School of Anthropology & Museum Ethnography

COURSE HANDBOOK

for students taking RESEARCH DEGREES in ANTHROPOLOGY

(D.Phil., M.Litt.)

at the University of Oxford

Academic Year 2016-2017
This handbook applies to students starting the D.Phil and M.Litt. degrees in Anthropology in Michaelmas term 2016. The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read. This is version 2.0 (30 September 2016).

Disclaimer

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/2016-17/grftdodoctofphil/. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Ramon Sarro (ramon.sarro@anthro.ox.ac.uk).

The information in this handbook is accurate as at 30 September 2016; however, it may be necessary for changes to be made in certain circumstances, as explained at http://www.ox.ac.uk/admissions/graduate/courses/dphil-anthropology. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.
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1 The official term is ‘transfer of status’, but ‘upgrade’ is also often used colloquially.
2 The text below is taken from the Examination Regulations.
INTRODUCTION

This handout summarises essential information for those studying for research degrees in the School of Anthropology and Museum Ethnography (henceforward ‘the School’ or SAME), i.e. the doctorate or D.Phil. (equivalent to the Ph.D. of most other universities), and the shorter Master of Letters or M.Litt. Most of this information applies to the D.Phil. in Anthropology in the Institute of Social and Cultural Anthropology (ISCA), the Institute of Cognitive or Evolutionary Anthropology (ICEA) and the Institute for Science, Innovation and Society (InSIS). However, there are also certain differences in terms of, for example, research methods between these units of the School. For exact information regarding the requirements for ICEA- and InSIS-related doctorates, ask academic staff within these units. Attention is also drawn to the more general information contained in the Departmental Handbook.

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

The School of Anthropology & Museum Ethnography (SAME)

SAME is spread over a number of buildings along the Banbury Road. 51 Banbury Road is the administrative hub where you can find the General Office staffed by friendly people who will be able to answer most of your queries. The office is staffed from 9am to 5pm (4 pm on Fridays). Lunch break is 1-2 pm and we ask that you respect this and refrain from making queries during the lunch hour.

Key Contacts

Graduate Studies Administrator:
Ms Vicky Dean  vicky.dean@anthro.ox.ac.uk  01865 274670

Archaeology and Tylor Anthropology Librarian:
Ms Helen Worrell  helen.worrell@bodleian.ox.ac.uk

Tylor Library Assistant and receptionist:
Mr Martin Pevsner  martin.pevsner@anthro.ox.ac.uk  01865 274671

Doctoral Admissions and Research Coordinator (DARC):
Dr Ramon Sarro  ramon.sarro@anthro.ox.ac.uk  01865 274676
Office Hour: Tuesdays 3:30-5:00pm, 53 Banbury Road, top floor.

Director of Graduate Studies:
Dr Robert Parkin  robert.parkin@anthro.ox.ac.uk  01865 274686

Director of the Institute of Social & Cultural Anthropology:
Prof. Elisabeth Hsu  elisabeth.hsu@anthro.ox.ac.uk  01865 274681

Head of the School of Anthropology and Museum Ethnography:
Prof. David Gellner  david.gellner@anthro.ox.ac.uk  01865 281402
Facilities

Students may use the desk space in the Tylor library for individual study. The Radcliffe Science library as well as the Social Sciences library equally have areas for study. College libraries may also be good places to work.

There is a student common room in the basement of 43 Banbury Road which you may use; there is also a student kitchen on the same level.

Libraries, Museums and Visual Resources

Oxford has a great number of libraries, museums and other resources that you will find useful during your time here. The ones that you are most likely to use are the following:

The Tylor library (http://www.bodleian.ox.ac.uk/anthropology) is located at 51 Banbury Road and you will want to familiarise yourself with this library early in your time here. Do make every effort to attend the library induction session offered at the start of the year. Generally, the library is open Monday – Friday 9.30am - 5.30pm and Saturday 1pm - 4pm.

The Social Sciences Library (SSL) (http://www.bodleian.ox.ac.uk/ssl) is located in the Manor Road Building on Manor Road and is open Monday – Friday 9am - 10pm, Saturday 10am - 6pm, Sunday 12noon - 6pm. Note that out of term opening hours are different and you should check their website to find out about these.

