

## **School of Anthropology & Museum Ethnography**

COURSE HANDBOOK

for students taking RESEARCH DEGREES in ANTHROPOLOGY

(D.Phil., M.Litt.)

at the University of Oxford

**Academic Year 2018-2019**

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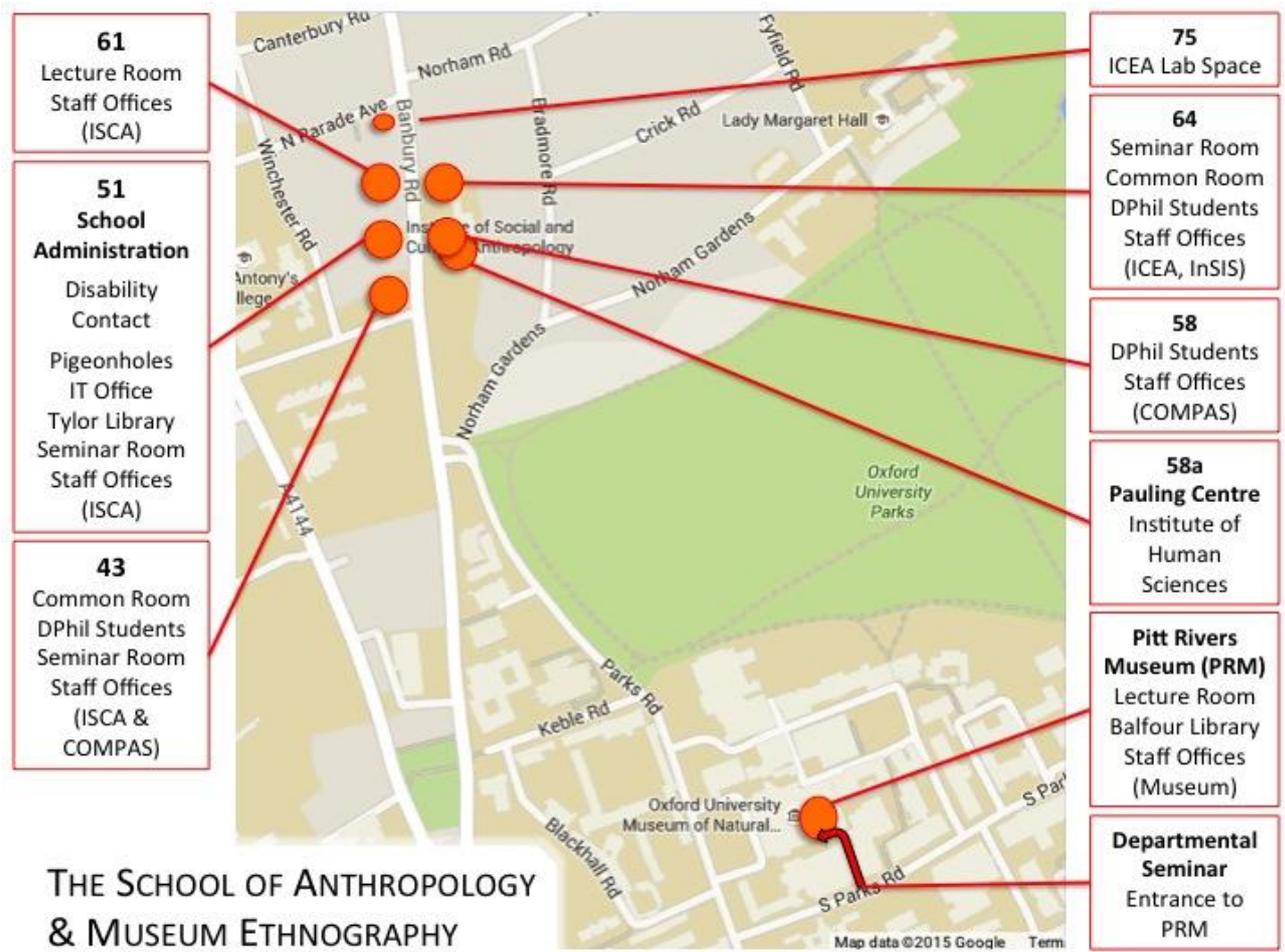
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*This handbook applies to students starting the D.Phil and M.Litt. degrees in Anthropology in Michaelmas term 2018. The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read. This is version 4.0 (30 September 2018).*

**Disclaimer**

*The Examination Regulations relating to this course are available at <http://www.admin.ox.ac.uk/examregs/2018-19/grftdodoctofphil/>. 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 Stanley Ulijaszek (Doctoral Admissions and Research Convenor) ([stanley.uljaszek@anthro.ox.ac.uk](mailto:stanley.uljaszek@anthro.ox.ac.uk)).*

*The information in this handbook is accurate as at 30 September 2018; however, it may be necessary for changes to be made in certain circumstances, as explained at <http://www.ox.ac.uk/admissions/graduate/courses/dphil-anthropology>. 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.*



## INTRODUCTION

This handbook summarises essential information for those studying for research degrees in the School of Anthropology and Museum Ethnography (henceforward ‘the School’ or SAME), i.e. the doctorate or D.Phil. (equivalent to the Ph.D. of most other universities), and the shorter Master of Letters or M.Litt.; important information which applies equally to all members of the School is to be found in the SAME Graduate Handbook, which should be read in conjunction with this course handbook.

Most of the information in this handbook applies to the D.Phil. in Anthropology in the Institute of Social and Cultural Anthropology (ISCA), the Institute of Cognitive or Evolutionary Anthropology (ICEA) and the Institute for Science, Innovation and Society (InSIS). However, there are also certain differences in terms of, for example, research methods between these units of the School. For exact information regarding the requirements for ICEA- and InSIS-related doctorates, ask academic staff within these units. Attention is also drawn to the more general information contained in the SAME Graduate Handbook.

Both the D.Phil. and M.Litt. degrees are examined by thesis and oral examination (viva) only: apart from the alternative PRS pathway described in Appendix 3, there are no coursework elements or sat exams, but students must pass at least one and more usually two interim assessments before the final viva (i.e. Confirmation of Status and Transfer of Status, depending on degree and pathway to a doctorate; see below). The final viva, but not these assessments, is a formal examination for which sub fusc (academic dress) is worn.

### **Usual routes to the status of D.Phil. student**

For existing master’s students within the School, there are two principal routes from a master’s degree to a doctorate:

- 1) Former M.Sc. students spend the first year of doctoral studies as probationer research students (PRS) for approximately a year, during which they will have to write what is essentially an elaborate research project or transfer text of up to 20,000 words. Any submission substantially over this limit may be returned to the student to have the text reduced to the 20,000-word limit. Students will be expected to attend, and present a paper to, the PRS writing class, normally held every week during Hilary Term until all current PRS students have presented. When completed, the transfer text itself is assessed internally with a view to transferring (often called ‘upgrading’) the student to full D.Phil. student status, at which point the student can normally go to the field or otherwise conduct the substantive research for the thesis. The internal assessment usually includes an interview with two assessors, usually in Trinity Term. Later, i.e. after fieldwork and during writing up, this status has to be ‘confirmed’, based on an internal assessment of sample chapters, before the final viva can be held. There is no formal requirement for the D.Phil. project to be linked or based on the student’s M.Sc. thesis, though clearly this can be advantageous.

- 2) Former *Oxford* M.Phil. students in anthropology transfer direct to full D.Phil. student status: they do not become probationer research students and therefore do not need to transfer status (in effect, their second year as M.Phil. students was their ‘probation’), though they do have to pass ‘confirmation of status’ later on. M.Phil. students are technically free to go to the field as soon as they transfer to the D.Phil., though it is not unusual for them to spend some more time in Oxford beforehand preparing for fieldwork. The M.Phil. thesis is formally required to form the basis, ‘broadly speaking’, of the D.Phil. topic, for which it provides a similar platform to the transfer text produced by probationer research students. An M.Phil. student who wishes to pursue D.Phil. research on topic unrelated to their M.Phil. research will be required to follow the PRS-D.Phil. path described for M.Sc. students, above.

In either case, the student may or may not change supervisor on going from master’s degree to doctorate.

Many doctoral students entering SAME will, of course, come direct into the programme from *outside the School*, on the understanding that they already have a solid taught-course degree in social and cultural anthropology.<sup>1</sup> For them route 1) applies *only*, that is, they enter the University as probationer research students and have to upgrade or transfer to full D.Phil. status as described in 1) above. This also applies to students holding an M.Phil. from a university other than Oxford.

There is an alternative PRS pathway for doctoral students in anthropology involving a coursework element as well as the transfer text mentioned above, intended for exceptional students coming from an allied discipline with some anthropology but not a whole degree in the subject. See **Appendix 3**.

### **The M.Litt. degree**

Although the M.Litt. is a stand-alone degree, with a shorter thesis, it is rare for a student to choose it in preference to the D.Phil. One of its chief roles within the University is to act as an alternative degree to be offered to D.Phil. candidates whose work is not considered by examiners to be of doctoral standard. Similarly, if a doctoral student fails to pass either transfer of status or confirmation of status at the second attempt, he or she may be allowed to continue only as an M.Litt. student. M.Litt. students will usually have to transfer to full status as a research student anyway, but they do not have to apply for confirmation of status subsequently (see below). The M.Litt. thesis may or may not be based on fieldwork.

There is no formal word limit for the M.Litt. thesis, though around 50,000 words is a reasonable length. A D.Phil. student taking the M.Litt. in place of the D.Phil. at final examination will normally have written a longer thesis. However, in such cases there is no requirement to reduce the length of the thesis in order to supplicate for the M.Litt. degree.

### **Fieldwork**

This is not a formal requirement of either the D.Phil. or M.Litt. degrees, but the

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<sup>1</sup> ICEA and InSIS have their own requirements in this respect.

overwhelming majority of students will wish to conduct some form of fieldwork or other forms of data collection (such as museum studies or internet ethnography, for example), especially for the D.Phil. If any field trips or other travel is undertaken in connection with either degree, the online Travel Insurance and Registration (TIRS) application (<https://travelinsurance.admin.ox.ac.uk>), Full Risk Assessment form and one or more CUREC forms (for ethical review) *must* be filled in. Ethics approval is made necessary by the fact that anthropological fieldwork typically involves research with human subjects. See details on the anthropology website: <http://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics>

### **Travel Insurance**

Standard university insurance cover (as defined on the insurance website, above) is available free of charge to students. However, the School will not pay any insurance premiums specifically levied in connection with travel to areas with a higher level of risk and/or for longer than 12 months. Students should therefore be prepared to accept responsibility for such payments themselves, however inflated, and factor this in to their fieldwork planning at the outset.

### **Safety issues**

Attention is specifically drawn here to the potential dangers of doing fieldwork in relation to one's personal safety and well-being. Many areas in which anthropologists do fieldwork are reasonably or very safe, but others may pose problems in this regard, some of which may not have been anticipated. One potential problem for female anthropologists specifically is sexual harassment in the field. Make sure you consider these potential problems carefully, in consultation with your supervisor, and also work out plans and responses for the most obvious problems that might arise. Note that the University expects students travelling to any part of the world for research to have taken note of and conformed with Foreign and Commonwealth Office travel advisories.

During post-fieldwork writing up, students will meet their supervisors on a fairly ad hoc basis, depending on progress, though regular monthly contact should always be maintained. As a condition of passing confirmation of status, students writing up their final doctorate will also be expected to attend, and present a paper to, the Work in Progress seminar, normally held once a week in term throughout the year for as long as there are students available to present.

