

UNIVERSITY OF OXFORD
Board of the Faculty of Classics

FACULTY OF
CLASSICS



UNIVERSITY OF
OXFORD

DPhil Handbook

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

2018

Faculty of Classics
Ioannou Centre for Classical & Byzantine Studies
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Dates of Full Terms

Michaelmas 2018: Sunday 7 October – Saturday 1 December 2018

Hilary 2019: Sunday 13 January – Saturday 9 March 2019

Trinity 2019: Sunday 28 April – Saturday 22 June 2019

Michaelmas 2019: Sunday 13 October – Saturday 7 December 2019

Hilary 2020: Sunday 19 January – Saturday 14 March 2020

Trinity 2020: Sunday 26 April – Saturday 20 June 2020

Michaelmas 2020*: Sunday 11 October – Saturday 5 December 2020

Hilary 2021*: Sunday 17 January – Saturday 13 March 2021

Trinity 2021*: Sunday 25 April – Saturday 19 June 2021

* provisional

Disclaimer

This handbook applies to students starting the DPhil in Ancient History or DPhil in Classical Languages and Literature in October 2018. The information in this handbook may be different for students starting in other years.

The *Examination Regulations* relating to these courses may be found at <https://www.admin.ox.ac.uk/examregs/2018-19/rdegrinclas/>

If there is a conflict between information in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations*. If you have any concerns please contact graduate@classics.ox.ac.uk.

The information in this handbook is accurate as at 27 September 2018; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

Course Details

Full Title of Award: Doctor of Philosophy in Ancient History
Course Length: typically 3 years (full-time) or 6 years (part-time)
FHEQ Level: 8

Full Title of Award: Doctor of Philosophy in Classical Languages and Literature
Course Length: typically 3 years (full-time) or 6 years (part-time)
FHEQ Level: 8

Useful Links

Classics Faculty General Student Handbook: <https://weblearn.ox.ac.uk/x/OxRvaf>

Complaints and Appeals: <https://weblearn.ox.ac.uk/x/MIY0IW>

Data Protection: <https://www.ox.ac.uk/students/life/it/studentrecord/data>

Equality and Diversity Policy: <https://www.admin.ox.ac.uk/eop/policy/>

Graduate Forum: <https://weblearn.ox.ac.uk/x/haWO01>

Graduate Supervision Reporting (Student Self-Service):

<https://www.ox.ac.uk/students/selfservice?wssl=1>

Student Welfare and Support Services: <https://www.admin.ox.ac.uk/aad/swss/>

1. Introduction

This handbook is 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. It is 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. Graduate students 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 Classics Academic Administration Office (tel. (2)88388; email: graduate@classics.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. General enquiries about the Faculty of Classics, including questions about lectures, graduate seminars and language classes, should be addressed in the first instance to the Classics Academic Administration Office.

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, 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. In almost every case, you will begin your studies as a PRS. You will then transfer to the DPhil (or more rarely, the MLitt).

The purpose of transfer is to confirm that your research topic is viable, that you have made satisfactory progress, and have demonstrated that the dissertation has the potential to achieve a DPhil level. In addition to monitoring your progress, the procedure has the advantage that it enables you to discuss your work with others besides your supervisor and hear their reactions to it. The written work you submit should take the form of an extract from the thesis, rather than a survey or distillation of a wider range of topics or themes. (If appropriate you may wish to indicate the context from which you have drawn the sample.) Assessors do not expect the submission to resemble the final form of a thesis chapter or part of one; and they also recognise that as a dissertation develops the organisation of chapters or even the structure of the thesis may change. Students often find that, since transfer takes place at a relatively early stage, the interview can provide feedback that can be part of a fruitful discussion between student and supervisor. In the meeting, assessors will explore both the design of your project and the sample you submitted.

It is expected that most students will transfer by the end of their third term from admission as a PRS, i.e. this should be the objective of your first doctoral year. You **must** submit your application to transfer not later than Friday of week 5 of the fourth term from your admission as a PRS (or the eighth term if you are a part-time student). The exceptions are cases where students have taken an Oxford MPhil in Languages and Literature (not Ancient History) and the

proposed DPhil topic is a continuation of the MPhil dissertation subject: in such a case you will normally hold DPhil student status from the start of your doctoral work, i.e. you will not have to transfer but will have to confirm. You will be informed at the start of the course if the GSC has decided to admit you directly to DPhil status rather than the usual PRS status. All Ancient History DPhil students are admitted with PRS status and must therefore transfer.

