 below). Non-native speakers of English will have to provide evidence of reading ability in only one modern language in addition to their native language by the time of confirmation. Three further important points on the modern language requirement are: (i) it is advisable to make a start with the relevant classes early (the 'German for Classicists' course offered by the University Language Centre is designed to take two years to bring participants up to reading ability); (ii) students are free to study modern languages by themselves independently and sit only the exam at the University Language Centre; (iii) confirmation can be granted conditionally on meeting the modern language requirement, so there is no reason to delay an application for confirmation because of the modern language requirement. If you have any queries in relation to these matters, please consult the Director of Graduate Studies.

Candidates in Ancient History are also welcome to attend the University Language Centre's classes in 'German for Classicists' and 'Italian for Classicists' although there is no formal requirement to do so. All students wishing to attend the classes must notify the Academic Administrative Officer (graduate@classics.ox.ac.uk) by 5 pm on Friday of Week 0 of Michaelmas Term.

3. Time Limits

The initial limit for the DPhil is twelve terms (for the MLitt, nine terms). The count of these terms begins when the student begins the DPhil or MLitt course. *Extensions* may be granted of up to 9 terms for the DPhil (up to 6 for the MLitt). Good reason must be given; that a thesis is not finished within the normal time allowed is not in itself a good reason. The University is under increasing pressure to monitor completion rates; in view of this you should make every effort to complete your thesis within four years (three for MLitt). This is a formal requirement for those holding Arts and Humanities Research Council (AHRC) awards (if you take longer the University is very seriously penalised).

Suspensions of status are given only in special circumstances such as serious interruption of work by illness, or other unforeseeable temporary difficulty, or a period of work abroad, (temporary) full-time academic employment, or the necessity to acquire an ancillary qualification. Not all grant-giving bodies are amenable to suspending grants for the same period; the AHRC, for example, will only suspend for reasons of illness or similar personal circumstances.

Reinstatement of status may be granted to students whose status has lapsed or who have withdrawn. In cases where the maximum extensions have nearly elapsed but there is still a prospect of submission, the most satisfactory procedure is often for the student to allow his or her status to lapse, with the option of later reinstatement for the examination. Faculty Boards are empowered to deal with the more straightforward of these applications. Students should consult the Examination Regulations and the Graduate Studies Assistant Jeremy Moyses (tel. (2)70068; email: jeremy.moyse@humanities.ox.ac.uk) for further details regarding the methods of applying for and the conditions governing, suspension and reinstatement of status.

4. The Graduate Studies Committees

The procedures described above are organised by two Graduate Studies Committees, one for Ancient History, the other for Classical Languages and Literature. They are Committees of the Faculty Board of Classics, to which they report. The Committees deal with the admission of graduate students and applications for transfers of status, the approval of thesis titles, the appointment of Supervisors and Examiners and other matters involving graduate students that arise from time to time or are referred to them by other university bodies. Supervisors' termly reports on graduate students are read by the Chairman and may then be circulated to members of the relevant committee, and any difficulties that are noted or seem likely to arise are discussed.

The Ancient History Graduate Studies Committee meets on the Friday of First and Sixth Weeks each term and its agenda is sent out about a week in advance. The Director of Graduate Studies, Dr Rosalind Thomas, Balliol College, may be approached at any time (tel. (2)77749, rosalind.thomas@classics.ox.ac.uk). Members of the Graduate Studies Committee for the year 2011/12 are: Director of Graduate Studies – chairman (ex officio) (Dr R. Thomas), Chairman of the Sub Faculty (ex officio) (Dr E. Bispham), Dr A. Clark, Dr L. Kallet, Dr N. McLynn, Dr A. Moreno, Prof. R. Parker, Dr J. Prag, Prof. N. Purcell, Dr M. Stamatopoulou.

The Classical Languages and Literature Committee meets on the Tuesday of Second and Seventh Weeks each term. The Director of Graduate Studies, Professor Tobias Reinhardt, Corpus Christi College, may be approached at any time (tobias.reinhardt@ccc.ox.ac.uk). Members of the Graduate Studies Committee for the year 2011/12 are: Director of Graduate Studies – chairman (ex officio) (Prof. T. Reinhardt), Chairman of the Sub Faculty (ex officio) (Dr S. Scullion), Dr M. Davies, Prof. S. J. Harrison, Dr T. Johansen, Dr J. Lightfoot, Dr L. Morgan, Prof. C. Pelling, Dr L. Pitcher, Dr T. Whitmarsh.

It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the relevant committee is received by the Graduate Studies Office in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed. Reminders of the need to transfer status or to seek extensions of time are sent by the University Offices to the student, with a copy to the Supervisor.

5. Graduate Consultative Committees

Both Sub-faculties have a Graduate Consultative Committee, called the Graduate Forum. Annual meetings of the Committees are held during Hilary Term, between the respective Graduate Studies Committees and graduate students. These are important forums for

discussion of general academic or administrative problems affecting graduates, all of whom are invited, and encouraged, to attend.

Minutes of the Committee meetings are automatically sent to the meetings of the Sub-faculty, where they are given close attention, especially if they contain proposals for reform or complaints.

6. The Arts and Humanities Research Council (AHRC)

Awards from this source have since 2009 been managed through the University and not directly by the Council. Procedures change from year to year and any attempt by this handbook to give precise information would be hazardous. Keep carefully and consult all the communications which you receive from the agency. Information may also be obtained from Graduate Studies Assistant: Jeremy Moyse (tel. (2)70068; email: jeremy.moyse@admin.ox.ac.uk). Please note that it is your responsibility to notify the Council (AHRC) about any transfer of status or other changes to your circumstances which might affect the continuation or renewal of your award. Note in particular that if circumstances require you to suspend your studies two separate permissions have to be sought, one from the University and one from the grant-awarding agency. Departments in which a majority of grant-supported students fail to complete their degrees within a specified period (four years for the DPhil) are liable to severe penalties including removal of awards for future students and it is essential to 'stop the clock' efficiently.

7. Supervision and other Academic Contacts

A serious problem facing graduate students is the relative isolation in which they work. This problem is most acute in the first months of a doctoral course, when the contrast with regular guided work, done to a definite syllabus and as a member of a group with shared interests, is sharpest. You can, however, look for support in various directions.

Faculty Members and other Graduates

Various *social* events for classical graduates are provided by the Faculty and by graduates themselves. On the *academic* side, each term a lecture list and a list of forthcoming classical seminars and classes will be published on the Classics webpage at www.classics.ox.ac.uk. Graduates should normally attend one or two seminars a week: the 'Tuesday 5' Ancient History seminar is one of the major focal points of the week for Ancient History graduate students and Faculty alike, and there is a range of regular seminars in Languages and Literature. You should choose those that attract you: do not restrict yourself to what is directly 'relevant' to your particular topic. They offer a good opportunity to meet like-minded graduates. This is particularly true of the 'Work in Progress' seminars held each term both in Ancient History and in Languages and Literature (with some joint sessions), at which graduates give papers on their own work. Giving a paper to such a group is an excellent way of gaining experience. PRS students in Classical Languages and Literature will be required to have attended at least two seminar series as a condition of transfer to full DPhil status; the normal expectation is that these two will be the 'professorial' seminars, but other classes in areas relevant to a student's area of research may be substituted with the permission of the Director of Graduate Studies (Prof. Reinhardt). All new graduates in Ancient History are expected to attend the dedicated 'Methods and Approaches' seminars during their first two terms. New PRS in Languages and Literature who have come to Oxford from another university may find the Research Techniques seminar for new Masters students useful.

Oxford is well stocked with established scholars in many different areas of classical studies. If you feel you would like to get to know someone in your field, do not leave it to chance: email or write to the scholar involved, or consult your Supervisor, who will help to effect an introduction. It is difficult to draw up guidelines on the degree of acquaintance which would disqualify a scholar

met in this way from being your eventual Internal Examiner, though this does need to be borne in mind.

Seminars are an easy way to establish and maintain informal contacts with Faculty members. All the regular seminars except 'Work in Progress' attract good numbers of Faculty members, and many such seminars have refreshments available after the formal session, to encourage contacts between Faculty members and graduates.

Supervisors

But your mainstay will naturally be your Supervisor. A university document entitled *Research supervision: a brief guide for students* outlining the responsibilities of Supervisors to their research students (and vice versa), will be found in Annexe A below.

Supervisors are appointed by the Graduate Studies Committees. Supervision by more than one Supervisor may be arranged where it seems appropriate; it may sometimes involve Supervisors in another Sub-faculty or even another Faculty.

Changes of Supervisor (sometimes temporary) are normally made where a student needs more specialised care in a particular area, or when a Supervisor is on leave. But changes may also be made in cases where difficulties in personal relations prevent productive supervision. If they find themselves in this position, graduates should make their problem known to the appropriate Director of Graduate Studies or any other member of the appropriate Graduate Studies Committee. Their College Adviser may also be approached.

During a doctoral course, frequency of meetings with the supervisor varies according to the progress of a graduate's work and the stage it has reached. At the beginning of the course, the Supervisor may wish to arrange regular meetings (say, fortnightly in term), and ask for regular written work. At later stages, a graduate will normally ask for an appointment, though the Supervisor will ensure that this happens with reasonable regularity. In any event, you should expect that your supervisor will, as a minimum, normally arrange a meeting to discuss your progress at the beginning and the end of each term. If you ask your Supervisor for a meeting, it is reasonable to expect it normally to take place within a few days of such a request.

It is imperative that students keep in regular contact with their Supervisor whilst in residence. When working away from Oxford, they should keep him or her fully informed on the progress of their work. When the thesis is complete, the draft final version should be shown to the Supervisor.

At the end of each term, your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision System (GSS). Within this system, you have the opportunity to contribute to your termly supervision reports by reviewing and commenting on your own progress.

You are strongly encouraged to take the opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

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

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. Students on doctoral programmes should reflect on the progress

made with their research project during the current term, including written work (e.g. drafts of chapters) and you should assess this against the plan of research that has been agreed with your supervisor(s).

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

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

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

To access the GSS, please visit www.gss.ox.ac.uk. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre; should you need additional support, please contact the Graduate Studies Assistant, Jeremy Moyses (email: jeremy.moyse@admin.ox.ac.uk) in the first instance.

Classes and Seminars

There are a great number of seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (the regularly updated version is available on the web at www.classics.ox.ac.uk) and the lecture prospectus. They are frequently a good way to find out about new research, and provide an opportunity to hear about something that might not necessarily be right up your own academic street.

The Classical Association holds a well-advertised Annual Meeting at a university outside Oxford. This is one of the prime opportunities for UK Classics Graduates to give papers outside their own universities and to meet and discuss with graduates from other universities. In 2012 it will be held at the University of Exeter on 11-14 April (see: <http://www.classicalassociation.org/Events/Diary.html>). The other prime opportunities are the recently instituted national Annual Meeting of Postgraduates in Ancient Literature (AMPAL) and the Annual Meeting of Postgraduates Ancient Historians (AMPAH): dates and venues to be confirmed.

Seminar series away from Oxford are also very worthwhile, especially at Cambridge and the Institute of Classical Studies in London. Academic events in other UK universities are frequently advertised on the national Classics list (<http://listserv.liv.ac.uk/archives/classicists.html>) which is well worth joining. Oxford also enjoys particularly close interaction with the nearby universities of Warwick and Reading. There are also occasional opportunities to present papers abroad through the Europaeum consortium (www.europaeum.org) and other links with universities in continental Europe and the USA.

