SCHOOL OF ANTHROPOLOGY AND MUSEUM ETHNOGRAPHY
GRADUATE STUDIES HANDBOOK
2017-2018

Welcome to the School of Anthropology and Museum Ethnography of the University of Oxford (henceforward 'the School'). The School is the department of anthropology in the University and forms part of the Social Sciences Division. Unless otherwise stated, the words 'School' and 'department' will be used interchangeably in this Handbook.

1. STRUCTURE OF THE SCHOOL OF ANTHROPOLOGY AND MUSEUM ETHNOGRAPHY

The School is divided into a number of separate units. Of these, the oldest are the Pitt Rivers Museum (PRM, at PRM Research Centre, South Parks Road, including the Balfour Library) and (under its current name) the Institute of Social and Cultural Anthropology (ISCA, at 43, 51 and 61 Banbury Road, 51 being the main building, containing the central administrative office and main [Tylor] library). ISCA and the academic pillar of the PRM are mainly concerned with graduate teaching and research. ISCA is the largest component of the School in terms of numbers of staff and students.

A more recent foundation is the Institute of Cognitive and Evolutionary Anthropology (ICEA, at 64 Banbury Road), whose activities also involve graduate teaching and research (both ISCA and ICEA also have a number of post-doctoral researchers). ICEA includes the Centre for Anthropology and Mind or CAM, whose principal theme is religion and cognition. The rest of ICEA is mainly concerned with biological or physical anthropology. Another, even more recent, unit is the Institute for Science, Innovation and Society (InSIS, also at 64 Banbury Road).

The School also houses the ESRC-funded Centre on Migration, Policy, and Society (COMPAS), which has its own building at 58 Banbury Road. Although COMPAS is primarily research-oriented and has a number of post-doctoral researchers, it also provides some teaching and research supervision to the School's students (including the MSc in Migration Studies, run jointly with the Department of International Development).

These units all have their own academic and administrative staff, including the Directors of ISCA, ICEA and InSIS (also of CAM and COMPAS), but some posts are shared across units, including the Head of School, the Admissions Officer and the Director of Graduate Studies (DGS), all of which are academic-related posts, as well as the non-academic Administrator.

Another unit, the Institute of Human Sciences (IHS, at 58a Banbury Road, behind the main COMPAS building at no. 58, also known as the Pauling Centre), is the base for the undergraduate degree in Human Sciences. This Handbook is not concerned with its activities, though graduate-related lectures and seminars are sometimes held there.

Although all these different units are therefore associated with specific buildings, all these buildings are parts of the School as a whole, and the various units share spaces like seminar rooms, common rooms, etc., regardless of where they are located.

Our degrees

Many of our degrees are so-called 'post-graduate taught-course degrees' (PGTs in administrative jargon), as they involve regular tuition and lectures, sat exams and the submission of coursework. These are the Master of Science or MSc (in Social Anthropology, in Visual, Material and Museum Anthropology, in Medical Anthropology, and in Cognitive and Evolutionary Anthropology); and the Master of Philosophy or MPhil (in Social Anthropology, in Visual, Material and Museum Anthropology, and in Medical Anthropology). The MSc in Cognitive and Evolutionary Anthropology is an ICEA responsibility, the other master's degrees ISCA responsibilities. As already noted, there is also an MSc in Migration Studies, which is run jointly between ISCA and the Oxford Department of International Development (ODID), but is administered by the latter, to which reference should be made for information about this degree.

The School also supervises post-graduate research degrees (PGRs in administrative jargon), the main example of which is the DPhil (Doctor of Philosophy, equivalent to the PhD of most other universities); these are examined differently and do not generally involve tuition in the above sense (exception: students on the 'alternative PRS pathway'). Note that the lower-level MLitt (Master of Letters) degree is also a research degree, not a taught-course degree like the other master's degrees. Its main role is to act as a degree that can be offered to DPhil students whose work is ultimately not judged to be of DPhil standard, though in principle it can also be taken as a stand-alone degree in its own right. In either case it is rarely awarded compared to the DPhil.

At any one time, the School has roughly two hundred registered students, split roughly between taught-course degrees (PGTs) and research degrees (PGRs). Intake is around a hundred students a year. Oxford therefore has one of the world's major graduate departments of anthropology.

The present handbook

The aim of this handbook is to provide students with relevant general information on postgraduate study and research in Oxford across the whole field of anthropology. Information on the specific taught courses listed above can be found in the relevant **course handbooks** for these degrees, distributed separately (and on the anthropology website at http://www.anthro.ox.ac.uk/graduate-course-information#tab-1-1).

The present handbook is also available online on the School website at http://www.anthro.ox.ac.uk/graduate-course-information#tab-1-1. This and other handbooks

should be read in conjunction with the *Examination Conventions* for each degree (http://www.anthro.ox.ac.uk/graduate-course-information#tab-1-3), the *Examination Regulations* and the *Proctors' and Assessors' Memorandum* (the Proctors are the University's chief disciplinary officers, who interpret and apply the regulations, and to whom complaints and appeals about academic matters may be addressed; the Assessors are officers concerned with student welfare). Copies of both documents can be consulted on the University website at http://www.admin.ox.ac.uk/examregs/ and http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml respectively.

Staff details (academic and administrative): these details are subject to frequent updating and can be found on the School website. Note especially the following officers for 2017-18: Head of School: Prof. David Gellner; School Administrator: Ms Gil Middleton; Director of Graduate Studies: Prof. Marcus Banks; Academic Coordinator: Dr Iain Morley; Director of ISCA: Dr Elizabeth Ewart; Director of ICEA: Prof. Harvey Whitehouse; Director of InSIS: Prof. Steven Rayner; Director of COMPAS: Prof. Michael Kieth.

Terms. The academic year is divided into three terms of eight weeks each: Michaelmas term (October to December), Hilary term (January to March) and Trinity term (April to June). Exact dates vary from year to year. These are lecturing terms, but supervision sessions, examinations and the odd tutorial (e.g. postponed because of sickness) may also take place in vacations. Sat exams are held during or immediately after Trinity term. In numbering weeks, 0th week is the week before term, 9th week that following it, etc. The Christmas and Easter vacations extend over about six weeks, the so-called 'long vacation' or summer vacation over about fourteen weeks.

University authorities outside the department. There are a number of these, but note particularly:

1) The **Proctors**, the University's chief disciplinary officers, with powers to interpret and enforce the University's regulations, to hear certain classes of appeals and complaints, and to govern the conduct of examinations. There are two Proctors, 'senior' and 'junior', who change every year in the Easter vacation. Their responsibilities are divided, but their powers are equal. Any applications by taught-course students to extend deadlines, suspend their studies for a significant period or otherwise vary the terms of their degree should be made to the Proctors through their (the student's) college, not to the School (which nonetheless may be asked to support such applications). Different arrangements apply to research students in these cases, detailed in their own course handbook.

2) The **Education Committee**, which is concerned with educational policy within the University, but is also the relevant body for petitions to have the regulations set aside for particular students in particular cases. Again, the college should be involved in the making of any such petition, but the School may also have a role in initiating or supporting it.

3) The **Graduate Studies Officers**, who administer the degree system. They come below 1) and 2) in the University hierarchy, meaning that in general their powers are administrative rather than judicial and restricted by the regulations as they exist.