In order to transfer, you submit a completed GSO.2 form (available at www.ox.ac.uk/students/academic/guidance/graduate/progression), a sample of your work (a maximum of 5,000 words in length, excluding bibliography, for Languages & Literature; about 7,000 words in length, excluding bibliography, in Ancient History), in the form indicated above, together with a statement of the proposed research: this should be fairly full, covering all the principal areas which you intend to investigate, but does not need to break the material down beyond a provisional overview of chapters. Two assessors will be appointed, neither of them your supervisor; they will read the material submitted and interview you. 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: they need to attend at least two seminar series, of a kind approved by the Graduate Studies Committee, and give a presentation in one of them. 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, and in which students give presentations. This includes the MSt/MPhil Latin and Greek Textual Criticism classes, but does not include the Research Techniques seminar. A list of qualifying seminars is made available before the beginning of Michaelmas Term. **For the Modern Languages requirement for graduate students in Classical Languages & Literature, please see below.**

Before the end of your eighth term (or your sixteenth term if you are a part-time student) you will need to have your DPhil status confirmed. You cannot proceed to submission of your thesis unless your status has been confirmed; submission should **usually** not take place sooner than three months after **confirmation is approved**. Candidates who have taken the MPhil and have been admitted directly to DPhil student status without transfer (see above) must seek confirmation rather earlier, by the end of Trinity Term of year 1 of their doctoral studies (or year 2 if studying part-time).

The purpose of confirmation (and the way in which it differs from transfer) is that at this stage you need to demonstrate clear DPhil level in the quality of your work (see below) without giving serious reservations to the assessors, and to provide a thesis plan containing sufficient detail to make clear your knowledge of not only the contents of other chapters but also the overarching organisational and conceptual framework of the thesis; you should make clear how much you have completed and how much remains to be completed. In the interview, you may be asked to begin by talking about what you have done since submitting the application, or how you see the piece you submitted fitting into the thesis as a whole. Alternatively, you might get questions on the piece you submitted right from the start. But the interview itself will concentrate on both the piece you submitted and your overall thesis plan. Assessors will fully understand that you are very likely to make further changes before submitting.

The procedure is similar to that described above for transfer of status, but the submitted work should consist of a fully worked 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 (two to three sides), 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.ox.ac.uk/students/academic/guidance/graduate/progression).

The assessment criteria for transfer and confirmation of status are further set out in Annexe C 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 D 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 a written examination set by the University. Non-native speakers of English will have to provide evidence of reading ability in only one modern language other than their native language and English by the time of confirmation. The University Language Centre offers three intensive one-year courses on behalf of the Faculty: 'German for Classicists', 'French for Classicists', 'Italian for Classicists'. Three further important points on the modern language requirement are: (i) it is advisable to make a start with the relevant classes early (students acquiring two languages will typically take one course in their first, and one in their second year); (ii) students are free to study modern languages by themselves independently and sit only the exam, but should contact the relevant modern language tutor in Michaelmas Term if they intend to do so; (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', 'French for Classicists' and 'Italian for Classicists' if spaces are available, 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 **5.00 pm on Thursday 4 October 2018** (Thursday of Week 0 of Michaelmas Term).

3. Time Limits

The initial limit for the DPhil is twelve terms (for the MLitt, nine terms), or twenty-four terms if you are studying on a part-time basis. The count of these terms begins when the student begins the DPhil or MLitt course. *Extensions* may be granted of up to 6 terms (3 terms for part-time students). 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 and timely submission of your thesis is also very much to your advantage if you are considering applying for academic jobs. In view of this you should make every effort to complete your thesis promptly. You should note that some University and college fees are now charged to students every term until the thesis is submitted: if you hold a financial award and

the thesis is not submitted by the time the award runs out, you will yourself have to pay those fees for the final terms.

Suspensions of status may be 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.

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 Classics Academic Administration Office (tel. (2)88388; email: graduate@classics.ox.ac.uk for further details regarding the methods of applying for and the conditions governing, suspension and reinstatement of status.

The costs of a fourth year of research

You are very likely to be liable to pay continuation charges if you have not submitted your thesis by the end of your period of fee liability. The University continuation charge for full-time students will be £468 per term in 2018/19; this amount will be reviewed on an annual basis as part of the annual fee review process. The college continuation charge amount varies by college but is likely to be around £110 per term. For further information, see:

<http://www.ox.ac.uk/students/fees-funding/fees/liability/graduate-continuation-charge>

For DPhil students in Ancient History (but not in Languages and Literature), where there is a good reason for the overrun, and the dissertation promises to be of outstanding quality, it will be possible to apply (usually around Easter of the previous year) for funding for all or part of a fourth year of research to the Arnold, Bryce and Read Funds administered by the Faculty of History.