For a student progressing to the D.Phil. via route 2), completing the doctorate can be expected to take approximately a further three years: 12 to 18 months in the field, followed by a similar amount of time writing up. For those using route 1), the PRS year should be added. Each research student has a so-called 'candidature date' by which the thesis should be submitted (NB: not necessarily examined), which can be put back by applying for extensions etc. (see below for details).

### **Residence requirements**

Normally doctoral and M.Litt. students have to spend six terms resident in or within 25 miles of Carfax (the centre of Oxford) pursuing their studies to qualify for their degrees (meaning that there is effectively a two-year minimum for completing a doctorate). However, three

terms can be 'dispensed with' for permitted study elsewhere intrinsic to the degree, including fieldwork. While there is a form applying for such dispensation (GSO 8), normally anthropology students do not have to fill it in, as fieldwork is a routine aspect of their studies (NB: this is a special concession to the School of Anthropology, which might be withdrawn at any time). This means that, ordinarily, students returning from fieldwork are deemed to have satisfied their residence requirements. However, they are strongly urged to return to Oxford to write up their theses, in order to be in close contact with their supervisors and, just as important, their fellow students, and to have an appropriate academic environment in which to work. A GSO 8 form should nonetheless be filled in if 1) the student is working outside Oxford without doing fieldwork or similar research with human participants; 2) the student's college requires the form to be submitted or 3) it is otherwise duly required.

## **Supervisors**

Any supervisor accepting students for doctoral studies should be an established member of the School academic staff who is expected to be in post sufficiently long into the future to be able to supervise the entire D.Phil. project. Supervision by anyone who does not fall into this category (e.g. a temporary appointee) may only be provided jointly with someone who does.<sup>2</sup> The current departmental **Code of Practice** relating to academic supervision applies; see anthropology website, under 'Current students', then 'Course information', then 'Code of practice'. All decisions regarding supervision and progression are ultimately taken by the School's Teaching Committee or its chairperson, the Director of Graduate Studies.

## **PRACTICAL TRAINING**

### **Methods Modules and Practical Training provided by SAME in 2018-19 for PRS and 2<sup>nd</sup> year MPhil students**

PRS and 2<sup>nd</sup> year MPhil students are required to attend the introductory PRS dissertation classes in MT, in weeks 1-5 (detailed below; PRS students must continue to attend these classes for the remainder of the year as detailed).

In addition, each student is required to attend a minimum of two methods modules, totalling no less than 12 classes. These modules are held in MT and HT (except for ethnobiology and urban anthropology, in TT). Most methods modules are 90 mins long and held throughout six weeks. Students in ICEA (the Institute of Cognitive & Evolutionary Anthropology) are exempted from this rule but strongly encouraged to attend at least the first four-five PRS dissertation classes in Michaelmas Term.

#### **I. The PRS class**

The PRS class is convened weekly across the academic year. During Michaelmas Term the first five weeks feature essential introductions to a range of procedural and skill acquisition matters that will form a foundation for engagement with fieldwork and/or other forms of data collection. Sessions include topics such as: doctoral training approaches and resources; fieldwork and data collection; library and research resources; ethical research practice in the

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<sup>2</sup> Exceptions are permitted in the case of a very small number of recognized members of academic staff in other departments who have a longstanding personal association with the School.

field; and fieldwork health and safety. In the latter three weeks of Michaelmas Term, students will be expected to make a short 'project pitch' on their research idea. During Hilary Term, each student will present their project more formally, with a focus on the research idea, and where and how the research will be undertaken. During Trinity Term, the emphasis will be on the Transfer of Status document, which should be submitted by noon, Friday May 25th 2019.

## **II. Methods Modules**

As noted, PRS and 2<sup>nd</sup> year MPhil students choose two of the following methods modules on offer in the School this year. All methods modules will be presented in the dissertation class in Michaelmas Term, week 2, by Professor Elisabeth Hsu, who convenes the methods modules in 2018-19 and can be contacted if any questions arise on [elisabeth.hsu@anthro.ox.ac.uk](mailto:elisabeth.hsu@anthro.ox.ac.uk). Some methods modules convenors may have to cap the numbers of the participants they can accept, hence students are requested to sign up for and rank three modules they wish to attend in the order of their preference.

At the end of each methods module, each participant is asked to write up a practical task (minimum length: one A4 page) and/or submit a 2500 word long essay, following the instructions of the methods module convenor. This writing will be assessed but not marked (except for Medical Anthropology 2nd year MPhils). In the case of PRS students these assignments must be submitted as part of their Transfer of Status portfolio. Their presence will be noted by the Transfer of Status Assessors; course feedback will be provided verbally directly to students in class by the methods modules convenors.

Ethics and CUREC: any methods module which has a practical element involving encounters with people outside the Department requires the methods module convenor to list the projects and name the participants conducting the fieldwork for the methods module. This list must be sent to Kate Atherton ([kate.atherton@anthro.ox.ac.uk](mailto:kate.atherton@anthro.ox.ac.uk)) for approval by the CUREC team before any fieldwork for the respective methods module is carried out outside the Department. If a participant wishes to publish or use the data raised during these classes for publication, a full CUREC procedure has to be induced by the methods module convenor.

PRS students are also encouraged to attend methods training provided by the Doctoral Training Partnership of the Social Sciences Division. Those who wish to take, as one of their two courses, another course from within the university that is appropriate to their needs, in place of one of the courses offered in SAME, should first seek endorsement from their supervisor and then approach the Research Methods Training Convenor of 2018-19, Prof. Elisabeth Hsu, to seek approval.

### **SAME offers the following modules in Michaelmas Term 2018 (MT18):**

**Digital Methods** (in MT18, weeks 4-8, Wednesdays 11-12.30 pm, convened and taught by Dr William Kelly and Dr Jonah Rimer). Open to students from all streams.

**Critical methods in numerical assessment** (4 methods modules in MT18, weeks 3-6, Thursdays 2-5 pm in the COMPAS Conference Room, convened and taught by Dr Yvonne Markaki and Mr. Cory Rodgers, and weeks 1-8, weekly attendance of the two-hour lectures by Prof. James Tilley, in politics). This course is designed primarily for ESRC-funded

students who must be trained in quantitative methods but do not wish to learn “R” and it is open to all students at SAME. Open to students from all streams.

**Statistical methods** (MT18, weeks 0-8, convened by Dr Laura Fortunato and Dr Alex Alvergne). This is an examined paper in the CEA MSc programme and not a usual methods module. It involves gaining competency in working with “R”. It is open to ESRC-funded students on a trial basis, whose supervisors must approach the convenors well in advance and ahead of 0th week, so that the necessary provisions can be made.

**SAME offers the following modules in Hilary Term 2019 (HT19):**

**VMMA methods training** (HT19, eight weeks of 2 hours classes, convened by Prof. Marcus Banks, taught together with Profs. Inge Daniels, Liz Hallam and Chris Morton). This module has now been opened up to students from all streams.

**Language-focused methods module** (HT19, six weeks of 90 mins classes, convened by Prof. Elisabeth Hsu, taught together with Prof. David Zeitlyn). Open to students from all streams.

**Ethnographic Portraiture** (in HT19, six weeks of 90 mins classes, convened and taught by Dr Paola Esposito and Dr Neil Armstrong). Open to students from all streams.

**SAME offers the following modules in Trinity Term 2019 (TT19):**

**Ethnobiology Methods Module** (TT19, weeks 1-5, Wednesdays, 2-4pm, 61 Banbury Road; convened and taught by Prof. Andrew Gosler, together with Dr Lewis Daly, Dr Sarah Edwards and others). Open to students from all streams.

**Urban ethnography methods module** (TT19, weeks 1-5, Fridays, 1.30-3pm.; convened by Prof. Andreza De Souza Santos). Open to students from all streams.

**III. Training Needs Analysis (see also [Appendices 4, 5](#))**

This is a University-wide scheme intended to identify and monitor the training needs of its research students; it is compulsory for ESRC-funded students. The standard list of training categories used by the scheme is given below, followed by details of how the School ordinarily addresses them in each case:

**Research Methods**

*Needs.* This category includes the skills that an anthropologist would need to obtain to complete the research project. This would include core subject-specific training, qualitative and quantitative research methods, theoretical training, principles of research design, data analysis, data collection, and management of data.

*Provision.* Standard supervision throughout the course of the student’s project, reinforced by subject-specific methods classes for anthropology, general classes and practice regarding both qualitative and quantitative methods, and relevant lectures and classes on theory and area specialisms. The Tylor Library in the School is well stocked with works on anthropological and other social science methods.

### Bibliographic and Computing Skills

*Needs.* This category covers the skills that are needed to complete the research, tools to complete the thesis and skills that will prove transferable in future employment.

*Provision.* Standard supervision throughout the course of the student's project, reinforced by advice on the scholarly preparation of theses in the departmental handbook and the current handbook for research students in anthropology. Students will typically already have adequate word-processing and internet skills; anything needed in addition that is specific to specific projects can be discussed on a case-by-case basis (see below).

### Research and Leadership Management

*Needs.* This category includes the skills that a student will need to complete the thesis on time, to meet the various milestones of the doctorate (e.g. confirmation and, where appropriate, transfer of status), manage a project, manage the supervisor relationship and manage resources.

*Provision.* Standard supervision throughout the course of the student's project.

### Communication and Networking

*Needs.* This category covers the range of skills that the student will need to communicate and disseminate his or her research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This includes written and oral communication techniques and an understanding of communication tools and developing academic networking skills.

*Provision.* At an early stage of the project, either the PRS class or the second-year M.Phil. writing-up class; at a later stage (post-fieldwork and writing up), the Work in Progress seminar. All these forums provide experience in presenting one's work to one's student peers and members of academic staff, in dealing with questions and feedback, and in receiving advice on the structure and content of one's work. In addition, supervisors advise students to attend relevant conferences and workshops and support them in doing so.

### Teaching and Academic Practice

*Needs.* This category covers the preparation for academic practice that students are currently engaging with. Activities could include teaching experience, conference attendance and publishing experience.

*Provision.* On conference attendance, see previous entry. Teaching experience cannot be guaranteed to all students, but workshops and teaching portfolio development are possible under a special departmental scheme for post-fieldwork students who are writing up. The School is associated with an online journal, the *Journal of the Anthropological Society of Oxford*, which welcomes student contributions.

### Language learning

This is not specifically listed under the TNA rubric, but language learning forms a significant part of the typical research project in anthropology. Courses are available in the major languages in Oxford or elsewhere in the UK, but many languages have to be learned in the field, i.e. at the start of actual fieldwork and thus be combined with it. Such training is typically conducted outside the School, though the School does have some discretionary

funds to support such activities (see section on ‘External skills training and expenses’ below for details of how to apply).

Experience has shown that, for many research students in anthropology, such training needs and their provision suffice, though this does not rule out their reinforcement through the student taking specific courses elsewhere in the University if required. Other training needs specific to individual students may also be required from time to time, e.g. in the use of specific computer programmes, of audio or video or similar equipment, etc. Any such needs that fall outside the above list should be discussed with the supervisor. In any case, all students should discuss their training needs with their supervisor at the start of their projects (usually at the start of the first Michaelmas term) and on a regular basis thereafter.

The training needs pathway envisaged by the Social Sciences Division is set out in **Appendix 4**. Research students have a form available to them (provided in **Appendix 5**, below) to record their training needs and their progress in meeting them over time, as well as to provide a record of the training needs pathway they are personally following. While supervisors should ensure that training needs are adequately discussed, students in the School of Anthropology should keep custody of the actual forms themselves and initiate their use. A record of any training undergone and/or required should in any case be entered on forms to apply for transfer and confirmation of status. The student should also keep a record on the student area of the Graduate Supervision System or GSS (see Departmental Handbook, sect. 2.5), to which TNA forms should eventually be uploaded.