The Radcliffe Science Library (RSL) is located on Parks Road, adjacent to the Natural History Museum. It contains a good collection of relevant materials and a lot of very pleasant study space. Monday – Friday 8:30am - 10pm, Saturday 10am - 4pm, Sunday 11am - 5pm.

The Balfour Library (http://www.prm.ox.ac.uk/balfour.html) is located in the Pitt Rivers Museum on Robinson Close and contains collections relating particularly to visual and material anthropology as well as museum ethnography. The Balfour library also houses the ISCA video collection. Films are available to view at the library and may not be borrowed.

We also subscribe to an online database of ethnographic films and documentaries relating to anthropology which can be accessed at the following web address: http://search.alexanderstreet.com/anth

The Pitt Rivers Museum houses a marvelous collection of ethnographic artefacts as well as being of historical importance to the development of anthropology. You will certainly want to make repeat visits to it over the course of your degree. Similarly, the Ashmolean Museum, the Museum of Natural History and the Museum of the History of Science are likely to be of interest.

IT

The IT Officers for the School are responsible for the School’s computing facilities, including those available to students, which are accommodated in the basement of 43 Banbury Road. Most colleges also provide computing facilities. Graduate students also have access to the University Computing Service (including the Humanities Computing Unit, which can provide advice on specialist fonts). The School currently has a concessionary scheme of free printing allowances for different categories of student. These are 50 pages for first-year MPhil students, 1,000 for 2nd year MPhils and 100 for MSc students. NB: Since the scheme is concessionary, not statutory, it may be varied or withdrawn by the School at any time at its sole discretion.
Social Events and Oxford Anthropological Society

During term-time the School of Anthropology holds a **coffee morning**, every Wednesday 11-11.30am at 64 Banbury Road. This is a great opportunity to meet members of staff, post-doctoral researchers, other graduate students and visiting scholars.

Every Friday, after the **departmental research seminar** it is customary to take the speaker to a nearby pub for a drink. You are very much encouraged to join the speaker and others on this occasion.

**The Oxford University Anthropological Society**

The Oxford University Anthropological Society was founded in 1909, and works to promote an interest in anthropology and to support students and researchers in anthropology at Oxford University. Unlike most student societies, it is run by and for both students and staff of the School. [http://www.isca.ox.ac.uk/current-students/oxford-university-anthropological-society/](http://www.isca.ox.ac.uk/current-students/oxford-university-anthropological-society/)

The Society organizes a range of events throughout the academic year including seminars with invited speakers, social events and parties.

**Colleges** also serve as social hubs where you will find many opportunities to socialize, meet others, pursue sports and attend talks with invited guests.

**Welfare**

Your college will normally be your first port of call for any health and welfare issues. Your college advisor, college secretary, registrar or senior tutor are usually the best people to approach. At your college induction you will receive information on how to register with a doctor and other health and welfare related issues. However, should the need arise to discuss welfare issues at ISCA, you should feel free to raise these with your supervisor or if that is not appropriate, with the Course Director or with the Director of Graduate Studies.

The School’s Harassment Advisors are Jonathan Jong and Mark Gunther (e-mails: firstname.surname@anthro.ox.ac.uk). A third person will join them shortly too. They are available for confidential advice and can point you in the direction of further support if necessary.

The University also offers a range of Welfare Services, details of which are on their website: [http://www.ox.ac.uk/students/welfare](http://www.ox.ac.uk/students/welfare)

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

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

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

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

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

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

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

The M.Litt. degree

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

There is no formal word limit for the M.Litt. thesis, though around 50,000 words is a reasonable length. A D.Phil. student taking the M.Litt. in place of the D.Phil. at final

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1 ICEA and InSIS have their own requirements in this respect.
examination will normally have written a longer thesis. However, in such cases there is no requirement to reduce the length of the thesis in order to supplicate for the M.Litt. degree.

Fieldwork

This is not a formal requirement of either the D.Phil. or M.Litt. degrees, but it is assumed that the overwhelming majority of students will wish to conduct it, especially for the D.Phil. If any field trips or other travel is undertaken in connection with either degree, a Travel Evaluation form, Full Risk Assessment form and one or more CUREC forms (for ethical review) must be filled in. Ethics approval is made necessary by the fact that anthropological fieldwork typically involves research with human subjects. See details on the anthropology website: http://www.isca.ox.ac.uk/about-us/safety-fieldwork-and-ethics/.