4. Part-time students

The Faculty recognises the particular needs of part-time students. Both your supervisor and the co-ordinator of part-time studies, Professor Rosalind Thomas, are available to discuss all aspects of part-time study.

Part-time students are not required to live in Oxford and will often have non-standard attendance and work patterns. They are, however, in co-ordination with their supervisor, expected to attend on a regular basis for supervision, skills training and participation in research seminars, typically at least once per week during the ten weeks between Noughth and Ninth Week of each term. New part-time Probationer Research Students in Languages and Literature who have not completed the Oxford Masters should attend the Research Techniques seminar along with the new Masters students.

Please see the University website:

www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/section2requirement

[sforstudy/](#)) for guidance on changing between part-time and full-time study (or vice versa).

5. 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 Chair, and any difficulties that are noted or seem likely to arise, may be discussed with the relevant Committee.

The Ancient History Graduate Studies Committee usually 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 Anna Clark, Christ Church, may be approached at any time: (anna.clark@classics.ox.ac.uk).

Members of the Graduate Studies Committee for the year 2018/19 are:

Director of Graduate Studies (<i>ex officio</i>) (Dr A. Clark)	MT 2019
Chair of the Sub-faculty (<i>ex officio</i>) (Prof. R. Thomas)	MT 2019
Dr C. Kuhn	MT 2019
Prof. N. Luraghi	MT 2021
Dr E. Bispham (from HT 19)	MT 2021
Dr C. Crowther	MT 2020
Dr P. Thonemann	MT 2020

The Classical Languages and Literature Committee usually meets on the Tuesday of Second and Seventh Weeks each term. The Director of Graduate Studies, Prof. Felix Budelmann, Magdalen College, may be approached at any time (felix.budelmann@magd.ox.ac.uk).

Members of the Graduate Studies Committee for the year 2018/19 are:

Director of Graduate Studies:	Prof. F. Budelmann	MT 2019
Chair of the Sub-faculty:	Prof. M.G.L. Leigh	MT 2020
Prof. J. L. Lightfoot		MT 2020
Dr. S. Scullion		MT 2021
Dr. D. Obbink		MT 2021
Prof. T. Reinhardt		MT 2021
Prof. C. Guthenke		MT 2021
Dr. B. Taylor		MT 2021
Dr Fiona Macintosh		MT 2020

Graduate student representatives attend part of each Graduate Studies Committee meeting, at which matters of general concern to graduate students are discussed.

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 Classics Academic Administration Office (email: graduate@classics.ox.ac.uk) 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 Academic Administration Office to the student, with a copy to the supervisor.

6. Graduate Forum

The two Sub-Faculties have a Graduate Consultative Committee, called the Graduate Forum, which meets once a term. These are important fora for discussion of general academic or administrative problems affecting graduates, all of whom are invited, and encouraged, to attend.

Standing orders and further information about the Graduate Forum may be found in WebLearn at <https://weblearn.ox.ac.uk/x/haWO01>.

7. The Arts and Humanities Research Council (AHRC)

Awards from this source are managed through the University. 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 Council. Information may also be obtained from Mr Jeremy Moyse, Humanities Scholarships Officer, (tel. (2)70068; email: ahrcdtp@admin.ox.ac.uk).

Please note that it is your responsibility to contact ahrcdtp@admin.ox.ac.uk regarding 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 at any stage you need to suspend your studies for a period of time (e.g. due to ill health), you should contact ahrcdtp@admin.ox.ac.uk.

Your maximum thesis submission date will normally be one year after the end of your funding. It is very important that you keep to this deadline as failure to do so may have serious consequences for the University. If you would like confirmation of your submission deadline please contact ahrcdtp@admin.ox.ac.uk.

8. Financial Support

The Classics Faculty is able to offer moderate amounts of support for conference travel, organisation of conferences, and such like, from two sources, the Craven Fund and the Graduate Support Fund. It has no hardship fund. The Craven Fund Committee meets once a term. Most of the grants are made at the Hilary meeting; applications must be submitted by 12 noon on Friday of Week 1 of Hilary Term. Forms are available at <https://weblearn.ox.ac.uk/x/LYaG9G>. The Graduate Support Fund is administered by the Directors of Graduate Studies, who may be contacted informally with enquiries. Grants are made throughout the year. The maximum sum granted per student per academic year from the Graduate Support Fund is £250. Most of the grants are made to applicants proposing to give papers at conferences; typically smaller sums are granted for attendance of conferences

without presenting a paper. Students are advised also to enquire about financial support schemes in their colleges.

