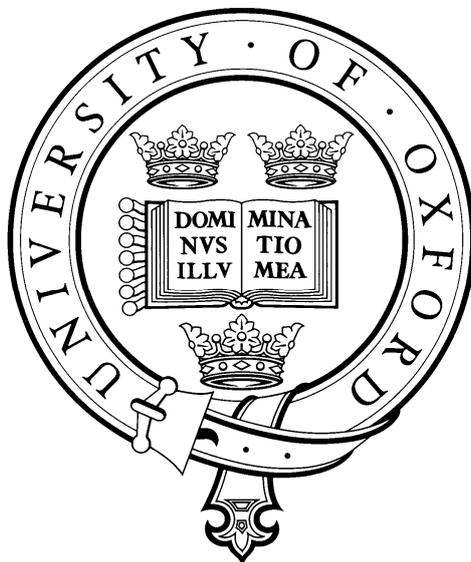


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**UNIVERSITY OF OXFORD**



**NOTES FOR THE GUIDANCE OF  
GRADUATE STUDENTS IN ARCHAEOLOGY**

**2009-10**

**Table 1: Dates for Notification of Options, Examination Modes and Thesis and Preset Essay Titles**

Date	Classical Archaeology	European, World & Landscape	Archaeological Science
<b>Michaelmas Term</b>			
Fri 7th Wk	Notify essay titles on MT subject to Chairman of Examiners.		Notify preset essay titles to Chairman of Examiners
Tue 8th Wk	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies.	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies.	
<b>Hilary Term</b>			
Fri 7th Wk	Notify essay titles on HT subject to Chairman of Examiners.	Notify all essay titles to relevant Chairman of Examiners.	
<b>Trinity Term</b>			
Fri 0th Wk			Notify report or dissertation title to Grad. Studies.
Tue 8th Wk	Notify 2nd year M.Phil. option, and thesis title to Grad. Studies.	Notify 2nd year M.Phil. option and thesis title to Grad. Studies.	

**Table 2: EXAMINATIONS FOR TAUGHT GRADUATE COURSES**

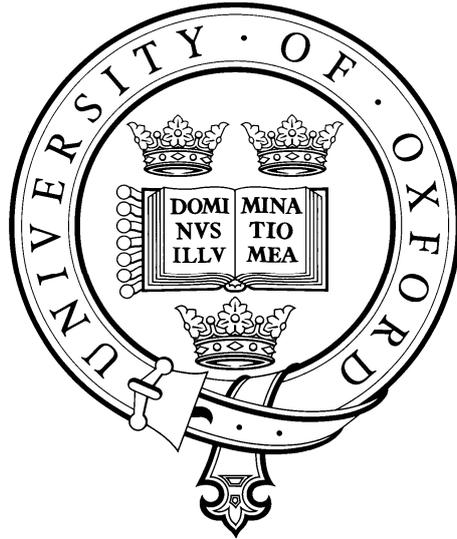
**Dates for Submission of Essays, Theses, & Reports, and for Written Papers**

DEGREE	DATE FOR SUBMISSION, ETC.
<b>Preset Essays</b>	
M.Phil. (both years) & M.St. in Classical Archaeology	Monday of 2 <sup>nd</sup> week of term after that in which instruction was given
M.Phil. (both years) & M.St. in European, World & Landscape Archaeology	Friday of 6 <sup>th</sup> week of Trinity Term of year in which instruction was given
M.St and M.Sc. in Arch. Science	Friday of 1st week of Trinity Term
<b>Theses/Dissertations</b>	
M.St. in Classical Archaeology	Monday of 5 <sup>th</sup> week of Trinity Term
M.St. in European, World & Landscape	Friday of 6 <sup>th</sup> week of Trinity Term
M.Phil. in Classical, European, World & Landscape	Friday of 6 <sup>th</sup> week of Trinity Term of second year
M.St. in Archaeological Science	Friday of 9 <sup>th</sup> week of Trinity Term
M.Sc. in Archaeological Science	30 September following written examinations.
<b>Written Examinations</b>	
M.Phil. (1st year) & M.St. in Classical, European, World & Landscape Archaeology	Begin on Monday of 9 <sup>th</sup> week of Trinity Term
M.St. & M.Sc. in Archaeological Science	Begin on Monday of 2 <sup>nd</sup> week of Trinity Term

Please note that notifications of essay titles, dissertation titles and options should be made to the relevant Chairman of Examiners NOT the Director of Graduate Studies. Questions about the dates of examinations, including viva voce examinations, should also be directed to the relevant Chairman of Examiners, as follows:

Classical Archaeology: **Prof. A. Wilson**      European, World & Landscape Archaeology: **Prof. C. Gosden**  
 Archaeological Science: **Prof. M. Pollard**

## DATES OF FULL TERM



### 2009-10

Michaelmas	11 October – 5 December
Hilary	17 January – 13 March
Trinity	25 April – 19 June

These notes may be consulted on-line at

<http://www.arch.ox.ac.uk/graduate-resources.html>

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## 1. Introduction

These notes are designed to give guidance on the problems that are most likely to be encountered by graduate students, to introduce without too much technicality the procedures in which they may be involved, and to indicate the standard and scope of the work required for the various degrees. They are not intended to be a substitute for the University's *Examination Decrees and Regulations*, which give the official regulations for each degree. You should receive a copy of the current *Examination Decrees* from your college as you begin your course. In consulting them, remember to note both the general regulations affecting the degree course on which you are engaged, and also the specific regulations made by the Committee for the School of Archaeology. The *Examination Decrees* are updated annually, but those for the year in which you begin a degree are the ones that normally apply throughout its course. The Graduate Studies Administrator (at the Institute of Archaeology) and college tutors for graduates, are available to help resolve difficulties, and any more technical problems (for example concerning residence and fee requirements) should be addressed to them. These Guidance Notes are also revised annually: you will receive a copy of the latest version when you arrive, but in subsequent years you should check for any changes in the current version on the Archaeology web page.

**\*\*PLEASE KEEP THESE GUIDELINES, AND CONSULT THEM AS NECESSARY\*\***

### **The organisation of the University**

The organisation of Oxford University is complex and it may be helpful to outline some of the main institutions and their functions. Broadly speaking, the University is divided into divisions, faculties, sub-faculties and departments, the School of Archaeology being roughly the equivalent of a department within the Division of Social Sciences. The colleges are independent self-governing institutions, although they are part of the University in its widest sense. Most academic staff members belong both to a division and faculty and to a college. By and large, divisions and faculties deal with lectures, examinations and administration of graduate work, while colleges deal with undergraduate admissions and tutorial work and with the provision of various 'domestic' facilities. The admission of graduates is dealt with mainly by the divisions and faculties, but all graduates must also be admitted by a college. A student's college is treated as his/her official address for all university correspondence, so it is important to check your mailbox in college regularly, and inform your college if you are away from Oxford. Your college will also assign you an email address, and important university communications may well be sent to this.

### **On arrival**

Your supervisor should have written to you beforehand, and you should call on him or her as soon as you can for general orientation and to discuss details of your course, since it is desirable that decisions about your programme of work should be taken before term starts. If your supervisor is not available, you should contact the School of Archaeology Administrator Ms Lidia Lozano (Tel. [2]-78246) at the Institute of Archaeology (36 Beaumont St.).

You should arrive by the Monday of the week immediately before the start of Michaelmas Term, since there is an induction programme for new graduate students, with introductions to the main working facilities, such as the Institute of Archaeology, the Research Laboratory for Archaeology and the History of Art, and the major libraries, as well

as social gatherings. Classical archaeologists are also invited to introductory sessions organised by the Ancient History Sub-faculty of the Classics Faculty, which gives them the opportunity to meet other classicists. Details of dates, times and venues will be forwarded to you separately. Colleges also have their own induction programmes, so this can be a busy week.

Your supervisor will advise you about getting admitted as a reader in the relevant major **libraries**. Entrance to the main libraries, and to various other University facilities, is based on your University ID card (normally issued by your College), which must be registered with the relevant library. Classical, European and Prehistoric archaeologists should register as readers at the Sackler Library (St John's St), and Prehistorians should also be readers at the Balfour Library (Pitt Rivers Museum). The Bodleian Library is generally less useful to archaeologists, but you may well need to use it at some stage (for example for periodicals in the Radcliffe Science Library, which is part of the Bodleian), so it will save time to become a reader now. There is also a small reference library for European and Roman Archaeology in the Institute of Archaeology, open to all.

As a member of the University you are entitled to attend any university lecture or class, in any subject, provided it is not advertised as restricted to a specific group of candidates for special papers. You may well wish to widen your expertise in non-archaeological subjects in this way. **Lecture lists** covering archaeological subjects are those for Archaeology & Anthropology, Classical Archaeology & Ancient History, and Literae Humaniores (=Classics), all with some overlap, which are available for consultation in the various institutes and libraries; for further details on lectures and seminars see *Section 12 (b)* below. On-line lecture lists are available at <http://www.admin.ox.ac.uk/pubs/lectures/> and our own list is available at <http://www.arch.ox.ac.uk/lecture-list.html>

Your college will issue you with an **e-mail address** (givenname.familyname@college.ox.ac.uk), and you are expected to check this regularly, since urgent communications may be sent by this means, and will be assumed to have reached you. You should notify this email address to Ms Lidia Lozano at the Institute of Archaeology, 36 Beaumont Street, and an @arch address can be attached to the same account. Do not rely on your personal @hotmail.com (or similar) email address, since a number of people who need to communicate with you urgently may not know it.

## **The Oxford calendar**

The terms at Oxford are traditionally known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). Term time normally means the eight weeks of Full Term, during which lectures and tutorials take place, although each Full Term is set within a longer period which is technically still 'term'. The dates of the Full Terms for the current year appear on the title page. Regular university events, such as meetings, examinations, or submission deadlines, normally recur on a stated day of a stated week of each Full Term, or on a stated day of a stated week in a particular Full Term, so that you will frequently hear, and read below, of things happening in Fourth Week etc. By extension, the week before the start of Full Term is known as Noughth Week.

## **2. The Archaeology Graduate Studies Committee**

The Committee for the School of Archaeology is responsible for the organisation and teaching of most archaeology within the University, but it delegates responsibility for all

graduate matters to its Graduate Studies Committee, which reports to it regularly. The Archaeology Graduate Studies Committee (or GSC for short) therefore deals with the admission of graduate students, applications for transfers of status, approval of thesis titles, appointment of supervisors and examiners, and other matters involving graduate students that arise from time to time or are referred to it by other university bodies. Supervisors' termly reports on graduate students are also circulated to the members of the GSC (and also to students' colleges), and any difficulties that are noted or seem likely to arise are discussed.

The GSC meets on Tuesday of the *first* and *eighth* week of each term, and its papers are sent out about a week in advance. Its membership for 2009-10 is as follows:

Director of Graduate Studies in Archaeology (Prof. C. Ramsey, Chairman)  
Deputy Director of Graduate Studies (Dr J. DeLaine)  
Chairman, Committee for the School of Archaeology (Prof. M. Pollard)  
Vice-Chair (Prof. H. Hamerow, Lecturer in Early Medieval European Archaeology)  
Director, Institute of Archaeology (Prof. A. Wilson)  
Appointed member (Prof. N. Barton, Lecturer in Palaeolithic Archaeology)  
Appointed member (Prof. C. Gosden, Professor of European Archaeology)  
Appointed member (Prof. P. Mitchell, Professor of African Archaeology)  
Appointed member (Prof. R.R.R. Smith, Professor of Classical Archaeology and Art)  
Appointed member (Prof. D.C.Kurtz, Reader in Classical Archaeology)  
Appointed member (Dr R. Schulting, Lecturer in Scientific and Prehistoric Archaeology)

The GSC includes one member (normally the President) of the Committee of the GAO, the body that represents all archaeology graduate students. Graduate members of the GSC attend for all unreserved business matters and may also raise matters of their own at GSC meetings.

**Secretary to the GSC:** Monday to Thursday 9.15-2.45: Mrs Barbara Morris

Enquiries about the various forms and procedures relating to graduate matters may be addressed to Barbara Morris, e-mail [barbara.morris@arch.ox.ac.uk](mailto:barbara.morris@arch.ox.ac.uk), telephone [2]-78265. The Director of Graduate Studies in Archaeology, Prof. Christopher Ramsey, may be contacted at the Research Laboratory for Archaeology, Tel. [2]-85215 or by e-mail at [christopher.ramsey@rlaha.ox.ac.uk](mailto:christopher.ramsey@rlaha.ox.ac.uk).

Reminders of the need to apply for transfer of status or an extension of time for research degrees are normally sent by the Graduate Studies Administrator to graduate students at their colleges. But this may not happen in all cases, and it is ultimately the responsibility of graduate students to ensure that the GSC receives their applications and supporting documentation in time to be included on the agenda for the relevant meeting. This means *at least one week before* the meeting date for straightforward applications, but applications for transfer of status, which need formal assessment, will take significantly longer; see sections 3 (k) and 4 (b)-(c) below. Some, but by no means all, crises can be dealt with directly by the Director of Graduate Studies; no assumption to this effect should be made, however.

### 3. Taught Degrees

#### (a) Introduction

The following sections give a brief account of the various taught courses; the full regulations can be found in the *Examination Decrees and Regulations*, and those for the year in which you start a degree continue to apply to you throughout that degree. The M.St. and M.Sc. are one-year taught courses; the M.Phil. has a taught first year course and a second year mainly devoted to the preparation of a short thesis.

#### (b) The M.St. and M.Phil. courses in Classical, European, World and Landscape Archaeology: general summary

(i) Within each of the four fields listed above, the M.St. course and the first year of the corresponding M.Phil. are identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see (iv) below and the *Examination Decrees*). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

(ii) For each of the first year examinations, whether taken for the M.St. degree or as an M.Phil. Qualifying Examination, candidates must choose three options, each a period or subject, according to the rules of the relevant degree. Lists of specific and related options are provided for each degree, but candidates may, if they wish, choose one of their three options from the list for one of the other two degrees, or apply to study a subject which is not listed; this will normally be allowed, provided that the proposed subject is appropriate and that suitable teaching can be provided. Students can therefore shape for themselves a broader or a more specialised Master's course in Classical, European, World or Landscape Archaeology, according to personal preference and career plans.

(iii) During the second year of each of the four M.Phil. courses, candidates work on a further subject from the lists provided for their particular field, but most of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic.

(iv) For the M.St. examination one of the three options chosen must be examined by an unseen written paper of the traditional kind, i.e. a three-hour paper with a choice of questions. The other two options are usually examined by a pair of 5,000-word preset essays each option. However, candidates for the M.St. (but NOT those doing the M.Phil. first year), in place of one of these two options, may submit a 10,000-word dissertation on an approved topic. For the M.St. in Landscape Archaeology there is one compulsory core paper which must be examined by unseen written paper and there must be a dissertation on an approved landscape subject.

The *Examination Decrees and Regulations* contain details (summarised in Tables 1 and 2 below) of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The supervisor will offer a list of preset essay titles and has responsibility for the precise wording of a dissertation title after consultation with the candidate. The proposed options need to be submitted for formal

approval by the Committee for the School of Archaeology, via its Graduate Studies Committee, by noon of Friday of the 7th week of Michaelmas Term. The deadlines for submission of preset essay titles are given in Table 1 below.

(v) For the **M.Phil. first year examination** the same examination format applies, except that a 10,000-word dissertation is not normally allowed. For since M.Phil. candidates will be writing a more substantial dissertation in their second year, broader study for the whole of the first year will normally be more useful to them.