In general in anthropology, training needs become relevant to consider at two stages in particular: 1) at the start of a project (i.e. pre-fieldwork, whether for Probationer Research Students or D.Phil. students who have entered via the School’s M.Phil. route); and 2) when writing up the thesis (post-fieldwork). Once the student goes to the field, he or she should have received sufficient training already through the School’s courses put on for that purpose (with the possible exception of acquiring the appropriate language), and in any case the student’s absence will usually make further training in Oxford unfeasible, unless electronically. Note also that the Training Needs Analysis form only provides for three years of recording training needs, though that does not, of course, rule out the student seeking further training after that time if appropriate.

Unless it is desired to give more details, the words ‘standard internal departmental training’ can be entered on the form to record the sorts of internal training listed above. The ‘approval’ part of the form should be used to show other departments that any of the School’s students who are seeking training there have the School’s approval to do so, as required by the online enrolment system (for which see **Appendix 4**). Any training undertaken should be appropriate and support the research project, but not be so extensive that it interferes with its progress or completion.

Attention is also drawn to the wide range of methods, training etc. courses offered under the umbrella of the **Doctoral Training Partnership** (DTP) of the Social Sciences Division (SSD). These are not solely for anthropologists but for social sciences students generally, may therefore take place outside the School, and may consist of anything from a full term or year course to a one-day or half-day workshop. Your supervisor’s permission is normally required (obtained electronically) for you to take part in any of these courses. They may cover not only

methods of research in the narrow sense but also, e.g., presenting and networking at conferences, obtaining transferable skills, facing dangers in fieldwork, managing post-doctoral career development, etc.

### **External skills training and expenses**

Under a concessionary scheme, the School is currently able to contribute to the costs of certain externally provided skills training for research students planning to do major fieldwork (i.e. PRS/D.Phil. and M.Litt. students, but not students on any of the M.Sc. or M.Phil. courses). This is subject to the following conditions:

- 1) The training is essential for the degree and research they are pursuing
- 2) The costs involved are reasonable, up to a maximum of £750 per applicant

Examples include language-training at the University Language Centre (at 12 Woodstock Road) or (with good reason) elsewhere, and specialized training in the use of specific equipment.

### **Funding for conference attendance**

Additionally limited funds are available to support School-registered research students wishing to accept an invitation to present a poster or paper at a conference (i.e. not just wishing to attend a conference). Conference attendance awards are subject to the following conditions:

1. The applicant will be presenting a poster or paper at the conference.
2. A copy of the invitation to present is supplied.
3. Proof is presented that other funding options (e.g. college or conference funds) have been explored and are unavailable or insufficient.
4. The costs involved are reasonable, up to a maximum of £250 per application.
5. Only one application per student per year is permitted.

### *Application procedure*

Application for these two schemes should be by letter, endorsed by the student's supervisor and setting out the costs involved, to the Director of Graduate Studies, who will verify academic need. The financial case will then be assessed by the School Administrator before final approval is given or withheld.

The schemes are subject to a budgetary maximum in any given year. Since the schemes are concessionary, not statutory, they may be withdrawn at any time at the School's sole discretion. Students have no automatic entitlement to these funds and have to apply for them in each case in the manner outlined above.

## **Gaining Teaching Experience**

D.Phil. students who have completed their fieldwork are eligible to contribute to undergraduate tutorial teaching (typically for the BA degrees in Human Sciences and Archaeology & Anthropology). Post-fieldwork D.Phil. students who wish their names to be added to the list of potential tutors for these degrees should contact Sarah-Jane White, Undergraduate Administrator for Human Sciences ([sarah-jane.white@humsci.ox.ac.uk](mailto:sarah-jane.white@humsci.ox.ac.uk)) and/or Robyn Mason, Undergraduate Administrator for Archaeology & Anthropology ([robyn.mason@arch.ox.ac.uk](mailto:robyn.mason@arch.ox.ac.uk)) with details of their areas of potential teaching contribution to the course. It is helpful to refer specifically to the tutorial topics/subject matter of the courses that you would be able to offer by reference to the course handbooks for those degrees (available on the appropriate websites). Appearance on the list is not a guarantee of tutorial work; the appointment of tutors for the courses is undertaken by the college Directors of Studies for those degrees, drawing upon the lists of available tutors. Anyone commissioned to teach tutorials will be required to take the relevant short university course (see below).

Post-fieldwork D.Phil. students are also eligible to contribute to some elements of the teaching of postgraduate taught courses (M.Sc. and M.Phil.) in the School of Anthropology & Museum Ethnography, as follows:

1. Advanced D.Phil. students may occasionally teach parts of courses taken by postgraduate taught-course students (M.Sc., M.Phil.), e.g. one-off lectures or classes in their special area, or assisting with methods classes, where it is deemed appropriate by the course convenor.
2. They may not normally be involved in marking summative assessments or convening courses.

In all cases the opportunity to teach (whether paid or not) is subject to visa provisions and right-to-work.

### ***Courses on Teaching and Learning at Oxford for Tutors***

Regardless of their prior experience, new tutors are strongly encouraged – and required, in the case of graduate students – to attend the “Preparation for Learning and Teaching at Oxford” (PLTO) course on tutorial teaching offered by the University of Oxford. Details are given at <http://www.learning.ox.ac.uk/teaching/>, but departments offer their own versions of PLTO courses tailored to their subject matter and teaching. SAME runs a version of this course once or twice a year for research students who are (or will shortly be) eligible to teach.

The university also offers more advanced courses detailed at the link above:

“Developing learning and teaching” (DLT), which is more detailed.  
“Post-Graduate Certificate in Teaching and Learning” (PGCert)

In addition Blackwell’s bookshop sells a useful short booklet introducing tutorials.

## DEGREE PATHWAYS

### **‘Transfer’ or ‘Upgrading’ from PRS to D.Phil. Status<sup>3</sup>**

Students in the status of PRS will spend their first academic year, up to the end of Trinity ‘full term’ (i.e. the eight-week teaching term), on a review of literature relevant to their proposed topic and preparing a substantial piece of work for transferring from PRS to full D.Phil. or M.Litt. status. An application form (GSO 2) for the transfer should be completed, and this will include a declaration of the thesis title. The form should be submitted to the general office in 51 Banbury Road beforehand once all the sections have been filled in apart from the Director of Graduate Studies’ signature (or that of his delegate or substitute).

Although the University regulations require transfer not later than four terms after admission as a research student (with two terms of extension allowed ‘for good cause’), the special regulations for anthropology expect a student to transfer ‘not later than the end of Trinity *full term* after the Michaelmas Term in which they were admitted’. Under these special regulations, deferral for one term (i.e. to the end of the following Michaelmas *full term*) or for a shorter period within the long vacation, may be considered in special cases using form GSO 2B, endorsed by the supervisor and sent to the Director of Graduate Studies. Different arrangements apply to the alternative PRS pathway described in Appendix 3 and to PRS students who exceptionally joined the University in Hilary or Trinity term (consult the Director of Graduate Studies). PRS students will be expected to present their work to the PRS class or a recognized equivalent before being considered for transfer of status.

Note that the University expects deadlines to refer to the completion of the whole process of transfer of status, not to the submission of materials. However, so long as the student keeps to the special regulations for anthropology, and in particular the Trinity term deadline, this provision should be observed automatically.

The transfer text (not more than 20,000 words, including notes, but excluding bibliography, glossaries, appendixes etc.) should demonstrate that the student possesses the necessary skills to write a doctoral thesis on the chosen topic. Normally it will fall into two rough parts: a critical literature survey of work done in the ethnographic region of choice, and a critical literature survey of the previous theoretical approaches that have been taken to the subject or topic the student wishes to pursue in the field. An outline of research plans and methods should also be included. Also required within the portfolio is submission of work completed as part of the research methods modules (see ‘Practical Training’, above) and a completed CUREC (research ethics committee) form for the work to be undertaken (this need not have been approved in advance by the CUREC).

Materials submitted for transfer of status are assessed by two assessors, usually internal to the department (sometimes an assessor is drawn from another department in the University, but rarely from outside the latter), and appointed formally by the School’s Teaching Committee. The supervisor may not be an assessor. Usually materials are submitted by e-mail or, if an assessor prefers, in hard copy, or else via the School’s general office in 51 Banbury Road. The student may consult with the assessors in respect of the place and timing of the interview,

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<sup>3</sup> The official term is ‘transfer of status’, but ‘upgrade’ is also often used colloquially.

but not for any other purpose before the interview itself.

The assessors will read the student's work and conduct an interview before making a recommendation to the Teaching Committee through the Director of Graduate Studies about the student's application to change to full D.Phil. or M.Litt. status. The interview is not an official examination or viva, and sub fusc is not worn. After the interview, the assessors issue a report, which includes their recommendation. The student should not expect to be given the recommendation by the assessors, as it is still subject to acceptance or rejection by the Teaching Committee. Only when the student has received a letter from the Graduate Studies Office does the decision become formal.

A student's transfer or upgrade text may be referred back to him or her by the assessors for further work or clarification. If transfer is not achieved at the first attempt, one further attempt is permitted, and one term's extension automatically granted to facilitate resubmission. A student who has been referred is expected to transfer successfully at the second attempt, otherwise his or her status as a PRS may lapse, or he or she may be required to transfer to the lesser M.Litt. degree. As an alternative to referral, assessors may ask for more information to be provided or part of the transfer text to be redrafted within a limited period. The interview is an integral part of the assessment, and the student's performance in it may compensate for a weak text.

NB: the status of PRS is purely a temporary one, and such students are still registered for the D.Phil. or M.Litt. degrees, as the case may be. Do not be concerned, therefore, if a university record does not identify you as a PRS while you are in this status.

It is only after successfully transferring to full D.Phil.-student status that a student will normally be permitted to go to the field or undertake other long-term research. Brief reconnaissance trips during the PRS year may, however, be permitted, preferably out of term time, upon consultation with the supervisor. Any research trip involving the questioning of informants requires prior ethical approval through CUREC, and any trip even without this aspect requires completion of [the travel registration process](#) (see p. 3 above).

Students who have been accepted for the D.Phil. or M.Litt. via the *internal Oxford* M.Phil. route do not have to write a text for purposes of transfer of status (for which their M.Phil. thesis is an equivalent) or undergo an assessment of this kind, since they already have the status of full research student under one of these degrees.

It is accepted that sometimes conditions encountered in the field may render some or all of the project that was passed at transfer of status irrelevant or impossible. Some modifications to the topic and/or its treatment are anyway to be expected as the research proceeds. However, if it proves necessary to change either the topic or the field site or both radically, the supervisor(s) and the DGS should be consulted. In such circumstances, it may be necessary to ask the student to submit a brief outline of the revised research for approval. The student will *not* have to redo the transfer of status exercise, but the supervisor(s) and DGS will need to be satisfied that the new research is proper and feasible. (This is in addition to the normal requirement to keep the supervisor(s) informed of the progress of any research.)

The Social Sciences Division has also issued its own notes of guidance regarding transfer of

status. This is reproduced, as amended in accordance with School of Anthropology practice, on the anthropology website, under ‘Current students’, then ‘Course information’, then ‘Transfer and Confirmation of Status—Divisional documents’.