9. Supervision and other Academic Contacts

A serious challenge 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 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 seminars studying a text or texts (see above under 2. Monitoring of Progress for DPhil Students) 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. Felix Budelmann). New PRS in Languages and Literature who have come to Oxford from another university should attend the Research Techniques seminar along with the new Masters students.

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 some 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 Advisor (see below) 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 for such a meeting to be arranged within days of the request being made.

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

At the end of each term, both you and your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting system (GSR), which is part of Student Self Service.

Students are asked to report in weeks 7-9 of term. This is an 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).

You should briefly describe which subject-specific research skills and more general personal/professional skills you 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. You should also reflect on the skills required to undertake the work you 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 them with the Director of Graduate Studies as soon as possible. You should not use the supervision reporting system as a mechanism for complaints.**

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 the Director of Graduate Studies and to your college advisor. 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. The DGS will also sometimes offer comments on GSR in response to

issues raised in your report or your supervisor's. 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 the supervisor's sections are completed, you will be able to view the report, as will the 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 GSR (from 15 October 2018), please visit:

<https://www.ox.ac.uk/students/selfservice?wssl=1>

You will be able to log on using your single sign-on details. Details of how to use the site are provided at <https://www.ox.ac.uk/students/selfservice?wssl=1>; however, should you need additional support, please contact the Classics Academics Administration Office (graduate@classics.ox.ac.uk) in the first instance.

College Advisor

All doctoral students are assigned a college advisor, who is normally a senior member of their college with a specialism in Classical Literature, Ancient History, or a related subject. Your college advisor will not normally be able to offer detailed guidance on preparing your thesis, but he or she will nevertheless take an active interest in your academic progress and can be approached for support and advice on both academic and pastoral matters.

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 <http://rbll.classics.ox.ac.uk/>). 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 2019 it will be held at University College London on 5-8 July 2019 (see: <http://www.classicalassociation.org/events.html>). The other prime opportunities are the national Annual Meeting of Postgraduates in Ancient Literature (AMPAL) and the Annual Meeting of Postgraduates Ancient Historians (AMPAH): this year's 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, particularly the Netherlands, and the USA, particularly Princeton.

10. 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. 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 word limit excludes the bibliography, but includes footnotes and appendices; for detailed guidance on inclusions and exclusions please see the *Examination Regulations*. Theses now require an accurate statement of the wordcount on the front cover. Theses have been referred for being too long.

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 count of the general type described in the *Examination Regulations*, 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 your responsibility to ensure that the Classics Academic Administration Office (email: graduate@classics.ox.ac.uk) is 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 students and to supervisors.

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 lucid 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. These 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*".

You are permitted to include in your DPhil dissertation material which you have yourself published in your own name, or which you have submitted for publication.

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. Supervisors often approach potential examiners informally to check their willingness and availability to examine the thesis. It is usual for the Graduate Studies 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 Chair of the Faculty Board (or in his or her absence the Vice-Chair) is empowered to act on its behalf; in other cases, he or she may, in consultation with the Chair 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 are normally made available to candidates. 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.

Minor corrections

The recommendations open to examiners are set out in detail in the *Examination Regulations*. If your examiners are satisfied that they can recommend that the degree should be awarded, but minor corrections need to be made before the thesis can be deposited in the Bodleian, then these minor corrections must be completed and approved, usually by the internal examiner, before the examiners make their report to the faculty board. In that case, your examiners will provide you with a list of the required corrections.

The University expects that these minor corrections will be completed to the satisfaction of your internal examiner within one month of being issued. If, for exceptional reasons, additional time is needed you may apply for an additional one month by submitting a copy of form GSO.18 ('Extension of Time for Minor Corrections'). If you fail to complete your corrections within the time allowed your name will be removed from the Graduate Register and a reinstatement application will be required.

Major corrections

If your examiners are satisfied that they can recommend that the degree should be awarded subject to the completion and review of major corrections, and the Examining Board endorses this recommendation, then these major corrections must be completed and reviewed by both examiners, who will produce a second report for the Faculty Board. Your examiners may wish to hold a second *viva* examination before producing that report. A copy of the Examiners' Report with the required corrections will be sent to you by the Research Degrees Examinations Team, following approval by the relevant Board.