(vi) In the **M.Phil. second year examination** the subject selected is examined by a pair of 5,000-word preset essays. But the main element of the examination is the 25,000-word thesis.

**(c) The M.St. and M.Phil. Courses in Classical, European, World and Landscape Archaeology: summary of course content**

(i) The one-year *M.St. in Classical Archaeology* offers candidates a wide range of periods (from Prehistoric Aegean to Byzantine), and of subjects, in two lists: three must be chosen for written examination. Candidates may also be granted permission to study appropriate topics in Classical Archaeology, or directly related to it, which are not on the lists, provided teaching is available. Those who are seeking a broader course may, if they wish, select as one of their three choices any suitable subject offered in any of the following M.St. courses subject to availability: Byzantine Studies, Classical Literature, European Archaeology, Greek and Roman History, History of Art, Women's Studies, World Archaeology. For the format of the written examination, see *Subsection (b)(iv)* above; there will also be *viva voce* examination for all candidates.

(ii) In the one-year *M.St. in European Archaeology*, candidates are required to choose three subjects for written examination at the end of the year. For this purpose, a list of main subjects for the course is provided, including periods ranging in time from Palaeolithic Europe to the Early Middle Ages in Western Europe, and the transition from Antiquity to the Middle Ages in Byzantium. Candidates may also be granted permission to study appropriate subjects not on the list, provided teaching is available, while those seeking a broader course may, if they wish, make one of their three choices from the subject lists provided for the M.St. courses in World Archaeology or Classical Archaeology. For the format of the written examination, see *Subsection (b)(iv)* above; there may also be a *viva voce* examination.

(iii) In the one-year *M.St. in World Archaeology*, candidates are required to choose three subjects for written examination at the end of the year. A list of options based on regular teaching at Oxford is provided, ranging from Palaeolithic Archaeology (worldwide) to various African, Chinese, Pacific and Islamic archaeological topics, and Archaeological Method and Theory. Candidates may also be granted permission to study suitable topics which are not on the list, provided teaching is available, and one of the three choices may be made, if wished, from the subject lists provided for the M. St. courses in European Archaeology and Classical Archaeology. For the format of the written examination, see *Subsection (b)(iv)* above; there may also be a *viva voce* examination.

(iv) The one year *M.St. in Landscape Archaeology* is a flexible degree which provides a core introduction to landscape studies and then offers candidates the flexibility to study a period paper and concentrate on a landscape topic through a dissertation. The examination shall comprise three elements: a compulsory core paper on the Theory, Methods and Techniques of Landscape Study; the choice of one paper from limited lists of landscape-based papers from the Classical, European and World Archaeology lists of options; a dissertation on an

approved landscape archaeology topic. For the format of the written examination, see *Subsection (b)(iv)* above; there may also be a *viva voce* examination.

(v) The two-year *M.Phil. in Classical Archaeology* has as its first year the same course and same examination as the M.St. in Classical Archaeology: see *Subsection (c)(i)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in Classical Archaeology. An appropriate subject that is not listed may be approved instead, provided that teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There will also be a *viva voce* examination for each candidate.

(vi) The two-year *M.Phil. in European Archaeology* has as its first year the same course and same examination as the M.St. in European Archaeology: see *Subsection (c)(ii)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination.. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in European Archaeology. An appropriate subject that is not listed may be approved instead, at a candidate's request, provided teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There may also be a *viva voce* examination.

(vii) The two-year *M.Phil. in World Archaeology* has as its first year the same course and same examination as the M.St. in World Archaeology: see *Subsection (c)(iii)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in World Archaeology. An appropriate subject that is not listed may be approved instead, at a candidate's request, provided teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There may also be a *viva voce* examination.

(viii) The two-year *M.Phil. in Landscape Archaeology* has as its first year the same course and same examination as the M.St. in Landscape Archaeology except that the M.St. dissertation is substituted by another paper from the lists of options: see *Subsection (c)(iv)* above for a summary of the course content and *Subsection (b)(iv)-(v)* above for the form of the examination. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to take a written examination on one further subject, chosen from those listed for the M.St. in Landscape Archaeology. An appropriate subject that is not listed may be approved instead, at a candidate's request, provided teaching is available. For the format of the written examination, see *Subsection (b)(vi)* above. There may also be a *viva voce* examination.

**(d) M.St. and M.Sc. in Archaeological Science**

These two courses provide broad introductory training both for those with a first degree in archaeology who wish to undertake research of a scientific nature, and also to those previously trained in the sciences who wish to learn something of specifically archaeological problems, before applying their knowledge at a research level. They share a common component of coursework (examined by three written papers), but differ in the extent of the requirements beyond the written papers. They can be taken either for their own sake, or as preliminary training for doctoral research.

For both degrees, the written examination consists of three papers on the main subjects in the syllabus described in the Schedule, (*Principles and practice of scientific dating; Bio-archaeology; and Material analysis and the study of technological change*), taken in the second week of Trinity Term, and a 10,000-word essay or two 5,000-word essays, submitted at the start of Trinity Term.

After this, candidates for the M.St. write a 5,000-word report on a practical project, which must be submitted by noon on Friday of the ninth week of the same Trinity Term. Candidates for the M.Sc. write a dissertation of 15-20,000 words on a research area or topic, to be submitted by noon on Friday four weeks and two days before the start of the following Michaelmas Term. There may also be an oral examination after the submission of the report or dissertation.

**(e) Notification of options**

Please note that notifications of essay titles, dissertation titles and options should be made to the relevant Chairman of Examiners NOT the Director of Graduate Studies. Questions about the dates of examinations, including viva voce examinations, should also be directed to the relevant Chairman of Examiners, as follows:

Classical Archaeology:	Prof. A. Wilson
European, World and Landscape Archaeology:	Prof. C. Gosden
Archaeological Science:	Prof. M. Pollard

You should pay particular attention to the deadlines by which you must submit your choices of options, dissertation titles and mode of examination, for approval by the GSC. Your supervisor's approval of all these choices is required before they are submitted to the GSC, on forms for notification obtainable from the Graduate Studies Administrator. If you choose to be examined by preset essays, their titles should be sent by the relevant date directly to the Chairman of Examiners for the degree you are entered for. No special form is needed, but the notification should be countersigned by your supervisor. The dates for all these notifications are given in Table 1.

The timetable *must* be adhered to. Once the GSC has approved candidates' options, it has itself to notify them to the Registrar almost immediately; missing the deadlines may lead to penalties such as late entry fees. The dates for submitting essays and theses are given in Table 2 below.

**Table 1: Dates for Notification of Options, Examination Modes and Thesis and Preset Essay Titles**

<b>Date</b>	<b>Classical Archaeology</b>	<b>European, World &amp; Landscape Arch.</b>	<b>Archaeological Science</b>
<b>Michaelmas Term</b>			
Friday 7th Wk	Notify essay titles on MT subject to Chairman of Examiners.		Notify preset essay titles to Chairman of Examiners
Tuesday 8th Wk	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies Officer.	Notify all M.St. & 1st year M.Phil. options, exam modes, thesis title to Grad. Studies Officer.	
<b>Hilary Term</b>			
Friday 7th Wk	Notify essay titles on HT subject to Chairman of Examiners.	Notify all essay titles to relevant Chairman of Examiners.	
<b>Trinity Term</b>			
Friday 0th Wk			Notify report or dissertation title to Grad. Studies Officer.
Tuesday 8th Wk	Notify 2nd year M.Phil. option, and thesis title to Grad. Studies Officer.	Notify 2nd year M.Phil. option and thesis title to Grad. Studies Officer.	

**(f) Teaching and supervision**

Every student has a supervisor appointed by the GSC before the student's arrival in Oxford. In choosing a supervisor, the Committee will naturally try to choose a supervisor whose interests and expertise match those of the student, but if in the light of further knowledge a change seems appropriate, this is usually possible. Students will recognise that there are University limits on the numbers of graduate students an individual may supervise, and so it may not always be possible to have the supervisor of one's preference. In selecting a supervisor the Committee will normally ensure that he or she is an appropriately qualified member of the established academic staff of the University (a postholder). In rare instances it may be appropriate for supervision to be provided by someone who does not hold an established post within the University of Oxford, for example where specialist input is required from an individual employed at another academic institution. In such cases someone holding an established post within the University of Oxford will be appointed by the GSC to act as a co-supervisor.

Supervisors are responsible for guiding all aspects of a student's studies (and may also be useful source of advice on other matters). *Inter alia*, he or she will advise on choosing options and examination modes, the availability of useful lectures or language courses, thesis

or dissertation topic and the best way in which to prepare this. In addition, those taking taught courses will normally see their supervisor (or another staff member) for weekly tutorials during term time.

Teaching is in the form of lectures (where numbers permit), tutorials, classes and seminars. For the M.St. and M.Sc. in Archaeological Science strong emphasis is placed on laboratory work, and a number of field classes or visits are also included. For the other taught graduate degrees, tutorials, usually involving one or two students and a staff member, are the main means of teaching, for many involve subjects for which there are no specific lecture courses - most obviously, where an option has been specially arranged for a particular student. The supervisor usually plays a major role in the tutorial teaching, but may arrange for a colleague to teach where part of the course lies outside the supervisor's expertise. Very often the tutorials are based on discussion of an essay written by the student during the preceding week, after reading suggested by the staff member. Since the examinations are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. But there is a good deal of flexibility in the way in which tutorials may be arranged, and also in the precise topics dealt with. The supervisor should keep an eye on the spread of topics, but students should feel able to suggest topics or areas on which they would particularly like to work.

With only 24 tutorials available during the year it is clearly not possible to cover every aspect of every option in this way, and students are expected to do a good deal of other reading by themselves. Supervisors should be able to provide bibliographical help in such areas. While the range of choice of format in the examinations means that complete coverage of a broadly specified subject is not vital, students are urged to study their chosen topics as broadly as time allows. Oxford offers superb opportunities to do that, which may not occur again.

For further comments on supervisors and supervision, see *Section 5* and *Annexe B*.

Oxford Full Terms are notoriously short, but graduate students must expect to spend a considerable proportion of the vacations studying, and in many cases, most obviously for the M.Sc. dissertation in Archaeological Science, that may mean staying in Oxford. Vacation time is also required for the production of preset essays. Supervisors can usually be consulted during vacations, if they are in Oxford. But they may themselves be away from Oxford at conferences or on fieldwork.

#### **(g) Preset essays**

Your supervisor will provide a list of preset essay titles for discussion. The essays should normally require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both and since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable. The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the supervisor, must be notified to the relevant Chairman of Examiners by the date given in Table 1 above. Once notified, titles can only be changed with the permission of the Graduate Studies Committee.

Your supervisor should suggest bibliography, and comment on a first draft of the essay, indicating further bibliography if necessary. But the supervisor should not approve the final

version, which is after all a test of candidate not supervisor. Non-native English speakers will no doubt be helped with written English by their supervisors. They may also have the English checked (but not re-written) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is liable to lead to immediate failure in the degree.

Essays should be typed or printed in double spacing. In general the format should be kept simple. The use of section-headings within an essay can be a good way of structuring material and arguments, but further sub-headings are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice. Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, and should be referred to at the appropriate points in the text. A maximum of 5-6 is suggested for each essay, and good photocopies are sufficient. For the expected presentation of references and illustrations, see *Subsection (h)* below. Each essay should be accompanied by a signed statement of the number of words in the text and notes (but excluding the Bibliography). Essays exceeding the specified word limit may be penalised.

Binding should be simple but strong enough to hold the pages properly together while they are read. Spiral or comb bindings are ideal, but three or four staples along the spine are sufficient, provided that they are long enough to hold all the pages and that the left hand margin is wide enough to allow the text to be easily read. There should be a simple cover, showing the degree and subject for which the essay is submitted, the title as approved, and the candidate's examination number. It must NOT show the candidate's name, college, or supervisor's name.

Pre-set essays must be submitted to the Clerk of the Examination Schools by noon on the day specified (see **Table 2**). Two copies of each essay are required; they will not be returned, so you may wish to keep an additional copy for yourself. Since they constitute part of the degree examination, submission dates must be strictly adhered to. For the penalties involved see *Subsection (i)* below.

#### **(h) Dissertations, theses and reports**

For the M.St. in Classical, European, World and Landscape Archaeology, dissertation titles must be approved by the GSC before the end of Michaelmas Term (see *Table 1* above), so the decision to do one, and the choice of subject area, must be made very soon after arrival. Report and dissertation topics for the M.St. and M.Sc. in Archaeological Science must be approved by the start of Trinity Term (see *Table 1* above). For the M.Phil. second-year thesis you do not need to notify the title formally until your first Trinity Term, but you should nevertheless decide on its subject area, at least in principle, by the middle of the Christmas vacation of your first year, so that if the thesis research requires travel during the Long Vacation, you can plan it in time to apply for grants (see *Section 7(b)* below). Your supervisor has responsibility for the precise wording of the title of any thesis, dissertation or report. Useful advice on the choice of thesis topic is given in *Section 6* below, but the subject for an M.Phil. thesis, and even more for an M.St. dissertation, must be much narrower than would be the case for a doctoral one, to allow for the much shorter time available. Those considering the possibility of subsequent D.Phil. research should make sure that the subject chosen for the M.Phil. thesis allows expansion or adaptation to the larger scale and more

demanding standard which doctoral research would require. Discussion with the supervisor is essential from the earliest stage.

There is useful information about thesis presentation in general in *Section 7(d)* below. Remember that although a clear and functional presentation is required, the thesis is primarily judged on its content, not its appearance. *References* may follow any clear and consistent system. Either in references or in a bibliography (depending on your system) you should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author or editor (with initials), title, place and date of publication. *Illustrations* should have clear captions identifying what is shown (for an object or image, the following might be included: object, material, subject [if a representation], provenance, date, current location), and the source of each illustration should be given at the end of each caption, or in a separate list of illustrations. The final stages of preparation *always* take longer than expected, so do not leave apparently minor matters such as the checking of references to the last minute. The copies of an M.St., M.Sc. or M.Phil. dissertation submitted for examination can be quite simply bound, provided that the pages are properly held together while the examiners read and re-read them. There should be a simple cover, showing the degree and subject for which the thesis, dissertation or report is submitted, the title as approved, and the candidate's examination number. It must NOT show the candidate's name, college, or supervisor's name. The deposited copy of a successful M.Phil. or M.Sc. thesis (see below) must be permanently bound, and the candidate's name and college should be added, e.g. by means of an adhesive label. The word limits specified for Dissertations, Theses and Reports cover text and notes, but exclude the Bibliography. Those exceeding the specified limit are liable to be penalised.

Three copies of the dissertation for the M.Sc. Archaeological Science, or two copies of any other dissertation, thesis or report must be delivered to the Clerk of the Examination Schools (High Street) by noon on the day specified (see *Table 2*). Since dissertations, theses and reports, like preset essays, constitute part of the degree examination, submission dates must be strictly adhered to. For the penalties involved see *Subsection (i)* below.

After the examination, one copy of each dissertation, thesis or report will be retained by the University for at least 12 months for administrative purposes. For all M.St. theses, and unsuccessful M.Phil. and M.Sc. theses this retained copy is deposited with the written papers in the Examination Schools, and eventually destroyed. The retained copy of a successful M.Phil. or M.Sc. thesis, however, is permanently deposited (after any minor corrections specified by the examiners) in the Sackler or Balfour Library, or in the RLAHA, as appropriate. The second copy of a dissertation, thesis or report is normally returned to the candidate after the examination, but you are advised to print and retain a third copy for your own immediate reference (e.g. before a *viva*).