Colleges. You will have chosen or been chosen by a college, as no one can take a degree in the University without college membership. Most departmental and University academic staff are also members of colleges, though tutors teaching on a casual or temporary basis may not be. At the graduate level especially, colleges typically provide accommodation, ancillary learning facilities like libraries and computers, and some entertainment facilities (sports and other interest-based societies, for example), as well as forming academic communities of staff and students from a variety of disciplines. A lot of undergraduate teaching is also done by and in colleges, including the Archaeology and Anthropology and the Human Sciences degrees (the latter also covering social anthropology), but for graduate anthropology, as for other graduate subjects, the bulk of the teaching and supervision is done not in colleges, but by the relevant department in its own buildings.

2. PRACTICAL ARRANGEMENTS AND FACILITIES

2.1 Student-Staff Interaction, Anthropology Society, Journal

The Oxford University Anthropology Society runs a coffee morning on Wednesdays during term time at 11.00 am (details from the Society). This is a good opportunity to get to know staff, visitors and students in other cohorts. Institute parties and other events are often arranged during the course of the academic year (often by the Anthropology Society), and the School itself holds a post-exams Garden Party in June.

Every Friday in term (normally only up to fourth week of Trinity Term) there is the **Departmental Seminar**, to which a variety of visiting speakers from university departments across the country and overseas are invited. After the seminar, staff and students are welcome to continue discussions with the speaker and others over refreshments in a local bar or other venue.

The Oxford University Anthropological Society (OUAS), already mentioned, is a student-run body that organizes events such as workshops and conferences, lecture series, ethnographic film-screenings and social events. Details of all its activities are normally displayed in the department, on the anthropology website, via e-mail direct to all graduate anthropology students, etc. The OUAS is technically a University club separate from the School itself. Its membership and activities are subject to fees and other charges. Membership is not automatic, and you have to opt to join.

Oxford also has its own anthropology journal, the ***Journal of the Anthropology Society of Oxford (JASO)***, strictly an independent organization, though accommodated in the School and drawing on its staff and students both administratively and for contributions. After a period of inactivity, ***JASO*** was re-launched as a freely downloadable online journal in 2009. It accepts articles of interest to anthropologists from academics and graduate students from anywhere in the world. Its current editors are Dr Robert Parkin and Prof. David Zeitlyn. Depending on the level of contributions, it appears from two to four times a year.

Apart from the numerous opportunities for informal staff-student contact, there is also the staff-student graduate **Joint Consultative Committee** (JCC). See Sect. 2.5 below.

2.2 Facilities

Opening Times: The main ISCA building at 51 Banbury Road is open from 9.00am to 5.30pm, Monday to Friday in term time (also Saturday afternoons, library only); and from 9.00am to 12.45pm and from 2.15pm until 5.30pm in most of the vacations on Monday-Friday only (the building and library are entirely closed for some days in every vacation; see notices posted on the main library door for up-to-date information). The above timings are subject to variation at short notice, and library staff are not always available. In August most key School facilities (including the Tylor and Balfour Libraries) are open on a skeleton basis only, if at all (exact information will be posted). Students are granted access to School buildings at other times by arrangement (e.g. to use desk space allocated to students).

Libraries: The University's library and museum collections constitute a research resource of world importance. The two main libraries for anthropology are the Tylor Library (ISCA) and the Balfour Library (PRM). Many other libraries in the University also include anthropology stock, such as the Bodleian Library (the main University library), the Social Sciences library, the Indian Institute (II), the Institute of Human Sciences (IHS) Library, the Radcliffe Science Library (RSL, part of the Bodleian), the Wellcome Institute, and individual college, departmental and faculty libraries. All the libraries in Oxford are linked through an electronic library and information system (OLIS), which includes an on-line catalogue and provides access to both remote and locally mounted datasets. Many libraries are 'read only' (i.e. do not permit borrowing, so materials have to be read in the library itself), including the Bodleian, IHS, II and RSL.

Where borrowing is permitted, care should be taken to follow the regulations and procedures laid down for doing so. Anyone who is found to have violated the regulations by removing books without properly recording the fact is liable to have library access withdrawn, either for a certain period or indefinitely. It is normally not permitted to borrow periodicals or other serials, nor pamphlets or unpublished materials. Any outstanding library fines normally have to be paid before one can take one's degree.

Museums: The Pitt Rivers Museum, located at the back of the University Museum of Natural History, is one of the two leading ethnographic museums in the UK and provides an outstanding resource for VMMA students in particular. In addition to nearly half a million ethnographic objects, it also has an extensive photo archive of some 125,000 items from the nineteenth and twentieth centuries, and many other special holdings in the areas of material culture theory, museum history and praxis, and material culture in ethnographic contexts. The Pitt Rivers Museum Research Centre for study and other activities can be accessed either from the Museum itself or from South Parks Road.

Other major museums in Oxford of possible interest to anthropologists include the Ashmolean Museum of Art and Archaeology, the Museum of the History of Science, the University Museum of Natural History and the Bate Collection of Musical Instruments.

Common Room: The School common room on the ground floor of 43 Banbury Road, with coffee- and tea-making facilities in the kitchen nearby, is available during Institute opening hours.

Pigeonholes are provided for staff in the ground-floor lobby of 51 Banbury Road. There is also a pigeonhole for any mail that comes for students. Students are nonetheless encouraged to have mail sent to them at their college and not to give correspondents the School address. University staff do not normally forward mail to students, so if you go away (e.g. on fieldwork), make sure significant individuals or organisations in the University have your contact details.

Noticeboards: The main ISCA building at 51 Banbury Road has a number of notice boards in the main lobby and along the central corridor on the first floor. There are also notice boards in 43, 58, 61 and 64 Banbury Road. These advertise seminar series and occasional lectures both within and outside the School, future conferences, grants and awards, job opportunities etc. Official information is usually displayed in the lobby of 51 Banbury Road.

Computers: The IT Officers for the School are responsible for the School's computing facilities, including those available to students, which are accommodated in 43 Banbury Road). Most colleges also provide computing facilities. Graduate students also have access to the University Computing Service (including the Humanities Computing Unit, which can provide advice on specialist fonts).

The School currently has a concessionary scheme of free printing allowances for different categories of student. These are as follows: 400 free copies for D.Phil. students, 200 for M.Litt. students, 150 for second-year M.Phil. students, 50 for first-year M.Phil. students and 100 for M.Sc. and M.St. students. **NB**: Since the scheme is concessionary, not statutory, it may be varied or withdrawn by the School at any time at its sole discretion.

Desk space: There is limited desk space for students in 43 Banbury Road. Desks in the computer room are used on a 'first-come first-served' basis each day and should be cleared overnight. Desk space in the DPhil student room is allocated by the students themselves and is generally restricted to those who are writing up post-fieldwork; access is via swipe card. Lockers are available for temporary storage of books etc. A deposit will be levied for locker keys. There is also a common room and a kitchen in no. 43, with 24-hour access to all parts dedicated to students.

First Aid/Safety: A first-aid box is kept in the Departmental Office in 51 Banbury Road, as are accident report forms for use following accidents on the premises. All accidents should be reported, in the first instance, to the Departmental Office.