8. DPhil and MLitt Theses and their Presentation

Word Limits

The *Examination Regulations* specify that a thesis submitted for the degree of DPhil should not exceed 100,000 words, and a length of c. 80,000 words is entirely adequate to meet the requirements of the degree. The word limit excludes the bibliography, any text that is being edited or annotated, translations of Greek or Latin quoted, and any descriptive catalogue, but includes Greek or Latin quoted, footnotes and appendices. Where translations of less well-known non-classical languages need to be provided for classical examiners to assess the thesis, these can be excluded from the word limit. For the degree of MLitt word limits of 60,000 for Ancient History and 50,000 for Greek and Latin Languages and Literature are specified; the same exclusions and inclusions apply.

These are **maximum** limits and not targets to be attained; there is no reason why a successful DPhil thesis should not be written in c.80,000 words, and potential later conversion to a book may often be easier with a thesis of this shorter length. The Graduate Studies Committees will consider applications for other exclusions from the word limit, of the general type described in the previous paragraph, but will not agree to an exemption from the word limit just because a thesis has come out too long. Passages of original text which are not presented specifically for commentary and lengthy footnotes will therefore be counted against the word limit and may add superfluous bulk without doing much for the authority of a thesis which otherwise lacks it.

Choice of Thesis Subject and Title

N.B. It is the graduate student's responsibility to ensure that the Graduate Studies Assistant Jeremy Moyse (tel. (2)70068; email: jeremy.moyse@admin.ox.ac.uk) and the Classics Office are informed of every variation in thesis title.

The choice of a thesis subject and title is normally the result of a process of discussion in which students and Supervisors play a joint role. Relatively few titles are directly 'assigned' by Supervisors, who will usually prefer to make suggestions in the light of a research student's interests, temperament, and style of work, as these become clearer. The title should emerge by progressive definition over the period of probation and be put forward in time for the relevant Graduate Studies Committee to give it proper consideration; that is, *before* the latest possible moment allowed by the formal regulations. The title should define the subject of a thesis clearly and positively, 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. Titles for doctoral theses should not be too narrow (e.g. 'The *Boule* in Athenian Politics, 404-396 BC', 'The Prologue of Euripides' *Medea*'), nor too broad ('Wealth and Poverty in the Roman World', 'Roman Lyric'), nor use incongruous categories to define the subject ('Subsistence Farming in Lusitania in the Reign of Vespasian'). If it becomes clear that an accepted title does not accurately indicate the nature of a subject as it develops, it is a simple matter to ask the Committee (giving reasons) to agree to a change. Such changes may be made at a late stage, but not after Examiners have been applied for.

Students are well advised to plan theses in outline from the start, however provisional the design has to be. The longer-term project should be broken down into attainable sections. Applications for transfers of status are always accompanied by brief statements of plan and method, and graduates should bear these in mind as they work. It is important also, especially in the later stages, that graduates should as they proceed know how many words they have actually written, and how many their current assignment is likely to produce. This may seem an obvious point; but it is surprising how often theses estimated, or announced, as 'just under 100,000 words' turn out to contain 120,000 words or more. Last-minute adjustments are not always easy to make and can provide avoidable anxiety to graduate student and to Supervisor.

Prior publication of material arising from the research is fully acceptable, but it does not constitute proof that the work merits the award of the degree; that remains a judgment of the Faculty Board on the recommendation of the Examiners.

Standards required for the MLitt and the DPhil

The distinction between a DPhil and a MLitt thesis is one not simply of scale, but also of manner and weight of treatment. The MLitt should not be regarded as a partial, diluted, or abbreviated DPhil, but as an intrinsically lighter and more self-contained topic; nor is a DPhil thesis simply an inflated MLitt. The distinction is made reasonably clear in the formal statements which Examiners must certify before their recommendation can be approved by the Faculty Board, namely in the case of the DPhil:

(i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his or her thesis falls;

(ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his or her thesis falls;

(iii) that it is presented in a “lucid and scholarly manner”, and in the case of the MLitt, “that the work done by the candidate shows competence in investigating the chosen topic, that the candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls” and “that the results have been presented in a lucid and scholarly manner”.

“Substantial” should be taken to refer not only to the greater length of a DPhil thesis but its solidity and weight of subject matter and argument.

“Significant” implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research. Examiners might reasonably question a thesis on, say, Isaurian banditry or oligarchy at Athens which showed no evidence of serious reflection on banditry or oligarchy elsewhere, or as general historical phenomena, or one on the narrative technique of epic which showed no evidence of serious reflection on narrative in other contexts or as a general literary and theoretical phenomenon.

“Lucidity” means clarity not only of argument and expression, but of the candidate’s conception of the subject.

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by uncritical accumulation of material, whether old or new. Examiners will look for the essential virtues of a clear, normal and unpedantic style, for positive conclusions supported by relevant documentation and a clear conception of the subject under discussion, and are only frustrated by excessive and distracting pedantry, or by unnecessary polemic. Theses are not expected to represent the equivalent of a lifetime’s devotion to a subject, but *what can reasonably be expected of ‘a capable and diligent student’ within the context of the financial resources usually available to graduates, that is three, or, at most, four years of full-time study (two years in the case of an MLitt thesis)*. The formal statements which Examiners have to certify before their report can be accepted (see above) do not contain the word ‘original’ but refer only to the need for a DPhil thesis to be “significant, substantial, lucid and scholarly”, and for an MLitt to be “competent, worthwhile, lucid and scholarly”. It is not stated that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline for a DPhil thesis, which is communicated to Examiners, is that it should “*contain material which in the Examiners’ judgment represents a valuable contribution to scholarship and might, for example, be suitable for eventual publication as a book or at least two substantial articles*”.

Plagiarism

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

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

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

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

5. When you are taking notes from secondary sources,

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

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

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

6. When you are writing your thesis, make sure that you identify material quoted from critics or ideas and arguments that are particularly influenced by them. There are various ways of doing this, in your text and in footnotes. If you are substantially indebted to a particular critic's arguments in the formulation of your materials, it may not be enough to cite his or her work once in a footnote at the start or the end of the essay. Make clear, if necessary in the body of your text, the extent of your dependence on these arguments in the generation of your own – and, ideally, how your views develop or diverge from this influence.

7. Example:

This is a passage from A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54:

'Something similar might be observed in a "pure" elegiac text, antipodal to epic, such as *Amores* 3.6. This elegy is a long appeal addressed to an obstinate little stream obstructing Ovid's path to his love. The erotic situation lies completely in the background, abstract and vague; Ovid turns his whole attention to the obstacle and to the strategies aimed at overcoming it. The river is described in essentially "anti-Callimachean" terms: it has muddy banks (3.6.1), abundant and even filthy waters (v. 8: *et turpi crassas gurgite volvis aquas*). These features accord well with the narrative function of the stream that obstructs the amorous quest of the elegiac poet. But what is intriguing are the arguments Ovid uses to appease the flood. To honour the unnamed stream, the poet lists lofty examples of great rivers which have felt the power of love . . . He then goes on to develop a long narrative example, the story of a river in love, but,

significantly, the story is of *epic* provenance: Mars' rape of Ilia, who afterward was offered consolation by the Anio. The entire story . . . appeared in a prominent position at the beginning of Ennius' *Annales*. This episode, though transcribed by Ovid in his own manner and in the style of elegy, is indeed an unforeseen guest in a poem of the *Amores*.'

A. Plagiarism:

'*Amores* 3.6 is addressed to a river which is stopping Ovid from getting to his love. Ovid leaves the love-situation in the background, and turns his whole attention to the river, and strategies for overcoming this obstacle. The description of the river makes it essentially "anti-Callimachean": it has muddy banks and dirty waters. These features fit the narrative function of the stream that obstruct the elegiac love-poet's quest. Ovid's arguments to the river are very interesting. He lists lots of lofty examples of rivers in love, and then develops a long narrative of a story about a river in love from epic. This story concerns the river Anio, which offered his love to Ilia after Mars' rape of her. The whole story had a prominent position at the beginning of Ennius' epic poem the *Annales*. Ovid treats it in his own manner and in elegiac style; but it still comes as a surprise in the *Amores*.'

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

B. Legitimate use of the passage:

'*Amores* 3.6 forms part of the intensified conflict between genres which marks Book 3 of the *Amores*. In the first poem of Book 3, Tragedy and Elegy vie for Ovid's soul; in the last, he wistfully abandons elegy for tragedy. In this poem, addressed to a river that prevents the speaker from reaching his beloved, Ovid moves into the prolonged narration of a story that comes in epic: the river Anio's winning and wooing of Ilia after Mars has raped her. This story came in the first book of Ennius' *Annales*. Barchiesi has pointed out that the river seems "anti-Callimachean" in its size and dirtiness.¹ The relation with epic may, however, be more elaborate and complicated. Within the *Iliad*, Achilles' heroic advance is halted by a river; he fears an ignominious and rustic death (21.279-83). The situation of *Am.* 3.6 as a whole could be seen to mimic, on a lower level, an episode already generically disruptive. And the Anio's speech to Ilia (53-66) sounds very like a love-poem—which naturally does not work as persuasion. Epic, then, does not simply interrupt elegy in *Amores* 3.6; and the poem is part of a larger design, not just a curious surprise.

¹ A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54.'

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh points. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism.) The reference to the *Annales*, though originally derived from Barchiesi, does not require acknowledgement, since the writer can reasonably suppose it to be common scholarly knowledge. The final phrase echoes Barchiesi's, while disagreeing with it; but no explicit acknowledgement is required, least of all after the earlier mention.

Submission of Theses and the Examination Process

Examiners for the DPhil and MLitt degrees are appointed by the Faculty Board on the recommendation of the relevant Graduate Studies Committee. Supervisors are required to consult candidates on the choice of Examiners, both in order to avert the appointment of an obviously unsuitable Examiner and more generally to reach the best and academically most productive arrangement, and their recommendation is submitted to the Graduate Studies Committee. It is usual for the Committee to secure the provisional agreement of Examiners to examine just before a thesis is expected to be submitted, in order to make the process of examination as compact as possible. Candidates may in certain circumstances (if, for example, they are about to leave Oxford) ask to be examined by a particular date; whether such requests can be met will of course depend upon, among other things, the commitments of Examiners and the amount of warning they are given, but they will be as helpful as they can. Candidates must at the time at which they apply for the appointment of Examiners nominate the date by which they will submit their thesis. This should be as soon as possible after the date of application and may in any event be no later than the last day of the vacation immediately following the term in

which the application for the appointment of Examiners has been made. The viva is a compulsory part of the examination, and candidates must ensure that they are available for it. Examiners will write directly to candidates to arrange a suitable time for a viva, but other communications between candidates and Examiners must be conducted through Supervisors.