### **(i) Examinations**

Students for the M.St., M.Sc. and M.Phil. should make sure that their names are entered for the appropriate examination by the due date as given at the front of the current *Examination Decrees and Regulations* (normally in the December preceding the examinations). Entry is generally arranged through college offices, which will return entry forms on behalf of candidates to the University Offices. Students should be sure that they have correctly entered their various options (particularly where these have been specially devised), and should consult college offices if in doubt.

Examinations for the M.St. and M.Sc. in Archaeological Science take place in the second week of Trinity Term, but the results are not available until after the report or dissertation has been assessed; any viva will also be held at this final stage. The examinations for the Master's degrees in Classical, European, World and Landscape Archaeology are in the ninth week of Trinity Term with the written papers early in the week and any oral examination at its end. Results are usually available early in the following week. The examinations are held in the Examination Schools and academic 'subfusc' must be worn.

The written papers last three hours, and usually require three or four essays to be chosen from a selection of at least three times as many questions. Some papers may require comment on photographs or on actual objects, and some may be divided so as to require answers on different parts of the subject. The nature and layout of the papers of traditional style is best understood by looking at previous examination papers on the same subjects; the Academic Secretary at the Institute of Archaeology maintains a collection of past papers, which may be photocopied. Where there are no past papers (e.g. for a specially devised option), papers on similar subjects will provide a good guide, and discussion with your supervisor will also be helpful.

Pre-set essays and dissertation, thesis or report must be submitted to the Clerk of the Examination Schools by noon on the day specified (see **Table 2**). On arriving at the Examination School, you should leave yourself enough time to complete the required paperwork. Since pre-set essays, dissertations, theses and reports constitute part of your degree examination, the submission dates must be strictly adhered to. If punctual submission is impossible, you should apply to the Proctors, through your College, for permission to submit late. There is a late-submission fee, and, depending on the circumstances, there may also be a significant reduction in the mark awarded (see the booklet *Essential Information for Students* (issued by the University to each student), section 9.2).

**Table 2: EXAMINATIONS FOR TAUGHT GRADUATE COURSES  
Dates for Submission of Essays, Theses, & Reports,  
and for Written Papers**

DEGREE	DATE FOR SUBMISSION, ETC.
<b>Preset Essays</b>	
M.Phil. (both years) & M.St. in Classical Archaeology	Monday of 2 <sup>nd</sup> week of term after that in which instruction was given
M.Phil. (both years) & M.St. in European, World & Landscape Archaeology	Friday of 6 <sup>th</sup> week of Trinity Term of year in which instruction was given
M.St. and M.Sc. in Arch. Science	Friday of 1st week of Trinity Term

### **Theses/Dissertations**

M.St. in Classical Archaeology	Monday of 5 <sup>th</sup> week of Trinity Term
M.St. in European, World & Landscape Archaeology	Friday of 6 <sup>th</sup> week of Trinity Term
M.Phil. in Classical, European, World & Landscape Archaeology	Friday of 6 <sup>th</sup> week of Trinity Term of second year
M.St. in Archaeological Science	Friday of 9 <sup>th</sup> week of Trinity Term
M.Sc. in Archaeological Science	Friday four weeks and two days before start of following Michaelmas Term

### **Written Examinations**

M.Phil. (1st year) & M.St. in Classical, European, World & Landscape Archaeology	Begin on Monday of 9 <sup>th</sup> week of Trinity Term
M.St. & M.Sc. in Archaeological Science	Begin on Monday of 2 <sup>nd</sup> week of Trinity Term

The standard required for a pass in any of the Master's degree examinations is roughly that of an Upper Second Class Honours degree, but with greater maturity. Poorer performance in one paper may be balanced by better performance in another, but any thesis must itself reach the required standard. A Distinction (roughly equivalent to the standard of a First Class Honours degree, but with greater maturity) may be awarded for the M.St. and M.Phil., but not for the M.Phil. Qualifying Exam (good work in which counts towards a Distinction in the M.Phil. as a whole). An M.Phil. candidate whose performance in the second year examination does not merit the M.Phil. will be offered an M.St. degree, on the basis of the first year's work. A candidate who fails the M.Phil. or M.St. examination may be permitted to take it again, but not more than once.

#### **(j) Illness, etc.**

It is very important that you should keep your supervisor and your college informed of any illness or other unexpected impediment that may arise. In case of a long-term illness or other problem, suspension of status, not necessarily for a whole year, may be possible, even in some cases retrospectively (see *Section 4(e)* below). Examiners must be made aware through the candidate's college of any illness that occurs shortly before, or during, the examinations, so that they can take it into account. A student unable through illness to sit the examinations at all may be able to sit them at a later date.

#### **(k) Admission to a research degree in archaeology after completing a Master's degree**

Students wishing to apply for PRS or D.Phil. status after completing an M.St., M.Sc. or M.Phil. may apply using the standard re-admission form via Student Self Service. Please see [http://www.ox.ac.uk/admissions/postgraduate\\_courses/apply/guidance\\_for.html](http://www.ox.ac.uk/admissions/postgraduate_courses/apply/guidance_for.html) for further information. Applications will be considered alongside those of external candidates using the same gathered field dates.

The gathered fields used by Archaeology are November, late January and March. See [http://www.ox.ac.uk/admissions/postgraduate\\_courses/apply/4\\_check\\_deadlines.html](http://www.ox.ac.uk/admissions/postgraduate_courses/apply/4_check_deadlines.html) for the exact deadline dates. Please note that students applying for Arts and Humanities Research Council (AHRC) grants, and most other sources of funding, must apply in the January gathered field.

Your thesis or dissertation topic should be chosen with transfer to a research degree in mind, and discussion of a suitable research proposal should begin in the first term at Oxford. A successful M.St. or M.Sc. student will normally transfer to PRS (although transfer directly to D.Phil. status is possible exceptionally), while a successful M.Phil. student (who will already have written a substantial thesis) will transfer to D.Phil. status (see also *Table 3* below). Transferring students should note that the fees and residence requirements for the completed Master's course may be offset against the corresponding requirements for the D.Phil. Occasionally a research student in Archaeological Science may require supervision within another department or division. In such a case he or she would follow the procedures of the department or division concerned, both for transfer and for all other aspects of the research degree.

In satisfactory cases, the GSC will offer conditional admission to PRS/D.Phil. status. After the M.St./M.Sc./M.Phil. exams the GSC will make a final decision on the basis of satisfactory performance in the exams, and, in cases of doubt, on a review of supervisors' and assessors' reports. Candidates will be expected to achieve better than a bare pass level, and to show promise of becoming successful research students.

#### **(I) Problems and Complaints**

General problems or complaints should be discussed first with your supervisor. If the matter concerns your supervisor, consult your College Adviser or the Director of Graduate Studies (or the Deputy Director if the Director is involved). The procedures for more formal complaints and appeals are set out in Section 8 below.

Complaints about the examination processes should be made in writing to the Proctors (customarily the Junior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to the Committee for the School of Archaeology boards or the Graduate Studies Office will be forwarded immediately to the Proctors. The complaint should identify the specific matter complained of, which should normally relate to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; or (iii) evidence of prejudice or of bias or of inadequate assessment. **Complaints relating to the academic judgement of the examiners will not be considered.**

## 4. Research Degrees

### (a) Probationary status

Graduate students intending to start immediately on *M.Litt. or D.Phil.* courses are first admitted to the status of Probationer Research Student (PRS), from which they transfer in due course to M.Litt. or to D.Phil. status. Successful M.St. and M.Sc. students are also normally admitted to PRS status. Both categories are expected to have transferred to M.Litt. or to D.Phil. status by the fourth term from their admission as PRS. This probationary period is intended to be used constructively, permitting a wise choice of the precise research topic to be made in the context of broader reading as well as preliminary research, helping the graduate to become accustomed to the rhythm of graduate work, and allowing for the acquisition of new languages and any specific skills appropriate to the research. During the period of PRS status the subject of study is defined broadly, as a field of interest, and not as a definite title. In some cases (e.g. for applicants seeking an AHRC Competition B award after a year of PRS status; see *Annexe A*) the study during the probationary period may be more formally defined and assessed.

### (b) Transfer from Probationer Research Student status to M.Litt. or D.Phil. status

All students entering in Michaelmas term will be expected to make a 20-minute oral presentation of their research in Week 3 of the following Michaelmas term (Term 4). This will be a necessary part of passing their Transfer procedure. The audience will consist primarily of the other students in their cohort, plus the DGS and Head of School and as many supervisors as are able to attend. The DGS and Head of School will provide brief comments on each presentation to the assessors for each candidate's transfer of status application. Arrangements will be made for an equivalent exercise to be undertaken by students who are unable to attend this day for reasons beyond their control.

Application for the transfer of status may be made as soon as the student and supervisor think appropriate, often during the third, and not normally later than week 8 of the fourth term after admission as a Probationer Research Student (Holders of AHRC grants should see *Annexe A*). You will be required to demonstrate to the GSC that the research already accomplished shows clear promise of the ability to produce a satisfactory M.Litt. or D.Phil. thesis on the intended topic. For this purpose you must submit two copies in typescript of the following:

- a completed transfer application form GSO. 2 (obtainable from Graduate Forms on-line at: <http://www.admin.ox.ac.uk/gso/forms/>);
- a substantial piece of written work relevant to the thesis; 10-15,000 words is an appropriate length, and the piece;
- a precise thesis title and an outline of the proposed research, explaining how the subject will be defined treated, and what questions it is intended to address;
- the proposed chapter structure, showing how it is intended to structure the topic for a thesis;

These must be submitted to Barbara Morris at the Institute of Archaeology. The GSC will expect a considered presentation of the proposal and chapter structure, and the written work should show the ability to write and argue in a manner close to that required for a doctorate.

The GSC will appoint two assessors, neither of whom will normally be the candidate's supervisor. The assessors will read the submitted work, consider the comments on the oral presentations provided by the DGS and Head of School, and interview the candidate, before submitting to the GSC their written report, with a reasoned recommendation for acceptance or rejection of the application (see Annexe H). Before doing so, they may suggest that the proposal should be revised and resubmitted. A candidate whose first application is unsuccessful may be given one further opportunity to apply for transfer.

An application received early in term will normally be assessed within 6 weeks, but candidates should remember that they themselves and their assessors may be away from Oxford for considerable periods during vacation, so that an early interview may be hard to arrange. If there is a particular reason why the assessment should be completed by a specific date, the date and the reason should be set out in a letter accompanying the application, which should be submitted at least 6 weeks before the date specified. Where the assessors' report is unproblematic it will normally be approved by the Director of Graduate Studies, but this may not always be possible.

This procedure should not be seen as a gratuitous and troublesome obstacle for students to surmount: it is intended to be constructive and genuinely helpful to all concerned. From the student's point of view, the need to upgrade to M.Litt. or D.Phil. status within four terms provides the kind of first target which should give direction and a certain sense of urgency to his or her work. In effect, the upgrading exercise requires that an actual topic should have been isolated within the chosen general field of study and shown to provide scope for research at the M.Litt. or the D.Phil. level, with sufficient material available for study and the potential for worthwhile conclusions ultimately to be drawn. Further, a strategy for proceeding with the work must have been worked out, which is not only appropriate and likely to succeed, but is also realistic and achievable within the total time available. In the first instance, during the opening stages of the student's work, it is the student and the supervisor who will judge these things but, however good they are, there comes a time when it will be very valuable for them to know how the project, and the quality of the student's work, appear to open-minded assessors who are not themselves directly involved - just as, eventually, the completed thesis will be examined by independent examiners (since, by regulation, the examiners may not include anyone who has taken part in the supervision of the research).

The assessment procedure for the upgrading includes an interview, which should be a purposeful but relaxed discussion of the assessors' view of the submitted written work, in which they might (for example) suggest shifts of emphasis, recommend strengthening of certain parts of the basic data, or pruning of other parts, to ensure that the student does not attempt too much for the 3-4 years available - besides saying what they particularly like about the work thus far. Put more bluntly, the assessors' task is to decide, on the basis of the written work and the interview, whether the topic is viable as it stands, and whether the student is making proper progress: is there actually a doctorate or M.Litt. in this topic, and is the student going to be competent to extract it? If not, there is still time to do something about it.

The foregoing comments may perhaps assist anyone who is in doubt as to the nature of the written work required for the upgrading exercise. It needs to include as much in the way of an outline of the proposed thesis as can be given at this stage, with provisional chapter titles, accompanied by a substantial chunk of specimen text. These things will enable the assessors to judge the extent and quality of the student's understanding of the selected topic and of his or her familiarity with the actual research material - including awareness of its

limitations as well as of its positive potential. The specimen text will show whether the writing is appropriate in style and in the more formal aspects of presentation, such as referencing and illustration, and whether it is based on sufficiently wide reading. At the same time, it is understood that none of what is submitted at this stage is necessarily final thesis text, and that parts of the outline scheme may well need to be adjusted as the work proceeds, for tactical reasons which cannot be anticipated at the time of this first upgrading exercise. An unsuccessful application for transfer will be given one more chance following the same procedure.

**(c) Confirmation of D.Phil. status**

As with Transfer of status, all students in the cohort will be expected to make a 20-minute oral presentation of their work during week 4 of the following Michaelmas term (Term 7), as part of the formal requirement for Confirmation of Status. The audience will again consist primarily of the other students in their cohort, plus the DGS and Head of School and as many supervisors as are able to attend. The DGS and Head of School will provide brief comments on each presentation to the assessors for each candidate's confirmation application. Exceptionally, suitable arrangements will be made for students who are not able to present on the designated day.

Application for Confirmation of D.Phil. Status should be made not later than Monday of week 5 in the ninth term from admission as a graduate student except that former M.Phil. students may make their application not later than their eleventh term as a graduate student. The following must be provided:

- a completed Confirmation of D.Phil. Status application form GSO.14 (obtainable from Graduate Forms on-line at: <http://www.admin.ox.ac.uk/gso/forms/>);
- an outline of the research of about 1,000 words with an estimate of the probable completion date;
- a table of contents of the thesis, indicating for each section how much work has been done so far, and how much remains to be done;
- a draft chapter or chapters of the thesis of no more than about 10,000 words in length.

The outline should provide specific information about the question(s) addressed in the thesis, method, data, working hypothesis and conclusions.

The GSC will appoint two assessors to consider the submitted outline and progress report, and the comments from the DGS and Head of School on the oral presentations. These will often, but by no means always, be the same people who assessed the Transfer to D.Phil. application. The assessors will interview the candidate before submitting a formal report recommending acceptance or rejection of the application (see Annexe H). The GSC can only confirm the student's D.Phil. status when a favourable report has been received from the assessors. The considerations applying to the time required for the Confirmation procedure are the same as those for the Transfer to D.Phil. Status (see *Section 4(b)* above).

The purpose of this second upgrading exercise is to establish that all is well, at a time when the research is moving towards its final stages, since it is required that the thesis will be submitted in 'three or at most four years'. Much of what was said above about the Transfer from Probationer Research Student status to M.Litt. or D.Phil. status remains relevant, and this is an important time for the student again to have the benefit of receiving the opinion of independent assessors regarding his or her progress. The assessors are also required to establish that the student is not attempting to deal with an impossibly or unnecessarily large

amount of material, as well as checking the quality of the work. The amount of written material to be submitted for this second Transfer of Status is small, but it is essential that within it the applicant should give a precise and completely honest account of the current progress of the research, so that the best advice and help can be given if problems do exist.