The University expects that these major corrections will be completed to the satisfaction of your examiners within six months of being issued. However, an extension of three months may be granted for good cause. If you fail to complete your corrections within the time allowed, extension included, your name will be removed from the Graduate Register and a reinstatement application will be required.

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. 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 accuracy and critical rigour (but not to the extent of undermining the entire argument of a thesis). Where they recommend a referral, *the examiners are formally required to annex to their report for transmission to the candidate a statement setting out the respects in which the thesis falls below the standard required for the degree*. They should also make recommendations, as specific and precise as possible, as to what changes are required to bring the thesis up to acceptable doctoral (or MLitt, if applicable) standard.

After examination of a resubmitted thesis, the examiners may recommend the award of the DPhil or the MLitt, or outright failure. The examiners (whether the same or others appointed by the Board) will in this case consider whether the recommendations of the original report have been adequately implemented.

If they are straightforwardly convinced that they have been met, they may dispense the candidate from a second viva voce examination. On resubmission the examiners may choose to refer for a second time if they still find deficiencies but decide that they may reasonably be made good by further 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 6th term for the DPhil (or the 3rd term for the MLitt) after the term in which the Board has notified a candidate of its decision.

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 advisor.’

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. Neither examiners nor supervisors can be expected to act as copy-editors and proof-readers, and examiners 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 allowed to use a third-party proof-reader; the policy is published at <http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonproofreaders/>. 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 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 but not centred, with appropriate spacing (see below).

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. For a summary of the requirements see Form GSO.20a – ('Notes of Guidance for Research Examinations for Students submitting their Thesis'), available at www.ox.ac.uk/students/academic/guidance/graduate/progression.

In preparing your typescript you 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. See also section 12 below on the electronic publication of theses.

You are also strongly encouraged to submit a digital copy of your thesis, via RTDS (Research Theses Digital Submission): see <https://www.ox.ac.uk/students/academic/exams/research?wssl=1>

11. Teaching Experience and Employment

Graduates, who have passed Transfer of Status, 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-faculties. 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 organised by the Faculty of Classics in Hilary 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.

In Languages and Literature we also have a course of undergraduate lectures called 'Fresh Voices in the Classics': these are given by up to eight graduate students nearing the end of their doctorates, with each offering a single lecture. This is run on a competitive basis, with graduates submitting a title and an abstract of the lecture they would like to give. A senior member of the faculty also attends and gives feedback afterwards.

Ancient History DPhil students who have passed Transfer of Status may also gain experience at lecturing. This will take the form of (up to) 8 single lectures to be delivered in the first half of Trinity term on mainstream topics relating to the principal undergraduate Finals papers.

For those intending to pursue academic careers, the Placement Officers, Dr Constanze Güthenke and Dr Josephine Quinn, 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. The Placement Officers are happy to answer questions at any time.

12. Oxford Research Archive (ORA) and Electronic Publication of Theses

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 Bodleian Libraries. The digital copy should be deposited in the Oxford University Research Archive (ORA) at <http://ora.ox.ac.uk>. ORA provides high visibility and digital preservation for Oxford digital theses. Information about the deposit of and access to digital theses is available at 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.

There is a 3-year default embargo for most theses. However, students funded by the Research Councils (AHRC, ESRC, etc.) are required to make their theses available within one year of leave to supplicate being granted (in accordance with RCUK policy). Where funding is provided by any other external body, students should abide by any terms and conditions for open access defined by their funding body; where there are discrepancies between these terms and the University's policy, the funding body's requirements should take priority.

When the embargo period ends the full-text of the thesis is made freely available unless i) the author applies for and is granted an extension or ii) the thesis has previously been granted a longer embargo.

Authors can choose to override this default and make their thesis open access either at deposit or at any time during the three year embargo. Students who wish to make their thesis freely available on deposit or before the end of the three years should indicate this on form GSO.3a and on the online ORA deposit form. However, if your thesis contains sensitive or copyright information such that it should be subject to dispensation from consultation beyond the end of the embargo, you should apply for dispensation using form GSO.3c.

Students following programmes which are eligible for voluntary deposit in ORA should not make sensitive material publicly available, but do not have to apply for formal dispensation from consultation.

13. 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 proportion 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://www.cambridge.org/authorhub/> and E. J. Brill (see the instructions at www.brill.com/resources/authors/publishing-books-brill).