### **Confirmation of Status**

After students have completed the bulk of their original research (usually meaning they have returned from the field), and normally once they have had time to work out the final form of the thesis and have completed draft chapters amounting to something like a third or a half of the thesis, they should apply for Confirmation of [D.Phil.] Status and complete the appropriate form, GSO 14, which should be submitted to the general office in 51 Banbury Road beforehand once all the sections have been filled in apart from the Director of Graduate Studies’ signature or that of his delegate or substitute. There is also an internal form to provide information about when the viva is being held, the materials being submitted, etc.: go to <https://www.anthro.ox.ac.uk/graduate-course-information>, then select the ‘Forms’ tab, then scroll down to ‘SAME internal forms’. Note that the University expects deadlines to refer to completion of the whole process, not just submission of materials; though deadlines for this purpose include the whole of the following vacation and not just the eight-week teaching term. Take this into account in planning when to submit: for example, submitting at the end of the eight-week teaching term should still leave time for the assessment to take place in the ensuing vacation. This, of course, depends on the availability of your chosen assessors.

Confirmation of Status is the final milestone before submission and applies equally to those who have transferred via the M.Phil. degree and those who have transferred from PRS, but not to M.Litt. students, who do not have D.Phil. status by definition. For PRS-route students, application should be made not earlier than the sixth term after admission as a doctoral student, nor later than the ninth term. In the case of Oxford M.Phil.-D.Phil. transferees, confirmation should be sought not earlier than the third term after admission as a doctoral student, nor later than the sixth term.<sup>4</sup> However, the Teaching Committee or Director of Graduate Studies can allow any student to defer submission for up to three terms in exceptional cases (usually a term at a time) using form GSO 14B (NB: extensions are not appropriate for this purpose, but only to extend the so-called ‘candidature date’, i.e. the date by which the student should submit the final thesis; use form GSO 15 for this. Sometimes both an extension and a deferral of confirmation must be applied for simultaneously). D.Phil. students will be expected to present their work to the Work in Progress class<sup>5</sup> before being considered for Confirmation of Status.

The purpose of the Confirmation of Status exercise is to gauge whether the student is on course for a successful examination of the whole thesis, *though passing the former is no guarantee of success in the latter*. As with Transfer of Status, it takes the form of an assessment by two, normally internal members of the academic staff chosen on the basis of consultations between the student and supervisor. The supervisor may not be an assessor, but sometimes an assessor is drawn from another department in the University, though rarely

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<sup>4</sup> The reason for this difference is that for M.Phil.-route students the second year of their M.Phil. degree is their preparatory year, whereas for M.Sc. students it is the PRS year, a year when, unlike second-year M.Phil. students, they already have doctoral-student status, though it is provisional.

<sup>5</sup> Or an agreed equivalent, e.g. in the case of ICEA students.

from outside it. The student may consult with the assessors to set a place and time for the assessment interview, but should not approach them for any other reason connected with the confirmation process. As with Transfer of Status, assessment involves an interview rather than a formal viva, and sub fusc is not worn.

The assessors receive materials for assessment from the candidate and subsequently conduct an interview with him or her. They then draw up a report making a recommendation to the Graduate Studies Committee through the Director of Graduate Studies. As with Transfer of Status, materials may be submitted directly to assessors (by e-mail or in hard copy, as the latter prefer) or through the general office in 51 Banbury Road. And as with Transfer of Status also, the assessors merely give a recommendation to the Teaching Committee (which may reject or vary it) and are under no obligation to give it to the student. Formally this is only done by letter from the Graduate Studies Office.

The *Examination Regulations* for Anthropology specify the following to be submitted for assessment: 'a) a detailed outline of the whole of the proposed thesis, including an indication of the topics, theories, arguments etc. to be covered in individual chapters (as applicable); and b) at least one and not more than two sample chapters. In the case of b), 'the student is advised to submit one chapter that is basically ethnographic in type (if applicable), the other concerning the more general comparative and/or theoretical issues with which the thesis deals'. The supervisor(s) should in any case be consulted in deciding what to submit. The word limit for the outline is 4,000 words and for the chapter(s) together 20,000 words (i.e. 20% of the permitted word limit for the whole thesis). However, as students are not expected to divide chapters arbitrarily for this purpose, the rule is more to the effect that assessors are not obliged to read beyond this limit. On the other hand, they are entitled to call for additional materials from the student before making their decision.

As well as recommending a pass, assessors may refer the texts submitted for assessment back to the student for further work or clarification. Students whose first attempt to achieve confirmation is unsuccessful may make a second attempt, but if that too is unsuccessful, they may be required to transfer to the M.Litt. degree, depending on a decision by the Teaching Committee. This would mean that they will no longer be eligible for the degree of D.Phil.

Once students have been confirmed in their D.Phil. status, they may, according to university regulations, proceed to submission of their theses.

The Social Sciences Division has also issued its own notes of guidance regarding confirmation of status. This is reproduced, as amended in accordance with School of Anthropology practice, on the anthropology website, under 'Current students', then 'Course information', then 'Transfer and Confirmation of Status—Divisional documents'.

## **The Integrated Thesis format**

### *1 Format*

As an alternative to producing a thesis in the monograph format, candidates for a D.Phil. in Anthropology may present their work in the integrated format. In this format, the doctoral thesis comprises a series of chapters, each of which is broadly equivalent to a paper of

publishable standard suitable for submission to a refereed journal or edited volume in the relevant field of research.

One or more of the papers thus submitted may, but need not, have already been published or accepted for publication, or be under consideration for publication. Any such collection of papers may, but need not, include or be accompanied by additional text not published, accepted for publication, or under consideration for publication, covering other aspects of the work. For example, the thesis chapter may be longer than the published paper, due to journal article formatting or length restrictions. Alternatively, a chapter may be included in the thesis to present work that is integral to the doctoral research project, but which is not suitable for publication *per se* (e.g. comprising only preliminary results). In any case, the scope of the work presented in the thesis overall must be equivalent to what would normally be acceptable for a doctoral thesis in the monograph format.

The thesis must include an introduction and a conclusion to the entire work, together with a literature survey and a statement outlining how the chapters are integrated as a complete text. The work thus presented must constitute a thematically coherent whole of the sort normally expected of a doctoral thesis in the monograph format. Chapters can be cross-referenced as appropriate to obviate excessive repetition. Any papers already published or accepted for publication, or under consideration for publication, must be included in their most recent version as an appendix to the thesis (e.g. the typeset version prepared by the journal for a paper published or in press), subject to resolution of issues of copyright.

The thesis must be bound together as a single document, following the formatting guidelines specified in the examination regulations for the monograph format. A statement listing any papers published or accepted for publication, or under consideration for publication, linked to the work presented in the thesis is to be included as front matter, outlining the candidate's contributions to collaborative efforts. The standard total word limit of 100K applies, subject to the usual procedures whereby this requirement may be waived.

## *2 Procedures*

All the work submitted must have been produced during, and based on research in connection with, the D.Phil. programme, including, if applicable, work produced as an M.Phil. or M.Sc. (by Research) student in the University of Oxford which is directly connected to the subject matter of the D.Phil. research. Papers produced prior to or subsequent to this period are not admissible for this purpose.

Candidates for a doctorate in anthropology who wish to proceed by this route should elect to do so before Confirmation of Status is attempted. They must make their decision in consultation with their supervisor(s) in the first instance. In exceptional circumstances, and not without cause, the supervisor(s) may veto a student's decision to proceed by this route, subject to approval by the Director of Graduate Studies. Ultimately, it is the responsibility of the supervisor(s) to ensure that the student present work in the format best suited to the doctoral research project and in line with disciplinary standards.

Students should be aware that the acceptance of a paper for publication does not of itself mean that the paper is of sufficient quality or appropriate content to include in the thesis.

Where the candidate proceeds by this route, the assessors for purposes of Confirmation of Status will be expected to satisfy themselves that the proposed scope and structure of the work is likely to attain the level of thematic organization, coherence, and consistency that is expected of a doctoral thesis. They need not be shown all the chapters, but must be shown at the minimum one sample chapter, together with the introduction to the entire work and the statements mentioned in Section 1, above outlining (i) how the chapters are integrated as a complete text and (ii) the extent of the candidate's contributions to collaborative efforts. These materials will substitute for the outline of the whole thesis otherwise required for purposes of Confirmation of Status.

If the thesis is to include collaborative work (Section 3, below), the candidate must provide a statement of permission from collaborators to include the work in the thesis, with each collaborator confirming the extent of the candidate's contribution. This statement is to be submitted as a separate document, together with other materials required for confirmation of status.

If, having elected to pursue the integrated thesis format, the student wishes to revert to the monograph format, he or she may apply to do so, with his or her supervisor's approval, by direct application to the Director of Graduate Studies, giving his or her reasons.

### *3 Collaborative work*

In the case of work presented in the thesis that is the product of collaborative effort, Confirmation assessors and final examiners will need to satisfy themselves that the candidate is responsible for the majority contribution to the work, in terms of intellectual development, practical implementation, and writing up.

To this end:

- as mentioned in Section 1, above, a statement must be included as front matter to the confirmation of status document and to the thesis, listing any papers published or accepted for publication, or under consideration for publication, linked to the work (to be) presented in the thesis, outlining the candidate's contributions to collaborative efforts;
- as mentioned in Section 2, above, a statement of permission from collaborators to include the work must be submitted as a separate document at confirmation of status.

Any papers published or accepted for publication, or under consideration for publication, linked to the work presented in the thesis, but to which the candidate did not make the majority contribution in terms of intellectual development, practical implementation, and writing up, may, but need not, be listed in the statement and presented as an appendix to the thesis. However, such work will not be considered as the candidate's own, nor assessed in these terms, for the purpose of award of the doctorate.

### *4 Copyrighted materials*

Issues of copyright must be addressed by the student prior to submission of the thesis. In particular, where the appendix to the thesis is to include papers already published or accepted

for publication, or under consideration for publication, as specified in Sections 1 and 3, above, the student must obtain permission from the publisher(s); any such statements are to be submitted as separate documents to the thesis.

If such permission(s) is (are) not granted, the student will need to obtain dispensation from consultation for the relevant sections of the thesis in hard and/or electronic copy.

### **Deferrals, extensions, suspensions**

While the School does not encourage students to defer transferring or confirming status, to extend their studies generally beyond the initial deadline, or to suspend their status temporarily without good reason, such actions are permitted. The School recognises that they may have to be taken for a variety of circumstances, especially given the specific conditions of anthropological research. Such actions require forms to be filled in and signed by the appropriate authorities, including finally the Director of Graduate Studies or his or her delegate or substitute in the capacity of Chair of the Teaching Committee. While such requests will always be considered sympathetically, there is no automatic right to have them approved. University regulations apply in all cases.

#### ***Summary of regulations applicable to research students (D.Phil., M.Litt.)***

1. To complete a D.Phil. thesis, the initial upper limit is 12 terms (M.Litt. 9 terms). There is no need to apply for an extension until this limit (your 'candidature date' or date of submission) becomes imminent without your completing the thesis. Extensions of up to a further 6 terms (M.Litt. also 6 terms) are possible, usually a term at a time, and with no more than a year (i.e. 3 terms) being granted at any one time under University regulations. Extensions of more than 6 terms require the approval of the Education Committee. Use form GSO 15 for extensions.
2. Transfer of status from Probationer Research Student to D.Phil. Student should take place normally not later than the 3rd *full* term (i.e. normally Trinity full term, by which is meant the eight teaching weeks) after admission as a research student. Deferral for one term (i.e. normally to the end of Michaelmas full term in the second year or some shorter period) is possible using form GSO 2B, endorsed by the supervisor and submitted to the Director of Graduate Studies. Transfer of status applies to both D.Phil. and M.Litt. students, except for those who transferred *internally within Oxford* to one of these degrees via the M.Phil. route. Special arrangements apply to students following the alternative PRS pathway (see Appendix 3, below) or entering the university in Hilary or Trinity term (consult with the Director of Graduate Studies).
3. If a Probationer Research Student fails to transfer at the first attempt, one further attempt is permitted. One term's extension is automatically allowed to give the student time to resubmit. A second failure will normally mean a student no longer being permitted to continue on the course or being permitted to continue only as an M.Litt. student (subject to qualification in exceptional circumstances).
4. Confirmation of [D.Phil.] status should be achieved between 3 and 6 terms (Oxford M.Phil. route) or between 6 and 9 terms (PRS route) after admission as a research student via form GSO 14. Under University regulations, deferral is possible for a maximum of a further 3 terms via form GSO 14B. However, University policy is to

grant only a term at a time unless there are very compelling reasons to grant more. After the period of three terms has been used up, further deferrals can only be obtained by petition to the Education Committee. M.Litt. students do not have to apply for confirmation of status. NB: you *defer* confirmation of status, but *extend* your candidature or submission date; different forms apply (respectively GSO 14B, GSO 15).