2.3 Disability and Student Health

Disability
The School assesses and accepts disabled students on the same basis as non-disabled students. The University has an extensive range of support facilities for disabled students (including dyslexia, dyspraxia, etc.). Special arrangements may be made for disabled students for examinations as well as teaching. Information can be obtained through your college or the University's Disability Office. The School's Director of Graduate Studies (Prof. Marcus Banks) has a specific departmental responsibility for ensuring that disabled students receive whatever specialised provision they require. He may be contacted at any time in case of problems. Induction loops have been placed in some lecture rooms used by the School. The Institute of Human Sciences at 58a Banbury Road has full disabled access, including to the upper floor via a wheelchair lift. There is also disabled access to the ground floors of 43 and 64 Banbury Road. Disability Advisory Service (DAS) website: http://www.ox.ac.uk/students/shw/das.

Health
The University has a website dedicated to health issues, including counselling:
https://www.ox.ac.uk/students/welfare/counselling?wssl=1.

2.4 Skills Development (see also 3.12, Appendix 6)

All degree courses offer skills development opportunities, including personal and professional skills, many of which are transferable. Core tutorials and classes teach synthesis and analysis of readings, the structuring and presentation of coherent arguments in essays, essay and report writing, oral presentation and the use of aids in giving presentations, fielding questions from audiences after presentations, and oral discussion of ideas. Lectures and classes on techniques in anthropological research methodology include skills such as qualitative social data collection (including interview techniques, participant observation, note-taking and transcription, photo-elicitation and sound recording), the ethics and politics of fieldwork, and research proposal design and grant-writing. The VMMA degrees offer specialist skills training in artefact and display analysis, provenance research and the use of databases in artefact research. Volunteer opportunities at the Pitt Rivers Museum in education and other departments are frequently available, offering further training in collections management and research or public interpretation.

Students for the M.Sc. in Cognitive and Evolutionary Anthropology receive skills training in the critical production and consumption of quantitative arguments, as well as competence in statistical analysis and research design in the human sciences. Such students also have practicals as part of their coursework for the paper on Quantitative Methods in the Human Sciences.

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). See separate handbook for research students.

For students whose mother tongue is not English, there are also courses available in academic writing. These are not purely remedial courses, and students with a high level of English may also take them. The School is not involved in either the provision or financing of these courses. Consult the University's Language Centre at 12 Woodstock Road.

2.5 Student 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, and student representatives (reps) sit on a number of departmental and divisional committees.

A system of **feedback forms** is also in use for students to provide their comments on lectures, classes and, where appropriate, tutorials, as well as the School's overall administrative and technical provision for its students. Some course directors use their own forms, but a standard form can also be downloaded from the anthropology website. One form may be filled in at or just after the end of any course of lectures or classes you have attended as listed on the relevant lecture list (NB: not for tutorials). Note that some courses extend over more than one term (e.g. some options). Forms that have been downloaded by students themselves should be handed in to the general office in 51 Banbury Road. Alternatively individual lecturers may prefer to hand them out themselves and either collect them at the end of the last lecture in the series, or ask students to hand them in to the general office.

In order to preserve your anonymity forms should not be signed or marked with any name. Completed forms will be reviewed by the lecturer concerned in the first instance and are also subject to review by the DGS and/or relevant departmental committees to monitor the quality of departmental teaching and provision. However, changes pursuant to feedback exercises cannot be guaranteed. There is no obligation on students to fill in forms, though they are strongly encouraged to do so where appropriate.

Graduate Supervision Report Forms (Graduate Supervision System or GSS)
Each term, supervisors have to issue a report on the performance of each of their students. This is done online, and the students, their colleges, the Director of Graduate Studies (DGS) and some departmental administrative staff have access to them. Before they come to supervisors, however, students are given an opportunity to report on their own progress as they see it and flag up any

concerns they may have. Their reports are reviewed by the supervisor, DGS and college authorities.

Students are prompted directly by e-mail from Student Administration towards the end of each term to make their own reports, after which they have roughly two weeks to do so. Except for ESRC-funded students, student participation in this exercise is entirely voluntary, but is encouraged. Reports are not confidential, in the sense that they may be viewed by students' supervisors, colleges, the Director of Graduate Studies (DGS) and some departmental administrative staff. Nonetheless all students are encouraged to make use of the facility to improve the chances of problems being detected in good time to do something about them.

This facility is not intended for making complaints, for which other arrangements exist (see below, sect. 2.11).

The Social Sciences Division of the University has issued the following advice about GSS:

GSS – GRADUATE SUPERVISION SYSTEM

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

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

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

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

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

If you have any complaints about the supervision you are receiving, you should raise this with your

Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

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

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

2.6 Additional Funding

In general, by the start of the academic year it is too late for any student just starting in the School to obtain substantial funding for that year, especially as financial guarantees must be given to colleges well before that date. For University funding, see especially the main University website.

The only substantial funds earmarked for students in social or cultural anthropology at Oxford are those listed on the anthropology website at https://www.anthro.ox.ac.uk/funding. A number of Oxford colleges also advertise certain awards for which prospective ISCA students may be eligible; their websites should be consulted. Outside the University, the Wenner Gren Foundation in New York makes grants for research expenses to doctoral students in anthropology, but there are many outside sources of funding not restricted to specific disciplines. Doctoral students especially should ensure that any foundation they apply to for funding is prepared to permit long-term fieldwork, as this is not always the case.

2.7 Fees

Fees information is available on the main University website. In general a maximum of four years of fees is payable, depending on how long a student is studying at Oxford; beyond this, lower 'continuation charges' may apply. For exact information concerning your own fee status and liabilities, prospective or actual, consult your college, the body responsible for collecting fees across the University, not your supervisor or other departmental official.

A University officer called the Fees Clerk is responsible for determining the fee status of individual students, especially in unusual, unclear or disputed cases. There is also a Fees Panel, which hears appeals on fee-related matters, hardship cases etc. Here too your college should be able to give advice and possibly extend help directly. Some colleges have their own hardship funds, but the School does not.

2.8 Graduate Tutoring of Undergraduates

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) and/or Robyn Mason, Undergraduate Administrator for Archaeology & Anthropology (robyn.mason@arch.ox.ac.uk) with details of their areas of potential teaching contribution to the course(s). 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.

Teaching opportunities are limited, in no way guaranteed, and are not lucrative enough to live off by themselves. Nonetheless providing such tuition is a way of acquiring some teaching experience, which can count as a transferable skill of use in one's future career.

Courses on Teaching and Learning at Oxford for Tutors
Regardless of their prior experience, new tutors who are graduate students are required to attend the course on tutorial teaching offered by the University of Oxford:

"Preparation for Learning and Teaching at Oxford (PLTO)"
http://www.learning.ox.ac.uk/support/teaching/programmes/plto/
For more details of the Social Sciences version see:
https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd/professional/teaching

The university also offers more advanced courses:
"Introduction to academic practice at Oxford":
http://www.learning.ox.ac.uk/support/teaching/programmes/iapo/
 "Developing learning and teaching", which is more detailed:

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

Any such teaching work, whether paid or not, is subject to approval of right-to-work, which depends upon visa and residency status.