**(d) Extensions of time**

As has already been emphasised, it is expected that D.Phil. theses will be submitted within twelve terms at the most, and M.Litt. theses within nine terms. The GSC has the power to grant an *extension*, but only if there are special circumstances justifying it. Realisation that the subject is too large, or the required field work too extensive, for completion within the normal time allowed is not in itself a sufficient reason for an extension. For this reason students, with their supervisors' assistance, must carefully check the progress and content of their research *at all stages*, and make adjustments as appropriate, and assessors for transfer and confirmation of status are required to report on this aspect. If given, extensions will normally be for only one or at most two terms in response to each application. Applications should be made in good time and should draw attention to the exceptional circumstance which justify the extension, and any other circumstances (e.g. loss of residential status if your student status lapses) of which the GSC should be aware. They should also indicate what stage each chapter of the thesis is at, and what steps have been taken to reduce its extent. The status of a student who is not granted an extension will lapse.

**(e) Suspension and lapse of status**

*Suspension of status* of up to one year may be granted in cases where work is interrupted by some unforeseeable, but temporary, difficulty, such as illness, or sudden change in financial circumstances. In some cases (e.g. where the seriousness of an illness only slowly becomes apparent) retrospective suspension may be possible. Terms during which status is suspended do not count in calculating the time spent on a thesis. It is essential that students holding AHRC studentships should also obtain the permission of the AHRC for any suspensions, so that the length of time allowed for submission is adjusted accordingly. This is still necessary even if the student is no longer receiving funding. Note that some grant-giving bodies will suspend payment of the grant during a period of suspension, and this may itself cause financial problems. But the net effect of suspension and extension is the same in the long term – a period without financial support.

In cases where the thesis is still incomplete, yet no further extension is justifiable, a student's status lapses, i.e. he or she is effectively no longer a member of the University, and is not entitled to tuition. This may also result in loss of college facilities and library borrowing rights, or (for overseas students) loss of right to reside in the UK. Where there is a good prospect of completion, a supervisor may still be willing to give advice, and a student whose status has lapsed can apply for reinstatement when the thesis is ready for submission. Reinstatement of status is not automatic, and students should consult the *Examination Decrees* and the Graduate Studies Office for the conditions governing suspension and reinstatement of status and for the procedures of reinstatement.

**(f) Summary of the stages of progress to M.Litt. and D.Phil.**

Since there often seems to be doubt over the timings of the various stages through which Research Students pass, here is a summary of what is expected and required on the four principal routes that lead to a research degree. The numbered terms are counted *from arrival in Oxford as a graduate student*, i.e. including any Master's degree.

**Table 3: Timing of Actions Required for Research Degrees**

<b>Action required</b>	<b>Term from Start of Studies</b>				
	<b>Initial status</b>	MSt/MSc > PRS > MLitt/ Dphil	Direct PRS > MLitt/ DPhil	MSc > DPhil	MPhil > DPhil
Apply for readmission as PRS student		2	--	--	--
Apply for readmission as D.Phil. student		--	--	2	5
Take end of year examination; reach better than borderline standard; transfer to PRS status		3	--	3	6
Apply for transfer to M.Litt. or D.Phil. status		6	3 or 4	--	--
Transfer must be completed by end of		9	6	--	--
AHRC students must transfer by end of		6	4	--	--
[M.Litt. students] Submit thesis by end of		9-12	6-9	--	--
[D.Phil. students] Apply for confirmation of status		8	7-8	8	10
Confirmation must be complete by end of		9	9	9	12
[D.Phil. students] Submit thesis by end of		12-15	9-12	12-15	12-18

\* An M.Phil. student who has for any reason transferred to PRS student should apply for transfer to D.Phil. status by the end of term 9, preferably sooner, so as to allow confirmation of D.Phil. status by end of term 11

## **5. Supervisors and supervision**

Supervisors are appointed by the GSC, which will always try to appoint a supervisor whose research and teaching interests are in the appropriate field. The Committee will, of course, welcome (and encourages) prior consultation between graduates and prospective supervisors. In selecting a supervisor the Committee will normally ensure that he or she is an appropriately qualified member of the established academic staff of the University (a postholder). Shared supervision between two members of the Committee of the School of Archaeology, or between one such member and a member of another Faculty or Department can be arranged where appropriate. In rare instances it may be appropriate for supervision to be provided by someone who does not hold an established post within the University of Oxford, for example where specialist input is required from an individual employed at another academic institution. In such cases someone holding an established post within the University of Oxford will be appointed by the GSC to act as a co-supervisor.

Supervisors may also nominate an additional adviser whom new graduate research students may approach for discussion and advice in their first year. Such advisers do not report on a graduate student's work, nor are they expected to do the work of a supervisor. However, they are available for consultation and generally to add to the range of sources of advice available to graduate students at a time when experience shows that this is most likely to be useful.

Changes of supervision are normally made where a student needs more specialised care in a particular area of the research, or when a supervisor may be temporarily away from Oxford, and in other such circumstances. Transfers may also be made in cases where difficulties in personal relations prevent productive supervision, and graduates should make any such problem known to the Director of Graduate Studies or to their College adviser, if they find themselves in this situation. If, following discussions with one or both these individuals, it is decided that a change of supervisor is necessary, then the Director of Graduate Studies (or the Deputy Director if the matter concerns the Director) will follow the matter up with the Graduate Studies Office. Graduates should bear in mind that in formalising the change, the Office will need to determine that neither the current nor the prospective supervisor has any major objections to the proposed new arrangement.

Frequency of supervision varies, depending on, among other things, the progress of a graduate's work and the stage it has reached, although it will probably be less frequent than for a taught course (see *Section 3(e)* above). Research students at the beginning of their studies should meet their supervisors regularly (say fortnightly within term); at later stages, a graduate will normally ask his or her supervisor for an appointment, the supervisor ensuring as far as practicable that this happens with reasonable regularity. At the beginning and end of every term is a reasonable minimum. In areas well served by seminars and similar activities, supervisors and graduate students will of course meet more frequently and informally than in areas not so served, but in all cases a student should always feel able to make an appointment to discuss any problem that arises. Since many of the applications submitted to the GSC require the formal support of supervisors, and since references may be required from them at unpredictable times, it is imperative that students keep in regular contact with their supervisors whilst in residence, and when working away from Oxford keep them fully informed on the progress of their work, and of where they can be reached.

The supervisor reports to the University termly on the progress of a graduate's work: this report is viewed by the Director of Graduate Studies and the college of the graduate. This takes place electronically (*see Annexe C for more detailed notes on the Graduate Supervision System*). Graduates are encouraged to submit termly reports of their own progress before the supervisor reports are completed.

All graduates are also invited to submit annually a report of their own on their progress and any problems they have met. These 'self-assessment' reports go to the President of the GAO who will collate them, identify issues of general relevance and raise them at the next meeting of the GSC. Any comments or suggestions of general relevance will be discussed by the GSC, and (where appropriate) will be followed up by the GSC and the Committee for the School of Archaeology. If students have specific concerns they would rather raise directly with the Director of Graduate Studies they should do so.

Supervisors are consulted by the GSC on the choice of assessors and examiners, but can not themselves serve as assessors or examiners for those they supervise.

In general, the most serious problem facing graduate students is likely to be that of the relative isolation in which they often work, combined with the long-term nature of the project. This problem may well be most acute initially, when the contrast with the regular, guided work of an undergraduate, done to a definite syllabus and as a member of a group with shared interests, is at its sharpest. Graduates can do much themselves to counter these difficulties, by attending (as indeed is expected) the seminars and classes provided, without a narrow insistence on what is directly 'relevant' to their course of study but with a genuine

desire to extend their range and general knowledge of their chosen field. Experience suggests that some graduate students can be no less elusive creatures than some supervisors, but they can help themselves by working regularly in the libraries where their supervisors and fellow research students are to be found. Discussion with other people, both other graduates and established senior scholars, is essential if the most is to be made of any topic, and also if obvious problems in it are to be identified as soon as possible.

*A Memorandum for Supervisors and Research Students* outlining the responsibilities of supervisors to their research students and vice versa will be found at the end of these Guidelines (*Annexe B*).

## **6. Personal Development Plans**

It is a requirement of the award of grants by the Arts and Humanities Research Council (AHRC) to graduate students in archaeology that all graduate research students complete a Personal Development Plan (PDP). Funding for the training of **all** graduate students comes to the School of Archaeology as a result of this.

The School of Archaeology has devised a version of this that seeks to be as light as possible, while covering the necessary areas. The PDP is intended to identify formally the training requirements of new research students. It therefore covers areas such as research skills and techniques, research environment, research management, personal effectiveness, communication skills and career management.

Within each of these areas students are asked to rate themselves with respect to the skills listed on the PDP form. Students are asked to give a basis for their rating and to identify their key development needs in the immediate future and over the medium to long term. Forms should be completed by the student and then discussed with the supervisor for his or her signature. They are retained by the student.

## **7. Theses and their Presentation**

### **(a) Word limits**

*The Examination Decrees and Regulations* specify for the D.Phil. a limit of 80,000 words for those beginning after September 2000 (100,000 words for those already on course by then) and for the M.Litt. a limit of 50,000 words. These are maximum limits, and shorter theses are acceptable if they cover the necessary ground. The word limits include footnotes and appendices, but exclude bibliography and descriptive catalogue or similar factual material. The GSC will consider an application for an extension of the word limit where there is a specific reason for it, but will not grant one just because a thesis has come out too long. It is therefore important, especially in the later stages, to know how many words you have actually written, and how many words any current assignment is likely to produce. It is surprising how often theses estimated, or announced, as 'just under 80,000 words' turn out to contain 100,000 words or more. The consequent last-minute adjustments are not always easy to make, and can provide avoidable anxiety to graduate student and to supervisor. Examiners can refuse to examine a thesis of excessive length, and may require it to be shortened

**(b) Choice of D.Phil. and M.Litt. thesis subject and title**

The choice of a thesis subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role. Relatively few titles are directly ‘assigned’ by supervisors, who will usually prefer to make suggestions in the light of a research student’s interests, temperament and style of work, as these become clearer. The title should emerge by progressive definition over the period of probationer research student status, and be put forward in time for the GSC to give it proper consideration; that is, not at the last possible moment before transfer to D.Phil./M.Litt. status. The title should define the subject of a thesis clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents of the thesis. An acceptable title will usually indicate both the material used and the problem studied (e.g. ‘Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade’). It should not be too narrow (e.g. ‘Analysis of lead-glazed ceramics from the Littlemore Kiln site’), or too broad (‘Greek Bronzes’), or mix incongruous categories of evidence (‘Tripolitanian burial practices in the reign of Trajan’). The list of graduate students issued yearly by the Committee for the School of Archaeology will offer examples of titles previously approved by the GSC. The *Bulletin of the Institute of Classical Studies* in London publishes annual lists of all classical theses currently being written in the UK; and other lists appear from time to time. If it becomes clear that an accepted title does not accurately indicate the nature of a subject as it develops, it is a simple matter to ask the GSC (giving reasons) to agree to a change, but that is not an excuse for deliberate vagueness at the outset. Any application to change a title must have the approval of the applicant’s supervisor, and should be made on a form obtainable from the Graduate Studies Office.

In choosing a thesis subject it is important to bear in mind the requirement that it should be finished in three or at most four years, and you should consider how the scope of the subject could be adjusted (e.g. in time or space), if it turns out to be larger than expected. Extensions of time cannot be counted on (see *Section 4(c)* above).

It is good advice to make a complete outline plan for a theses from the start, however provisional the design has to be. The longer term project should be broken down into attainable sections and students should always know why they are reading or writing what they are (which is by no means intended to exclude the exploratory instinct or simple curiosity from a graduate student’s motivation). Applications for transfers of status are accompanied by brief statements of plan and method, and graduates should bear these in mind as they work.

Prior publication by the student of material arising from the research is fully acceptable, but the acceptance of such material for publication does not in itself constitute proof that the thesis will merit the award of the degree; that remains a judgement of the School of Archaeology, in the light of the recommendation of the examiners.

**(c) Standards required for the M.Litt. and D.Phil.**

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by the uncritical accumulation of material, whether old or new. The distinction between a D.Phil. and an M.Litt. thesis is not simply one of scale, but also of manner and weight of treatment. So that students and examiners share the same view of what is expected, these matters are discussed in some detail in the

*Memorandum of Guidance to Examiners of M.Litt./D.Phil. theses*, attached at *Annexe D*. It should be studied and thought about at an early stage in research.

**(d) Presentation**

A thesis normally consists of a Preface (including any Acknowledgements), followed by a Table of Contents listing with page numbers the titles of all chapters and their sub-divisions, lists of figures, plates and/or tables, and a list of abbreviations if necessary, followed by the main text. The thesis should be divided into chapters, each with a clear descriptive title. It is useful to add a brief Conclusion indicating the general results, and possible future implications of the research; and there should be a well organised Bibliography at the end. Remember that you are also required to include an abstract of the thesis of up to 300 words: this is an integral part of the thesis, bound in with the other pages, near the beginning - i.e., usually before or after the Preface. Practical guidance on these matters will be provided by supervisors, and graduates are recommended also to learn from the methods of presentation employed in reputable scholarly publications, such as *Oxford Monographs in Classical Archaeology* and *Oxford University School of Archaeology (OUSA) Monographs*. A booklet entitled *Preparation of Theses and Abstracts Submitted for the Degrees of D.Phil. [etc.]* is also available from the Graduate Studies Office. Experience however suggests that some more particular guidance may also prove useful:

Footnotes, where these are preferred to the Harvard system of reference or used in addition to it, should be kept under control, and designed so as to give essential support to the text but not to pursue discussions that would be better integrated with it; nor should they be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). Clarity is more important than sheer mass of references, or the appearance of a quasi-scientific exhaustiveness. Relevant background material which is not in itself controversial need not be exhaustively documented, point by point. There is no need to cite every single work that has been consulted, so long as the important references are given and the reader gains access through these to earlier or subsidiary publications. Nor is it necessary to list well known general or reference works on every occasion on which they have been used, nor to repeat long and cumbersome titles, nor alternative paginations of articles that have been printed more than once; such cases can be listed and, where appropriate, a general acknowledgement and short title can be indicated in the bibliography or list of abbreviations and used in the notes. The terms '*op. cit.*' and '*ibid.*' should be used only when it is absolutely clear from the immediate context which source is being indicated, without the reader being required to hunt back for several pages in order to find out. Spelling should be accurate, and punctuation careful and consistent. There is no excuse for omitting diacritics in foreign words.

References should use a clear and consistent format that suits the writer and the subject, such as the Oxford system or the more compact and direct (but less informative) Harvard system. Titles of books and names of journals are normally underlined or italicised. Systems of reference are for use, not ostentation, and the writer of a thesis should aim for what is convenient to the writer, consistent, and clear to the reader. Abbreviations may conveniently follow those in any suitable and well-known periodical, and should be chosen and used consistently from the first. They will often be supplemented by abbreviations for much-cited works, and a running list of these should be maintained. All abbreviations used must be explained in a List of Abbreviations. Full citations, whether in notes or bibliography (depending on your system), should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author

(with initials), title, place and date of publication. Article titles are normally given in inverted commas, and book and periodical titles in italics (or underlined). A full account of the more traditional conventions is given in *Hart's Rules* (39th ed., Oxford University Press 1983), but any well-edited book in a relevant subject will give guidance. For the Harvard system a bibliography listing *all* references cited in the text in alphabetical order of authors must be provided, but for the Oxford system a subject bibliography, subdivided where appropriate, may be more useful than a single unclassified list.