Safety issues

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

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

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

Residence requirements

Normally doctoral and M.Litt. students have to spend six terms resident in or within 25 miles of Carfax (the centre of Oxford) pursuing their studies to qualify for their degrees (meaning that there is effectively a two-year minimum for completing a doctorate). However, three terms can be ‘dispensed with’ for permitted study elsewhere intrinsic to the degree, including fieldwork. While there is a form applying for such dispensation (GSO 8), normally anthropology students do not have to fill it in, as fieldwork is a routine aspect of their studies (NB: this is a special concession to the School of Anthropology, which might be withdrawn at any time). This means that, ordinarily, students returning from fieldwork are deemed to have
satisfied their residence requirements. However, they are strongly urged to return to Oxford to write up their theses, in order to be in close contact with their supervisors and, just as important, their fellow students, and to have an appropriate academic environment in which to work. A GSO 8 form should nonetheless be filled in if 1) the student is working outside Oxford without doing fieldwork or similar research with human participants; 2) the student’s college requires the form to be submitted or 3) it is otherwise duly required.

**Supervisors**

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

**TRAINING**

**Modules of Methods Training for PRS to be provided by SAME in 2016-17**

At the PRS level, each student is required to attend the introductory PRS dissertation classes in MT16, weeks 1-4. In addition, each student is required to attend a minimum of two modules. Some course convenors may have to cap the numbers of the participants they can accept, hence students are requested to rank the courses they wish to attend in the order of their preference.

**SAME offers the following modules:**

**In Michaelmas Term 2016 (MT16):**

1. **PRS Dissertation classes** (MT weeks 1-4, 4 two-hour classes, convened by the Doctoral Admissions Research Coordinator (DARC), Dr Ramon Sarro.

All PRS students receive an overview of the main ethnographic methods in the first four weeks of their PRS Dissertation class.

2. **Quantitative methods** (MT weeks 1-8, weekly three-hour classes and two-hour lectures, convened and taught by Dr. Alex Alvergne and Dr. Laura Fortunato): this course is designed for MSc CEA students and second-year MPhil students in Medical Anthropology, and is also compulsory for ESRC-funded research students.

**In Hilary Term 2017 (HT17):**

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4 Exceptions are permitted in the case of a very small number of recognized members of academic staff in other departments who have a longstanding personal association with the School.
1. VMMA methods module  (HT17, 5 weeks of 90 minute classes, convened by Prof. Clare Harris, taught together with Dr Inge Daniels, Dr Liz Hallam, Dr Chris Morton and Prof. Laura Peers).
Location: Pitt Rivers Museum Lecture Theatre, Thursdays, 2.00-3.30.

This module introduces students to visual methods and methods developed to aid in the study of museums and material culture, and shows how these can be successfully deployed in anthropological fieldwork of all kinds, and alongside other methods. Topics will include: photo- and object-elicitation as an interview technique, object biography as a method, sketching and route mapping / movement mapping, multi-sensory methods, and the use of digital and mobile technologies. This module is also open to second-year MPhil students in Medical Anthropology, and no prior knowledge of visual or material anthropology is necessary, although students without a relevant background are advised to do some reading in advance to gain the most value from the sessions.

2. Language-focused methods module (HT, 8 weeks of 90 minute classes, convened by Elisabeth Hsu, taught together with Stephen Leonard, Zuzanna Olszewska, David Zeitlyn)  
This module of eight ninety-minute methods classes will expose students to excerpts from specific languages, sometimes given in specific scripts, and engage them in exercises that involve handling the exposure to a linguistic event in ways that produce meaning for anthropologists. Students will not learn a language, but the course should remove the fear of language learning and highlight possibilities of how to navigate a terrain with minimal language skills. It should also encourage students to make language-based methods an important aspect of their ethnography. Each of the four lecturers will design homework for students related to their classes, and mark it, with brief verbal feedback to the student. The specific classes are: 1. Introduction (SL), 2. How to learn a language (DZ), 3. Translation as ethnographic method (ZO), 4. Navigating formulaic texts (EH), 5. The pragmatics of register (SL), 6. Making sense of semantics (EH), 7. Understanding expressive genres (ZO), 8. Making recordings, and processing them (DZ). This module is also open to second-year MA MPhil students.