2.9 Working While Studying

The School, like the University as a whole, takes the view that full-time courses require full-time study and that studying at Oxford does not allow sufficient time to earn one's living from paid employment simultaneously. However, the teaching mentioned in Sect. 2.8 is a partial exception, and other considerations may also be important, especially for doctoral students in the later stages of writing up, by which time one's funding may well have dried up. The School's Teaching Committee has therefore drawn up guidelines for students wishing to take paid employment during term time, appended below. Note that it is not possible to study for any degree within the School on a part-time basis in order to facilitate working while studying.

<div align="center">Guidelines on students taking paid employment during term time</div>

The School is concerned that all students recognize that registration for master's or doctoral degrees entails full-time commitment, at least to match the period of full fee payments. After that period is ended, it is recognized that in practice students may need to seek at least part-time employment while finishing the writing up of their theses. **However, it is expected that work will also continue on the thesis unless this has become impossible**, when they should apply for suspension of status or withdraw.

In practice, it is accepted that employment may have to be sought for financial reasons outside term-times, but in all cases it is hoped that this employment where possible will be related to the student's academic interests or career development. It is also understood that a few hours' casual paid work at weekends during term time may be essential for some students.

However, the School wishes to make it clear that students taking a master's course, or during the PRS period, are expected to commit themselves on a full-time basis to their academic work during term-time weekdays. Students who have completed their field research for the D.Phil. and are writing up may, with the permission of their supervisors, undertake a limited number of hours' paid employment per week if this is connected with their academic interests or career development (for example, undergraduate tutorial teaching, assistance with relevant research projects, etc.) In no case should this exceed four hours per week during the full fee-paying period, and beyond that, this should not exceed six hours per week. The latter figure is the norm for post-doctoral junior research fellows in the colleges.

Please note that overseas students who are on student visas may be given advice that they can work for up to twenty hours per week. This is a Home Office provision relating to eligibility for student visas (some follow part-time courses, for example) and is nothing to do with academic obligations to a University. [Text approved by School's Graduate Teaching Committee, 14.3.05]

2.10 Problems and Difficulties

We very much hope that your time at the School is trouble-free. However, problems do sometimes arise, and this section gives guidance in the matter. Most problems arise out of misunderstandings and failures of communication; the sooner you talk to someone about them, the sooner they can be resolved.

Academic problems: Ideally, the first person you should turn to is your supervisor. Don't be afraid to let him or her know if you are finding your work difficult to manage, or that you do not really understand what is expected of you. If for some reason you do not want to approach your supervisor, or have done so but felt that you did not get a satisfactory answer, you are always welcome to discuss academic or administrative problems with the Director of Graduate Studies for the School or the Head of School. Another possible source of advice is your college adviser or college senior tutor, who should be separate from your tutor or academic supervisor. Occasionally a change of supervisor is indicated as the only effective solution to a problem. Although this depends on the availability of an alternative supervisor, in such cases the student should not fear being placed at a disadvantage in any way for the future: it is accepted that supervisor-student relationships are not always satisfactory and may sometimes become unworkable.

Personal problems: Again, you may wish to talk first of all to your supervisor, especially if the problem is affecting your work, or else to the Director of Graduate Studies or the Head of School (as above). Your college should have given you details of the various college officers who have responsibility for pastoral care. Finally, the University runs a free and completely confidential Counselling Service. See https://www.ox.ac.uk/students/welfare/counselling?wssl=1

2.11 Complaints and Appeals

Complaints and appeals (including requests for extensions etc.) concerning especially examination-related matters that cannot be resolved within ISCA should be directed to the Proctors via your college. See the *Proctors' and Assessor's Memorandum* for details at http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml).

2.12 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 (re-)registration at the start of each academic year for the first census point. As the immigration authorities also require a mixture of 'attendance events' to be recorded, attendance at seminars, lectures and tutorials is in effect now made compulsory.

Universities are subject to audit, meaning that the census information collected may from time to time have to be released to the immigration authorities. However, audits are primarily designed to ensure that the University is properly monitoring students rather than to action specific cases. In any case, only if a student cannot be recorded as attending a course for ten census points in a row is the University obliged to inform the immigration authorities. Clearly periods of sickness will be taken into account in recording census points: the main thing is that the student can be accounted for in some sense at each census point.

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 impossible, to give an account of their recent and current activities and to assure 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 is obviously almost automatic for taught-course students who are following a structured course with regular meetings with their supervisors, though the monitoring requirement applies with equal force to research students.

2.13 Visas and immigration

The UK immigration and visa system is complex and requires professional advice. The main source of such advice within the University is the Student Immigration Office, though the School's administrative staff may be able to give some advice by virtue of their administering the system for the School. However, do *not* expect your supervisor or other academic staff to be able to give you advice on these complex matters.

3. TEACHING ARRANGEMENTS AND TEACHING POLICY

3.1 Introduction

A formal statement on the examinations and degrees described in this handbook can be found in the current edition of the University's *Examination Decrees and Regulations* (popularly known as 'the Grey Book'), which can be consulted in the Departmental Office and is also available on the University website (http://www.admin.ox.ac.uk/examregs/).

3.2 The main **teaching methods** used in the School are as follows:

Tutorials: At the start of the academic year, each student is assigned a supervisor or academic advisor for the year (the Oxford convention is to use the term 'supervisor' for graduate studies and 'tutor' for undergraduate studies, though in many respects their roles are the same, especially for taught-course degrees). Tutorials are student-oriented meetings with the main supervisor or sometimes with an option specialist acting in a similar role (though most options teaching is class-based). They are an important part of the School's taught master's courses. They differ from meetings of research students with their supervisors, which have no such formal designation but are usually simply called 'supervision meetings' or 'supervision sessions'.

Tutorials are given to students either individually or in small groups; there are arguments in favour of both arrangements, and the tradition in the School is very much to leave the choice to tutors' preferences. For each tutorial, the supervisor will assign a selection of readings and a topic or question in advance, and the student will write an essay or other piece of work of sufficient length to cover the assignment. In some cases supervisors ask for the piece of work to be submitted in advance, while in others supervisors prefer it to be brought to the tutorial and read out by the student. Again this is a matter of tutor preference. Tutorials are firmly connected with the student writing, presenting and discussing an essay on a regular basis, regardless of the number of students in the tutorial group: in this they differ from seminars, classes or lectures.

The number and frequency of tutorials will differ according to the degree you are doing, but as a rough guide expect a maximum of one a week in term, perhaps with occasional extra tutorials for certain options; for the more specialized degrees especially, however, this figure may well be less. Tutorial teaching normally ends halfway through Trinity Term, to leave time for examinations and revision for them. A notional maximum is therefore twenty tutorials over the year for core teaching, possibly rising slightly in the case of some but not all options, but also possibly fewer, depending on the degree. It can therefore be seen that teaching throughout the school is flexible, depending to some extent on tutor preference and the student's degree; students should not automatically draw conclusions regarding the quality and quantity of the teaching they are being given from such variations.