14. Prizes

The Amy Mary Preston Read Scholarship and Bryce Research Studentship in History are open to members of the University pursuing research in History (Ancient or Modern) for their DPhil. Candidates must by the date on which they take up the studentship have been admitted to and not have subsequently lost the status of Student for the Degree of Doctor of Philosophy, and not have exceeded the twelfth term since they began their research studies at the University. Candidates shall submit a programme of work in History, either Ancient or Modern, which they propose, if elected, to undertake. The election of the student for one year shall be made by the board of management. The elected student shall be required to produce evidence to the board that they are carrying out their programme of work.

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 for detailed discussion of your progress.
 - the submission of written work, which the supervisor should return to you within a reasonable time.
- Write a 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.

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.
- Write a detailed 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.

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

Introduction

The Humanities Division recommends a framework for Transfer and Confirmation of Status for doctoral students. 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.

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)

Year 1	MT	Student admitted to PRS status
	HT	
	TT	Transfer
Year 2	MT	
	HT	
	TT	
Year 3	MT	Confirmation
	HT	
	TT	Submission
Year 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.ox.ac.uk/students/academic/guidance/graduate/progression)
- (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 process at: <https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>

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) 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 Hilary 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.ox.ac.uk/students/academic/guidance/graduate/progression)
- (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).

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 confirmation 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:

<https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>

Information for students

Information about the purpose and procedures relating to confirmation 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 Hilary 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.

Annexe C. Assessment Criteria for Transfer of Status

Assessors for transfer 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. Where relevant, 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 at this stage, assessors will be mindful of 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.

At this preliminary stage, however, while (i) should be demonstrable, though not expected in any comprehensive way, (ii) obviously looks to the confirmation stage. At the transfer stage, assessors will satisfy themselves that the student has or, more likely, would make 'a significant or substantial contribution' etc. With respect to (iii), it is understood that the work on the thesis is at a fairly preliminary stage. Students should know how to present material in a scholarly format and manner, but the sample submitted is not expected to be developed and refined such as it would be at the confirmation stage in terms of expression and conceptualisation.

As mentioned above, transfer assessors will consider both the work submitted and the overall thesis plan. They will be asked to 'consider whether, on the evidence of his/her work so far, the candidate treating this subject in this manner is likely to produce a successful DPhil thesis in about two or three years' time'.

Annexe D. Assessment Criteria for Confirmation of Status

Assessors for 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. 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.

At the confirmation stage assessors will consider both the work submitted and the overall thesis plan. 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'.

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.'

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 E. 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:

<https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>

Annexe F. Humanities Researcher Development and Training Programme

The Humanities Division has a team that supports the personal and professional development of postgraduate students and researchers. The key focus of the team's role is to enhance generic skills training offered to Humanities graduate students and researchers at the University of Oxford. The team works with faculties, TORCH (The Oxford Research Centre for the Humanities), other University departments and units and external partners to deliver a programme of training each year, aimed at:

- honing and developing the skills needed for research projects,
- gaining first-hand experience of engaging in collaborations, and
- taking the first steps towards pioneering and influential career paths.

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Divisional Research Development team) by early career researchers themselves.

How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college-only appointments) in the Humanities Division.¹ An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – develop your CV, draft a cover letter, practise fellowship interview techniques, or learn how to give a teaching presentation

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a historic house, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust's online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual [Public Engagement with Research Summer School](#)

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to

¹ Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the 'Preparation for Academic Practice' pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the full calendar of events, and www.humanities.ox.ac.uk/researcher-development for more information about the programme. You can also email the Humanities Training Officer, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

Annexe G. Graduate Forms

Available at: www.ox.ac.uk/students/academic/guidance/graduate/progression

Forms and notes relating to transfer of status

GSO.2	Application for Transfer of Status
GSO.2b	Application for Deferral of Transfer of Status

Forms and notes relating to confirmation of DPhil status

GSO.14	Application for Confirmation of DPhil Status
GSO.14b	Application for Deferral of Confirmation of DPhil Status

Miscellaneous forms for students yet to submit a thesis

GSO.4	Application for Change to Mode of Study
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.17b	Suspension of status for maternity, extended paternity and adoption leave
GSO.23	Application for Reinstatement to the Register of Graduate Students
GSO.25	Application for a Change of Supervisor or Appointment of a Joint 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 and notes relating to the examination of research degrees

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.20a	Notes of guidance for research examinations
GSO.26	Information 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

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