The Faculty Board, to which Examiners' reports are submitted, meets on Thursdays of the Third and Eighth Weeks of every term. In the case of an unequivocally affirmative recommendation from the Examiners, the Chairman of the Faculty Board (or in his or her absence the Vice-chairman) is empowered to act on its behalf; in other cases, he or she may, in consultation with the Chairman of the relevant Graduate Studies Committee, communicate the substance of the Examiners' recommendation to the candidate, indicating that it is subject to approval by the Board. This procedure may be useful when an examination is held after the last Faculty Board meeting of term and a candidate needs to know the outcome before its next meeting, which may, when the Summer Vacation intervenes, be more than three months away. Subject to the recommendation of the Examiners, reports may be made available to candidates; Supervisors may and normally will wish to convey their substance. Where a favourable report is subject to minor corrections being made to a thesis (which is often the case), the Examiners will require that the corrections be made by the candidate and approved by them before their report is submitted to the Board.

Referrals

Referral of a thesis for resubmission is recommended by Examiners when they find deficiencies that are too serious for the immediate award of the degree but may reasonably be made good by revision within the time allowed by University regulations (assuming that the candidate will only be able to work part-time on the thesis); that is, by the 7th term for the DPhil (or the 4th term for the MLitt) after the term in which the Board has notified a candidate of its decision. Where they recommend a referral the Examiners are formally required to annex to their report a statement for transmission to the candidate setting out the respects in which the thesis falls below the standard required for the degree. On resubmission they (whether the same or other Examiners) will consider whether these conditions have been adequately met (or convincingly countered) and they are not required, though they are entitled, to hold a second viva voce examination. They must also satisfy themselves that the thesis as a whole deserves award of the degree; examination of a re-submitted degree is technically a fresh examination, and the full range of recommendations is available to the examiners. Typical circumstances in which referral may be recommended are when a candidate has failed to appreciate the broader context within which his or her work falls; or has failed to draw clearly relevant conclusions, or to perceive and make clear significant connections between different aspects of his or her study, or when the exploitation of a particular body of source material lacks critical rigour (but not to the extent of undermining the entire argument of a thesis).

Examiners may suggest to the Faculty Board that a candidate be offered the choice of referral or of a recommendation for the MLitt degree, but may feel reluctant to do this when there is a good chance that a successful DPhil thesis will emerge after revision of the scope just indicated. They will not recommend referral when they consider that the revisions that would be needed to bring the thesis to the required standard amount to a substantial rewriting or when their criticisms fundamentally affect the central argument of a thesis. In this last situation the viva voce examination is, of course, extremely important in determining whether the candidate can defend his or her thesis against objections of this nature. A thesis will be failed if it does not meet the conditions laid down for the MLitt as well as the DPhil and there is no chance that it will do so if revised.

Appeals

The University has issued and wishes to draw the attention of graduate students to the following note relating to complaints or appeals in relation to higher degrees involving research:

'By virtue of the University Statutes the Proctors have the duty to investigate complaints by any member of the University and are responsible for seeing that University examinations are properly and fairly conducted. On the making of a complaint or appeal concerning a graduate or undergraduate examination, the Proctors have the power to summon any member of the University to help them in their enquiries; the candidate is entitled to appear before the Proctors to put his or her case and may be accompanied by a friend or adviser.'

A document explaining the procedure followed by the Proctors in investigating complaints is attached to this handbook (Annexe D). It should be noted that the appeals procedure, which is only very rarely used, applies to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome. The academic judgement of examiners of Oxford theses is not normally a subject of challenge.

Presentation

The normal form of the thesis is: preface (or acknowledgements), followed by a table of contents listing with page references the titles of all chapters and their sub-divisions; a list of abbreviations; the body of the thesis; the conclusion, briefly indicating the general and possible future implications of the research; the bibliography. Guidance will be provided by Supervisors, and graduates are recommended also to learn from the methods of presentation employed in exemplary scholarly publications, such as the Oxford Classical Monographs and Oxford Historical Monographs, all of which began as DPhil theses. Guidelines on thesis preparation and submission are available from the Graduate Studies Office; a useful general handbook on correct style in publication generally is *The Oxford Manual of Style* (OUP, 2002). Some more particular remarks may prove useful.

It is incumbent upon the candidate to ensure that the thesis meets the standards of proper English. Examiners cannot be expected to act as copy-editors and proofreaders, and are at liberty to refer a thesis on grounds of inadequate presentation. It should go without saying that spelling should be accurate and punctuation careful and consistent. Candidates are encouraged to ask a native speaker for assistance.

Footnotes should be kept under control and designed so as to give support to the text rather than to pursue discussions that would be better integrated in the text. They should not 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). Clarity is more important than sheer mass of references. 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 has access through them to earlier or subsidiary publications.

It is obviously important to keep accurate *lists of references* from the beginning of research. A bibliography divided by subject will often be more useful than a single unclassified list of references. It is not necessary to cite well-known general or reference works on every occasion on which they have been used, nor to repeat long and cumbersome titles, nor alternative pagination of reprinted articles; such cases can be entered in the bibliography or list of abbreviations and used in the notes. 'Op. cit.' and 'Ibid.' should be used only when it is absolutely clear from the immediate context what is intended, without the reader being required to hunt back for several pages in order to find out.

Abbreviations should be given in a suitable standard system, for example that of L'Année Philologique. References should use a clear and consistent format that suits the writer and the subject. There are two prevailing systems. The first is that generally in use for literary studies, in which the first reference is given in full in a form similar to that in the following example: Tom McArthur, *Worlds of Reference: Lexicography, Learning and Language from the Clay Tablets to the Computer* (Cambridge University Press 1986), p.59; later references are given in the shortest intelligible form, normally the author's name followed by the volume, if applicable, and

page reference: McArthur, p.62. The second is the Harvard or author-date system, which requires all references to be placed in a bibliographical list at the end of the thesis; references in the text give the surname of the author and the publication date of the work, enclosed in parentheses: (McArthur 1986, 59-62). The two systems are described in the *Modern Humanities Research Association Style Book* (4th ed., London, 1991). Titles of books and names of journals are normally underlined or italicised and the titles of articles enclosed by single inverted commas. The writer of a thesis should aim for what is convenient to him or herself, consistent, and clear to the reader. A full account of the more traditional conventions is given in *The Oxford Manual of Style* (OUP, 2002), but any well-edited book in a relevant subject will give guidance. Examiners' reports have often commented unfavourably on carelessness in bibliographical reference and great care should be exercised in this area.

Quotations of and references to ancient authors

Where texts from ancient authors are quoted, they should be quoted in the original languages, with translations if desired. If the translation is not your own, identify its author. Greek should always be cited with all diacriticals (accents, breathings, subscripts etc.), Latin in italics unless offset (see examples in (d) below). Abbreviated references to ancient authors should use major accepted conventions, e.g., those of the *Oxford Latin Dictionary* and of Liddell and Scott (e.g., A.Ag.1, Verg.A.1.1). Where two lines or fewer of an ancient author (plus translation if desired) are quoted, this can be done in the main run of text; where more than two lines are quoted, these should be indented and centred, with appropriate spacing (see below).

Almost all graduate students use word-processors in the preparation of their thesis. In doing so, they must ensure that the standard of printing in the final version is good enough to be easily legible in photocopied versions and must beware of the spectacular mishaps that can occur (such as entire pages printed in diminutive letters) when the techniques that are involved are not fully mastered, and leave plenty of time to produce the final printouts. It is impossible to emphasise too strongly the importance, when working with computers, of saving work frequently and of taking copies (e.g. on a memory stick or a college server). It is surprisingly easy to lose a lot of work by a casual stroke of a key, or touch of a mouse and it is a matter of basic insurance always to have a current backup copy of any work that is in progress.

Preparation and Binding of Theses

Requirements for the physical presentation of theses are printed in the current edition of the *Examination Regulations*. It is important to consult the regulations laid down by Faculty Boards as well as the General Regulations. A leaflet summarising the requirements can be obtained from the Graduate Studies Office.

Candidates who prepare their own typescripts should be careful to leave sufficient margins for binding and for the trimming of pages.

Where photographs are included in a thesis, it is permissible for originals to be included only in the copy to be deposited in the Bodleian and for good photocopies to be used in the other two.

Candidates may, if they wish, submit two *soft-bound* copies for the use of Examiners, a third copy to be retained by the candidate and to be hard-bound for deposit in the Bodleian Library after the completion of the examination. The effect of this is to enable the incorporation of any corrections that may be required by the Examiners without the need for expensive rebinding.

The copy of a successful MLitt or DPhil thesis that is deposited in the Bodleian Library will be available for consultation and may be photocopied. Anyone who does consult it or take copies, however, must explicitly recognise that copyright rests with the author and that it may not be printed or published without his or her consent. If, for good reason, e.g. that a thesis uses material that itself is unpublished or has been used on the understanding that it remain confidential, you wish to be dispensed from the normal requirement to make your thesis available for consultation, you should discuss the matter with your Supervisor and apply to the

Faculty Board for dispensation when you apply for the appointment of Examiners. A letter of support will be required from your Supervisor.

9. The Classics Office and the Classics Centre

The Classics Office is in the The Ioannou Centre for Classical and Byzantine Studies, 66, St. Giles', Oxford OX1 3LU. The office is open from 9.00 a.m. to 5.00 p.m., Mondays to Fridays. The office provides information about scholarships, grants, prizes, study tours, summer schools, conferences and seminars in and outside Oxford, mostly by e-mail. Graduates should search for past examination papers at: <http://oxam.ox.ac.uk/main.asp> and bibliographies and dossiers of epigraphical material at:

<https://weblearn.ox.ac.uk/access/content/group/classics/undergraduate/paper%20descriptions%20%20resources/>.

Enquiries about graduate study should be addressed to the Academic Administrative Officer (tel. (2)88388, email graduate@classics.ox.ac.uk).

The Ioannou Centre offers various facilities for graduate students including many workstations, a Common Room, a reading room and a photocopier. You will find that many of your academic activities - seminars, talks by visiting speakers, and so on – take place here, and this is also the base for the various research projects based in the Faculty; it is also close to the Sackler Library and the Ashmolean Museum, and many graduate students find that much of their day is spent in this area. We therefore hope that you will make extensive use of the Common Room; this is primarily a social facility and you are very welcome to use it at all available times.

Entry to the building is by a security swipe-card system, operated by your University card. The Centre is open 7 days a week from early morning until late evening unless advised in advance.

The Faculty is listed on the map at:

http://www.ox.ac.uk/visitors_friends/maps_and_directions/departments.html#map. See also the reference to the Centre on pp.25-26 for IT matters.

10. The Graduate Studies Office

The Graduate Studies Office is based at the Humanities Divisional Office, 37a St. Giles'. The first port of call for DPhil students is normally the Graduate Studies Assistant in the GSO appointed to deal with graduate studies in the Faculty of Classics: Jeremy Moyse (tel. (2)70068; email: jeremy.moyse@humanities.ox.ac.uk). Enquiries about fees are often best addressed to Colleges, or to the Fees Clerk, (email: fees.clerk@admin.ox.ac.uk) at the University Offices. All graduate forms are available at www.admin.ox.ac.uk/gso/forms.

11. Communication

Email is the main form of communication for administration within the Faculty and the University as a whole. Announcements are made by mailing list. Every student is issued with a University email account and we expect you to check it regularly (at least once daily on weekdays) and to use this account in communications.

12. Libraries and Electronic Resources

In comparison with most universities, library provision at Oxford is generous. **OLIS**, the University's On-line Library Information Service, contains catalogues of many University and some college libraries. It is accessible from any workstation on the University network (<http://library.ox.ac.uk>).