5. If a D.Phil. student fails to achieve confirmation at the first attempt, one further attempt is permitted. One term's extension is automatically allowed to give the student time to resubmit. Failure to achieve confirmation at the second attempt may lead to relegation to M.Litt. student status by the School's Graduate Teaching Committee.
6. Suspension of status may be permitted for 1 to 3 terms at a time, up to a maximum of 6 terms. Use form GSO 17 to suspend, and form GSO 17A to confirm your return from suspension (NB: the latter is also mandatory; you won't be reregistered automatically at the end of your period of suspension). The student's college should always be involved in any decision to suspend, as well as the School. Voluntary suspension is primarily intended for students who, temporarily, cannot work on their theses, not as a way of circumventing deadlines; it is assumed that, while suspended, you will not be able to work on your thesis. Suspensions can be made retrospectively, if, for example, the student has not been able to work for a long period because of illness.
7. Students who fail to submit work by any of the above deadlines will ultimately be deemed to have lapsed, or be removed from, the Register of Students, though they can normally expect to receive a warning letter from the Graduate Studies Office. Use form GSO 23 to petition to be reinstated to the Register after lapsing. The School cannot reinstate students who have lapsed having used up all the time allowed (i.e. including all possible extensions and deferrals) in their current status. In these cases, the Education Committee must be petitioned first for special permission to extend (usually through the college or Graduate Studies Office rather than the School).
8. Students who have lapsed or otherwise been removed from the register of students are not entitled to any university facilities, including especially supervision, libraries, e-mail and university cards, though suspended students keep their University cards. If supervisors nonetheless agree to continue supervising a student under these circumstances, it will be considered a private matter. NB: there may also be consequences of loss of student status in the wider world, e.g. loss of council tax exemption or immigration and visa rights.
9. Reinstatement following unauthorized lapsing is not automatic and will depend on a number of factors, primarily the availability of suitable supervision for the future and an assessment of the likelihood of work being resumed and successfully completed, but also college agreement. In principle, this also applies where illness or other personal problems have played a part in the suspension or lapsing: while such factors are always taken into account as sympathetically as possible, in these cases too, the School will want to satisfy itself concerning the feasibility of further work towards successful completion of the thesis. Similar considerations may apply to return from pre-agreed voluntary suspension, even though this does not formally require permission (only notification via form GSO 17A).
10. At its discretion, the School may allow the reinstatement of a lapsed student for one further term only (subject to Education Committee approval of a special extension

where necessary) for the purposes of fulfilling the remaining requirements (e.g. confirmation of status, followed, if successful, by final submission within the same term, including the ensuing vacation). If the circumstances seem to warrant it, the above conditions may be varied at the School's sole discretion.

11. This does not apply where a suspension has been agreed with a student for a specific reason, such as preparatory studies (e.g. a year off for language training), unavoidable delays in entering a field site or personal crises. Such agreement should not be taken for granted and has to be negotiated between the student and the School's representatives in each case. There is a specific University policy regarding maternity, paternity and adoption leave (see [www.ox.ac.uk/.../documents/University\\_Policy\\_on\\_Student\\_Maternity\\_Paternity\\_and\\_Adoption\\_Leave.pdf](http://www.ox.ac.uk/.../documents/University_Policy_on_Student_Maternity_Paternity_and_Adoption_Leave.pdf)), which counts as a special type of suspension of status.
12. Students whose work is persistently unsatisfactory, who are absent from Oxford without proper authority or who are undertaking unauthorised activities while on authorised leave may be suspended temporarily by the School at any time, following consultation with the supervisor and college. The suspension may be for a specific period and be subject to review. Reinstatement in such cases will be subject to the conditions in # 9 and # 10 above. In extreme cases the School may seek removal from the Register of Students entirely, this being the most drastic form of action.

Other forms exist for changes of title and changed or additional supervisors. For a complete list of forms, see **Appendix 1**.

### **Academic Review Register**

An Academic Review Register has been introduced by the Social Sciences Division (of which the School is a component part) to reinforce the monitoring of students who are failing to meet key deadlines or otherwise appear not to be working on their degrees, for whatever reason. The Register, together with the names that have been placed on it, will be presented to the termly meeting of the Division's Teaching Audit Committee for discussion and possible action. This is not a disciplinary procedure in itself, but is designed to identify problems and deal with them in a non-punitive manner. It is in any case the practice of the Graduate Studies Office to issue students with reminders and warning letters before taking any action. The School of Anthropology, through the Director of Graduate Studies, will nonetheless be expected to investigate such cases and report on them prior to any decision being taken to place a student on the Register. One possible outcome of being placed on the Register is that a student's status may eventually be deemed to have lapsed. In most cases, however, a plan of action is more likely to be agreed with the Director of Graduate Studies, supervisor(s) and student enabling the latter to catch up. Needless to say, it is in the interests of all concerned that entry on the Register be avoided if at all possible. Students who have applied for, and received, deferrals, extensions or suspensions of status in the proper manner will not be placed on the Register for those reasons alone.

### **Census points and student monitoring**

The University has introduced a system of so-called 'census points' to increase its monitoring of students and ensure that they are working on their degrees in accordance with the UK's immigration regulations for non-EEA students. There are now ten monthly census points

covering the academic year from October to July. Supervisors are asked to report contacts with all their students in accordance with each census point, such contacts preferably being in person, or if not by e-mail, especially for research students. The only exception is initial registration or re-registration at the start of each academic year for the first census point. Universities are subject to audit, meaning that the census information collected may from time to time have to be released to the immigration authorities.

The University has decided to apply this policy to all students, not just non-EEA ones, in the interests of equity. Its main aim is to satisfy immigration reporting requirements for non-EEA students to ensure that student visas are not being abused for other purposes. These requirements also apply to non-EEA students who are conducting fieldwork or writing up outside the UK while they are in possession of such a visa, as the latter gives them leave to enter the UK at any time.

In practice, to prevent action being taken under this heading, all students should make sure they contact their supervisors at least once a month, and at least by e-mail if face-to-face contact is impracticable, to give an account of their recent and current activities and to satisfy their supervisors that they are continuing to work on their projects. If such work is not possible for any reason, they should inform their supervisors promptly so the situation can be properly discussed. It is accepted that some students in the field will be in remote areas without the possibility of such communication, at least for certain periods, and account will be taken of such circumstances. The key point to remember is to keep your supervisor informed of what you are doing and where you are doing it on a regular basis. This still applies if things are not going smoothly and you are encountering problems. In the long run it is always better to discuss problems with the supervisor (or DGS or Head of School) than to hide them and pretend they don't exist: if they are genuine, they will not lead to punitive action on the part of the School or University. In any case, the School has extensive experience of dealing with problems that occur on a regular basis, such as funding, illness, etc.

### **Final examination (the viva)**

Supervisors are required to discuss with the student the names of possible examiners for the thesis. The student then submits the appropriate form (GSO 3), which, when complete, the School will submit to the Graduate Studies Office. This form sets in motion the formal appointment of examiners, normally one internal, one external to the University (occasionally two external examiners are appointed, in which case an internal moderator may be appointed to monitor the examination process but not take part in it). Reserve examiners should be named on the form if possible, as well as those who are actually expected to act. The form also has a section declaring any change of title that is required and that has not already been made via form GSO 6. The length of the thesis in words and the exact latest submission date also have to be declared on the form. The thesis does not have to be submitted with the form, but a declaration has to be made on the form as to when it was submitted or will be submitted.

Doctoral and M.Litt. vivas should be held in Oxford. Permission may also be given for a remote viva to be held, the absent party being the external examiner only, not the student. Students should not submit theses for either initial or subsequent examination direct to examiners in any form, but only through the Examination Schools. Theses may be returned

directly to the internal examiner for checking if only minor corrections have been required (and have been made).

For a successful D.Phil. or M.Litt., the central requirement is that the student presents a significant and substantial piece of research of a kind which might reasonably be expected of a diligent and competent student after three, or at most four years of full-time study.

The statutory requirements that the examiners have to consider, and confirm in their report, in deciding whether or not to award the degree of D.Phil. are that:

1. The student possesses a good general knowledge of the particular field of learning within which the subject of the thesis falls
2. The student has made a significant and substantial contribution in the particular field of learning within which the subject of the thesis falls
3. The thesis is presented in a lucid and scholarly manner
4. The thesis merits the Degree of Doctor of Philosophy
5. The student has presented a satisfactory abstract of the thesis.

For the M.Litt. the requirements are that:

1. The candidate possesses a good general knowledge of the field of learning within which the subject of the thesis falls
2. The candidate has shown competence in investigating the chosen topic
3. The candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls
4. The thesis is presented in a lucid and scholarly manner
5. The thesis merits the Degree of Master of Letters.

For the D.Phil. two copies of the thesis, of a maximum of 100,000 words (not including abstract, bibliography or any preface or appendices), must be submitted for examination, together with two copies of an abstract of the thesis that normally should not exceed 300 words. For the M.Litt. no word limit is specified for the thesis, but around 50,000 words is a reasonable figure. Examiners are entitled to refer a doctoral thesis back to the candidate if it is found to be over the word limit without specific permission having been granted.

Theses for examination can be submitted in soft bindings (not loose-leaf), but on successful examination a hardbound copy, corrected if the examiners so specify,<sup>6</sup> must be deposited in the Bodleian Library. An electronic version must also be submitted to the Oxford Research Archive (on the latter requirement, see [www.ouls.ox.ac.uk/ora](http://www.ouls.ox.ac.uk/ora); also **Appendix 1**, below. For information relating to third party copyright items (e.g. images) in digital theses see [https://libguides.bodleian.ox.ac.uk/digitaltheses/third\\_party\\_copyright](https://libguides.bodleian.ox.ac.uk/digitaltheses/third_party_copyright); queries for further clarification can be directed to the Tylor Anthropology Librarian). After the submission of the theses and abstracts, the examiners notify the student of the date of the oral examination; all other communications between candidates and examiners must be conducted through supervisors. Candidates may in certain circumstances (if, for example, they are about to take up full-time employment overseas) ask to be given an early examination via form GSO 16; whether such requests can be met will, of course, depend upon the commitments of examiners

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<sup>6</sup> The student should not make any other changes to the thesis before submission.

and the amount of warning they are given. If the latter agree, the viva should be held within one month of their formally agreeing to examine. If the thesis is not ready at the time the application for appointment of examiners is made, a proposed submission date should be indicated on the appointment of examiners' form, which should be as soon as possible after the date of application, but in no case later than the last day of the vacation immediately following the term in which the application has been made (i.e. Friday of 0th week of the following term). A final title should also be declared on the form if it represents a change from an earlier title.