By far the simplest system is to use the Harvard (author/date) system in footnotes rather than in main text; this avoids cluttering up the text with parenthetical references like “speed bumps in the prose”.

Illustrations and tables should have clear captions identifying what is shown. For an object or image, you might include (as appropriate): object, material, subject (if a representation), provenance, date, current location. The source of each illustration should be given either at the end of each caption, or in a separate list of illustrations.

A computer disc may be included as a supplement to a thesis, but may not normally be a substantive part of it. This is partly because examiners will not necessarily read the thesis beside a computer, but more importantly because a successful thesis is supposed to remain permanently consultable in the Bodleian. Past experience suggests that neither the hardware nor the software of today is likely to be still available in twenty years. If the nature of your research seems likely to require a computer disc as an essential part of the thesis, you should discuss this with your supervisor well ahead of submission, since special permission will have to be obtained from a central university body.

Most graduate students now use word-processors in the preparation of their theses. In doing so, they must ensure that the standard of printing in the final version is good enough to be easily legible in photocopied versions, and they must guard against the often spectacular mishaps that can occur (such as entire pages printed in diminutive letters) when the simple techniques that are involved are not fully mastered. Careful checking through of machine produced text and tables is still required. Remember that a spell-check program will not call attention to words which, while incorrectly spelt or mis-typed, are still actual words: ‘then’ without the final letter is still a word, ‘the’, and ‘this’ without the first letter is ‘his’. Make sure also that by moving text you have not breached logical structure (e.g. by ‘see below’ referring to something which now appears above, or by including the explanation at the *second* appearance of a difficulty). Be careful to remove incomplete sentences and alternative versions.

It is better to aim at a plain and simple format, without all the elaborations of a professionally printed book, especially since the latter, to be successful, take up inordinate time. It is impossible to emphasise too strongly the importance, when working with computers, of saving work frequently and of taking copies. It is extraordinarily easy to lose a lot of work by a careless or casual stroke of a key, and it is a matter of basic insurance always to have a current backup copy of any work that is in progress.

#### (e) **Preparation and binding of theses**

Requirements for the physical presentation of theses are printed in the current edition of the *Examination Decrees*; it is important to consult the regulations laid down by faculty boards and other bodies as well as the General Regulations. A leaflet summarising the requirements can be obtained from: <http://www.admin.ox.ac.uk/gso/forms/>. Candidates who prepare their

own typescripts should be careful (more obvious, but from experience necessary, advice) to leave sufficient margins for binding and for the trimming of pages. If it is more convenient to type footnotes separately from the corresponding pages of text rather than at the foot of each page, they are better placed at the end of the thesis rather than at the end of each chapter; the examiners will find it helpful if references are given at the top of the footnote pages to the pages of text to which the notes are relevant. But word-processing programmes have generally made this problem obsolete. Where photographs are included in a thesis, it is permissible for originals to appear only in the copy which is eventually to be deposited in the Bodleian, and for (clear) photocopies to be used in the other two. Alternatively laser copies may be used for all copies of the thesis.

A copy of any successful M.Litt. or D.Phil. thesis must be deposited in the Bodleian Library, where it will be available for consultation and may be photocopied, provided that anyone who consults it or takes copies explicitly recognises that copyright rests with the author, and that the copied material may not be printed or published without the author's consent. If for good reason, e.g. that your thesis contains material whose use has been permitted only on the understanding that it remain confidential, you wish to be dispensed from the normal requirement to make your thesis available for consultation, you should discuss the matter with your supervisor and apply to the GSC for dispensation at the time when you apply for the appointment of examiners. A letter of support will be required from your supervisor.

The copies of an M.Litt. or D.Phil. thesis submitted for examination may be bound in soft covers, so that any corrections required by the examiners (see *Annexe F Outcomes*) may be more easily made. However, the copy of a successful thesis which is eventually deposited at the Bodleian, after any such corrections have been made, must have a hard binding, and the copies submitted for examination may also be hard bound if you wish.

#### **(f) Submission of theses and the examination process**

Examiners for the D.Phil. and M.Litt. degrees (normally one internal and one external) are appointed by the GSC, which will consult the supervisor, who is required in turn to consult the candidate. This is partly in order to avoid the appointment of an obviously unsuitable examiner, but more generally in order to reach the best and academically most productive arrangement. It does not mean that the candidate can make the final decision on the examiners. Nobody who has supervised a candidate at any stage of the degree may act as examiner.

You should submit the form asking for appointment of examiners approximately four to six weeks before submission of the thesis. This will enable the GSC to secure agreement of the examiners before you submit. Otherwise there will be a delay while their agreement is obtained, before they can be sent the thesis; this may, in any case, be up to four weeks after submission. Candidates may in certain circumstances (if, for example, they are about to leave the country) ask to be given an oral examination by a particular date. Such a request must be made when asking for the appointment of examiners. It is liable to reduce the choice of examiners, and may in some cases prove impossible, if no suitable examiners are available at the time required. However, the GSC will be as helpful as it reasonably can. When they apply for the appointment of examiners, candidates must specify the date by which they will submit the thesis. This should be as soon as possible after the date of application, and may not in any event be *later than the last weekday of the vacation immediately following the term in which the application for the appointment of examiners has been made*. It is especially important

that those who ask for examination by a specified date should keep to the promised submission date.

Please note that the GSO.3 Appointment of Examiners form must be submitted to the Barbara Morris at the Institute of Archaeology but the thesis itself (both examiners' and library copies) must be taken to the Examination Schools (closed on Saturdays).

The viva (for which academic sub-fusc must be worn) is a compulsory and important part of the examination, and candidates must ensure that they are available for it. Examiners will write directly to candidates to arrange a suitable time for a viva, but other communications between candidates and examiners must be conducted through supervisors.

The Graduate Studies Committee of the Social Sciences Division, to which examiners' reports are submitted for the final decision after they have been provisionally approved by the Committee for the School of Archaeology, meets after the end of each term. In the case of a straightforward and unequivocal recommendation from the examiners which does not preclude the award of a D.Phil. (for D.Phil. candidates), such reports may be accepted at other times by the Director of Graduate Studies in Archaeology (or in his absence by the Chairman of the Committee for the School of Archaeology). Other recommendations must be approved by the Graduate Studies Committee of the Social Sciences Division, and candidates should bear in mind that there may therefore be a significant delay in approving reports, particularly if the Long Vacation intervenes. The examiners' report is sent to the supervisor only when it has been approved. It may in appropriate circumstances be made available to the candidate, but in any case its substance is normally conveyed to him or her, through the supervisor. Where a favourable report is subject to minor corrections' being made to a thesis, the examiners will require that the corrections be made by the candidate and approved by one or both of them *before* their report is submitted.

Confusion has sometimes arisen as to the circumstances in which a thesis may be referred back for resubmission. This is discussed in detail in *Annexe D.* below.

**(g) Complaints and appeals**

The University has drawn up detailed arrangements for dealing with complaints and appeals relating to any university examination, and the Proctors are the responsible officers in such cases. The University wishes to draw to the attention of graduate students the explanation of the procedure to be followed, which is set out in *Annexe E.* It should be noted that the procedure, which is only very rarely used, applies solely to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome.

**(h) Taking your degree**

Formal ceremonies for the conferring of degrees are held in the Sheldonian Theatre 12 times each year, always on a Saturday. The dates for each year are given in an Appendix to the *Examination Decrees and Regulations* and are also listed in the Oxford University pocket diary and on the University website. In order to take your degree, you must apply through your college, which may well not present candidates at all degree ceremonies. Your application must reach the Degree Conferrals Office at the Examination Schools, High Street, not later than noon on the Friday 15 days before the ceremony, but it is advisable to apply much sooner, since colleges have a limited allocation of places at each degree ceremony, so you should book as far ahead as possible to avoid disappointment. However, your college

should not deal with your application until written notification has been received from the Research Degrees Examinations Office that the award of your degree has been approved, and it is unwise to make any firm arrangements (e.g. for travel) in connection with a conferral until you have been officially informed of the outcome. Correct academic dress must be worn for the ceremony. If it is inconvenient for you to attend in person to receive your degree, you may request that it be conferred in your absence.

The doors of the Sheldonian Theatre will normally open to visitors half an hour before the commencement of the degree ceremony. Tickets are required by visitors attending the ceremonies in Trinity Term, Long Vacation and October. These are issued through college authorities. Your college will provide you with a booklet giving full details of the ceremony.

## **8. Plagiarism**

These guidelines (which are adapted from those adopted by the English faculty) apply equally to essays, dissertations, theses, and any other work you may write throughout your graduate career.

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

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

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

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

(v). When you are taking notes from secondary sources,

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

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

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

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

(vii). Example:

This is a passage from P. Zanker, *The Power of Images in the Age of Augustus* (University of Michigan Press, Ann Arbor 1988), p. 210-11, discussing the sculptural programme in the Forum Augustum:

‘But the most original and suggestive aspect of the whole program was that the counterpart to this Julian family portrait gallery, to the right of the temple, was a row of carefully selected great men of Rome (*summi viri*: *Historia Augusta* Alexander Severus 28.6). These stood beside Romulus and the kings of Rome in the opposite colonnade. The juxtaposition of the two portrait galleries thus justified the position of the princeps’ family in the new Rome by proclaiming its unique historical importance. The reality of competition between Rome’s leading families stretching back for centuries, all the ups and downs, and the relative insignificance of the Julii from the fourth to the second centuries B.C. were all thereby utterly obscured. In this version, the Julii had always been Rome’s most important family, for this family would produce her savior. A similar interpretation was already to be found in the poetry of Virgil.’

Plagiarism:

‘Augustus’ sculptural programme in his Forum is very interesting. Along the colonnade to the left of the temple were statues of Augustus’ ancestors, the Julian family. The most important aspect was that a row of carefully selected great men (*summi viri*) were placed opposite the statues of the Julian family, in the colonnade to the right of the temple. Next to them were Romulus and the kings of Rome. This juxtaposition justified the position of the princeps’ family in the new order by proclaiming its unique historical importance. The line of statues of the Julian family made it look as though Augustus came from a line of important historical figures going right back to Aeneas, even though some of them had really been insignificant; they were instead equated with the great heroes of Roman history. Virgil’s poetry shows a similar view of history.’

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

Legitimate use of the passage:

‘The sculptural programme in the Forum Augustum played an important part in Augustus’ self-projection aimed at legitimating his rule. At one end of the Forum stood the Temple of

Mars Ultor; the flanking colonnades held lines of statues and the exedrae within them contained statues of Romulus and Remus to the right of the temple, and Aeneas and Ascanius/Iulus to the left. Zanker points out that the juxtaposition of the ancestors of the *gens Iulia* on the left side and the line of Rome's past heroes or *summi viri* on the right set up a historical equation for the viewer, suggesting that all of Augustus' ancestors were themselves great men and that the *gens Iulia* was always the leading family of Rome<sup>1</sup>. But the programme does more than merely proclaim the greatness of Augustus' ancestors within the context of a history stretching back to the mythical past; as with the *Fasti triumphales* and *Fasti consulares*, it emphasises Augustan continuity with the history of the Republic, supporting Augustus' claim to have restored the Republic and glossing over the transition to monarchical rule. In Virgil's *Aeneid* (Book VI, lines 756-853) Anchises shows Aeneas an analogous parade of the great men of Roman history, from mythical figures through the great Republican heroes up to Augustus and other members of his family. Virgil died in 19 B.C. and the Forum was not dedicated until 2 B.C.; conceivably therefore the sculptural programme could have been directly inspired by the *Aeneid*, but it is perhaps more likely that both the *Aeneid*'s procession of heroes and the Forum Augustum reflect a common ideology developed in circles close to Augustus.'

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh ideas and developing the point about Virgilian poetry which Zanker made only in passing. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism, as the source is indicated in the text.)

## 9. Financial Assistance

Information about graduate student funding can be found on the website at: <http://www.admin.ox.ac.uk/studentfunding/postgraduate/index.shtml>

Enquiries can also be made to the Student Funding Office by e-mail to [student.funding@admin.ox.ac.uk](mailto:student.funding@admin.ox.ac.uk) or by telephone on 2-80487. Information may also be sought from your College Office.

### (a) Maintenance funding

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty; contact the International Office for further information. The criteria are strict and the Committee requires applicants to have applied to other possible sources for assistance. The Craven Committee (see also below) offers annual Fellowships in the field of Classics (including Ancient History) and Classical Archaeology, to the value of £400 per annum. Details of these awards may be obtained from the *University Gazette*. The Craven Committee is occasionally able to give some maintenance support to graduate students to enable the completion of their doctorate; it considers all such cases together at its meeting in the eighth week of Trinity Term. College graduate scholarships are hotly competed for, and are awarded on academic merit, not on need, though some colleges also have hardship funds for their own students. The references in the previous paragraph will provide other leads.

<sup>1</sup> P. Zanker, *The Power of Images in the Age of Augustus* (Ann Arbor 1988): 210-11.

The University offers a limited number of *Clarendon Scholarships* for overseas applicants, but these are not available to those already on course.

**(b) Travel and research grants**

(i) Those holding an AHRC 2- or 3-year grant covering maintenance (not fees only) for a research degree (not a taught course) may apply to the AHRC for an allowance to assist with the costs of fieldwork or study visits directly related to their research. An eligible grant-holder is allowed no more than one overseas trip. The AHRC may also contribute towards the cost of attendance at an overseas conference by an eligible grant-holder who has been invited to present a paper. If you are eligible, consult the AHRC for full details. The administrators of other funds, whether University or College, will expect eligible AHRC award-holders to have applied there first for assistance. Additional AHRC grants to cover the normal costs of the preparation and binding of theses will not be considered.

(ii) There are various trust funds in different subject areas, listed annually in the *University Gazette*. The terms of these are set out in the *Gazette Supplement on University Scholarships, etc.*, which is published in October. Those most useful to archaeology students are these:

- The Meyerstein Fund, administered by the Archaeology Graduate Studies Committee, makes awards for archaeological research, especially travel costs, in First Week of Hilary Term. Applications should be made to the Administrator, School of Archaeology, 36 Beaumont Street, by 1 December. The guidelines and application form are available for downloading at <http://www.arch.ox.ac.uk/graduate-funding.html>. Awards are unlikely to exceed a few hundred pounds (at most), since there are many applicants to satisfy.

- The Craven Committee considers applications for grants towards the study of classical art and archaeology; applications forms are obtainable from the Secretary to the Craven Committee, Humanities Division, 34 St Giles (or karen.brill@admin.ox.ac.uk), and must be submitted to the same address by 31 December.

- The Barclay Head Fund, administered by the Committee for the School of Archaeology, makes awards for research in ancient numismatics. The *Barclay Head Prize* is awarded annually by the same committee for an essay of sufficient merit in the field of ancient numismatics. Essays should be sent to the Administrator, School of Archaeology, 36 Beaumont St, by 1 March each year.

Applications for grants must normally be directly related to the work for your degree, and be accompanied by realistic estimates of the costs involved and a letter of support from your supervisor. A brief written report is normally required on completion of the project.

(iii) Most colleges offer limited grants to assist graduate students with travel (ask your Tutor for Graduates or College adviser for details). The Meyerstein and Craven Committees expect applicants to have applied also to their colleges for assistance with travel costs.