Your **College library** will probably have a wide range of borrowable books and a narrower range of periodicals. Find out how to suggest new purchases. You have no access to college libraries other than your own. There are many different University libraries. The most useful to you will be the Sackler Library and the Bodleian. The Bodleian Libraries website is the most useful place to find information on using the library system:

www.bodleian.ox.ac.uk.

The **Sackler Library** is a relatively new institution which was formally opened in September 2001. It is located at 1, St John Street, close to the Ashmolean Museum: the entrance is through a doorway in a rotunda almost immediately on your right as you enter St John Street from Beaumont Street. Within its walls has been gathered a massive collection of books originally housed separately in several different libraries. It is an open-shelf lending library indispensable to anyone studying Ancient History, Archaeology and Art; it is also extremely useful to those studying Literature or Philology. Library hours are 9.00 a.m. to 10.00 p.m. on Mondays to Fridays, 10.00 a.m. to 5.00 p.m. on Saturdays.

The **Classics Lending Library** (CLL) is housed in the Sackler Library and has the same opening hours. Though not restricted to undergraduates, it is particularly dedicated to their needs and keeps multiple copies of many books and articles for which undergraduate demand is especially heavy.

Borrowing limits and periods: the maximum number of items which may be held on loan is nine from the combined collections (main library book, main library periodical, CLL book, CLL article), with a maximum of six items in any category. The borrowing period is one week for books and two days for periodicals. All available publications will be found on OLIS. Books may be renewed up to 3 times provided another reader does not want the book. Periodicals and overdue items may not be renewed. Renewals may be made in person, online, or by telephone ((2)78092).

In order to use the **Bodleian Library**, you must be admitted as a reader: admission is through your College, normally on your first arrival. The Bodleian is open Mondays to Fridays 9.00 a.m. to 10.00 p.m. (7.00 p.m., or sometimes 5.00 p.m., in vacations) and Saturdays 10.00 a.m. to 4.00 p.m., except for closed periods of about ten days at Christmas, four days at Easter, the day of Encaenia (Wednesday of ninth week of Trinity Term) and a long week-end at the end of August. There are numerous reading rooms, each with a selection of books and periodicals on open shelves. Most of the Bodleian's holdings, however, are kept in closed stacks. Works may be ordered from stack to any reading room or to the Sackler, but delivery time is likely to be two to three hours, so advance planning is recommended. You must show your University Card to gain access to any part of the Bodleian. No material may be borrowed from the Bodleian.

Introductions to the Sackler and Bodleian Libraries are arranged for new graduate students as part of the induction programme at the beginning of 0th week of Michaelmas Term.

Copyright Law

The copying of books and journals and the use of self-service photocopiers are subject to the provisions of the Copyright License issued to the University of Oxford by the Copyright Licensing Agency for the copying (from paper on to paper) of:

- up to 5% or one complete chapter (whichever is the greater) from a book;
- up to 5% or one whole article (whichever is the greater) from a single issue of a journal;
- up to 5% or one paper (whichever is the greater) from a set of conference proceedings.

Electronic Resources

Oxford University subscribes to a substantial number of electronic datasets and periodicals (including the *Thesaurus Linguae Graecae*, *L'Année Philologique*, the *Gnomon bibliographische Datenbank* and many others).

Access to electronic resources is provided by an interface known as Solo (Search Oxford Libraries Online); the address is <http://solo.ouls.ox.ac.uk>. Solo is a search and discovery tool for the Oxford Libraries collection of resources including OLIS – <http://library.ox.ac.uk> (Oxford's union catalogue of printed and electronic books and journals), ORA – <http://ora.ouls.ox.ac.uk> (Oxford University Research Archive), a title link to 1,000+ databases on OXLIP+ – <http://oxlip-plus.bodleian.ox.ac.uk> and access to OU E-Journals (over 28,000 e-journals). Note that not all databases can be cross-searched from SOLO, so you will need to consult OXLIP+ for a full listing of databases.

Many datasets are easily accessible through a web-browser on a computer connected to the University network and access is through single-sign on whether on or off campus. Some restricted resources will require a VPN (virtual private network) connection to the University network if attempting to access them from off campus.

For information on how to install and configure VPN see www.oucs.ox.ac.uk/network/vpn and to set a remote access password to use with VPN visit <https://register.oucs.ox.ac.uk/self/index>. University-wide library information may be found at www.lib.ox.ac.uk

Many of the Oxford Research Projects offer a wealth of digitised images and information. Investigate the following sites – some of which offer databases you may search or browse online:

- The Archive of Performances of Greek and Roman Drama – www.apgrd.ox.ac.uk
- The Beazley Archive – www.beazley.ox.ac.uk
- The Centre for the Study of Ancient Documents – www.csad.ox.ac.uk
- The eScience and Ancients Documents Project – <http://esad.classics.ox.ac.uk>
- The Lexicon of Greek Personal Names – www.lgpn.ox.ac.uk
- The Oxford Roman Economy Project www.oxrep.classics.ox.ac.uk
- The Oxyrhynchus Papyri – www.papyrology.ox.ac.uk
- The Research Archive for Greek and Roman Sculpture – www.beazley.ox.ac.uk/casts
- The Sphakia Survey – <http://sphakia.classics.ox.ac.uk>

Links to indices of Classics websites can be found on the Classics at Oxford website www.classics.ox.ac.uk/resources. The 'Students' link on the Classics at Oxford website (www.classics.ox.ac.uk) will take you to a number of useful pages, including on-line bibliographies, pdf versions of handbooks, lecture lists, the lectures prospectus, past examination papers etc. (For a number of these things you will be directed to WebLearn, a local site worth getting to know well; see section 17 below.) You can access these only if you are connected to the University network or using a University remote access account.

13. Information Technology

Registration and Self Service

All new students are sent a college freshers' pack containing details of how to activate their Oxford Single Sign-on account. The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Weblearn and the Graduate Supervision System.

In order to complete your registration as an Oxford University student, navigate to www.studentsystem.ox.ac.uk and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally students should complete registration before they arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information needed by students throughout their academic career. Students can amend their address and contact details via Student Self Service, and they can use the Service to access detailed exam results, see their full academic record print transcripts.

University Card

The University Card provides students with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties students also need the card as a payment card or to enter buildings, which have swipe-card access control. The University Card also acts as a form of identity when students are on college or University premises. Cards are issued to students by their college on arrival in Oxford once registration has been completed.

Email

Once a student's registration details have been processed, the student will be able to find out their email address from OUCS Self Service (https://register.oucs.ox.ac.uk/self/user_info?display=mailin) and have access to email either by the Webmail service (<https://webmail.ox.ac.uk>) or via an email client such as Thunderbird, Outlook Express, Netscape Mail or Eudora - for client configuration information see the web pages at www.oucs.ox.ac.uk/email/config. The email system is controlled by the Oxford University Computing Services OUCS and problems should be referred to them.

Electronic Communication

You will automatically be subscribed to a mailing list that is appropriate for you: for Ancient History graduates this is 'gradah' (gradah@maillist.ox.ac.uk), source of all manner of important announcements and information.

Computing Facilities and Training

Ioannou Centre: The Centre has PCs, Macs and laser printing and scanning facilities. A range of Greek fonts has been installed. All the machines are connected to the University network. To use the computer room you will need a log-in and a password; these will be set automatically and given to you upon your arrival. For any queries about Classics IT provision please contact the IT Officer at itsupport@classics.ox.ac.uk.

Oxford University Computing Services: OUCS (Oxford University Computing Services) is located at 13, Banbury Road and offers facilities, training and advice to members of the University in all aspects of academic computing. It is responsible for the core networks reaching all departments and colleges. The OUCS Help Centre is a single point of contact for all front-line user support. It is open Monday to Friday 8.30 a.m. to 8.15 p.m. (tel. (2)73200; email: help@oucs.ox.ac.uk). For current information, check the OUCS website at www.oucs.ox.ac.uk.

Oxford University's computing Services provide extensive opportunities for developing transferable skills in IT, offering free or inexpensive training courses both in basic software packages (word-processing, databases) and in more specialist research- and humanities-specific subjects (bibliography, text-analysis and mark-up). You can find out more about what is available at www.oucs.ox.ac.uk/courses.

College Resources: If you wish to connect your own computer to the University network using a network point in your College room or office, you must consult your College IT Officer. You may also connect via broadband by registering with the University Computing Services for a remote access account (this will give you access to the web-based resources of OxLIP), or any other restricted web pages which are normally only accessible from within the Oxford network.

14. Financial Assistance

The Arts and Humanities Research Council (AHRC) will consider applications from its awardholders for grants to cover the costs (by the cheapest route) of essential travel. The criteria for this are stringent, but where an applicant holds an Arts and Humanities Research Council award the administrators of other funds, whether University or College, will expect that application for such assistance will have been made first.

The Committee on Student Hardship makes awards on the grounds of unforeseeable hardship and may provide help in the form of a grant or loan, depending on the applicant's circumstances. Awards to successful applicants are made on the basis of a comparison of a student's finances for the current academic year with University estimates of finances required. The Committee meets on a termly basis but will not normally consider more than one application per student per year, unless there have been significant changes in that student's circumstances. Awards generally do not exceed £2,000. All students registered for a degree at the University are eligible to apply to the Committee.

You should collect a form from your College Secretary and visit the College Hardship Officer at your College before completing the application. Your application will need to be supported by both your college and your tutor/supervisor.

Deadlines: Monday of fourth week (Friday of second week in Trinity Term). All parts of the application form must have been received by these dates. Your college will send the form in on your behalf when all parts have been completed. Application forms are available from College Secretaries and College Hardship Officers

The Craven Committee is willing to consider applications from members of the University for grants for any purpose connected with the advancement of classical learning, including the study of classical art and archaeology. Grants are most commonly given to graduates who need to travel to sites or museums abroad and to graduates giving papers at conferences. Note that applications to attend the APA/AIA conference will only be considered for funding if the applicant is either (a) giving a paper, or (b) has had a paper proposal rejected, and is applying for specific jobs for which the interviews will take place at the conference, and makes a strong case for why attendance at the conference even without interviews would be in their academic and professional interests. Applications should be made on forms which are obtainable from the Secretary of the Craven Committee (marie.foster-ali@classics.ox.ac.uk), Finance Office, (first floor), Ioannou Centre, or from the Classics Faculty website. They should be returned to the Secretary of the Committee. Please note: *Applications for travel during a particular term or the following vacation, together with supporting references, must reach the Secretary by Friday of Noughth Week of that term. There is a second meeting in Trinity Term for which applications should be received by Wednesday of Sixth Week.*

The Craven Committee also offers annual Fellowships in the fields of Classics (including Ancient History) and Archaeology, to the value of £1,000 per annum (plus up to £4,000 to cover the cost of spending time abroad). Details of these awards are published in the annual 'Scholarships, Prizes and Awards' Supplement to the University Gazette. In addition, the Meyerstein Fund, administered by the Committee for Archaeology, makes awards for archaeological research (see again the Gazette Supplement), and the Barclay Head Fund for research in numismatics.

Graduate students can also apply to the Director of Graduate Studies for small sums from a Graduate Support Fund, for such purposes as to attend conferences outside Oxford. See also Annexe G of this Handbook (Ancient History Prize 2011).