In the oral examination, apart from asking you about specific points in the thesis, as already noted the examiners are required to ascertain that you have a good general knowledge of the particular field of learning in which the subject of your thesis lies and satisfy the other conditions listed above. You are entitled to be given sufficient opportunity to reply to the points they raise. You are strongly advised to bring a copy of your thesis with you to the oral examination. As for all formal examinations, candidates must wear subfusc, as does the internal examiner. It is the ISCA Graduate Teaching Committee, whether acting or not through the Director of Graduate Studies as its delegate or a substitute, not the examiners (who only recommend), that makes the final decision on the outcome of the examination. Formal notification is by letter from the Graduate Studies Office. Examiners are not supposed to convey their recommendation to a student in the viva itself, nor, if a thesis is referred, to give guidance in the viva itself regarding what needs to be done to bring it up to the required standard. Such guidance and information should only be given to the student in the examiners' subsequent report and/or a specific document appended to it, though both should be provided promptly to the student. Lists of 'minor corrections' may, however, be given in the viva itself.

The three most common recommendations examiners make are either:

- i) the award of the D.Phil. (with or without 'minor corrections')
- ii) major corrections (see further below)
- iii) a referral of some sort, usually referral back for the D.Phil., though occasionally for the M.Litt. only, if the examiners are satisfied that the thesis cannot be revised to D.Phil. standard under any circumstances.

'Referral' here means a requirement for further work or revision, followed by re-examination. Other possible recommendations (progressively less favourable) are:

- iv) a choice between *award* of the M.Litt. as the thesis stands or *referral back* for resubmission for the D.Phil. as the student chooses, if the examiners think the thesis is of the former standard but not yet of the latter, though it might become of D.Phil. standard if revised
- v) a referral back for revision for either degree as the student chooses, if the examiners do not think the thesis as it stands is of sufficient standard for either, but may become so after revision
- vi) fail (not permitted without an initial referral, i.e. not at the first viva).

Clearly a thesis submitted for the M.Litt. degree cannot be awarded a D.Phil. (though the reverse is possible), but it may be referred back to the student for further work, as well as

passed with or without minor corrections. A thesis originally submitted for the D.Phil. which is subsequently used to supplicate for the M.Litt. degree need not be reduced in its word count.

Any minor corrections the examiners require should be made within one month of the viva, it being possible to apply for a further month via form GSO 18. Minor corrections are those that do not require the consideration of the examiners on intellectual grounds (they are rather of the nature of typographical and other minor errors), and the internal examiner checks them alone without having to meet the student or consult the external examiner.

The option of ‘major corrections’, also available to examiners, is intermediate between minor corrections and a full referral. Major corrections should obviously be more substantial than the correction of simple errors that constitutes minor corrections, but should not be sufficient to justify a referral; they should also be 1) capable of completion within six months, there being no extension allowed; and 2) signed off by both examiners, with or without the imposition of minor corrections at this stage in addition. A further viva may or may not be required, depending chiefly on whether or not the examiners feel another batch of major corrections is needed. The School’s Teaching Committee, in reviewing any recommendation of major corrections, may accept or reject the recommendation, in the latter case asking the examiners to review it.

If the thesis is referred for resubmission, the candidate will be given two years to revise and re-submit it. A fee is payable on resubmission. A detailed list of requirements for revision should be provided by the examiners as soon as possible after the examination. Upon resubmission the student should submit a report of no more than 1000 words outlining the changes that have been made to the thesis in response to the examiners’ original report. The examiners need not hold another viva, provided they are satisfied that the resubmitted thesis deserves the award of the D.Phil. without one, otherwise they must do so before making their final recommendation, including to fail the thesis outright. Further details concerning the D.Phil. examination procedure and duties of the examiners may be found in the *Examination Regulations*.

If a thesis is referred, for the subsequent examination the candidate may choose alternative examiners, who would normally, however, receive a copy of the first examiners’ report (though the candidate may appeal to the Proctors against this last provision). The first examiners are under no obligation to act in any subsequent examination. The academic judgement of examiners and assessors is considered sacrosanct. Claims against their decisions can only be made on procedural grounds, normally to the proctors through the student’s college. Careful consideration should be given to changing examiners, as a fresh team may well uncover fresh problems.

Although a copy of all theses is required to be deposited in the Bodleian library, a student may elect to restrict access to a thesis for a period, normally of up to five years (e.g. if it contains sensitive information), though after that time an application may be made that this be prolonged (NB: no reminder will be sent that the period of restriction is coming to an end, so students should keep account of this themselves). Students should especially keep the possibility of restricting access in mind in light of the requirement to submit an electronic copy of all theses to the Oxford Research Archive (ORA), which has made access to theses

easier than formerly. The Social Sciences Division in any case imposes a default embargo of three years on ORA submissions, though the student may apply for this to be waived, e.g. to satisfy research council conditions on the rapid dissemination of results. See <http://www.ouls.ox.ac.uk/ora> for further guidance on this matter.

## **Plagiarism**

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For guidance on correct citation formatting please see ISCA Graduate Studies Handbook, Appendix 3, pp. 25-27.

For good referencing practice, see

<http://www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexef> .

There is clear information and advice on how to avoid plagiarism in the Study Skills section of the University website:

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

**All ideas and words quoted must be properly referenced to avoid plagiarism.**

The University offers two online self-study courses that will help you in understanding what constitutes plagiarism and how to avoid it.

You are *strongly advised* to take these courses early in your time here.

<https://weblearn.ox.ac.uk/portal/hierarchy/skills/generic>

For guidance on correct citation formatting please see ISCA Graduate Studies Handbook, Appendix 3, pp.25-27.

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

Student feedback is provided first of all through the **Graduate Joint Consultative Committee** (usually just called the JCC), which brings together members of both the academic and non-academic staff with student representatives to discuss matters of mutual concern at a meeting held every term. The student representatives are selected entirely and freely by the student body, this being a matter in which no member of staff is allowed to play any part. The committee meetings are normally chaired by a student, and the minutes may be taken by either the chairperson or a member of the non-academic staff. The academic staff should not occupy any positions on this committee, though they attend its meetings to discuss issues of concern with students. The minutes of JCC meetings are circulated to both students and staff.

Student representatives also sit on a number of departmental and divisional committees, including among others the Teaching Committee and the Library Committee.

Student representatives on the Divisional Board are selected through a process organized by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the University level.

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

## **COMPLAINTS AND APPEALS**

The University, the Social Sciences Division and the School of Anthropology and Museum Ethnography all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University's complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

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

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

### **Complaints**

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with your supervisor, the DARC (Prof. Stanley Ulijaszek) or with the Director of Graduate Studies (Prof. Marcus Banks) as appropriate. Within the department the officer concerned will attempt to resolve your complaint informally.

If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage (<http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints>), the Student Handbook (<http://www.admin.ox.ac.uk/proctors/info/pam>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>).

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

### **Academic appeals**

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage (<http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints>), the Student Handbook (<http://www.admin.ox.ac.uk/proctors/info/pam>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>).

Please remember in connection with all the academic appeals that:

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

### **Policies and regulations**

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

## **APPENDIX 1: LIST OF APPLICABLE UNIVERSITY FORMS**

GSO [Graduate Studies Office] numbers can normally be found in the top right-hand corner of the first page of the form. Forms can be downloaded from <https://www.ox.ac.uk/students/academic/guidance/graduate/progression?wssl=1>. They are also available in the ISCA general office.

### **M.Sc. to M.Phil. or vice versa; D.Phil. to D.Phil (i.e. between departments):**

**GSO 28** ('Change of programme of study'). This form is for transfers between different taught courses or different research degrees (including between departments).

### **M.Sc. to PRS or M.Phil. to D.Phil.:**

University's standard admissions procedures (q.v.), administered and decided by the School.

### **M.Litt. or PRS to D.Phil.:**

**GSO 2** ('Application to transfer status'). This is the form to use for upgrading research students.

**GSO 2B** ('Application for deferral of transfer of status')

### **Confirmation of D.Phil. student status:**

**GSO 14** ('Application to confirm D.Phil. status').

**GSO 14b** ('Application for deferral of confirmation of D.Phil. status')

### **Other**

**GSO 3** appointment of examiners (for doctoral and M.Litt. vivas)

**GSO 6** change of title (also possible via GSO 3 if final title)

**GSO 8** dispensation from statutory residence (not ordinarily used in anthropology)

**GSO 15** extension of time

**GSO 16** early examination (for doctoral and M.Litt. vivas)

**GSO 17** suspension of status

**GSO 17a** confirmation of return from suspension of status

**GSO 18** extension of time to complete minor corrections (post-viva, 3 months only)

**GSO 23** reinstatement to the register of graduate students (e.g. after lapsing)

**GSO 25** change of supervisor or appointment of further supervisor(s)

**GSO 29** notification of withdrawal from programme of study

**NB:** the 'student number' (OSS number) on these forms is not the University card number (always a seven-figure number beginning with '2') but a special number usually of four to six figures, which may start with any number. If in doubt, ask in the ISCA general office or leave blank.

The student is primarily responsible for filling in these forms at the appropriate times and in the appropriate circumstances, as well as making sure that they are signed by the whole range of individuals or authorities indicated on them (usually oneself, as well as the current or any new supervisor, the college, the director of graduate studies, and possibly others). Once the form is complete, it should be returned to the Departmental Office for copying and processing. The copies will be filed in ISCA and the originals sent by ISCA staff to the Divisional Graduate Studies Office.

## APPENDIX 2: WRITING GUIDELINES

In writing theses and coursework, the following conventions and guidelines may be adopted as standard in anthropology today:

### Editorial

- 1) The *Oxford Dictionary for Writers and Editors* and *Hart's Rules* give appropriate guidance on spellings and other detailed aspects of the editing and preparation of manuscripts in UK English. American spellings and punctuation are acceptable, provided consistency is observed throughout (for American English, see the *Chicago Manual of Style*).
- 2) The rule for doctoral theses (in the *Examination Regulations*) is double-spacing for the main text, though single-spacing or 1.5 spacing may be used for footnotes and set-off quotes. Double-sided printing is preferred. Footnotes are preferred to endnotes; if endnotes are chosen, a separate printout of them should be given to examiners. An abstract should be supplied of no more than a single page (side). Theses should be paginated throughout.
- 3) Times New Roman or similar is a good choice for the main typeface. There is rarely any need to mix typefaces. The main text and bibliography should be 12 point in size, set-off quotes 11 point, footnotes or endnotes 10 point. Your word-processing program will probably automatically set footnotes or endnotes in a smaller type size than the main text.
- 4) Single quotation marks should be used for quotations, double quotation marks reserved for quotations within quotations. This applies whether the quoted material is from published sources or from field notes, and whether a single word or phrase, or one or more complete sentences. The convention that has grown up of using double quote marks for quoted words and single quote marks for glosses etc. is best avoided, especially as publishers still tend to prefer the former system.
- 5) Longer quotations of more than about five lines should be set off from the main text in 11 point type size and indented. They should not be preceded or followed by quote marks, though these should be used within the set-off quote if required (e.g. for a quote within the set-off quote). If a set-off quotation has a reference, it should be placed in brackets *after* the final full stop, and not have a full stop of its own.
- 6) Quotations should normally be in ordinary type, not italics, except for original emphasis or your own special emphasis. The origin of any emphases in quoted passages should be indicated (e.g. 'emphasis in the original', versus 'my emphasis').
- 7) The omission of words from a quotation should be indicated by three points (four at the end of a sentence). Matter you yourself have added to a quotation should be placed in square brackets.
- 8) Italics should be used for foreign words cited singly or in small groups, but not for longer quotations that consist of continuous text (which should be treated like ordinary quotations in English). Italics should also be used for book or journal titles cited in the text, but article titles should be in ordinary type within single quote marks.
- 9) Exceptions to 8) include names of rituals and organisations, and personal names: even if in a foreign language, these tend to be treated as proper nouns in English, i.e. put in ordinary type with an initial capital letter. In general, any foreign word which would, if in English, be considered a proper noun should be treated as if it were English.