The tutorial is a distinctive part of Oxford teaching, and you may be unfamiliar with it at first, though experience shows that most students adjust to it quickly. It is important to realise that tutorial essays in the strict sense (i.e. as opposed to designated coursework) do not contribute to degree results in any way but are essentially a teaching tool. Essays are therefore not normally graded, but they are nonetheless taken very seriously: supervisors will provide written feedback (usually on a printout of the essay) and/or verbal feedback for you to assess your progress, and the contents and standard of the essay will normally enter into the tutorial discussion at some point. Expect constructive criticism from your supervisor and don't be alarmed by it while nonetheless taking it seriously. The tutorial is also an opportunity for you to discuss topics mentioned in lectures and classes, and your progress and future plans in general, as well as to settle routine administrative matters with your supervisor (signing forms etc.) or raise any concerns. Tutorials provide a principle, sometimes *the* principle means of providing feedback to taught-course students on the work in preparation for the examinations.

Lectures: While lectures may not always be linked directly to tutorials on a one-to-one basis, they provide additional support for them, as well as being a source of learning in their own right. Main venues for School lectures (normally just under an hour long) are the lecture rooms in the ISCA Annex (61 Banbury Road) and main ICEA building (64 Banbury Road), the Pitt Rivers Museum Research Centre, the Institute for Human Sciences, behind the main COMPAS building in 58 Banbury Road, and the Examination Schools. Other venues are used from time to time, and all the relevant details are to be found on each term's lecture list, issued just before the start of each term. Lectures are fairly formal and do not ordinarily permit discussion. While lectures are not formally compulsory, in many cases they are unavoidable if the degree one is studying is to be followed properly. Many lectures are now being recorded (aurally only) for podcasts available through Weblearn. In general lectures are open to all students, but check the lecture list to make sure there is no definite restriction to a cohort different from your own (as opposed to mere advice on who should attend).

Classes: Venue information as for lectures. Classes are the normal way of teaching options, but they are also used for some core teaching, in addition to tutorials. They normally last one and a half to two hours, but for options teaching especially they may sometimes be combined with lectures (e.g. in the first or last hour of a two-hour session). One or two students may be asked to give a short presentation of around fifteen minutes on a selection of readings assigned previously, followed by a class discussion, guided by the member(s) of staff organizing the class. All the students attending the class are expected to have done the assigned readings so that they can contribute to the discussion. Whether such presentations contribute to degree results depends on the degree, but often they are basically a teaching method. While there is no hard and fast distinction, classes often correspond to what are called seminars in other universities (see next paragraph). Research students and second-year MPhil students have their own classes where they present their theses to their peers. Attendance at classes simply for 'auditing' purposes are a bit more restricted than at lectures, so ask the seminar convenor if you can attend first.

Seminars: In Oxford, the term 'seminar' may be used interchangeably with 'class', but seminars may also be usually research-related and involve invited speakers, often senior in standing

(including senior research students), and very frequently from outside the University. A number of more research-oriented seminars are put on both within ISCA and elsewhere in the University. While not directly oriented towards teaching or coursework, these are valuable in learning about current perspectives and recent research results, which students may use to supplement their reading and other learning, as well as to feed into their tutorial essays. In general, these seminars are open to all. The distinction between class and seminar is not always made in practice, and to an extent the two terms are used interchangeably for both teaching and research-related events.

Other: Some special teaching methods that follow a hard-science model may be used, especially in ICEA. General courses on research methods in anthropology for all students are provided in Michaelmas and Hilary terms. All students should attend at least some of these (on the advice of supervisors), though only some have to write up the results as a report to constitute an item of coursework for the degree (see relevant course handbooks).

3.3 Progression from taught course to research degree

Taught-course students are initially registered for one of the M.Sc. or M.Phil. degrees. It is relatively straightforward to transfer sideways between subject degrees (e.g. from Social Anthropology to VMMA or Medical Anthropology) after you arrive in Oxford, if approved, provided this is done promptly, and in any case within the first two weeks of Michaelmas Term (leave it any later, and your ability to follow the new course effectively is likely to be seriously affected). Permission to switch in this way is not automatically granted and depends on the agreement of the new course director and the Director of Graduate Studies. (NB: the above applies to complete changes of *subjects*, not of *degrees within a subject*, e.g. from M.Sc. to M.Phil. *within* Social Anthropology, Medical Anthropology, etc.; on this, see paragraphs below.)

After the written examinations in June, students in Social Anthropology, in VMMA, and in Medical Anthropology in effect have a choice between two possibilities, depending on their performance in the examinations and upon their personal situations and preferences: 1) complete the M.Sc. degree, with submission of a thesis in September; or 2) complete the M.Phil. degree by continuing for a second year and beginning immediately to plan for the M.Phil. thesis. Students in Cognitive and Evolutionary Anthropology do not have this choice, since there is no MPhil degree in this subject; they therefore have to complete a thesis for the MSc degree as above.

After completing the M.Sc. with a sufficiently good result, the student may apply to be readmitted as a Probationer Research Student (PRS) as a first stage in proceeding towards the D.Phil. or M.Litt. After completing the M.Phil. degree, on the other hand, the student may apply for readmission to D.Phil. or M.Litt. status directly (not students in Cognitive and Evolutionary Anthropology). In both cases, acceptance will depend upon achieving the threshold mark of 67 in the relevant examinations, proof that a viable research project exists and the agreement of both individual supervisors and the School as a whole acting in committee. **NB: there is no automatic right to proceed from a taught-course to a research degree, however good the final result in the examinations, since all the above conditions have to be met.** Application is via the usual form for admission to the University, the relevant deadlines for which should be observed (note that anthropology does not use the latest deadline in mid-March).

Although the M.Phil. is a terminal degree, the M.Phil. thesis is intended to act as the basis of the doctoral dissertation for students transferring via this route (i.e. as an alternative to the upgrade or transfer text prepared by probationer research students). According to the *Examination Regulations*, Ch. 12, § 2, # 1 (ii), 'the subject of the thesis offered by the candidate in the examination for [the M.Phil.] degree shall be in the broad field of research proposed for the D.Phil.', i.e. there should not be a radical change of topic between the M.Phil. and D.Phil. degrees. Otherwise the same basic criteria for progression apply as in the case of M.Sc.-to-D.Phil./M.Litt. transfers (see above).

No member of the academic staff can be compelled to take any student for supervision. Any supervisor accepting students for doctoral studies should be an established member of the School's academic staff or a recognised anthropologist in another department 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. The current University code of practice relating to academic supervision applies (see the School's course handbook for research students).

All decisions regarding supervision, progression and transfers are ultimately taken by the School's Teaching Committee, whether acting as such or through the Director of Graduate Studies. All agreed transfers from the completion of one of the taught master's degrees to PRS or D.Phil. student status should be made as described in the sub-section below.

Procedures for progression
Any taught-course degree to a research degree, i.e. D.Phil (PRS) or M.Litt.
Apply through the University's standard admissions procedures (q.v.).

Students transferring to a doctorate via the M.Sc. route become Probationer Research Students in the first instance (for roughly the first year as a doctoral student, pending transfer to full D.Phil. student status). Students transferring via the MPhil route have the latter status to begin with. All D.Phil. but not M.Litt. students must confirm their status as such subsequently through an interim text before the final viva.