15. The Language Centre

The Language Centre is based at 12, Woodstock Road. The Centre specialises in the teaching of a working knowledge of Modern Languages (including the improvement of English as a foreign language), and provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research; early enrolment is advised. German and Italian for Classicists are specially designed for graduates working in Classical Languages and Literature and in Ancient History. The Centre also possesses a very wide range of learning resources, including tapes. Its facilities are available free of charge to any member of the University. Please enquire at reception (tel. (2)83360) for information.

16. Personal Problems

Personal problems where advice is needed, whether they arise from work or some other cause, should in most cases be brought in the first instance to the attention of Supervisors and/or College advisers and Tutors for Graduates. It is however worth being aware of the University Counselling Service at 11, Wellington Square (tel. (2)70300). The Service is confidential, and the counsellors are experienced in handling the sorts of problem that can arise in research and academic work.

Most Colleges have procedures relating to harassment. The Faculty Advisers on this matter are Professor Stephen Harrison, Corpus Christi College (tel. (2)76762) and Dr Rosalind Thomas, Balliol College, (tel. (2)77749). The University Code of Practice relating to harassment is set out below in this handbook (Annexe C).

Oxford Nightline is a confidential listening and information service run for students by students. It is situated at 16, Wellington Square (tel. (2)70270) and is open from 8 p.m. to 8 a.m., from 0th to 9th week each term. Students can phone free on internal phones (just take off the first 2), or visit in Wellington Square. Nightline can also be contacted by the University's messenger postal service.

17. Careers Service

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

18. Teaching Experience and Employment

Graduates often engage in undergraduate teaching (teaching of graduates needs the permission of the Graduate Studies Committee). The Mods Intercollegiate Language Classes (MILC) for undergraduates in Latin and Greek syntax and reading offer the most obvious opportunity for this. Training sessions for teaching these classes are conducted in Trinity Term and so it is not possible to start the actual teaching until the second year as a graduate. Details of the programme can be obtained from the Grocyn Lecturer, Juliane Kerkhecker (juliane.kerkhecker@classics.ox.ac.uk) but graduates will be contacted in Hilary Term in any case.

The MILC training sessions have proved very helpful: the actual teaching is monitored by the Language Teaching Committee and student assessment leads to valuable feed-back. It is an excellent experience for those wishing to go on to academic careers. The Grocyn Lecturer can write references for graduates who have participated on their teaching skills, and these will be taken very seriously by potential academic employers.

Graduates' top priority must of course be their academic work. They may not teach more than six hours a week in terms (not averaged out over the year) and these six hours must include preparation and marking. In fact, graduates are unlikely to be offered more than one hour's teaching per week in the MILC programme and it has almost always proved perfectly possible to undertake this teaching and at the same time make good progress with academic work. Offers of tutorial teaching emanate from Colleges and are not guaranteed by the Sub-faculty. The Classics Office compiles annually a register of graduate students wishing to be considered for tutorial teaching of undergraduates in all subject options in Classics, and the Joint Schools involving Classics. The register is compiled from the responses to a questionnaire which is circulated in Trinity Term. Attendance at a tutorial teacher training day organized by the Faculty of Classics in Trinity Term is regarded as a prerequisite for inclusion on the tutorial teaching register. The Faculty also runs a scheme which enables graduate students to observe experienced tutors and give a tutorial themselves under the supervision of the tutor; this usually takes place in Trinity Term.

Individual subject convenors for each of the undergraduate papers are responsible for giving advice on teaching materials and essay topics (a list of these convenors should be available from the Classics Office), and advice will certainly be available from the tutors for whom the teaching is being done; central reading lists for all undergraduate papers are to be found on WebLearn (see 12 above).

For those intending to pursue academic careers, the Directors of Graduate Studies organise a meeting in which advice will be given about the necessity for adequate preparation of a CV, presentation skills and interview technique. This will normally take place in Michaelmas Term and details will be announced on the email circulation lists.

19. ORA and Electronic Publication of Theses

A. Summary

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. Students following DPhil, MLitt, and MSc (by Research) programmes and registered from 1st October 2007, are required to deposit a hardbound and a digital copy of their thesis with the Oxford University Libraries. The digital copy should be deposited in the Oxford University Research Archive (ORA) at <http://ora.ox.ac.uk>. ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read important information about the deposit of and access to digital theses which is available at www.bodleian.ox.ac.uk/ora and includes:

- Legal requirements and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Open and embargoed access (for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons) to all or part(s) of your thesis

Copyright in the thesis usually rests with the author: this does not change when depositing your thesis in ORA. The author does not give away any rights to the Oxford University Research Archive or the Bodleian Libraries. However, please see information on third party copyright at http://www.bodleian.ox.ac.uk/ora/oxford_etheses

Please contact ORA@bodleian.ox.ac.uk if you require further information or have any queries regarding deposit of your digital thesis.

B. Arrangements for Humanities Students

Access to Humanities doctoral theses deposited in ORA will automatically be closed for three years, to enable you to consider publishing your work. The Humanities Division recommends that, if you do plan to publish your research as a book or article, you do not place your thesis on open access in ORA without first (i) discussing the matter with your supervisor and (ii) consulting potential publishers to ascertain their policy.

To extend closed access

(i) If you are a former Humanities student, you may apply (to the relevant faculty board) to extend the initial period of closure of your thesis on ORA if you intend to publish your thesis. If you have secured a contract or agreement with a publisher, you should provide a copy with the application for extension. If you have not yet reached an agreement with a publisher, you should provide information about when you expect to do so. Extensions will be granted for a maximum period of three years at a time.

(ii) If you secure a contract from a publisher which prohibits you from publishing your thesis online for a fixed period of time (e.g. 20 years) or indefinitely, you may apply for closed access for an equivalent period of time.

Alternatives to the default position for Humanities students

(i) Should you be certain that you wish to publish your thesis electronically through ORA, you may use the GSO.3a form (available at www.admin.ox.ac.uk/gso/forms/) to choose open access, instead of the default 'closed access' position.

(ii) At any stage during the initial or subsequent period of closed access, you may decide to change access to your thesis to 'open access'.

(iii) **Permanent closure:** You may request permanent closure when depositing your thesis in ORA under the following circumstances:

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

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

Contact details

For additional information see www.ouls.ox.ac.uk/ora/etheses.

20. Eventual Publication of Doctoral Theses

The Oxford Classical Monographs Committee of the Oxford University Press considers the examiners' reports on all Oxford doctoral theses, with a view to deciding which candidates should be encouraged to submit a revised version of their thesis for publication by OUP in the OCM series. Unfortunately, the Committee can so encourage only a small percentage of theses: it must therefore expect many eminently publishable theses to be published elsewhere. The Committee meets once in the middle of each term, and communicates thereafter with those whose theses have been selected for encouragement.

Other large classical publishers who have published revised versions of Oxford doctoral theses are Cambridge University Press (see their useful information at <https://authornet.cambridge.org/information/proposaluk/hss/>.) and E. J. Brill (see the instructions at www.brill.nl/default.aspx?partid=64). For a full list of university presses see the listings at <http://acqweb.library.vanderbilt.edu/pubr.html#alph>.

Annexe A. Research supervision: a brief guide for students

The role of the Supervisor is to:

- Advise, guide and support you in all aspects of your research, providing clear intellectual leadership and giving precise guidance about academic expectations.
- Agree with you a clear plan of research, identify milestones and provide information on the availability of research resources.
- Agree with you a timetable for:
 - regular meetings (normally twice per term) for detailed discussion of your progress.
 - the submission of written work, which the supervisor should return to you within a reasonable time.
- Liaise with you to produce a detailed joint report on your progress at the end of each term.
- Ensure that you are aware of the formal requirements for transfer of status, confirmation of status and final submission, and that these are incorporated into your plan of work.
- Discuss with you subject-specific and general research skills required for your doctoral studies; work with you to identify areas where you require additional training to develop these and other skills; advise you on how these needs may be met, and assess your skills development and training requirements at least once a year.
- Assist and encourage you to participate in the wider academic community.
- Ensure that you are aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and lecture lists.

For more details, see the Code of Practice on Supervision of Graduate Research Students, available at: www.humanities.ox.ac.uk/oxford_only/supervisors/supervision_150_summary_for_students.

The role of the Student is to:

- Attend induction sessions arranged by the faculty, Library Services and Computing Services.
- Meet with your supervisor regularly and take note of his or her advice and guidance.
- Draw up a research plan and timetable of work in consultation with your supervisor, and to keep relevant records of all aspects of your work.
- Liaise with your supervisor to produce a detailed joint report on your progress at the end of each term.
- Work with your supervisor to draw up a programme for identifying and developing your subject-specific and general research skills, and personal and professional skills.
- Attend appropriate classes, lectures, and seminars.
- Be aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research.
- Work with your supervisor to pursue opportunities to engage with the wider academic community at University, national and international level.

Further information: If you require further details or have any questions about the above, please ask your supervisor or the Director of Graduate Studies for your subject area (your faculty office will be able to provide the name of the Director of Graduate Studies).

Annexe B. Humanities Division Framework for Transfer and Confirmation of Status; Progression of Doctoral Students

Ref. HUM/3/3

Introduction

The Humanities Division is introducing a framework for Transfer and Confirmation of Status for doctoral students with effect from October 2010. The purpose of this document is to describe this framework. Individual faculties may have adapted the framework to suit local subject or faculty requirements; students should check with their faculty regarding timing and procedures for doctorates in their subject area.

This document is available on the University's website at:

www.humanities.ox.ac.uk/current_students.

Acronyms and definitions

PRS	Probationer Research Student. This is the 'status' which the majority of students have when they are first admitted to a DPhil degree in a Humanities subject at Oxford (e.g. Classics, Comparative Philology and General Linguistics, English, Fine Art, History, Modern Languages, Music, Oriental Studies, Philosophy, Theology).
Transfer	'Transfer' refers to the process of transferring status from Probationer Research Student to DPhil student.
Confirmation	'Confirmation' refers to the process of confirming status as a DPhil student
DPhil	Doctor of Philosophy
DGS	Director of Graduate Studies
GSC	Graduate Studies Committee

Summary of recommended timeline for a DPhil in a Humanities subject at Oxford (for students admitted to PRS status)

Yr 1	MT	Student admitted to PRS status
	HT	
	TT	Transfer
Yr 2	MT	
	HT	
	TT	
Yr 3	MT	Confirmation
	HT	
	TT	Submission
Yr 4	MT	End of MT - last date for submission

I. TRANSFER OF STATUS

Purpose and criteria

- (i) To assess whether the candidate is capable of carrying out advanced research, and has had suitable preparation in terms of subject specific research training.
- (ii) To assess whether the subject of the thesis and the manner of its treatment as proposed by the candidate are acceptable and potentially of DPhil quality.
- (iii) To assess whether the thesis can reasonably be completed in no more than 6 to 9 terms from transfer.

Timing

(i) Students admitted to PRS status

Students who have completed a one-year Master's degree at Oxford or elsewhere or a two-year MPhil at a university other than Oxford must be admitted to PRS status. Transfer of status from PRS to DPhil must take place in Trinity Term of Year 1 or Michaelmas Term of Year 2 as measured from the first term of PRS.