- 10) Footnotes are preferable to endnotes, the latter being subject to restrictions on their use under the *Examination Regulations* (q.v.). Footnotes should be kept to a minimum and should normally consist of supplementary text, not of references alone, though references belonging to the text of the footnote itself should, of course, be inserted.
- 11) Footnotes should be in 10-point type size (NB: your word-processing program may well automatically set a smaller type size than the main text).
- 12) Footnote or endnote numbers *in the text* should be in superscript: this is usually done automatically by word-processing programs. They should come *after* any nearby punctuation (full stops, commas, etc.).
- 13) All pages of the main text should be numbered using arabic numerals. Roman numbers may (but need not) be used for front matter (generally up to and including the contents page).
- 14) Section headings should be carefully and consistently distinguished from one another according to their position in what is basically a hierarchical schema (of sections, sub-sections etc.) by differential numbering and/or lettering, different type sizes or type styles (bold, underlining, italics etc.), though not normally different typefaces. The device '1., 1.1., 1.1.1.', etc., is sometimes useful (see, e.g., *JASO* 1986, pp. 87 ff.). Although there is an increasing tendency among publishers not to number sections, sub-sections, etc. *within* a chapter, numbering does make cross-referencing easier.

### **Bibliographical**

- 1) The 'Harvard' system of listing full references in the bibliography and placing only short references in the text, usually in parentheses [e.g. (Smith 2000: 10), where 2000 is the date of publication and 10 the page number], is now standard in anthropology. If no date is given, put 'n.d.'
- 2) Short references should not have commas within them, and the page number is best preceded by a colon rather than a comma: thus 'Smith 2000: 10' is clearer than 'Smith, 2000, 10'.
- 3) A number of short references may, however, be separated by commas if without page numbers (e.g. Smith 2000, Jones 2005, Brown 2007); if page numbers are given, then it is clearer to separate such references with semi-colons (e.g. Smith 2000: 10; Jones 2005: 20; Brown 2007: 50).
- 4) In the text, the abbreviation 'et al.' (note position of full stop!) is used for multi-author references with more than two authors, the first author's name coming beforehand: e.g. 'Smith, Jones and Brown 2000' can be cited as 'Smith et al. 2000' (no commas needed, NB). Do not use in the bibliography at the end, but give all names, however many. Do not use for only two authors, but give both names in such cases: e.g. 'Smith and Jones 2000'.
- 5) 'Ibid.' (= ibidem, 'the same') may be used in textual references to indicate a repeat reference (with or without a fresh page number), but should be used with care, as it may confuse the reader. For example, if a completely different reference is introduced in the intervening passage in a subsequent draft, the 'ibid.' will automatically be read as referring to it and not the previous reference. 'Op. cit.' (= 'in the place cited') is now virtually redundant in anthropology to indicate a repeated reference to a previously cited work. In general, publishers now prefer to avoid both abbreviations.

- 6) With page numbers, 'ff.' = 'pages following', 'f.' = 'page following'. However, it is generally clearer to give the full page span in all cases. The equivalent 'et seq.' for 'ff.' is now virtually redundant in anthropology.
- 7) Page numbers should always be given for direct quotations from another work. Their omission in other cases is often justified (e.g. to cite a work in general terms), but it may also be taken to reflect laziness on the part of the author.
- 8) References alone should not normally be put in footnotes, unless there are many that have to be listed together. References should, however, be included in footnotes if they are integral to the text of the footnote.
- 9) The full form of all references should be listed at the end of the text in a bibliography in alphabetical order of author's surname or equivalent identifier (e.g. issuing organization or title of work if no author is given).
- 10) Normally in the bibliography the author's surname is given first, in full, followed by initials or first names, then the publication date with a full stop. After that comes the title, and, in the case of an article, the title of the book (with editors' names) or journal in which the article appears.
- 11) For articles in journals alone, give the volume number, issue or part number (if any) and page numbers for the article (insert all these at the end, after journal title). Page numbers are not normally required for articles in edited books.
- 12) Titles should be in italics in the case of self-standing published items (books, journal titles); but in ordinary type, with or without quotation marks (the latter increasingly being preferred), in the case of articles in journals or in edited volumes. Unpublished theses are best given in ordinary type without quotation marks.
- 13) Titles need no longer have initial capital letters for all words, only for the first word of a title (not of a sub-title if preceded by a colon) and wherever they would be required in normal text. The older convention of having initial capitals for all the important words of a title is still valid – indeed, it remains obligatory for journal titles – though it is becoming less popular for titles of books, book chapters and articles. Whichever method is used, it should be used consistently.
- 14) Archival references (as distinct from published ones) have their own conventions; see the standard guides mentioned above for detailed advice. You don't normally need to list your own field notes as references, nor to put 'personal communication' to reference informants' statements, though the latter should be used to cite unpublished information imparted informally by a colleague.
- 15) Web sources should consist of the full URL, author and title if known or appropriate, and date accessed (to take account of web updates). These are best placed in footnotes. If there are many, a separate bibliographical list may be provided.
- 16) The above is a reasonable and relatively economical method of dealing with presentational issues, but variations may be encountered that are equally valid. Whichever method you choose, be consistent over details and do not deviate markedly from accepted conventions without good reason (such reasons may need specific justification).

### **APPENDIX 3. ALTERNATIVE PRS PATHWAY<sup>7</sup>**

Probationer research students entering the Institute of Social and Cultural Anthropology should normally have a prior, full taught-course degree in social or cultural anthropology at either the graduate or undergraduate levels before being admitted to this status. Exceptionally, however, students who have earned a distinction in either 1) a degree in a closely related subject that includes some social or cultural anthropology, or 2) a mixed degree in social or cultural anthropology and another closely related subject may be admitted directly to the status of probationer research student in anthropology. In addition to the standard requirements for probationer research students in anthropology (and except as varied below), students entering the above Institute via this route should satisfy the following conditions:

- 1) they enter the Institute as research students in the Michaelmas term of their first academic year and not in any other term.
- 2) the topic of their proposed research lies in the general thematic or geographical area covered by their prior degree.
- 3) they undertake a full course of eight tutorials in general anthropology, with essays, in the first Michaelmas term of their admission as probationer research students. Three of the essays produced for these tutorials are to be submitted for assessment as described below.
- 4) they follow a course in an option (area or topic) offered to master's students in the above Institute in the first Hilary and, where provided for, Trinity terms after their admission as research students. The option must be relevant to their proposed research if one is available (area or topic), except that they may not repeat an option in which they have been examined as part of a prior degree in the University of Oxford. If the student cannot take such an option for either of these reasons, a free choice may be allowed with the agreement of the Director of Graduate Studies for Anthropology or his or her delegate. The student shall write one essay of tutorial standard on the option for assessment as described below.
- 5) the proposed supervisor has given his or her approval of this course of action in writing to the Director of Graduate Studies for anthropology or, in case the latter is the proposed supervisor, to the Director of the Institute of Social and Cultural Anthropology.

NB: the work specified in 3) and 4) above shall constitute Part I of the assessment for transfer from probationer research student to full D.Phil. student, and the text for transfer that the student will be required to prepare on the basis of his or her proposed research (in the same manner as for ordinary probationer research students in anthropology) shall constitute Part II of the said assessment.

Students following these arrangements must pass an assessment of the work they have carried out under 3) and 4) above (Part I), which shall normally involve scrutiny of three tutorial essays and the option essay. This assessment shall be carried out at the same time as the

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<sup>7</sup> The text below is taken from the Examination Regulations.

standard assessment of the text on the proposed research (Part II). An extra assessor or assessors, one of whom in special cases may be the student's supervisor, may but need not be appointed to scrutinize the work carried out for Part I. The extra assessor(s), if any, need not be present at the assessment interview with the student, but should advise the assessors conducting the interview in writing beforehand of the standard of work achieved by the student in Part I.

Both parts of the assessment, i.e. Parts I and II as specified above, must be passed by the student, though not necessarily on the same occasion. If the student fails in either Part I or Part II, or both, he or she will be required to resubmit materials for, and pass, the relevant part(s) within one term of the original submission. Both elements in Part I, as described under 3) and 4) above, must be passed by the student.

The deadline for a student following this path to submit materials for assessment for upgrade to full status as a doctoral student shall normally be the fourth term after admission as a research student (i.e. the Michaelmas term of the second year in the status of probationer research student). Such students are expected to start work on their text for upgrade during the Hilary term after their admission as probationer research students at the latest.

**APPENDIX 4. DOCUMENT ISSUED BY THE SOCIAL SCIENCES DIVISION  
REGARDING TRAINING NEEDS ANALYSIS  
(REVISED AND AMENDED FOR DEPARTMENTAL USE)**

**1. Skills Review and Training Needs Analysis**

*What is Skills Review and Training Needs Analysis?*

During your doctoral studies at the University of Oxford you will complete an annual skills review with your Supervisor. The skills review is a process of reviewing your own level of skills and competence across a broad range of research and other skills that will help to support your research. During your doctoral studies you will be encouraged also to think about your own professional development and future career.

There will be opportunities for you to develop a range of skills during your studies. Your Department will offer training and development opportunities that are specific to your research, and you will also have the opportunity to attend training activities beyond your department. Information about the training opportunities available to you within the Social Sciences Division and across the University is available online at: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

**Completing the Training Needs Analysis Framework**

The skills categories listed in the TNA framework will help you to complete your research and also enhance your professional development. The TNA will be individual to you and it is designed to evolve as you progress to completion. Practice in the School of Anthropology is set out above, pp. 4-7.

The TNA framework allows you to see where you are with the skills listed, and where you need to be; the gap representing your training needs. There are a number of ways that you can address any training gaps, including attending a training course/workshop, attending a lecture/seminar, completing an online training course or perhaps attending a conference. Your supervisor will be best placed to provide guidance about how to address any skills training gaps. The University's online termly reporting system through GSS provides a good opportunity for you to review and plan your development at the end of each term.

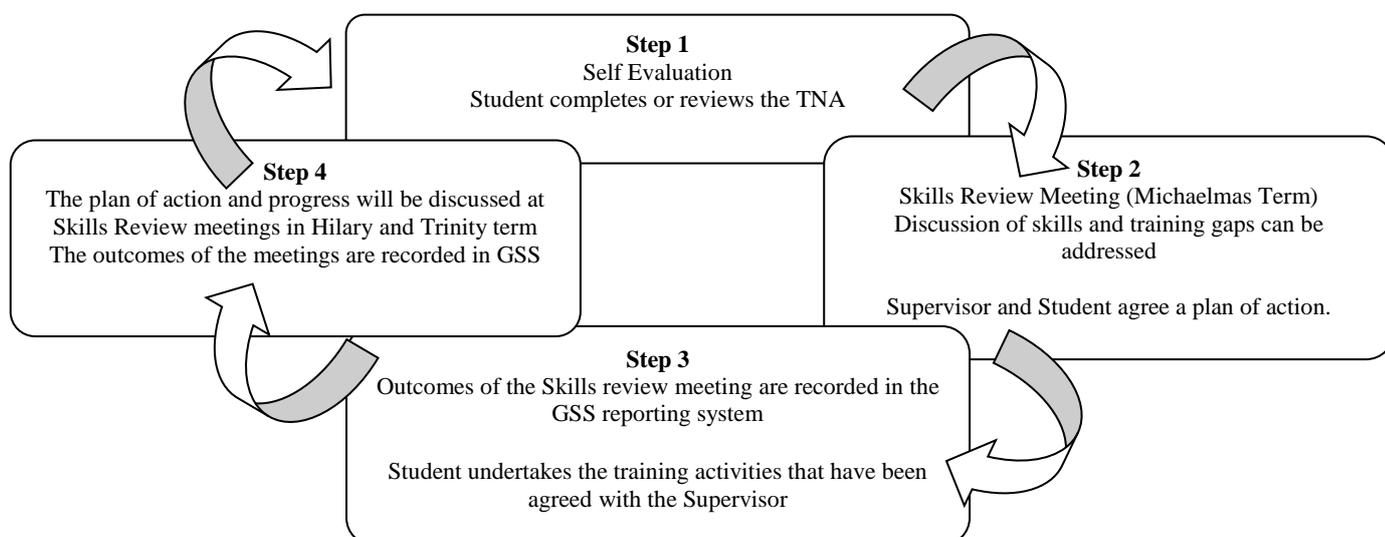
Using the TNA, you can develop a 'plan of action' with your Supervisor to address your training needs, taking into account:

- The skills and knowledge that you already possess
- The particular requirements of your proposed research
- The need to be aware of a wide range of research methods
- Your own professional development and career aspirations

You can also agree with your Supervisor the training activities that you will undertake.