3. Project-based ethnographic methods training (HT, 8 weeks of 90 minute classes, convened by Dr Zuzanna Olszewska)  
This project-based methods training option is designed to give students hands-on experience of designing and completing an ethnographic group research project that can be carried out locally, within a short time frame and on a small scale. Being thematically driven, the course begins with reading and discussion of ethnographic and theoretical works relevant to the given theme, with a special focus on their methodological approaches and problems. The theme proposed for HT 2017 (Ethnographies of the Arts) reflects the interests of ZO, but the concept is flexible by design, so that any lecturer(s) in any given year can lead the course and tailor it to their own or the students’ interests. The course places an emphasis on research techniques as a craft and a set of skills that may be learned and honed through practice, giving the students useful preparation for their own eventual fieldwork. Students will practice interviewing, participant observation, visual elicitation, discourse analysis of published material, audio recording, and writing, coding, and cross-referencing field notes. The course lasts 8 weeks, with 2 weeks of background reading and discussion, 2 weeks of research design and planning, and 4 weeks of research and writing up of the group research project for
submission in early Trinity Term.

4. Ethnobiology methods (HT, 4 weeks of 2 hour classes, convened by Dr Ada Grabowska, taught together with Dr Lewis Daly, Dr Andrew Gosler and Dr Laura Rival)

This ethnobiology field methods training module is designed to give students a hands-on experience of methods and ethics in ethnobiological research, accompanied by a practical project that can be carried out locally, within a short timeframe and on a small scale. Students will be set readings to prepare them for each weekly session, with a focus on methodological approaches and problems. The course will also place an emphasis on research techniques as a portfolio of skills that may be learned and honed through practice, giving the students useful preparation for their own eventual fieldwork. The module would be offered to interested PRS students in SAME, in order to offer training for students working on topics relating to ethnobiology and environmental anthropology. The course will be run as a series of four 2-hour seminars. Each weekly session will be split into two sections: a 1-hour lecture on a designated theme, followed by a 1-hour group session based on the development of group practical projects. All sessions will be convened by AG-Z, who will be accompanied for sessions by AG, LR, LD, and SE. Ethnographic case studies will be used to illuminate each weekly theme, which will also include a historical angle.

In Trinity Term 2017 (TT17) (in the Dept. of Education):

5. Ethnographic Portraits (TT, 8 weeks of 2 hour classes, convened by Dr David Mills, taught together with Dr Paola Esposito)

Ethnographic Portraits is a participatory, practical introduction to the skills of ethnographic writing in a range of different disciplinary contexts. Participants carry out interviews and write ethnographic portraits. Over the last six years, this one-term course has developed a reputation as a creative and safe space through which to explore the challenges and rewards of ethnographic research. Open to all doctoral students and early career researchers, but only a limited number of places are available each year. For more information, and copies of last year’s course outline, contact david.mills@education.ox.ac.uk

Aside from methods training within SAME, PRS students are encouraged to attend methods training provided by the Doctoral Training Partnership of the Social Sciences Division.

Training Needs Analysis (see also Appendices 4, 5)

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

Research Methods

Needs: This category includes the skills that an anthropologist would need to obtain to complete the research project. This would include core subject-specific training, qualitative and quantitative research methods, theoretical training, principles of research design, data analysis, data collection, and management of data.
Provision. Standard supervision throughout the course of the student’s project, reinforced by subject-specific methods classes for anthropology, general classes and practice regarding both qualitative and quantitative methods, and relevant lectures and classes on theory and area specialisms. The Tylor Library in the School is well stocked with works on anthropological and other social science methods.

Bibliographic and Computing Skills
Needs. This category covers the skills that are needed to complete the research, tools to complete the thesis and skills that will prove transferable in future employment.
Provision. Standard supervision throughout the course of the student’s project, reinforced by advice on the scholarly preparation of theses in the departmental handbook and the current handbook for research students in anthropology. Students will typically already have adequate word-processing and internet skills; anything needed in addition that is specific to specific projects can be discussed on a case-by-case basis (see below).