(ii) Students admitted to DPhil status

In the case of students who have completed a two-year MPhil at Oxford and who have already commenced work on their doctoral thesis, faculties are required to decide between:

- (a) admitting the student to PRS status, with transfer taking place no later than Trinity Term of Year 1 or Michaelmas Term of Year 2, or
- (b) admitting the student to (non-confirmed) DPhil status, and waiving the transfer of status process.

If the faculty chooses option (b), it must be satisfied that the student meets the three conditions described under purpose of transfer of status above. In such cases, the admissions process should follow the same pattern as the transfer of status process, and all candidates who are admitted directly to DPhil status should be interviewed.

Material required for applications for transfer

Students must check local faculty requirements for their subject area.

- (i) GSO.2 form (available at www.admin.ox.ac.uk/gso/forms/).
- (ii) A detailed outline (not exceeding 1,000 words) of the proposed subject and of the manner in which it will be treated, including a provisional list of chapters and their proposed coverage.
- (iii) Written work (or equivalent, e.g. a portfolio, score or CD/DVD), to be specified by the faculty. The submitted work should be on the topic of the proposed thesis, and if this consists of written work, should be about 10,000 words long (usually a draft chapter of the thesis; if the submitted work is not a draft chapter, then the candidate should provide a written explanation of the written work's relationship to the thesis).
- (iv) Reference from the supervisor: the supervisor (or supervisors, if there is more than one) must provide a full and detailed assessment of the student and the student's application for transfer in the 'Comment' section of the GSO.2 form. Where there are two supervisors, either each one must submit an assessment report or both must sign a joint assessment.

- (v) Information about subject-specific research or other training completed by the student, e.g. proof of linguistic competence. The faculty should specify any research training/research skills (e.g. linguistic competence, ability to use archives, handling of ancient documents) which students are expected to have acquired by this stage of their doctoral studies.

Assessment

- (i) Assessors: the faculty must appoint two assessors, neither of whom must be the candidate's supervisor.
- (ii) Interview: an interview by both assessors, based on the submitted written materials, is compulsory.
- (iii) Report: assessors must submit a joint written report, making a clear recommendation to the relevant Graduate Studies Committee of 'transfer' or 'not transfer', and providing reasons for their recommendation. The report should note any subject-specific research training still required by the student successfully to complete their doctorate.

Outcome of assessment

- (i) The assessors may recommend that the candidate be transferred to DPhil status.
- (ii) The assessors may judge that the candidate is not (yet) ready to transfer, in which case they may:
 - (a) recommend that the candidate should re-apply after undertaking further preparatory work, which should be clearly described in their report, or
 - (b) recommend that the candidate should transfer to a lower level of research degree, such as the MLitt.

Unsuccessful applications

- (i) A candidate whose first application for transfer to DPhil status is not approved shall be permitted to make one further application, and will be granted an extension of time for one term if this is necessary for the purposes of making the application. Normally the assessors should be the same as for the original application.
- (ii) If, after considering a candidate's second application for transfer of status, the relevant faculty board concludes that the student's progress does not warrant transfer, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters (MLitt), or
 - (b) arrange for the student to be removed from the University's register of students.
- (iii) Candidates who are transferred to MLitt status are permitted one further opportunity to apply for transfer to DPhil status, provided that (a) not more than 3 terms have elapsed from the original transfer attempt, and (b) that the candidate's supervisor is prepared to support a further application.

Reporting

The report of the assessors must be considered by the Faculty Graduate Studies Committee (GSC), which may delegate authority to the Director of Graduate Studies (DGS). Where authority is delegated, the DGS must report his or her decision to the GSC. A copy of the transfer report must also be sent to the student, supervisor and college.

Appeals

Candidates who wish to contest the outcome of the transfer assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors; see the University complaints and appeals processes at: www.ox.ac.uk/students/complaints_appeals/.

Loss of Probationer Research Student (PRS) status

Candidates will lose their Probationer Research Student status if they have not gained admission to another status (e.g. DPhil or MLitt) within six terms of admission as a full-time student to the status of Probationer Research Student, unless they have been granted one term's extension following an unsuccessful transfer application; or if the faculty board concerned deprives them of such status (after consultation with the college/hall and supervisor). If a candidate loses his or her status as a PRS and has not gained admission to another status, the candidate is no longer registered as a student of the University.

Information for students

Information about the purpose and procedures relating to transfer of status must be made available in handbooks and on the web.

(II) CONFIRMATION OF STATUS

Purpose and criteria

The purpose of confirmation is to:

- (i) assess the progress of the student's research, and
- (ii) to ensure that the student's research progress is such that the student may reasonably be expected to submit within six months to one year.

Timing

- (i) Candidates admitted to Probationer Research Student (PRS) status must apply for confirmation of status between Trinity Term of Year 2 of their doctoral studies and Trinity Term of Year 3 of their doctoral studies. The confirmation process must be completed no later than the end of Trinity Term of Year 3 of their doctoral studies.
- (ii) Application for confirmation of status should be made at least six months (i.e. two terms, or Trinity Term plus the summer vacation) prior to submission of the thesis

Material required for assessment of applications for confirmation

- (i) GSO.14 form (available at www.admin.ox.ac.uk/gso/forms/).
- (ii) An abstract of the thesis, a list of chapters with a paragraph describing each chapter, a clear statement indicating which chapters have been written, and a detailed timetable for the completion of the remaining chapters.
- (iii) Written work (or equivalent, e.g. a portfolio, score or CD/DVD), to be specified by the faculty. The submitted work should be on the topic of the proposed thesis, and if this consists of written work, should be about 10,000 words long (usually a draft chapter of the

thesis **including all footnotes, bibliography etc.**; if the submitted work is not a draft chapter, then the candidate should provide a written explanation of the written work's relationship to the thesis).

- (iv) Reference from supervisor: the supervisor must provide a confidential assessment of the student and their application (this must be in addition to, or instead of, the 'Comment' section of GSO.14). The faculty may specify additional references.
- (v) Confirmation material should normally include copies of the report(s) from the transfer process.

Assessment

- (i) Assessors: the faculty must appoint at least one assessor, who must not be the candidate's supervisor. Ideally two assessors should be appointed.
- (ii) Interview: an interview by at least one assessor who is not the supervisor, based on the submitted written materials, is compulsory.
- (iii) Report: the assessor(s) must submit a written report on both the written and interview components of the application, making a clear recommendation to the relevant Graduate Studies Committee.

Outcome of assessment

- (i) The assessor(s) may recommend that the candidate's DPhil status be confirmed.
- (ii) The assessor(s) may judge that the candidate does not (yet) satisfy the purpose of the confirmation process as described above, and may:
 - (a) recommend resubmission of the application at a later date within the normal timetable;
 - (b) recommend that the candidate should transfer to a lower level of research degree, such as the MLitt.

Unsuccessful applications

- (i) If the candidate's first application for confirmation of status is not approved, the candidate is permitted to make one further application, normally within one term of the original application. The candidate will be granted an extension of time for one term if this is necessary for the purposes of making the application.
- (ii) If, after considering a candidate's second application for confirmation of status, a board concludes that the student's progress does not warrant confirmation, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters, or
 - (b) arrange for the student to be removed from the University's register of students.

Deferral of confirmation

In exceptional circumstances where unforeseen and unavoidable obstacles have arisen since transfer of status so as to delay a student's research progress, the student may apply to their faculty board for deferral of confirmation of status. The maximum total period by which confirmation may be deferred is 3 terms. An application for deferral must consist of:

- (i) a clear and detailed description of the obstacles;
- (ii) a statement of support from the student's supervisor;
- (iii) a statement of support from the Director of Graduate Studies.

Reporting

The report of the assessor(s) must be considered by the Faculty Graduate Studies Committee (GSC), which may delegate authority to the Director of Graduate Studies (DGS). Where authority is delegated, the DGS must report their decisions to the GSC. A copy of the transfer report must also be sent to the student, supervisor and college.

Appeals

Candidates who wish to contest the outcome of the confirmation assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors. See the University complaints and appeals processes at www.ox.ac.uk/current_students/complaints.html.

Information for students

Information about the purpose and procedures relating to transfer of status must be made available in handbooks and on the web.

(III) PROCEDURES FOR OXFORD MPhil STUDENTS PROGRESSING TO DPhil TRANSFER OF STATUS

Readmissions

The relevant faculty must decide whether a prospective doctoral student who has completed a two-year MPhil at Oxford should be admitted to Probationer Research Student (PRS) status or directly to DPhil status.

- Normally MPhil students should be admitted to PRS status if they have not already started work on their doctoral thesis.
- In the case of MPhil students who have started work on their doctoral thesis, the faculty may decide to waive the transfer of status process and admit the student directly to DPhil status.
- The faculty should only waive transfer if the student is judged to have reached the stage normally required successfully to complete the transfer of status process.

Timetable

(i) MPhil student admitted to PRS status

The timetable is the same as for students with a one-year Master's admitted to PRS status, i.e. the student is expected to complete transfer of status in Trinity Term of Year 1 or Michaelmas Term of Year 2 as measured from the first term of PRS.

(ii) Confirmation of status

(a) MPhil student admitted to PRS status

- (1) All candidates admitted to PRS status must apply for confirmation of status between the start of Trinity Term of Year 2 of their doctoral studies and by the end of Trinity Term of Year 3 of their doctoral studies.
- (2) Application for confirmation of status should be made at least six months prior to submission of the thesis.

(b) MPhil student admitted directly to DPhil status

- (1) The student must apply for and complete the confirmation of status process by the end of Trinity Term of Year 1 of their doctoral studies.
- (2) Application for confirmation of status should be made at least six months prior to submission of the thesis.

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Annexe C. Assessment Criteria for Transfer or Confirmation of Status

Assessors for transfer or confirmation of status will base their recommendation on the following points:

1. Does the overall quality of the candidate's application, written work, thesis plan, and interview give confidence that, if the work continues to develop as might be expected, the student has:
 - a) a research topic appropriate for submission as a doctoral thesis;
 - b) the level of technical competence and theoretical understanding to bring the research in due course to the required level;
 - c) the ability to write up the thesis and to defend it in viva voce examination?
2. Has the candidate fulfilled all other requirements, such as attendance at seminars or the acquisition of modern language skills, which the Graduate Studies Committee has imposed?

In assessing the overall potential of the candidate's application, assessors will pay attention to the Faculty's statement of standards required for the DPhil. These require:

- (i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his or her thesis falls;
- (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his or her thesis falls;
- (iii) that it is presented in a 'lucid and scholarly manner'.

'Substantial' should be taken to refer not only to the greater length of a DPhil thesis but its solidity and weight of subject matter and argument.

'Significant' implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research.

'Lucidity' means clarity not only of argument and expression, but of the candidate's conception of the subject.

The Faculty statement does not require that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline for a DPhil thesis, which is communicated to Examiners, is that it should 'contain material which in the Examiners' judgement represents a valuable contribution to scholarship and could be prepared for publication as a book or at least two substantial articles'

3. At both the transfer and the confirmation stage assessors will consider both the work submitted and the overall thesis plan. Transfer assessors will be asked to 'consider whether, on the evidence of his/her work so far, this candidate treating this subject in this manner is likely to produce a successful DPhil thesis in about two or three years' time'. Confirmation assessors will be asked 'to consider whether, on the evidence of his/her work so far, this candidate treating this subject in this manner is likely to produce a successful DPhil thesis within the next one or two years'.