## **10. Problems and Complaints**

General problems or complaints should normally be discussed first with your supervisor. If the matter concerns your supervisor, consult your College Adviser or the Director of Graduate Studies (or the Deputy Director, if the Director is involved). More formal complaints about matters of supervision, administration, transfer assessment, etc. should normally be made in the first instance to the Director (or Deputy Director) of Graduate Studies. Appeals against the DGS's decisions will be dealt with by a sub-committee of the

Graduate Studies Committee consisting of non-interested parties (normally chaired by the Deputy DGS). Any matters unresolved by these means should be taken to the Head of the Social Sciences Division (Professor Roger Goodman, roger.goodman@admin.ox.ac.uk; tel. 614853). If all these avenues fail, the matter should be taken to the Proctors, who are the University officers ultimately responsible, but that should only be done after the other procedures have been exhausted.

Complaints and appeals relating to any university examination are dealt with by the Proctors. The procedure to be followed (which applies with minor changes to taught graduate courses as well as research degrees) is set out in *Annexe E*. It should be noted that the procedure, which is only very rarely used, applies solely to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome.

## **11. Health and Safety**

There are strict guidelines and procedures for graduate fieldwork and research travel which must be adhered to. A formal risk assessment is now required for research travel as well as for fieldwork.

(a) *Graduate students taking part in excavations or field projects* in connection with their research must fill in the parts of the Safety in Fieldwork & Research Travel form which relate to fieldwork (Qu. 1-4, 8-11; the form is available at <http://www.arch.ox.ac.uk/graduate-fieldwork.html>), and get it approved and signed by the Chairman of the School Committee. This is required by University Policy. Risk assessment is something which is widely necessary in ‘the world outside’ as a way of identifying and controlling any risks from your work, so you should learn how to do it sooner rather than later. The director of the project will normally be able to help you with this, since all Oxford-based directors are required to complete a more extensive Health and Safety Plan, and the same is true for most other UK-based projects. A project which is organised and takes place outside UK may, however, require more effort.

(b) *Graduates undertaking travel* in connection with their research must fill in the parts of the Safety in Fieldwork & Research Travel form which relate to travel (Qu. 1 & 5-11; the form is available as above), and get it approved and signed by Chairman of the School Committee. It is in any case useful let the School know where you are going and when, in case of an emergency. Although much research travel in Europe involves low risk, other forms of travel (e.g. in rough country, or by unorthodox means) are likely to involve rather greater risks, and it is only sensible to show that you have thought about them and about the steps that you will take to manage them. If in the course of your travel or field trip you find the opportunity to include an additional research-related element which involves a significantly increased risk, then you should telephone your supervisor to discuss the risks and the steps to be taken to manage them. Your supervisor will then make a note of the discussion, to be appended to your original Safety in Fieldwork & Research Travel form. If this discussion is impossible, then you should not undertake the additional element.

(c) ‘*In connection with their research*’ in this context will certainly include anything that will be used in the research project which forms the subject of your degree. But note that if the School of Archaeology has provided funding or equipment for the fieldwork or travel, it has thereby authorised it, so that a Safety in Fieldwork & Research Travel form must be

completed. It is advisable to work to a wider definition than this, however, since proper assessment of risks is obviously a sensible precaution.

(d) *Absence from Oxford during term-time* before the residence requirements of the degree have been completed (i.e. while you are still paying University fees) needs the permission of the Graduate Studies Committee (which will normally grant it if the absence will significantly benefit your research). Consult the Graduate Studies Office on procedures.

(e) *Insurance*. For travel or field projects in connection with your research you are also required to have insurance cover. If this is arranged through the University, then completion of a proper Risk Assessment is a pre-condition. Contact Ms Lidia Lozano, School of Archaeology Administrator.

(f) You must consult the *Foreign and Commonwealth Office website* ([www.fco.gov.uk](http://www.fco.gov.uk)) before travelling overseas in connection with your research (whether for fieldwork or not). If the FCO advise against travel to the country you are planning to visit, then the risk assessment must take into account the increased risk. If the Head of School still wishes the travel to take place, then a copy of the Safety in Fieldwork form will be forwarded to the University Safety Office for final comment.

## **12. General Information**

### **(a) Premises**

#### *Institute of Archaeology*

Situated at 36 Beaumont Street, between the Ashmolean Museum and the Sackler Library, the Institute of Archaeology houses the offices of many (but not all) staff in archaeology and the Administrator of the School of Archaeology. It is open to all archaeologists, both students and staff, so serves as a centre where all can meet. It provides space for most of the lectures and many of the seminars in archaeology, and also holds a reading room, common room, a certain amount of study space for graduate students, and other facilities (see (c) below, with more details provided during the Induction programme).

#### *Ashmolean Museum*

Both the main building with its lecture room, and the Cast Gallery (behind the museum, access from St John Street and Pusey Lane) are foci for the teaching of Greek and Roman Archaeology. You should make full use of the museum's rich teaching collections and will find the curatorial staff ready to help you in whatever way they can.

#### *Pitt Rivers Museum*

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

### *Research Laboratory for Archaeology and the History of Art*

The Research Laboratory (or RLAHA), located in the same building as the School of Geography and the Environment in the main University science area off South Parks Road, is the main centre for research in archaeological science in the University. It has a small specialist library, and holds seminars on certain Thursday mornings during term, at which all graduate students in archaeology are welcome, and indeed strongly encouraged to attend. The staff, with their expertise in many aspects of dating and the analysis of artefacts and other remains, are very willing to discuss or advise on these issues. Access to dating and analytical facilities for M.Phil. to D.Phil. thesis projects can sometimes be provided. Proposals should be discussed at an early stage, with the Director, Prof. M. Pollard, in the first instance.

### *Classics Centre, Classics Office, and Lending Library*

Useful to Classical Archaeologists, the Ioannou Centre for Classics, 66 St. Giles, houses various classical research projects and the secretariat of the Classics faculty. It has a common room, a computer room, and a seminar room. The *Classics Lending Library* is housed in the Sackler Library building. Intended primarily for the use of undergraduates, it contains multiple copies of much-used books, and an extensive collection of offprints and copies of articles.

### *Griffith Institute*

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

## **(b) Seminars and lectures**

Graduate students are welcome to attend any lectures given for undergraduate courses. Lecture Lists giving times places and subjects of these are usually displayed in department libraries, etc., and can be obtained from the General Office, University Offices, Wellington Square. Archaeologists may be most interested in those for Archaeology & Anthropology, Classical Archaeology & Ancient History, and (for Classical archaeologists) *Literae Humaniores* (= Classics). The lecture lists also include any classes for graduates and lecture courses not related to a particular degree. Occasional special lectures (e.g. by visiting scholars) are advertised in the *University Gazette*, and these are almost always open to everybody.

All departments hold research seminars, as do many groups of researchers with common research interests. Of interest to archaeologists are the seminars in Classical Archaeology, usually held on Mondays in HT and MT at 5.00 in Lincoln College, those of the Research Laboratory, usually on Thursday mornings, seminars in Quaternary archaeology, Roman archaeology and 'Barbarian' archaeology held at the Institute of Archaeology, and other more sporadic seminars. Details of such seminars are listed in the *University Gazette*, especially in the issues appearing in Week 0, Week 1 and Week 2 of Full Term. But additional seminars, or changed details, will also appear on the Archaeology web page, and as far as possible on departmental notice boards. Although every effort is made to circulate information between departments, you may find lectures or seminars of interest on the notice boards and lecture lists of other departments. Details are also sent out by E-mail.

### **(c) Skills and research training**

A programme of skills and research training will be available, normally in Michaelmas and Hilary Terms, organised both through the Social Sciences Division and the School of Archaeology with input from and the assistance of the GAO. These events are meant specifically for research students (PRS and DPhil), who are expected to attend, although Masters students can also attend. Research students will have to complete a Personal Development Plan (PDP) in negotiation with their supervisor to identify and monitor their training needs. Separate Notes for Guidance will accompany the PDP and be explained by your supervisor. Skills and research training events will be advertised on notice boards along with other lectures and seminars.

### **(d) Facilities**

*(i) Word processing, computing, photographic and other facilities.* Basic computer facilities for word processing are provided by most Colleges. In addition there are computer rooms at the Institute of Archaeology (with CAD and GIS facilities) and the Classics Centre (see (a) above). The Institute also has a photographic unit with student dark room, a drawing office and drawing boards available to graduates, and a conservation laboratory.

*(ii) The University's Language Centre* at 12 Woodstock Road (tel.[2]-83360) specialises in teaching a working knowledge of Modern Languages to those not specifically studying them. It provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research, including the improvement of English for non-native speakers. Early enrolment is advised, as some of these classes are very popular. The Centre also possesses a very wide range of learning resources, including tapes, and its facilities are available free of charge to any member of the University. Please enquire at the Library of the Centre (tel. [2]-83362) for information.

*(iii) University Computing Services.* The University is well endowed with IT facilities, and most departments and colleges provide computer rooms, network access and first-line computing support for their staff and students. In general these facilities are based on PC-compatible rather than Apple-Mac systems, although the latter can usually be found somewhere. The *University Computing Services* (OUCS, at 13 Banbury Rd) provides a wide range of IT services, focusing on those that are best provided on a centralised basis (the core networks, expensive peripherals, IT training, mail and other information servers) together with general IT services for those students whose needs are not met within their department or college.

OUCS runs a central multi-user computer system - Ermine, which provides a range of UNIX-based services including programming languages and statistical and graphical packages. Students who may need to use such facilities should apply to OUCS for an account on the system. In addition OUCS operates a central e-mail service for the entire University - Herald. All students are entitled to open an account on Herald, which provides a full e-mail service, including a web-based interface.

Communication with supervisors and circulation of notices are increasingly based on e-mail, so all students are encouraged to use it, and check their mail regularly. The Archaeology Intranet draws attention a number of on-line facilities, including *Today in Archaeology* with details of the day's special lectures and seminars.

**(e) Miscellaneous**

*(i) Problems and Advice.* Personal problems where advice is needed, whether they arise from work or some other cause, should in most cases be brought in the first instance to the attention of supervisors and/or College advisers and Tutors for Graduates, who will often be able to help or recommend where next to turn. It is, however, worth knowing of the *University Counselling Service* at 11 Wellington Square (tel. [2]-70300). The Service is strictly confidential, and is experienced in handling the particular sorts of personal problems that can arise in the context of research and academic work.

If you feel in need of advice as a result of any form of harassment, you should contact your College in the first instance. It may subsequently be appropriate to get in touch with the University Proctors' Office, University Offices, Wellington Square. The University Code of Practice relating to harassment is set out at the end of the Guidelines (*Annexe F*).

Other sources of useful advice, especially on practical problems relating to your course of study, are:

(a) Ms Lidia Lozano, Administrator, School of Archaeology, 34-36 Beaumont Street (Tel. [2]-78246; e-mail: lidia.lozano@arch.ox.ac.uk).

(b) Mrs Barbara Morris (Mon-Thurs 9.15-2.45), the Graduate Studies Administrator for Archaeology, Institute of Archaeology, 34-36 Beaumont Street (Tel. [2]-78265; e-mail: barbara.morris@arch.ox.ac.uk).

(c) Prof. Christopher Ramsey, Director of Graduate Studies (Tel. [2]-85215, e-mail christopher.ramsey@rlaha.ox.ac.uk

(d) Ms Jane Dale, Social Sciences Division, Hayes House, 75 George Street (Tel. 614864; e-mail: jane.dale@socsci.ox.ac.uk).

(e) The Fees Clerk (Tel. [2]-70040; email: fees.clerk@admin.ox.ac.uk).

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

*(iii) Undergraduate teaching.* There may be limited opportunities for graduate students of appropriate experience to teach undergraduates reading for the degrees in Archaeology & Anthropology, Classical Archaeology & Ancient History, or Literae Humaniores (Classical Archaeology options). If you wish to teach, you should read *Annexe G*. Whilst the GSC is keen to encourage this activity, graduate students must not to allow it to hinder progress on their research.

## ANNEXE A

### Arts and Humanities Research Council Awards

These are the most generally available support for UK and EU (fees only) graduate students in archaeology; they are not available to students from elsewhere. AHRC awards are provided through the block grant partnership scheme and administered within the university by the Humanities Division. Information on applying is available from the Humanities website at [http://www.humanities.ox.ac.uk/graduate\\_study/ahrc](http://www.humanities.ox.ac.uk/graduate_study/ahrc). You must apply at the same time as applying for admission/re-admission, using the same form, by the late January deadline. AHRC awards fall into three main categories:

**The Research Preparation Master's Scheme** for students intending to proceed to doctoral study, who are undertaking a Master's course that will prepare them for doctoral study.

**The Professional Preparation Master's Scheme** for students intending to proceed to a career in professional practice.

**The Doctoral Award Scheme** for students undertaking doctoral study.

Continuation of the award is subject to the University reporting to the AHRC that your progress is satisfactory.

Please note that it is **your** responsibility to notify the AHRC about any transfer of status, suspension of status, or other changes to your circumstances which might affect the continuation or renewal of your award.

Information for current doctoral students wishing to apply for an AHRC award starting in their second or third year of study is also available on the Humanities Division website at: [http://www.humanities.ox.ac.uk/graduate\\_study/ahrc/ahrc\\_notes\\_of\\_guidance/oxford\\_dphil\\_students](http://www.humanities.ox.ac.uk/graduate_study/ahrc/ahrc_notes_of_guidance/oxford_dphil_students)

## ANNEXE B

### **Memorandum of Guidance for Research Students and their Supervisors (*Examination Decrees, 2001, pp. 823 ff*)**

#### ***Responsibilities of the student***

1. The student must accept his or her obligation to act as a responsible member of the University's academic community.
2. The student should take ultimate responsibility for his or her research programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.
3. He or she should make appropriate use of the teaching and learning facilities available within the University.
4. It is the student's responsibility to seek out and follow the regulations relevant to his or her course, including divisional/departamental handbooks/notes of guidance, and to seek clarification from supervisors and elsewhere if this is necessary.
5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. He or she should ensure that any problems regarding the project are drawn to the attention of the supervisor so that appropriate guidance may be offered.
6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, including in particular the presentation of the required written material in sufficient time for comment and discussion before proceeding to the next stage. As groundwork for the thesis, the student should as soon as possible write rough drafts of possible chapters. Students in the sciences should keep a systematic record of all that has been attempted and accomplished. Both the student and the supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.
7. The student should recognise that a supervisor may have many competing demands on his or her time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.
8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of his or her work.
9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the appropriate head of department, director of graduate studies or their deputies, or the college adviser.

10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.
11. The student should provide regular reports on his or her progress to the divisional board in accordance with the requirements of the Educational Policy and Standards Committee (EPSC). The student must satisfy the supervisor on his or her progress at least once a year and should inform the supervisor at once of any circumstances that might require his or her mode of study to be modified or his or her registration as a graduate student to be extended, suspended or withdrawn.
12. The student should ensure that the standard of his or her English is sufficient for the presentation of a thesis. Students whose first language is not English should take advice on this.
13. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
14. The student should ensure that he or she allows adequate time for writing up the thesis, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.
15. It is the student's responsibility to decide when he or she wishes to submit the thesis for examination, after taking due account of the supervisor's opinion, though this is only advisory. It is in the student's interests to ensure that the final version has been made available to the supervisor in good time before the intended date of submission.