Though it is theoretically possible to transfer from a taught-course degree to the M.Litt. instead of the D.Phil., this is exceedingly rare, as the M.Litt. exists mainly as a lower-level degree that can be offered to D.Phil. students whose work ultimately proves not to be of D.Phil. standard. Doctoral students who fail to pass one of the interim tests (upgrade or transfer; confirmation of status) may be required to continue as M.Litt. students only.

M.Sc. to M.Phil. and vice versa
Use form GSO 28 ('Change of programme of study'). M.Sc. students may transfer to the M.Phil. at any time up to just after the announcement of the final results in September; they should ***not*** formally take the or M.Sc. degree in these cases, and any transcripts for this degree that have been issued to them will become invalid and must be returned as a condition of transferring.

First-year M.Phil students may transfer to the M.Sc. at any time in that year up to immediately after the June examinations, so that they can embark immediately on an M.Sc. thesis.

NB: Overseas (i.e. non-home/EU) students should note that any change in degree may affect their immigration and visa status. Consult the Student Immigration Office.

3.4 Fieldwork

1) <u>Fieldwork by M.Sc. or M.Phil. students</u>. Fieldwork is not required for these degrees, which may be based solely on library sources, but it is permitted if the opportunities to do so are appropriate. In all such cases, the supervisor should be consulted and be satisfied that the field trip is likely to be beneficial to the student's project and/or that the project cannot be completed satisfactorily without such a trip. Fieldwork should be restricted to the vacations, due to the structured nature of these courses, with teaching etc. mostly taking place in term time. Funding for such trips is solely the responsibility of the student concerned (in particular, note that trips will not be funded from the skills training budget maintained by the department and described in paragraph 4.4 above).

2) <u>Fieldwork by PRS students</u>. PRS students should not embark on major fieldwork or other research for their thesis until they have successfully upgraded to D.Phil.-student status. However, in consultation with their supervisor, they may embark on brief reconnaissance trips to their prospective fieldwork or other research sites for the purposes of determining the feasibility of projects and improving the content of the texts they present for upgrade. The supervisor should be satisfied that any such trip is likely to be beneficial to the student's project. Such trips should only be undertaken in the vacations, unless there are very compelling reasons for a visit in term time; again, the supervisor should be consulted. Funding for such trips is solely the responsibility of the student concerned (in particular, note that trips will not be funded from the skills training budget maintained by the department and described in paragraph 4.4 above).

3) There is no formal requirement that fieldwork be carried out for the M.Litt. or D.Phil. degrees, although there is an expectation that the overwhelming majority of students will wish to do so, especially for the latter.

4) Any field trips or other travel related to any of our degrees requires a Travel Evaluation form, a Full Risk Assessment form and one or more CUREC forms (for ethical review) to be filled in. See details on the anthropology website (go to 'About Us', then 'Safety, Fieldwork and Ethics'). Attention is drawn to ensuring that fieldwork can be conducted safely, especially in conflict areas. Female students especially should be aware of the potential for sexual harassment in field situations.

3.5 Forms

From time to time you will need to fill in other forms too for various purposes. A list of the most used forms is given in Appendix 2 to this Handbook (and at https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-5). In addition, note that taught course students must sign a form provided by their college (normally in Hilary term) to enter for the written examinations. Taught-course students should enter or confirm any options they wish to take on this form. The supervisor then has to sign the form. Doctoral and M.Litt. students have their own form (GSO 3) to apply for the appointment of examiners and to be examined.

All these forms apart from the college's registration form can be downloaded from the University website: https://www.ox.ac.uk/students/academic/guidance/graduate/progression?wssl=1. Your supervisor should always be consulted before you fill out any of these forms and will normally have to sign them, as will a representative of your college. In non-routine cases, you should also seek the advice of the Director of Graduate Studies, whose signature is also normally needed (they can be left for the DGS in the general office in 51 Banbury Road). In general, approval of forms is unproblematic, provided the supervisor and DGS are convinced the changes involved are genuinely required, but in no case should this be assumed as a right.

Although there is a form for dispensation from residence requirements, by agreement with the Graduate Studies Office, doctoral or M.Litt. students do not have to fill it in because of the regularity with which such students in anthropology do fieldwork (NB: a concession that could be withdrawn at any time). Dispensation from residence in Oxford during term is not available to master's students. Residence 'in Oxford' means 'within 25 miles of Carfax' (i.e. of the main crossroads in the city centre).

3.6 Examinations, illness or other mitigating circumstances, suspension and withdrawal

If a candidate for a taught-course examination feels that his or her preparation for it has been significantly affected by illness, stress, personal or family problems, etc., the college should be consulted with a view to taking advice and possibly securing special arrangements to take the examination, asking for an extension, or withdrawing from it temporarily with the permission of the Proctors (**NB: examiners should not be approached directly for this purpose**). Withdrawal from any part of an examination ordinarily means the student returning at the corresponding point the next year to complete it, there being no entitlement to tuition or supervision during the period of withdrawal. Permanent withdrawal from any course should be notified on form GSO 29.

Dyslexic, dyspraxic, disabled etc. students often take examinations under special arrangements, e.g. using a word processor, taking the exam in a room on their own (often in college), being given extra time, etc. Ask your college for details if you fall under one of the relevant categories.

Taught-course students should note that, in the absence of special permission for illness-related or other genuine reasons as described above, academic or other penalties may be imposed for late submission of any work for examination purposes or failure to observe word limits and other similar regulations, etc. in such work. Penalties apply to all assessed coursework that is submitted

late without the prior agreement of the Proctors (application to whom must be made via your college. School staff cannot give extensions, and examiners should not be approached directly or otherwise). Details of penalties are given in the *Examination Conventions* for each degree (https://www.anthro.ox.ac.uk/graduate-course-information#tab-1-3).

There is more flexibility regarding the timing of M.Litt. and D.Phil. interim assessments (transfer or confirmation of status) and vivas, and these are normally arranged directly with the assessors or examiners. See the separate PRS handbook for guidance.

Sometimes it is advisable for a student to suspend status for a period (limited to six terms, taken up to three terms at a time). Suspension of status means that you will not pay fees, but you will also not be entitled to receive any teaching, supervision, or IT or library facilities while suspended, unless special arrangements are made (e.g. visiting status, enabling use of libraries). The immigration status of overseas (i.e. non-home/EU) students may also be affected, as may exemption from Council Tax.

Suspension will not be granted on the grounds that you wish to engage, for personal reasons, in some other activity and then return to postgraduate work at a later date. Possible grounds for suspension include unforeseen financial difficulty; physical or mental incapacity; bereavement or other unexpected domestic crises; acquisition of an ancillary qualification which cannot reasonably be deferred until the post-graduate work is complete; temporary work, such as an internship, which is relevant to your research and/or proposed career, the opportunity for which is unlikely to recur; and undue delay resulting from difficulties in making arrangements for overseas fieldwork or in carrying it out. You should always let your supervisor know when illness or other causes prevent work on your degree for a significant length of time (NB: there is now a specific University policy regarding maternity, paternity and adoption leave; see https://www.ox.ac.uk/students/welfare/childcare?wssl=1).

3.7 Plagiarism

Generally speaking, plagiarism is copying or closely paraphrasing the work of others, even if published, as one's own without acknowledgement or proper citation. For examination purposes especially, but also if committed as part of the learning process, this constitutes a serious offence punishable by academic or other penalties. 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.