Deferral of confirmation

According to divisional rules, 'in exceptional circumstances where unforeseen and unavoidable obstacles have arisen since transfer of status so as to delay a student's research progress, the student may apply to their faculty board for deferral of confirmation of status. The maximum total period by which confirmation may be deferred is 3 terms. An application for deferral must consist of:

- (i) a clear and detailed description of the obstacles;
- (ii) a statement of support from the student's supervisor;
- (ii) a statement of support from the Director of Graduate Studies.

Annexe D. Unsuccessful applications for transfer/confirmation (extract from Divisional rules)

Transfer

- (i) A candidate whose first application for transfer to DPhil status is not approved shall be permitted to make one further application, and will be granted an extension of time for one term if this is necessary for the purposes of making the application. Normally the assessors should be the same as for the original application.
- (ii) If, after considering a candidate's second application for transfer of status, the relevant faculty board concludes that the student's progress does not warrant transfer, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters (MLitt), **or**
 - (b) arrange for the student to be removed from the University's register of students.
- (iii) Candidates who are transferred to MLitt status are permitted one further opportunity to apply for transfer to DPhil status, provided that (a) not more than 3 terms have elapsed from the original transfer attempt, and (b) that the candidate's supervisor is prepared to support a further application.

Loss of Probationer Research Student (PRS) status

Candidates will lose their Probationer Research Student status if they have not gained admission to another status (e.g. DPhil or MLitt) within six terms of admission as a full-time student to the status of Probationer Research Student, unless they have been granted one term's extension following an unsuccessful transfer application; or if the faculty board concerned deprives them of such status (after consultation with the college/hall and supervisor). If a candidate loses his or her status as a PRS and has not gained admission to another status, the candidate is no longer registered as a student of the University.

Confirmation

- (i) If the candidate's first application for confirmation of status is not approved, the candidate is permitted to make one further application, normally within one term of the original application. The candidate will be granted an extension of time for one term if this is necessary for the purposes of making the application.
- (ii) If, after considering a candidate's second application for confirmation of status, a board concludes that the student's progress does not warrant confirmation, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters, **or**
 - (b) arrange for the student to be removed from the University's register of students.

Appeals

Candidates who wish to contest the outcome of the confirmation assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors. See the University complaints and appeals processes at www.ox.ac.uk/current_students/complaints.html.

Annexe E. Complaints and Academic Appeals

Complaints and academic appeals within the Faculty of Classics

1. The University, the Humanities Division and the Classics Faculty all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.
3. Nothing in this guidance precludes 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). This is often the simplest way to achieve a satisfactory resolution.
4. Many sources of advice are available within colleges, within faculties/departments and from bodies like OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through Joint Consultative Committees or via student representation on the faculty's committees.

Complaints

6. If your concern or complaint relates to teaching or other provision made **by the faculty**, then you should raise it with the Director of Graduate Studies. Within the faculty the officer concerned will attempt to resolve your concern/complaint informally.
7. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the *Proctors and Assessor's Memorandum* [www.admin.ox.ac.uk/proctors/pam] and the relevant Council regulations [www.admin.ox.ac.uk/statutes/regulations]
8. If your concern or complaint relates to teaching or other provision **made by your college**, then you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

9. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
10. For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. **It must not be raised directly with examiners or assessors.** If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web: www.admin.ox.ac.uk/statutes/regulations.
11. For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is

not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.

Please remember in connection with all the cases in paragraphs 9 - 11 that:

- (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- (b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
- (c) On no account should you contact your examiners or assessors directly.

The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

Annexe F. Code of Practice Relating to Harassment

Council has issued the following code of practice, which has been drawn up in consultation with the Proctors' Advisory Panel (for which see paras 4(b) and 10 below). The new code supersedes the previous Code of Practice relating to Harassment, issued by Council on 12 December 1991 (*Statutes*, 1997, p.794).

Principles and Definition

Harassment is an unacceptable form of behaviour. The University is committed to protecting members, staff, and any other person for whom the University has a special responsibility from any form of harassment which might inhibit them from pursuing their work or studies, or from making proper use of university facilities. Complaints of harassment will be taken seriously and may lead to disciplinary proceedings.

For the purposes of this code, harassment may be broadly understood to consist of unwarranted behaviour towards another person, so as to disrupt the work or reduce the quality of life of that person, by such means as single or successive acts of bullying, verbally or physically abusing, or ill-treating him or her. Harassment relating to another's sex, sexual orientation, religion, or race are among the forms of harassment covered by this code. Unacceptable forms of behaviour may include unwelcome sexual advances, unwelcome requests for sexual favours, offensive physical contact or verbal behaviour of a sexual nature, or other hostile or offensive acts or expressions relating to people's sex, sexual orientation, religion, or race. The abuse of a position of authority, as for example that of a tutor or Supervisor, is an aggravating feature of harassment. Those protected by this code may appropriately seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the institution of disciplinary proceedings.

Being under the influence of alcohol or otherwise intoxicated will not be admitted as an excuse for harassment, and may be regarded as an aggravating feature.

Note on Confidentiality

It is essential that all those involved in a complaints procedure (including complainants) observe the strictest confidentiality consistent with operating that procedure; an accusation of harassment is potentially defamatory.

Advice

Advice may be sought or complaints pursued through any appropriate channel. In addition to other officers, the following people have been specially appointed to give advice in this connection and to answer questions (whether or not amounting to a complaint):

- departmental or faculty 'Confidential Advisers', appointed by heads of department or the equivalent. Their names will be publicised within the institution;
- members of the 'Advisory Panel', serving the whole University. The Advisory Panel consists of senior members appointed by the Proctors with special expertise or interest in relevant aspects of staff and student welfare. Members of the panel may be approached on a number specially designed for this purpose (tel. (2)70760);
- special College Advisers or advisory panels where colleges have established these. Any of these may be approached in the first instance; those approached will direct inquirers elsewhere, if that seems most likely to meet the inquirer's needs.

University advisers (whether Confidential Advisers or members of the Advisory Panel) will discuss the range of options available to inquirers on an entirely confidential basis. Where there is a complaint of harassment, an adviser will normally seek to resolve the problem informally in

the first instance, unless it is appropriate to proceed otherwise, and the inquirer so wishes. Subject to obtaining the consent of the complainant, an adviser may discuss the question with the person against whom the complaint is made, or with any other relevant parties. In particular, where necessary, for example on account of the gravity of the allegation or because of the intractability of the problem, the adviser may, with the consent of the complainant, involve the head of department (or equivalent authority). College Advisers will be guided by college rules, but are likely to proceed on a similar basis.

It is emphasised that the role of advisers is advisory and not disciplinary. All disciplinary matters lie in the hands of the relevant disciplinary bodies.

Discipline

If a complaint is not resolved on an informal basis under the procedure set out in para.5, and if the complainant consents, the matter may be referred to the relevant disciplinary body, which will determine whether there is a prima facie case under the relevant disciplinary provision and, if appropriate, set in motion disciplinary procedures. In respect of members of the University subject to the jurisdiction of the Visitation Board, the relevant procedures are those described under Tit. VIII, Sect. I of the University's Statutes. The disciplinary procedures which apply to non-academic staff are set out in the 'Handbook for Non-Academic Staff'. Complaints against junior members falling within the scope of the University's regulation on harassment shall be dealt with in accordance with the procedures contained in Tit. XIII of the University's Statutes (also set out in the *Proctors' and Assessor's Memorandum*). Colleges may have their own forms of disciplinary provision.

It may be that a complaint either against a member of staff or against a junior member could potentially be heard by more than one disciplinary body. When the person complained against is employed both by the University and by a college, it may be appropriate for the same matter to provide a basis for two separate disciplinary hearings. When the person complained against is a junior member, the complainant will be expected to choose which disciplinary procedure to pursue. If a complainant has previously brought or is in the process of bringing a complaint against the same person, founded wholly or in part upon the same matter, before any other disciplinary body, he or she is responsible for revealing that fact when seeking to institute disciplinary proceedings. It is also incumbent on a disciplinary body to attempt to ascertain, for example, by direct inquiry of the complainant, or by consulting other relevant authorities, whether any such other complaint has been instituted; if so, that body must consider whether it is appropriate for the proceedings which are before it to continue.

Institutional Arrangements

The appointment of Confidential Advisers within each department or faculty is the responsibility of the head of department or equivalent, who must designate two such advisers, one of each sex, return the names of those appointed to the Equal Opportunities Officer (or such other officer as may be designated by the Registrar from time to time) and ensure that the Code of Practice and the names of the Confidential Advisers are adequately publicised within the department or faculty. Confidential Advisers will receive general advice and information bulletins from the Advisory Panel: they will be expected to make annual returns to the panel as to the number and general character of complaints they have dealt with. They may refer inquirers to members of the panel, or themselves seek advice either about university provisions on harassment in general or about possible ways of handling individual cases.

The appointment of members of the Advisory Panel is the responsibility of the Proctors. Members of the panel will give advice on request both to those troubled by harassment, and to other advisers. The panel is responsible for supporting, co-ordinating, and monitoring the effectiveness of the University's arrangements for dealing with harassment. Members of the panel may be contacted on a number specially designated for this purpose (tel. (2)70760).

The provisions of this code supplement and do not supersede or override college arrangements. Nothing in this code shall detract from the position and jurisdiction of the Proctors or the right of free access to them by all junior and senior members of the University.

Statement Concerning Disability

The University is committed to ensuring that disabled students are not treated less favourably than other students, and to provide reasonable adjustment to provision where disabled students might otherwise be at a substantial disadvantage. For students who have declared a disability on entry to the University, the Faculty will have been informed if any special arrangements have to be made. Students who think that adjustments in Faculty teaching, learning facilities or assessment may need to be made should raise the matter first with their College tutor, who will ensure that the appropriate people in the Faculty are informed. Details of accessibility of the different premises of the Faculties are available from the Faculty Administrators (for Classics: anne.smith@classics.ox.ac.uk). General advice about provision for students with disabilities at Oxford University and how best to ensure that all appropriate bodies are informed, can be found on the University's Disability Services website at www.admin.ox.ac.uk/eop.

Annexe G. Humanities Division Personal and Professional Development Framework for Researchers

The rationale for professional development

Whether you are a **graduate student or a postdoctoral researcher**, subject-knowledge gained through research is only one element of researcher success. Becoming a successful academic researcher requires **learning how to engage in a range of research, teaching and service activities** and building the skills and knowledge associated with those activities.

The behaviours and competencies required to become a successful academic researcher are highly transferable to other career contexts. **Researchers are valuable in the world outside academia** precisely because of the high-level knowledge skills they develop through completion of a substantial research project. But just as subject knowledge is not the sole element of life as a practising academic, the world outside academia demands a range of skills including the ability to work successfully with others, self-efficacy and project management.

The Humanities Division endorses a **development framework for researchers at all stages of their research careers**. The Researcher Development Framework (RDF) summarises the **knowledge, skills, behaviours and attributes** which researchers should begin to develop from the start of their postgraduate research degree and continue to build on right the way through their academic research career.