#### *Responsibilities of the supervisor*

1. In considering an invitation to supervise a research student, the supervisor must recognise and accept the responsibilities both to the student and to the relevant divisional board or committee implicit in the supervisory relationship.
2. Where practicable, the supervisor should assign the student some directed reading before arrival. This might be of a general background nature so as to put the student in a position to discuss the topic with the supervisor soon after arrival, or it might form the start of a literature survey. The supervisor is required to make an appointment for a meeting with the new student not later than the first week of Full Term.
3. The supervisor is responsible for giving early advice about the nature of research and the standard expected, and about the planning of the research programme. The supervisor should ensure that, where the student's research forms part of a funded research programme, sufficient financial support will be available for the duration of the student's period of study; if there is any doubt, he or she should agree with the student an alternative fallback project at an early stage. The supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary).

The supervisor should discuss with the student the lecture list for his or her subject and related lecture lists. The supervisor should identify with the student any subject-specific skills necessary for the proposed research.

4. Where during his or her first year of research a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics the supervisor should try to identify (in conjunction with the Director of Graduate Studies for the division, sub-faculty or department) such colleagues and to arrange for an approach to them by the student.
5. Where a supervisor operates as a co-supervisor or as a part of a supervisory team, it is important to clarify the responsibilities of each supervisor and to coordinate advice and guidance.
6. Where the thesis is likely to involve statistical analysis or tabulation of numerical results, the supervisor should arrange for the student to obtain advice, *at an early stage*, about the design of any experiment or the collection and storage of data, and about its subsequent analysis.
7. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. The nature of the framework will of course vary widely from subject to subject, but in all subjects the formulation of the topic, planning and careful management of time should begin at an early stage. Particular attention should be given to the selection and refinement of the research topic, which in the case of the D.Phil. should be one which a diligent student may reasonably be expected to complete within three (or at most four) years of full-time study.
8. The supervisor should meet with the student regularly. Times should be fixed to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate and in accordance with the plan discussed with the student. Such work should be returned with constructive criticism and in reasonable time.
9. The supervisor should tell the student from time to time how well, in the supervisor's opinion, work is getting on, and try to ensure that the student feels properly directed and able to communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance are given to the student.
10. The supervisor is required to report to the divisional board on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress, bearing in mind that a D.Phil. thesis should normally be completed within three (or at most four) years of full-time research. Any student who has not satisfied his or her supervisor on at least one occasion in an academic year that he or she is making progress will be liable to have his or her name removed from the register.
11. The supervisor should aim to ensure that by the end of the first year the topic or goal of the student's research is clearly defined, that the student has the necessary background information, and that the required resources are available. The supervisor must have

ascertained by then that the student can write a coherent account of his or her work in good English.

12. The supervisor should try to ensure that unnecessary delays do not occur. These have been known to arise, for example, for reasons such as the following:
  - (a) insufficient effort at the outset in choosing and formulating the research topic;
  - (b) a slow start because of the time taken to adjust to research work;
  - (c) distractions from the main line of inquiry;
  - (d) superfluous attempts to tie up every loose end;  
(and mainly in the sciences)
  - (e) inadequate and delayed planning and assembly of apparatus and equipment;
  - (f) insufficient collection or recording of data at an early stage, so that work has to be repeated in the later stages.
13. The supervisor should arrange for students to have the opportunity to discuss their research with other staff and students in their subject area (see also (3) above) and to communicate to others in the wider academic community, both orally and in writing, his or her research findings.
14. Where a student undertakes research as part of a team or group the supervisor should ensure that this is in full awareness of the way in which the student's own contribution fits into the work of the remainder of the group.
15. The supervisor should not be absent on leave unless appropriate temporary supervision has been arranged for the student.

## **ANNEXE C**

### **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 in the future, and on your engagement with the academic community (e.g. seminar/conference attendance or any teaching you have undertaken).

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

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

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your 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 (DGS). 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 DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will your DGS and your college advisor. The DGS is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

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 Barbara Morris, Graduate Studies Administrator, in the first instance.

## ANNEXE D

### **Memorandum of Guidance for Examiners of D.Phil. and M.Litt. Theses in Archaeology**

The following notes of guidance are based on those provided to the examiners. They are issued to all graduate students and their supervisors. They are not meant to be prescriptive, but informative, and are intended to ensure that candidates and their examiners share the same assumptions as to what is required.

**Standard required for the M.Litt. and D.Phil.** The distinction between a D.Phil. and an M.Litt. thesis is not simply one of scale, but also of manner and weight of treatment. The M.Litt. should not be regarded as a partial, diluted or abbreviated D.Phil., but as an intrinsically lighter and more self-contained topic; nor is a D.Phil. thesis simply an inflated M.Litt. The distinction is made reasonably clear in the formal statements which examiners must certify before their recommendation can be approved by the faculty board; namely, in the case of the D.Phil., '(i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his/her thesis falls; (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his/her thesis falls; (iii) that it is presented in a 'lucid and scholarly manner'; and in the case of the M.Litt., (i) 'that the work done by the candidate shows competence in investigating the chosen topic', (ii) 'that the candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls', and (iii) 'that the results have been presented in a lucid and scholarly manner'. 'Substantial' should be taken to refer not only to the greater length of a D.Phil. thesis but also to its solidity and weight of subject matter and argument, and the reaching of important conclusions. 'Significant' implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research. Examiners might reasonably question a thesis on, say, Roman mining in north-west Spain, which showed no evidence of serious reflection on mining elsewhere. 'Lucidity' means clarity not only of argument and expression, but of the candidate's conception of the subject.

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by the uncritical accumulation of material, whether old or new. Examiners will look for the essential virtues of a clear, normal and unpedantic style, for positive conclusions supported by relevant documentation and a clear conception of the subject under discussion, and are merely frustrated by excessive and distracting pedantry, or by unnecessary polemic. Theses are not expected to represent the equivalent of a lifetime's devotion to a subject, but *what can be reasonably expected of 'a capable and diligent student' within the context of the financial resources usually available to graduates, during three or, at most, four years of full-time study (two years in the case of an M.Litt. thesis)*. The formal statements which examiners have to certify before their report can be accepted (see above) do not contain the word 'original', but refer only to the need for a D.Phil. thesis to be 'significant, substantial, lucid and scholarly', and for an M.Litt. to be 'competent, worthwhile, lucid and scholarly'. It is not stated that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline, which is communicated to examiners, however, is that a thesis should '*contain material which in the examiners' judgement represents a valuable contribution to scholarship and could be prepared for publication as a monograph or at least two substantial articles*'. Contributions to the *Proceedings of the Prehistoric Society* or the *Journal of Roman Archaeology* will give sufficient guidance as to what is meant in this context by 'substantial articles'.

The examiners may recommend (i) that the thesis be accepted (if they require minor corrections, these must be made by the candidate and approved by one or both examiners before they submit their report); or (ii) that the thesis be referred back for resubmission for a D.Phil.; or (iii) that the thesis be referred back and the candidate offered the choice between resubmission for a D.Phil. and permission to supplicate for the M.Litt. degree; or (iv) that the thesis be referred back and the candidate offered the choice between resubmission for a D.Phil. and resubmission (presumably with less alteration) for an M.Litt. The University has recently ruled that the examiners may not recommend that a thesis submitted for the first time for the D.Phil. be failed outright, or passed only for the M.Litt. degree, without the option of resubmission for the D.Phil.

Referral of a thesis is recommended by examiners when they find deficiencies which are too serious for the immediate award of the degree. A referred D.Phil. thesis must be resubmitted by the seventh term after that in which the Social Sciences Division notifies the candidate of its decision to refer back the thesis, and an M.Litt. thesis must be resubmitted by the fourth term after that date. Both time limits assume that the candidate will only be able to work part time in the revision. Where they recommend a referral, *the examiners are formally required to annex to their report for transmission to the candidate a statement setting out the respects in which the thesis falls below the standard required for the degree.* On resubmission the examiners (whether the same or others) will consider whether these conditions have been adequately met (or convincingly countered), and they are not required, though they are entitled, to hold a second *viva voce* examination. Typical circumstances in which referral may be recommended are when a candidate has failed to appreciate the broader context within which his or her work falls, or has failed to draw clearly relevant conclusions or to perceive and make clear significant connections between different aspects of his or her study, or when the exploitation of a particular body of source material lacks critical rigour. Under the new rules, however, the examiners will also refer a thesis back at the first examination, when they consider it to need substantial rewriting to meet the standard specified, or when their criticisms fundamentally affect its the central argument.

When the thesis is resubmitted, the examiners may again make any of the four recommendations listed above. But if they consider that the thesis still falls significantly below the standard specified, or that their criticisms fundamentally affect its the central argument, they may also recommend that the candidate only be permitted to supplicate for the M.Litt. degree, or that the candidate be failed outright.

### **The examiners' report**

It is a common fallacy to believe that the examiners for the M.Litt. and D.Phil. degrees themselves pass, fail or refer back a thesis. In fact, their function is to examine the thesis and conduct the *viva voce* examination, after which they produce a report which contains a reasoned recommendation as to the outcome of the candidate's application for leave to supplicate for the degree. In all cases it is then the Committee for the School of Archaeology's duty (which it has delegated to its Graduate Studies Committee) to decide whether permission to supplicate for the degree be given, or some other action be taken, although the committee can only approve the doctorate if both examiners have recommended that it should be awarded. In view of this, it is essential that the examiners' report should provide the committee with sufficient information concerning the work described in the thesis, and the candidate's performance in the oral examination, to enable it to make its own assessment of the candidate. The committee therefore requires examiners to include in their report (a) a general summary of the work submitted, together with their opinion of its scope

and quality, and (b) an account of the candidate's performance in the *viva*, giving in particular their view of the breadth of his or her knowledge of the field in which the subject of the thesis falls. A report of at least 500 words is requested. If the committee's chairman or acting chairman judges that the examiners' report does not meet these criteria, then the report will be returned for amplification.

It is because the examiners are essentially producing a recommendation for the committee to consider, that they are not properly in a position to tell a candidate at the end of the *viva* whether or not he or she has passed the examination for the M.Litt. or D.Phil. degree. Candidates should understand that the examiners are not bound to give them any indication at all of the outcome, and indeed they may well need to discuss the results of the *viva* between themselves at some length, after it has ended, before actually deciding what their recommendation will be. However, if the examiners are aware that they are both favourably impressed, they may feel able to indicate to the candidate that they propose to recommend to the committee that the thesis be accepted. Very often, a thesis will be accepted subject to minor amendments (such as the correction of typographic errors or wrong pagination), and if the examiners are going to require such amendments, they will make the candidate aware of them directly on the occasion of the *viva* by handing him or her a list, since they cannot submit their report until the minor corrections have been approved by one or both of them, usually the internal examiner. Acceptance of a thesis subject to minor amendments is commonplace, and candidates should not confuse it with referral, which, as explained above, means reference back of the thesis for substantial alteration and re-examination. The purpose of the minor amendments is to ensure that the copy of a successful thesis which ends up in the Bodleian Library is as accurate and well-presented as possible, since other scholars may in due course wish to consult it.

## ANNEXE E

### Complaints In Relation To Higher Degrees Involving Research

*By virtue of the University Statutes (Title IX, Section VI, § 3) the Proctors are empowered to investigate complaints, and are responsible for seeing that university examinations are properly and fairly conducted. On receiving a complaint concerning a graduate examination involving research (for which the Proctors conclude that there is a prima facie case for an investigation), the Proctors have the power to summon any member of the University to help them in their enquiries; the candidate is entitled to appear before the Proctors to put his or her case and may be accompanied by a friend or adviser. The procedures are detailed below.*

#### Making a complaint

1. All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to divisional boards or the Graduate Studies Office will be forwarded immediately to the Proctors.
2. No complaint can be considered unless it is in writing. Only in exceptional circumstances will complaints be considered which do not come from either the candidate or the supervisor. After a thesis has been submitted, the Proctors will not consider a complaint under this procedure dealing with allegations relating to inadequate supervision or other arrangements during the period of study.
3. A complaint must relate to the outcome of the graduate degree in question. The complaint should identify the specific allegations relating to which remedy is sought. The Proctors will concern themselves principally with allegations relating to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; (iii) evidence of prejudice or of bias or of inadequate assessment. **Candidates should note that complaints relating to the academic judgement of the examiners will not be considered.**
4. Notice of the receipt of a complaint will be sent to the chairman of the divisional board concerned, the responsible officer of the candidate's college, and the candidate's supervisor(s).
5. A complaint must be lodged with the Proctors **within twelve months** of the date of the formal notification of the result of the examination from the Graduate Studies Office. Only in exceptional circumstances, for example, where the Proctors are satisfied that new evidence has come to light since the expiry of the time limit, will a complaint be considered outside this limit.

#### Investigating a complaint: the candidate

6. The candidate has the right to appear before the Proctors to state his or her case, and may be accompanied by a friend or adviser of his or her choice.
7. A candidate does not have the right to see the examiners' report but, in the case of referral for the D.Phil., or the relevant lower degree, will receive a statement from the examiners indicating the respects in which the thesis falls below the standard required for the degree.

In the case of outright failure or the award of the relevant lower degree, the Proctors may ask the examiners for a statement on the thesis for transmission to the candidate.

8. Candidates are reminded that direct communication with examiners during the course of a Proctorial investigation is not permitted.

### **Investigating a complaint: the Proctors**

9. The Proctors may inspect any relevant material, including divisional board minutes relating to the receipt of the examiners' report, and reports from the candidate's supervisor(s).
10. The Proctors may consult the supervisor, the examiners, the chairman of the appropriate divisional board and anyone inside or, if necessary, outside the University whose views are considered relevant.
11. The Proctors may call on a candidate to explain his or her case, and the candidate may be accompanied by a friend or adviser of his or her choice.

### **The outcome of a complaint**

12. At the conclusion of their investigation, the Proctors will decide, whether, on the facts of the case, the complaints should be upheld wholly or in part, or should be rejected. The Proctors' decision will be final.
13. If satisfied that justice has not been done, the Proctors may recommend an appropriate course of action to the divisional board. They may, if necessary, seek a decree of the Hebdomadal Council to bring about the action which they recommend.
14. The Proctors' decision and any subsequent recommendation will be communicated to the candidate. This will be accompanied by a reasoned statement of their decision.
15. The chairman of the divisional board, the appropriate officer of the college, the supervisor(s), and, in some circumstances, the examiners will be informed of the outcome of the Proctors' investigation.
16. An annual report on the outcome of the investigation into complaints is given to the Educational Policy and Standards Committee (EPSC) in Hilary Term.
17. The procedures followed reflect the general recommendations of the *Code of Practice on Academic Appeals Procedure at Postgraduate Research Degree Level* issued by the Committee of Vice-Chancellors and Principals in 1986.

## **ANNEXE F**

### **Code of Practice Relating To Harassment**

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

#### **Principles and Definition**

1. Harassment is an unacceptable form of behaviour. The University is committed to protecting members, staff, and any other person for whom the University has a special responsibility from any form of harassment which might inhibit them from pursuing their work or studies, or from making proper use of university facilities. Complaints of harassment will be taken seriously and may lead to disciplinary proceedings.
2. For the purposes of this code, harassment may be broadly understood to consist of unwarranted behaviour towards another person, so as to disrupt the work or reduce the quality of life of that person, by such means as single or successive acts of bullying, verbally or physically abusing, or ill-treating him or her, or otherwise creating or maintaining a hostile or offensive studying, working, or social environment for him or her. Harassment relating to another's sex, sexual orientation, religion, or race are among the forms of harassment covered by this code. Unacceptable forms of behaviour may include unwelcome sexual advances, unwelcome requests for sexual favours, offensive physical contact or verbal behaviour of a sexual nature, or other hostile or offensive acts or expressions relating to people's sex, sexual orientation, religion, or race. The abuse of a position of authority, as for example that of a tutor or supervisor, is an aggravating feature of harassment. Those protected by this code may appropriately seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the institution of disciplinary proceedings.
3. Being under the influence of alcohol or otherwise intoxicated will not be admitted as an excuse for harassment, and may be regarded as an aggravating feature.