3.8 Academic good practice

Guidance on academic good practice and skills such as time management, note-taking, referencing, research and library skills, and IT literacy can be found at https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1

Students writing theses especially should be aware of issues surrounding **sensitive and confidential information**, such as any that falls under data protection legislation, was given to the student under conditions of confidentiality, or that might endanger the safety or reputation of an informant or other third party. A thesis containing such information may need to have access to it restricted once it has been deposited in a library (such restriction is normally limited to five years in the first instance). If in doubt, consult your supervisor or go to http://www.bodleian.ox.ac.uk/ora/oxford_etheses/copyright_and_other_legal_issues/sensitive-content.

3.9 Past examination papers and examination reports

Past examination papers going back a number of years are available on the University website, under the code word OXAM:

https://weblearn.ox.ac.uk/portal/site/:oxam

NB: subjects ('Social Anthropology', 'Medical Anthropology', etc.) may only be listed once (under M.Sc. or M.Phil.) in cases where they have more than one degree: search accordingly.

Examiner's reports on examinations taken in previous years are also available on Weblearn.

3.10   School marking conventions
These are available on the SAME website at http://www.isca.ox.ac.uk/current-students/course-information/examination-conventions/

NB: the listed criteria are distinct from the threshold marks required for passage from the first to second year of the MPhil (60) or from any master's degree to PRS/DPhil (67).

In order to pass a degree the student must pass all its assessed components. If one or more components are failed, the student will be given the opportunity to re-take them once, though this may result in award of the degree being delayed until the Examination Board next meets, which may not be for up to three terms.

3.11 Additional regulations regarding supervision of theses and coursework

1) Coursework supervision. Not permitted in the case of take-home essays. This provision also applies to all M.Sc. theses within ISCA, with the exception of consultation on the topic and title, and brief advice given at the planning stage; however, M.Sc. drafts are not read by the supervisor. This does not apply to the longer theses, i.e. those for the M.Phil., M.Litt. or D.Phil. degrees, drafts of which *are* read by the supervisor(s). ICEA M.Sc. theses are subject to different forms of supervision (q.v.).

2) <u>Feedback on coursework</u>. Feedback is given on submitted M.Sc. and M.Phil. theses after they have been examined and given a final mark. Feedback is a normal part of supervision in the case of M.Phil., M.Litt. and D.Phil. theses (see Code of Practice appended to Section 12). Feedback is not given for essays and other coursework or for theses for which the permitted maximum is less than 5,000 words. The Social Sciences Division has issued a protocol for formative (i.e. during teaching) and summative (i.e. relating to the final degree result) feedback. See below, Appendix 1.

Appendix 1. Feedback on formative and summative assessment for taught-course programmes

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

Students can expect to receive feedback on their progress and on their formatively assessed work as a regular part of tutorials and supervision meetings, including marking up essays or draft chapters of theses. All students will also receive formal written feedback on any dissertation or thesis of 5000 words or over, submitted in the final term of the course, normally by e-mail after the completion of the marking.

Appendix 2: List of Applicable University Forms

M.Sc. to M.Phil. or vice versa; D.Phil. to D.Phil. (e.g. 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.
Standard admissions form for all University courses.

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 (research students only apart from GSO 25 and 29)
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 necessary for doctoral or MLitt students)
GSO 15 extension of time
GSO 16 early examination (for doctoral and MLitt vivas)
GSO 17 suspension of status
GSO 17a confirmation of return from suspension of status (obligatory to return from suspension)
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

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

NB: the 'student number' (OSS number) on these forms is *not* the University card number, 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 signing. The copies will then be filed in ISCA and the originals sent by ISCA staff to the Graduate Studies Office.

Appendix 3: 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) An abstract of up to 250 words is required for MPhil and MSc theses. A preface is not required, though one may be provided (outside the word count), for example, to record any acknowledgements.
3) Although there is no rule for master's theses, double-sided printing using double-spacing is recommended. Doctoral theses should be double-spaced (main text), with notes and set-off quotes single-spaced. Theses should be paginated throughout.
4) 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.
5) 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.

6) 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.

7) 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').

8) 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.

9) 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.

10) Exceptions to 9) 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 treated as if it were English.

11) 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.

12) 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).

13) 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.).

14) 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).

15) 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 4: Options

A list of the options available to taught-course students (not in ICEA) will be issued early in Michaelmas term. They are divided into the following categories:

   List A: The Social Anthropology of a Selected Region

   List B: Topics in Visual, Material and Museum Anthropology

   List C: Themes in Anthropology

The option papers are normally taught in Hilary term, with some options continuing into the first half of Trinity term; there is some variation in supervisors' practices. However, options are usually taught in a class or seminar format, with possibly a lecture in addition; tutorials will be fewer, and may be dispensed with entirely. Students should expect to give presentations to a class on materials they have been given to read, in some cases on a weekly basis. Some options are taken with students in other departments and/or studying for other degrees (including undergraduates).

Who must do what:

M.Sc. and first-year M.Phil. students in Social Anthropology: Two options from any of lists A, B and C.

M.Sc. and first-year M.Phil. students in VMMA: One option from any of Lists A, B or C.

M.Sc. and first-year students in M.Phil. in Medical Anthropology: One option from any of Lists A, B or C.

Second-year M.Phil. students in VMMA and Social Anthropology: One option from any of Lists A, B or C, except that or those in which you were examined in your first year.

NB: options not available for:

Second-year M.Phil. students in Medical Anthropology, and M.Sc. students in Cognitive and Evolutionary Anthropology.

A definitive list of options will be released to students early in Michaelmas Term, shortly followed by an Options Fair. You will then be asked to make a provisional choice, to be entered initially on the form made available for the purpose (to be returned to the Departmental Office), and then, when confirmed, on the examination registration form that you must complete, via your college, in Hilary Term.

Appendix 5: Examinations and Progressing through the System
(see also diagram following)

Entering for University Examinations
Papers are usually taken in the Examination Schools in High Street. Students are reminded that sub-fusc must be worn. Please check the Oxford students website for examination entry and alternative examination arrangements (www.ox.ac.uk/students/academic/exams).

Examination dates
Written examination papers: Provisionally, the written exams will be held during the seventh week in Trinity Term. A timetable will be circulated in Trinity Term and published on the Examination Schools website (www.ox.ac.uk/students/academic/exams/timetables). An individual timetable will be issued to you via the student system.

Results
- All students are entitled to know the marks they received on each of the June papers they have taken and the average of all their marks.

- Those who gain an overall mark of 60 or more in the June exams may transfer directly if they wish to the second year of the M.Phil (except CEA).

- Those continuing with the M.Sc. write and submit their dissertations over the summer.

- M.Phil. first-year students who receive a mark of between 50 and 59 in the June examinations can only continue by transferring temporarily to the M.Sc. and writing an M.Sc. dissertation over the summer. If they achieve an overall mark of 60 or above in September, they may transfer back to the M.Phil. degree for the second year.

- Students gaining a final mark of 70 or more will be awarded a distinction.

- All students who achieve a final mark at the end of the examination process of 67 or more for the M.Sc. will be eligible, if they wish, to take their degrees and apply for readmission as a Probationer Research Student (PRS) as a step towards the DPhil. See elsewhere (below and the Graduate Handbook) for details of other conditions for progression, which is not guaranteed.