## The Skills Review Process

The SR and TNA process is an annual cycle and can be summarised as follows:



## Student Enrolment System (SES)

The Student Enrolment System brings together the training available across the departments in social sciences and from other training providers within the University. This means that you have access to a range of teaching and training across the University. This includes academic courses, research methods training and transferable skills and career development training. With access to all of these courses, you and your supervisor are able to tailor a training programme to suit your individual needs and interests.

## 2. Social Sciences Induction and Welcome Event

A welcome event and induction for all new doctoral students to the Social Sciences at Oxford will take place (details to be announced separately). The event will provide the opportunity for you learn about the social sciences at Oxford and to meet fellow researchers at a Poster and Networking session. Doctoral students from across the Social Sciences will showcase the research that they are currently undertaking. This will provide a valuable opportunity to for you to make connections with the wider social sciences research student community at Oxford.

## 3. Academic and Professional Development Programme (APDP)

The Social Sciences Division will be coordinate an Academic and Professional Development Programme (known as APDP) for doctoral students across the Social Sciences at Oxford. The APDP will complement the valuable research skills and methods training that is delivered within your department. The APDP will provide an intellectually stimulating programme of activities that will foster inter-disciplinarity, and provide an opportunity for doctoral students to network with fellow students from across the social science community.

There are four streams of training that address the training needs for doctoral students as outlined in the UK Research Council's Researcher Development Statement. The programme will also help you to prepare for academic and non-academic career pathways. The sessions will consist of a mixture of seminars, lectures and workshops that will be run by experienced academics and skilled facilitators from inside and outside of Oxford. Sessions will include:

## **Knowledge and intellectual abilities**

- Social Sciences Induction and Welcome Event
- Research Skills Toolkit
- Social Sciences Library: Resources for Research

## **Personal Effectiveness**

- Your D.Phil. Part 1: Introduction to the D.Phil.
- Your D.Phil. Part 2: Management Skills for Researchers
- Your D.Phil. Part 3: Managing your Thesis
- Finishing Your D.Phil.
- D.Phil. Milestones
- Time Management for Researchers
- Project Management for Researchers
- Career Planning for Social Scientists
- Careers in Social Sciences Seminar Series
- Finishing the D.Phil.
- CV's and Interview Skills
- Career Confidence
- Maximise Your Potential (GradSchool)

## **Research Governance and Organisation**

- Ethics Training
- Research Data Management
- E-Thesis and ORA
- Safety in Fieldwork

## **Engagement, Influence and Impact**

- Presentation Skills
- Presenting to an Academic Audience
- Communicating Research to a Wider Audience
- Writing Abstracts
- Teaching Skills Seminars
- Networking Skills
- Producing Posters
- Using Online Tools and Resources
- Getting Published in the Social Sciences
- Media Training
- Writing for a Non-academic Audience
- Maximise Your Potential (GradSchool)
- Communication and Collaboration: Keeping it Real

Further details about the Academic and Professional Development Programme can be found on the Social Sciences Doctoral Training site in WebLearn,

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

To enrol for the APDP sessions and for information about other training opportunities available to you, please use the Student Enrolment System, <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>

#### **4. Social Sciences Doctoral Training Partnership**

The University of Oxford is accredited by the Economic and Social Research Council (ESRC) as a member of one of the 14 new Doctoral Training Partnerships accredited for six years from October 2017. In total around 500 studentships nationwide will be available per year through the DTP Network. The ‘Grand Union Doctoral Training Partnership’ clusters Oxford, the Open University and Brunel University London, securing 31 ESRC doctoral studentships per year.

A key priority of the [Social Sciences Division](#) is to seek to enhance the experience of its students through a range of initiatives available to all social science research students, whether or not they are funded by the ESRC. Your home department will provide you with a thorough grounding in the intellectual and methodological skills you need to pursue research within your own discipline or subject, and your supervisor will work with you to identify the support and training you need as an individual to be successful in your chosen research topic. You also have access to the many opportunities the wider social sciences and University community can offer, including:

- an introductory event and poster conference for new doctoral students; and a series of lectures by leading academics and practitioners on broad social science themes
- opportunities for students across the social sciences to access specialist research training offered by a range of providers, including the provision of on-line information and enrolment, and the continuing development of new courses;
- a social sciences wide Academic and Professional Development Programme (APDP) of research and professional skills training to help you prepare for your future career;
- a wealth of events within and outside your department – lectures, conferences, seminars, workshops – that will bring you into contact with a rich interdisciplinary mix of scholars, students and leading academics and practitioners from around the world;
- a wealth of world-class resources, including: libraries, museums and collections, research facilities, training in languages, IT, teaching and a wide range of relevant skills training, both face-to-face and on-line.
- builds on Oxford’s strong and diverse knowledge exchange and collaborative relationships with national and international government, business and third sector organizations to offer a range of collaborative studentship opportunities, including co-funding, internships and placements
- offers, through the ESRC’s Advanced Training Network, opportunities for Oxford students to access advanced and specialist research training programmes offered by other DTCs.

For more information about activities and resources for doctoral students in the social sciences please visit, <http://dte.socsci.ox.ac.uk>

**APPENDIX 5. TNA FORM**

**Training Needs Analysis Framework  
Social Sciences Division**

Department: \_\_\_\_\_ Name of Student: \_\_\_\_\_

Name(s) of Supervisor(s): \_\_\_\_\_

<b>Skills and Training Area</b>	<b>Level of Expertise</b>	<b>Action Required</b>	<b>Training or Action taken</b>
<b><i>Research Methods</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5	1 2 3 4		
<b><i>Bibliographic and Computing Skills</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		
<b><i>Research and Leadership Management</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		

<b>Skills and Training Area</b>	<b>Level of Expertise</b>	<b>Action Required</b>	<b>Training or Action taken</b>
<b><i>Communication, Networking and Dissemination</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		
<b><i>Teaching and Academic Practice</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		
<b><i>Personal and Career Development</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		
<b><i>Other Skills</i></b>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5.	1 2 3 4		

**Training Course Attendance and Approval**

<b>Department:</b>
<b>Name of Student:</b>
<b>Supervisor:</b>
<b>Courses to be Approved by:</b>

<b>Date</b>	<b>Details of Training Course (Please include the title of the course, duration, and date)</b>	<b>Course Provider (Please provide details about the department that will run the course)</b>	<b>Approved by Department (Please sign to confirm approval)</b>	<b>Date of Approval</b>

**Information to be added to GSS**

<b>Training Required</b>	<b>Training Completed</b>

<b>Year and Term</b>	<b>Date of Review</b>	<b>Student Signature</b>	<b>Supervisor Signature</b>
Year 1 MT			
Year 1 HT			
Year 1 TT			
Year 2 MT			
Year 2 HT			
Year 2 TT			
Year 3 MT			
Year 3 HT			
Year 3 TT			

## APPENDIX 6: Glossary of terms and acronyms

<b>0<sup>th</sup> week</b>	This is the week preceding the first week of term. Events and deadlines may fall in 0 <sup>th</sup> week; if you have left Oxford for the vacation you should return during 0 <sup>th</sup> week
<b>Candidate number</b>	The number you will use during Examinations. It is issued by Examination Schools in Hilary Term and it is <b>different</b> from your eVision number
<b>eVision</b>	The student self-service gateway
<b>eVision number</b>	The number on your University card. This is the number next to the photo, <b>not</b> the number above the barcode.
<b>GSS</b>	Graduate Supervision System – the GSS is used by supervisors each term to review, monitor and comment on their students' academic progress and to assess skills and training needs. Students are given the opportunity to contribute by commenting on their own academic progress.
<b>Hilary Term</b>	Second term; 8 weeks, starting in early January; Hilary Term is often abbreviated as HT.
<b>ISCA Garden Party</b>	<i>The SAME</i> social event of the year. It normally takes place in 9 <sup>th</sup> week of Trinity Term.
<b>ISCA</b>	Institute of Social & Cultural Anthropology
<b>JCC</b>	Joint Consultative Committee: this is a forum made up of student representatives from each degree; students are invited to offer suggestions and raise concerns to their degree representatives who are expected to raise these at JCC meetings. JCC representatives are elected in Michaelmas Term. Details of elections will be circulated by e-mail. The JCC meets once per term, and committee meetings are attended by a selection of academic members of staff. Minutes from the JCC are discussed at Teaching Committee and ISCA Committee.
<b>Michaelmas Term</b>	First term of the academic year; 8 weeks, starting in early October. Michaelmas Term is often abbreviated as MT.
<b>OUAS</b>	Oxford University Anthropological Society <a href="https://www.anthro.ox.ac.uk/oxford-university-anthropological-society">https://www.anthro.ox.ac.uk/oxford-university-anthropological-society</a>
<b>OUSU</b>	As a student at Oxford, you automatically become a member of the Oxford University Student Union (OUSU). For more information go to <a href="https://www.ousu.org">ousu.org</a>
<b>Paper</b>	This is what in many other Universities might be called a 'course'. Typically 'papers' are examined towards the end of Trinity term by means of a three-hour exam. However, some papers are assessed by coursework submission in the form of an essay or take-home exam.

<b>PRM</b>	Pitt Rivers Museum
<b>PRM LT</b>	Pitt Rivers Museum Lecture Theatre, accessed through Robinson Close
<b>Proctors</b>	There are two Proctors each year, and four Pro-Proctors. These are senior officers of the University, elected by their colleges to serve for one year with particular oversight of examinations, conduct and welfare.
<b>RSL</b>	Radcliffe Science Library, located on Parks Road
<b>SAME</b>	School of Anthropology and Museum Ethnography
<b>SSD</b>	Social Science Division
<b>SSL</b>	Social Sciences Library; located in Manor Road Building on Manor Road.
<b>Sub-fusc</b>	<p>This is the term for the clothing worn for special occasions such as Matriculation and for Examinations. It consists of one of the following:</p> <p>Dark suit with dark socks, <b>or</b>  Dark skirt with black tights or stockings, <b>or</b>  Dark trousers with dark socks <b>plus</b>  Dark coat if required  Black shoes  Plain white collared shirt or blouse  White bow tie, black bow tie, black full-length tie, or black ribbon</p> <p>Students serving in HM Forces are permitted to wear their uniform together with a gown.</p> <p>In each case these are worn with cap ('mortar board') and the graduate students' gown if you do not already hold an Oxford degree, or if you hold an Oxford degree already, the gown, hood and cap of the highest degree that you hold.</p>
<b>Trinity Term</b>	Third term; 8 weeks, starting in April. Trinity Term is often abbreviated as TT.