#### ***Note on confidentiality***

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

#### **Advice**

4. Advice may be sought or complaints pursued through any appropriate channel. In addition to other officers, the following people have been specially appointed to give advice in this connection and to answer questions (whether or not amounting to a complaint):
  - (a) departmental or divisional 'Confidential Advisers', appointed by heads of department or the equivalent. Their names will be publicised within the institution;

- (b) members of the ‘Advisory Panel’, serving the whole University. The Advisory Panel consists of senior members appointed by the Proctors with special expertise or interest in relevant aspects of staff and student welfare. Members of the panel may be approached on a number specially designated for this purpose (Tel. (2)70760);
- (c) special college advisers or advisory panels where colleges have established these.

Any of these may be approached in the first instance; those approached will direct inquirers elsewhere, if that seems most likely to meet the inquirer’s needs.

- 5. University advisers (whether Confidential Advisers or members of the Advisory Panel) will discuss the range of options available to inquirers on an entirely confidential basis. Where there is a complaint of harassment, an adviser will nominally seek to resolve the problem informally in the first instance, unless it is appropriate to proceed otherwise, and the inquirer so wishes. Subject to obtaining the consent of the complainant, an adviser may discuss the question with the person against whom the complaint is made, or with any other relevant parties. In particular, where necessary, for example on account of the gravity of the allegation or because of the intractability of the problem, the adviser may, with the consent of the complainant, involve the head of department (or equivalent authority). College advisers will be guided by college rules, but are likely to proceed on a similar basis.
- 6. It is emphasised that the role of advisers is advisory and not disciplinary. All disciplinary matters lie in the hands of the relevant disciplinary bodies.

## **Discipline**

- 7. If a complaint is not resolved on an informal basis under the procedure set out in para. 5, and if the complainant consents, the matter may be referred to the relevant disciplinary body, which will determine whether there is a prima facie case under the relevant disciplinary provision and, if appropriate, set in motion disciplinary procedures. In respect of members of the University subject to the jurisdiction of the Visitation Board, the relevant procedures are those described under Tit. VIII, Sect. r of the University’s Statutes. The disciplinary procedures which apply to non-academic staff are set out in the *Handbook for Non-Academic Staff*. Complaints against junior members falling within the scope of the University’s regulation on harassment shall be dealt with in accordance with the procedures contained in Tit. XIII of the University’s Statutes (also set out in the *Proctors’ Memorandum*). Colleges may have their own forms of disciplinary provision.
- 8. It may be that a complaint either against a member of staff or against a junior member could potentially be heard by more than one disciplinary body. When the person complained against is employed both by the University and by a college, it may be appropriate for the same matter to provide a basis for two separate disciplinary hearings. When the person complained against is a junior member, the complainant will be expected to choose which disciplinary procedure to pursue. If a complainant has previously brought or is in the process of bringing a complaint against the same person, founded wholly or in part upon the same matter, before any other disciplinary body, he or she is responsible for revealing that fact when seeking to institute disciplinary proceedings. It is also incumbent on a disciplinary body to attempt to ascertain, for example by direct inquiry of the complainant, or by consulting other relevant authorities, whether any such other complaint has been instituted; if so, that body must consider whether it is appropriate for the proceedings which are before it to continue.

## **Institutional Arrangements**

9. The appointment of Confidential Advisers within each department or division is the responsibility of the head of department, or equivalent, who must designate two such advisers, one of each sex, return the names of those appointed to the Equal Opportunities Officer (or such other officer as may be designated by the Registrar from time to time), and ensure that the Code of Practice and the names of the Confidential Advisers are adequately publicised within the department or divisional. Confidential Advisers will receive general advice and information bulletins from the Advisory Panel; they will be expected to make annual returns to the panel as to the number and general character of complaints they have dealt with. They may refer inquirers to members of the panel, or themselves seek advice either about university provisions on harassment in general or about possible ways of handling individual cases.
10. The appointment of members of the Advisory Panel is the responsibility of the Proctors. Members of the panel will give advice on request both to those troubled by harassment, and to other advisers. The panel is responsible for supporting, coordinating, and monitoring the effectiveness of the University's arrangements for dealing with harassment. Members of the panel may be contacted on a number specially designated for this purpose (Tel. (2)70760).
11. The provisions of this code supplement and do not supersede or override college arrangements.
12. Nothing in this code shall detract from the position and jurisdiction of the Proctors or the right of free access to them by all junior and senior members of the University.

## ANNEXE G

### **Opportunities for Graduate Students to Teach Archaeology**

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

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

The next step is to make sure your name is on the appropriate register of graduate students willing to undertake teaching. The main areas where teaching opportunities exist are in the Classical Archaeology component of *Literae Humaniores*, and in the Classical Archaeology & Ancient History, and Archaeology & Anthropology BA degrees. For the first two the register is maintained by the Secretary of the Classics Office, Mrs Pamela Catling, and students in Classical Archaeology should receive a questionnaire on the subject each Hilary Term; if you have not had one, ask at the Classics Office (65 St Giles). For Archaeology & Anthropology, the register is kept by Ms Lidia Lozano at the Institute of Archaeology. After speaking to your supervisor, you should ask her to send you a registration form, which collects the necessary information, sets out the conditions to be met before you can be included in the register.

Any graduate student intending to teach for the Archaeology & Anthropology or Classical Archaeology & Ancient History degrees is required to take a day-course on tutorial teaching, organised each Trinity Term by the Institute for the Advancement of University Learning at the Institute of Archaeology. Anyone planning to teach for the archaeology options in *Literae Humaniores* is also strongly advised to attend this course. Information about this course will be sent to all archaeology graduate students during Hilary Term. Particularly if you have not been an undergraduate at Oxford yourself, you should also ask your supervisor about matters of course content, where to obtain reading lists and/or past examination papers, etc. For Classical subjects it may be helpful to talk to the Classics tutor in your college (or in the college of your pupil); for Archaeology & Anthropology, consult the relevant course co-ordinator (their names are given in the syllabus booklet, obtainable from the Administrator in the Institute of Archaeology).

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550-700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats: The Greeks and the Mediterranean world c. 950-500 BC; Greek archaeology and art c. 500-323 BC; Art under the Roman empire, AD 14-336; and Roman archaeology: Cities and settlement under the Empire.

The wide range of papers and options in the Archaeology & Anthropology and Classical Archaeology & Ancient History degrees is set out in the relevant syllabus booklets.

## **ANNEXE H**

### **Notes for the Guidance of Assessors for Transfer of Status and Confirmation of Status**

Please contact the student concerned as soon as possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (so let the Graduate Studies Assistant know if there is a problem in this respect).

The assessment procedures are intended to remove the risk of failure and reduce the risk of referral, as far as possible. They must therefore be as rigorous as is necessary to achieve that, but we should avoid the need for students to take time from doctoral work to prepare special transfer papers, and we should avoid the discouragement of a refusal to transfer or confirm, unless the grounds are strong. Assessors should aim to suggest positive ways of improvement, rather than to present a judgmental verdict.

An application for transfer to D.Phil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years. But the transfer paper will not necessarily be, or read like, a mini-chunk of the complete thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal, unless they seem to indicate inability to reach the necessary standard. The research proposal and thesis structure need not be fully worked out, although the candidate must certainly have ideas about the questions to be asked, and the possible ways of answering them. In discussing the scope of the subject, it may be helpful to ask how it could be reduced with least damage, if that proves necessary, so that the applicant does not begin by working on the least essential part.

In addition to the written work students should do a presentation of their research in their fourth term. This will be organised by the Director of Graduate Studies.

An applicant for confirmation of D.Phil. status should by contrast be close to having the complete thesis plan, and the work submitted should be close to reading as a thesis section. Omissions and missing perspectives are much more serious at this stage; but if the interview satisfies the assessors that the applicant can and will improve matters, they should recommend confirmation, though with a clear statement of their worries. Scholarly presentation should be insisted on firmly, even if every last footnote is not yet in place.

The various recommendations are given at the end of the report form. But if the interview reveals a general agreement on what needs to be done to an unclear or over-large proposal, the assessors may ask the applicant for a revised version of the research outline and/or thesis structure – or even of the written work – before they report. Reports should summarise any significant worries or suggestions for improvement that were raised in discussion, so that student and supervisor can recall them later.

## ANNEXE I

### Picture Questions in Classical Art and Archaeology Examinations. Some Guidelines

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

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

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

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

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

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

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

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

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

E: SIGNIFICANCE. If you have recognised the object or have been able quickly to diagnose its function, subject, date, and place, you will spend most time on this aspect. You will score higher the more you can make your points come out of observation or assessment of the specific item in question. You might think about the object's significance in relation to one or more of the following overlapping questions.

How typical or unusual is it? How well does it fit into a larger category? If not typical now, how unusual was it in antiquity? Remember that few things that survive can have been unique. What was the original effect of the object compared to the state we see it in now? What needs to be restored -- limbs, attributes, attachments, colours, pedestal, base, explanatory inscription? What were the contexts of use -- public, private, political, religious, in public square, sanctuary, house, andron, bedroom, grave? How was the object used and how do the contexts of use affect our assessment of it?

What was the social level of the object, who commissioned and paid for it, with what target audience in mind? How might the object's social level affect our assessment. For example, temple projects could be aimed at the whole community, while private funerary monuments might be aimed at a particular social group. What kinds of things would ancient viewers/users do or say around this object, image, or structure? What ideas, priorities, values did it articulate for its user group?

What kinds of scholarly interpretation have been proposed for this object or for the category to which it belongs? Do you agree with them, find them persuasive? What weaknesses do they have? Are other views possible, better? What do you think is the important point?

#### 4. SAMPLE A: ITEM RECOGNISED.

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

The statue was probably a major votive in a sanctuary. It represents a naked and senior god, in striding pose, left arm held out, aiming, right arm bent holding a missile (now missing). The missile was either a trident (for Poseidon) or a thunderbolt (for Zeus). The best parallels in small bronzes from the late archaic and early classical periods (good example in Berlin) as well as the latest scholarship all suggest a thunderbolt and Zeus. The square head, regular features, and above all the long hairstyle wound in a plait around the head, visible in the back, indicate a senior god (rather than hero or mortal). The strong, simplified features, the hard-muscled body, and the organic pose and proportions all indicate a date in the 460s alongside the Olympia sculptures. The large eyes, now missing, were inlaid and were vital to the effect of the figure.

The statue belongs in the period after the Persian Wars, when the hard, new realistic-looking style we know as 'Severe' was created in big votive figures like this one, set up in sanctuaries of the gods often as thank offerings paid for from Persian-war booty.

The figure is a powerful fifth-century-BC visualisation of a warring Hellenic divinity -- imperious, all-seeing, potentially devastating. It belongs in the same environment as the Riace bronzes, the Olympia pediments, and the statuesque figures on the large pots of the Niobid Painter and his group.

#### 5. SAMPLE B: ITEM NOT RECOGNISED.

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

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

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

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

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

Conversely, a Type B answer that only pretends not to recognise the thing and 'deduces' what it is (a) will be easily spotted, and (b) will not score more highly than one that immediately says what the item is. To repeat: If you do not know what it is, don't guess -- look, describe, compare, deduce!

## ANNEXE J

### Marking Criteria and Mark Schemes for all M.Sc., M.St. and M.Phil. Examinations in Archaeology

#### A. General:

It is expected that all work submitted will answer the question which is set and will be presented with due attention to writing style, grammar, punctuation and spelling, and to proper citation of references and format of bibliography.

#### B. Pass and Distinction levels:

Work of the standard regarded as just sufficient to pass will be assigned a mark of 50. Previously such work was assigned a mark of 60. The change is in the mark assigned; the standard expected remains the same. Work of the standard regarded as just sufficient for Distinction will be assigned a mark of 70. The intention of this change is to allow a longer scale of marks between Pass and Distinction, and so a fairer differentiation of a 'bare pass' from a 'good pass' (sufficient for continuing to a higher degree). An average mark of 60 or above will normally be required for progression to Probationary Research Student (PRS) or DPhil status, but other evidence will also be taken into consideration in reaching a final decision on transfer applications.

#### C. Criteria for the award of various mark bands

- |         |   |
|---------|---|
| Over 79 | Outstanding work, including all the qualities listed below, but showing complete command of the subject, originality, evidence of extensive reading, and a developed understanding of the overall context of the problem or question.   |
| 79-70   | Excellent work, with an unequivocal grasp of current major issues in the field, a depth of knowledge of the concepts and material involved. Knowledge, argument and methodology are reviewed critically, with insight and independence of thought. Arguments should show sophisticated reasoning and be clear, well focused and cogent. Thoroughness, insight, wide reading and understanding, clarity of thought and expression, critical ability and originality are all present.   |
| 60-69   | Work shows consistency, fluency and critical ability in discussing and evaluating evidence and draws upon theories from a variety of sources, with the whole organised into a structured argument. An understanding and assimilation of the relevant literature is demonstrated, and there is a relation of concepts and ideas from different part of the teaching, showing some degree of independence of thought.   |
| 50-59   | Work shows knowledge and understanding, but there may be little development of ideas and methodology. There are some omissions, shortcomings, or errors of fact, and limited deployment of evidence to support ideas or argument. There is reference to the literature, though not extensive, and there may be limited evidence of critical ability. Candidates must show that they have grasped the fundamental concepts and procedures in the field, and the work is adequately executed, although there may be some lack of clarity and focus. |

- 40-49 Work shows a limited degree of knowledge and understanding of the essential literature for the course. Examination answers contain some relevant material but may demonstrate significant inaccuracies, be insufficiently focused on the question, or simply general and diffuse. Dissertations demonstrate some familiarity with the relevant literature, but may show significant deficiencies in organisation and discussion of ideas, while arguments may be inadequately supported or hard to follow. Practical work shows some ability but aspects of data collection and processing may be problematic.
- Under 40 Work that shows little understanding of and/or is barely relevant to the question, shows minimal evidence of reading, contains largely erroneous or irrelevant material, and is very short and/or unfocused; may be poorly expressed and organised.

#### **D. Penalties.**

Under normal circumstances the following penalties will be applied by the Examiners:

For the late submission of work: the subtraction of one mark per day to a maximum of 5 marks per week.

For work that is over length: the subtraction of one mark per 1,000 words or part of.

#### **E. Thesis marking**

The General criteria in A. above apply equally to a thesis, so the mark bands set out in C. above may be generally sufficient for theses. But for the larger theses (M.Phil. and M.Sc.) the following aspects can be assessed, in terms of marks, as: over 79: exceptional; 70-79: excellent; 60-69: good; 50-59: satisfactory; 40-49: less than satisfactory; under 40: poor.

- The delineation of the aims, assessment of methods, and appreciation of limitations, of the thesis.
- The placing into a scholarly context of the central concerns and outcomes of the thesis.
- The choices of material, of methodology and, where appropriate, of experimental approaches, and methods of data analysis.
- The competence of execution, including, where appropriate, experimental work and statistical or other analysis of the results.
- The quality of interpretation in terms of intelligence, knowledge of relevant context, originality and subtlety.
- The ability to present a large-scale project and its outcomes as a whole, and to summarise these succinctly and accurately.