- All students for the M.Sc. degrees (except CEA) who achieve a final mark of 60 or more will be eligible, if they wish, to transfer to the second year of the M.Phil. In this case they should not supplicate for the M.Sc. degree: that is, they must not actually take the M.Sc. degree at a graduation ceremony or in absentia.

- Those whose mark is above 50 but below 60 achieve the degree of M.Sc. but will not be allowed to proceed further to either PRS status or the second year of the M.Phil.

- The minimum pass mark for the M.Sc. is 50. Those with a final mark of less than 50 will have failed to gain a qualification. Students who fail can re-sit the examination once during the following year, or any subsequent year. They are not entitled to any teaching during this period.

In summary:
Rule one: In order to proceed to the second year of the M.Phil. (in SA, MAME, MA), you need a minimum of 60, otherwise you have to transfer to the M.Sc; if you achieve a mark of 60 or above in that degree, you may transfer back to the second year of the MPhil, otherwise you will be required to take the MSc degree.
Rule two: In order to proceed from M.Sc. to PRS, you need a minimum of 67, otherwise you need to transfer to the second year of the M.Phil (if available) and then proceed via the M.Phil. route, achieving a mark of 67 in the second year of the MPhil.
Rule three: In order to proceed from M.Sc. to PRS or M.Phil. to D.Phil., you will need a minimum of 67 (applies to second year of MPhil only). In exceptional cases where the potential supervisor(s) is (are) willing to make the case, a lower mark may be considered, but this must be agreed by the department as a whole acting in committee.

Notes: The pathway to and via the M.Phil. does not apply to Cognitive and Evolutionary Anthropology, where there is no M.Phil.

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┌─────────────────────────┐        ┌─────────────────────────┐
│  registered for M.Sc.   │        │  registered for M.Phil. │
│    (CEA/MA/VMMA/SA)      │        │     (MA/VMMA/SA)        │
└───────────┬─────────────┘        └───────────┬─────────────┘
            │                                  │
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│              June Exams (MPQ exams)                        │
└──────┬──────────────────────┬────────────────────────────┘
       │                      │
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┌──────────────┐      ┌──────────────┐
│ 59 or less   │      │ 60 or more   │────────┐
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                                              ▼
                                     ┌──────────────────────┐
       ┌──────────────────────┐      │  M.Phil. 2nd Year    │
       │ M.Sc. dissertation   │      └──────────────────────┘
       │ due in Sept          │
       └──┬──────┬─────────┬──┘
          ▼      ▼         ▼
   ┌──────────┐ ┌────────┐ ┌────────┐
   │59 or less│ │60 - 66 │ │ 67+    │
   └────┬─────┘ └───┬────┘ └───┬────┘
        ▼           ▼          ▼
   ┌──────────────────┐   ┌──────────┐   ┌─────────────────────────┐
   │     M.Sc.        │   │   PRS    │   │ dissⁿ for TT following  │
   └──────────────────┘   └──────────┘   │ 1 option (exam)         │
                                         │ 1 written paper         │
                                         └──┬──────────┬─────────┬─┘
                                            ▼          ▼         ▼
   ┌──────────────┐              ┌───────────┐ ┌────────┐ ┌────────┐
   │Upgrading Viva│              │59 or less │ │ 60-66  │ │ 67+    │
   └──────────────┘              └─────┬─────┘ └────────┘ └────────┘
                                       ▼
   ┌──────────────┐          ┌──────────┐  ┌──────────────┐  ┌─────────────────┐
   │ MLitt status │          │ M.Phil.  │  │Continue only │  │May apply for    │
   └──────┬───────┘          └──────────┘  │if special    │  │D.Phil.          │
          ▼                                │case          │  │providing there  │
   ┌──────────┐              ┌───────────┐ └──────────────┘  │is appropriate   │
   │  Viva    │              │DPhil status│                  │supervision      │
   └────┬─────┘              └─────┬──────┘                  └─────────────────┘
        ▼                          ▼
   ┌──────────┐              ┌───────────┐
   │ M.Litt.  │◄──────────── │Confirmation│
   └──────────┘              └─────┬──────┘
                                   ▼
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                            │D.Phil. viva│
                            └─────┬──────┘
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                            ┌───────────┐
                            │ D.Phil.   │
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Appendix 6: School of Anthropology and Museum Ethnography Policy on the Audio Recording of Lectures

The School acknowledges that students may wish to record teaching sessions to support their learning. This practice may be used to supplement students' lecture experiences and help them to concentrate on actively participating in classes. The School also recognizes that legal issues arise in relation to the recording of lectures, as students, staff and external parties have rights[1] regarding their work and participation. Copyright and data protection laws are applicable whenever personal data is being processed, including where recording is being made of identifiable living individuals. This policy aims to protect the intellectual and privacy rights of individuals by setting out the conditions under which recording may occur and by specifying the consequences of breaching this policy.

I - Definitions and other premises

1. This policy applies to **all students** and staff involved in teaching and learning.

2. The term "recording" refers to **audio** recording alone. **Video recording and photographs are not permitted.**

3. The term "lecturer" refers to any University employee involved in teaching and learning.

4. **This policy does not cover small group teaching** (tutorial, seminar, student-led presentation, or other meetings). This policy sets out the conditions for recording **lectures only**.

5. Copyright does not belong to the student making the recording.

6. By recording identifiable living individuals, individuals are processing their personal data, which needs their **consent**.

Recorded lectures build on the value of the lecture and should not be seen as a replacement for lecture attendance.

II - Permission to record

7. All students may record a lecture after the lecturer has granted them permission. There is no requirement for disabled students to seek permission additional to that already granted to them by virtue of their disability.

8. Permission to record a session is granted to a student on the understanding that no **intellectual property right** in the recording passes to the student.

9. Lecturers should **normally give permission** unless they have good reason not to: this includes, but is not limited to, the inclusion of sensitive material, the infringement of copyright, data protection or commercial intellectual property.

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[1] Copyright, performer's rights, moral rights, privacy rights and data protection.

10.   If the lecturer does not grant permission, then an alternative format may be provided when feasible and deemed to be an appropriate adjustment (e.g. transcript of the lecture).

11.   When permission has been granted to record the lecture, the lecturer should **tell all the students that permission has been granted**.

12.   The method of recording should be **discrete and not intrusive.**

13.   The School regards staff recording their lectures and putting them on the web as good practice.

14.   Permission to record may not be given, at the lecturer's discretion, if the recording is available by podcast or other method on the web.

15.   Students cannot record on behalf of others, except in the case of properly designated note-takers for disabled students.

III - Use of a recording

16.   A recording is **only for personal and private use**.

17.   Students are **not allowed not publish** the recording in any form (including but not limited to internet).

18.   Students are not allowed to pass their recording to others (except for transcription, then the transcript can be passed to one person only).

19.   Students are allowed to store their recording for the duration of their course but must **destroy it following the final assessment of their course of study.**

IV - Implementation, support and review

20.   Students will be informed of the policy at **induction and through course handbooks**.

21.   Disability Services will offer support and guidance to disabled students in the implementation of this policy.