Background to the RDF

The **Researcher Development Framework (RDF)** has been developed by academics and other higher education experts and has been approved by the Research Councils.¹ It is part of a major new national approach to promoting and supporting the personal, professional and career development of researchers. **The framework is useful because it represents what the sector says is important for researcher careers.**

The RDF reflects the broad range of skills, for example, **leadership, creativity and enterprise**, which are required to be an effective researcher and employee in a world driven by knowledge production and innovation. The RDF also takes into consideration the ways in which researchers can improve their proficiency and career opportunities within the academic sector and beyond.

The structure and content of the RDF

The structure and content of the RDF is summarised in the illustration below. There are four domains, which encompass **what researchers need to know to do research and how to be effective in their approach to research, when working with others, and in contributing to the wider environment**. Within each of the domains there are three sub-domains and associated descriptors, which describe different aspects of being a researcher.

¹ Full content of the framework and statement are available to download here: <http://www.vitae.ac.uk/policy-practice/234471/Framework-content.html>



Researchers will develop in these four domains:

- in the course of their research
- through academic related activities (such as teaching; committee membership; conference organising)
- via support offered at faculty level (workshops, contact with supervisors, PIs, mentors)
- with the assistance of the training and development opportunities offered by central and divisional services: Careers Service, OUCS, Library, Humanities Training Officer.

The RDF is intended to be used to help researchers with self-assessment and review of their personal and professional development, and to help them think about and prepare for promotion or job applications.

There is an On-line Continuing Professional Development tool based on the RDF available from *Vitae* which researchers may find useful in monitoring their development, documenting their achievements and recording their aims and objectives:

<http://vitae.ac.uk/policy-practice/291411/RDF-downloadable-CPD-tool.html>

Sources of Support

It is vital that researchers take ownership of their professional development and are proactive in identifying and seeking out opportunities that will assist them, but there are a variety of sources of support at hand.

Your faculty - www.humanities.ox.ac.uk/faculties_and_units focuses on ensuring that you have the requisite subject-specific research skills to successfully complete your research. The faculty may also provide training of a more generic nature not focused on your particular area of research, e.g. training in how to teach.

Faculty training coordinators - http://www.humanities.ox.ac.uk/training_and_support/contacts will be able to advise you about faculty provision.

Humanities Division - http://www.humanities.ox.ac.uk/training_and_support - arranges training sessions, presentations and professional development opportunities in a number of areas e.g. journal publication, researcher led initiatives.

Careers Service - <http://www.careers.ox.ac.uk/>

Computing Service (OUCS) - <http://www.oucs.ox.ac.uk/>

Language Centre - <http://www.lang.ox.ac.uk/>

Library Service (OULS) - <http://www.ouls.ox.ac.uk/>

Oxford Learning Institute - <http://www.learning.ox.ac.uk/>

Skills Toolkit online resources - <http://www.skillstoolkit.ox.ac.uk/>

The Humanities Training Officer can answer any training-related enquiry or direct the enquirer to the appropriate source of help: contact training@humanities.ox.ac.uk

TRAINING PROVISION FOR GRADUATE STUDENTS IN THE HUMANITIES DIVISION

DRAFT PROGRAMME FOR 2011-12

Training provided by the Humanities Division is designed to compliment and supplement subject-specific and generic training provided through your faculty and training opportunities provided by the Language Centre, Computing Service, Library Service and Careers Service. Contact the Humanities Training Coordinator with comments, questions or suggestions for useful events at: training@humanities.ox.ac.uk

Find out more about graduate training in Humanities, see an up-to-date list of events and download resources at:

http://www.humanities.ox.ac.uk/training_and_support

ACADEMIC PRACTICE AND TRANSFERABLE SKILLS

Considering staying in Oxford to do a DPhil?

Timing: Michaelmas term

Target audience: Masters students

This presentation addresses the challenge of making a successful application to doctoral study from a Masters at Oxford. Topics include:

- The application process
- Funding systems
- Designing your project proposal

Introduction to the DPhil: managing your graduate experience

Timing: Michaelmas and Hilary Terms

Target audience: New DPhil students

Looks ahead to the opportunities and challenges of doctoral study and addresses the key issues of:

- Planning a DPhil project
- Research, academic practice and employability
- You and your supervisor
- Sources of support for DPhil students

Publishing workshops: turning your thesis into a monograph

Timing: Hilary Term

Target audience: Advanced DPhils and Research Staff

Lecture giving an overview of the academic publishing industry followed by a half-day practical workshop designed to cover every aspect of turning the doctoral thesis into a monograph, including:

- Defining your contribution to scholarship
- Choosing the right publisher
- Project descriptions and selling-points

Journal publishing presentation

Timing: TBC

Target audience: DPhil students and Research Staff

Presentation by industry professionals about the process of submitting an article to a journal.

- How to choose the most appropriate journal
- Understanding the peer review process
- Getting your paper accepted

Journal article publishing workshop

Timing: Michaelmas and Hilary Terms Target audience: DPhil students and Research Staff

This small group session will give those working on a publishing proposal or journal article the opportunity to workshop their work-in-progress with a published academic.

- Approaching a publisher
- Title and pitch
- Content, style and structure

Preparing for the DPhil viva

Timing: termly or according to demand

Target audience: final-year Dphils

Workshop designed to allow participants to understand the viva process at Oxford and learn how to prepare productively for the viva.

- What examiners are looking for
- Conduct of the viva
- Answering questions

Giving presentations: for absolute beginners

Timing: termly or according to demand

Target audience: any graduate

Aimed at the novice and the nervous, this workshop focuses on developing the skills and confidence required to present research effectively to different types of audience.

- Planning and writing a paper
- Developing presentation skills
- Dealing with questions and discussion sessions

Time and project management for researchers

Timing: termly or according to demand

Target audience: any graduate

Workshop designed to tackle some of the issues around time-management in research and showcase project-management skills.

- Recognising and breaking bad habits
- Planning ahead and setting objectives

'Career confidence for the humanities and social sciences': an event for Research Staff

Timing : TBC

Target audience: Research Staff

An opportunity for Research Staff to reflect on where they are in their careers, and where they want to be in the short to medium term future. It will focus on:

- The changing HE environment and research funding in the UK
- Communicating research
- Career planning and reflection

What next? Career planning for DPhils

Timing: TBC

Target audience: all DPhil students

This workshop aims to help researchers in the humanities to consider what “career” means for them personally and how to conceptualise, reflect upon and plan for career paths appropriate to their individual circumstances.

- Preparing for the future
- Managing the transition to life beyond the DPhil

Make the summer count

Timing: Trinity Term

Target audience: DPhil students in 3rd year and beyond

The aim of this workshop is to explore a range of strategies that will help researchers to make progress over the summer months.

- Planning and setting the goals
- Sustaining the motivation

Introduction to postdoctoral fellowships

Timing: Trinity Term

Target audience: all DPhil students

This workshop offers a general over-view of different postdoctoral research opportunities in Oxford and elsewhere including: external Postdoctoral Fellowships and Oxbridge college JRFs (both funded and non-stipendiary)

- An overview of opportunities and the level of competition
- What selection panels look for in successful candidates
- How to pitch research proposals.
- Contingency planning

Applying for BA postdoctoral fellowships

Timing: Trinity Term

Target audience: all DPhil students

This workshop provides an opportunity for postgraduate students nearing the completion of their studies, and those who have recently obtained their doctorate (within the last 2-3 years) to find out more about the scheme.

- Details of the scheme's application requirements and eligibility criteria

- Tips on how to prepare the application
- A talk by a current BA Postdoctoral Fellow

TEACHING

Most graduate students at Oxford take on some undergraduate teaching, although not usually before their second year, and only after successful completion of Transfer of Status from Probationer Research Student to DPhil status.

Training – Preparation for Learning and Teaching at Oxford (PLTO)

Graduate students who wish to teach must undertake a minimum amount of training, as must research staff with no teaching experience. This is usually a one-day course, delivered by the faculty, known as Preparation for Learning and Teaching at Oxford (PLTO). Faculties produce teaching registers with details of graduate students and research staff who are interested in undertaking teaching, indicating their areas of interest and expertise; completion of the PLTO course is usually a prerequisite for inclusion on these registers.

Further Training – Developing Learning and Teaching

Developing Learning and Teaching (DLT) is a way of making the most of your first teaching experiences in UK higher education. If completed in full it leads to an award which is recognised at universities across the UK: Associate Fellow of the Higher Education Academy (HEA). Faculties may arrange mentored teaching opportunities, or you may need to arrange them for yourself.

DLT consists of five elements:

- An experience of teaching
- Observation of teaching
- Mentoring by an academic in your faculty
- Reading a small amount of educational literature
- A portfolio of 2500-5000 words, made up of items of your choice
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The DLT handbook is available to download:

http://www.humanities.ox.ac.uk/training_and_support/teaching

The Humanities Division runs fortnightly teaching seminars to support novice teachers with the production of a DLT portfolio. You can find out more here:

http://www.humanities.ox.ac.uk/training_and_support/teaching/teaching_seminars

Annexe H. Graduate Forms

Available at www.admin.ox.ac.uk/gso/forms.

Forms and notes relating to Transfer of Status

GSO.2	Application for Transfer of Status. To be used for transfer from PRS to MLitt or DPhil status; for transfer from MLitt to DPhil status or for transfer from DPhil to MLitt status.
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Forms and notes relating to Confirmation of D.Phil. Status

GSO.14	Application for Confirmation of D.Phil. Status.
GSO.14A	Confirmation of D.Phil. Status - Supplementary Information
GSO.14B	Application for Deferral of Confirmation of D.Phil. Status

Miscellaneous forms

GSO.6	Application for Change of Thesis Title (MLitt or DPhil)
GSO.8	Application for Dispensation from Statutory Residence
GSO.15	Application for Extension of Time (MLitt or DPhil)
GSO.17	Application for Suspension of Status
GSO.17a	Return from suspension of status
GSO.23	Application for Reinstatement as a Graduate Student
GSO.25	Application for a Change of Supervisor or Appointment of a Co-Supervisor
GSO.28	Change of Programme of Study
GSO.29	Notification of Withdrawal from Programme of Study
GSO.30	Notification of change of personal details, e.g. name or title

Forms & notes relating to the examination of research degrees

All of the following documents are required:

GSO.3	Application for Appointment of Examiners for DPhil or MLitt
GSO.3A	Deposit and Consultation of an MLitt or DPhil Thesis. This should be submitted with the library copy of the thesis and is required before a thesis can be deposited in the Bodleian
GSO.3B	Deposit and Consultation of an MPhil. Thesis. This should be submitted with the library copy of the thesis and is required before a thesis can be deposited in the Bodleian
GSO.26	Thesis Cataloguing Form for MPhil., MLitt or DPhil This should be submitted with the library copy of the thesis and is used by the Bodleian for thesis cataloguing.

The following documents may also be required:

GSO.16	Application for an Early Examination
GSO.18	Application for Extension of Time to complete Minor Corrections for MLitt or DPhil (after the viva has been held)
GSO.3C	Application for dispensation from Consultation of Thesis MLitt/DPhil/MSc

The following **guidance notes** are also available at www.admin.ox.ac.uk/gso/forms:

GSO.20 *Notes on Submission of Theses and Examination*

GSO.21 *Notes on the Preparation and Submission of Theses*