Research and Leadership Management
Needs. This category includes the skills that a student will need to complete the thesis on time, to meet the various milestones of the doctorate (e.g. confirmation and, where appropriate, transfer of status), manage a project, manage the supervisor relationship and manage resources.
Provision. Standard supervision throughout the course of the student’s project.

Communication and Networking
Needs. This category covers the range of skills that the student will need to communicate and disseminate his or her research (including writing the thesis) to the academic community as well as being able communicate to wider audiences. This includes written and oral communication techniques and an understanding of communication tools and developing academic networking skills.
Provision. At an early stage of the project, either the PRS class or the second-year MPhil writing-up class; at a later stage (post-fieldwork and writing up), the Work in Progress seminar. All these forums provide experience in presenting one’s work to one’s student peers and members of academic staff, in dealing with questions and feedback, and in receiving advice on the structure and content of one’s work. In addition, supervisors advise students to attend relevant conferences and workshops and support them in doing so.

Teaching and Academic Practice
Needs. This category covers the preparation for academic practice that students are currently engaging with. Activities could include teaching experience, conference attendance and publishing experience.
Provision. On conference attendance, see previous entry. Teaching experience cannot be guaranteed to all students, but workshops and teaching portfolio development are possible under a special departmental scheme for post-fieldwork students who are writing up. The School is associated with an online journal, the Journal of the Anthropological Society of Oxford, which welcomes student contributions.

Language learning
This is not specifically listed under the TNA rubric, but language learning forms a significant part of the typical research project in anthropology. Courses are available in the major
languages in Oxford or elsewhere in the UK, but many languages have to be learned in the field, i.e. at the start of actual fieldwork and thus be combined with it. Such training is typically conducted outside the School, though the School does have some discretionary funds to support such activities (see section on ‘External skills training and expenses’ below for details of how to apply).

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

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

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

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

Attention is also drawn to the wide range of methods, training etc. courses offered under the umbrella of the Doctoral Training Partnership (DTP) of the Social Sciences Division (SSD). These are not solely for anthropologists but for social sciences students generally, may
therefore take place outside the School, and may consist of anything from a full term or year course to a one-day or half-day workshop. Your supervisor’s permission is normally required (obtained electronically) for you to take part in any of these courses. They may cover not only methods of research in the narrow sense but also, e.g., presenting and networking at conferences, obtaining transferable skills, facing dangers in fieldwork, managing post-doctoral career development, etc.

**External skills training and expenses**

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

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

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

**Funding for conference attendance**

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

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

**Application procedure**

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

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

‘Transfer’ or ‘Upgrading’ from PRS to D.Phil. Status

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

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

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

The transfer text (not more than 20,000 words, including notes, but excluding bibliography, glossaries, appendixes etc.) should demonstrate that the student possesses the necessary skills to write a doctoral thesis on the chosen topic. Normally it will fall into two rough parts: a critical literature survey of work done in the ethnographic region of choice, and a critical literature survey of the previous theoretical approaches that have been taken to the subject or topic the student wishes to pursue in the field. An outline of research plans and methods should also be included.

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

The assessors will read the student’s work and conduct an interview before making a

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5 The official term is ‘transfer of status’, but ‘upgrade’ is also often used colloquially.
recommendation to the Teaching Committee through the Director of Graduate Studies about the student’s application to change to full D.Phil. or M.Litt. status. The interview is not an official examination or viva, and subfusc is not worn. After the interview, the assessors issue a report, which includes their recommendation. The student should not expect to be given the recommendation by the assessors, as it is still subject to acceptance or rejection by the Teaching Committee. Only when the student has received a letter from the Graduate Studies Office does the decision become formal.

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

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

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

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

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

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

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

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

The purpose of the Confirmation of Status exercise is to gauge whether the student is on course for a successful examination of the whole thesis, though passing the former is no guarantee of success in the latter. As with Transfer of Status, it takes the form of an assessment by two, normally internal members of the academic staff chosen on the basis of consultations between the student and supervisor. The supervisor may not be an assessor, but sometimes an assessor is drawn from another department in the University, though rarely from outside it. The student may consult with the assessors to set a place and time for the assessment interview, but should not approach them for any other reason connected with the confirmation process. As with Transfer of Status, assessment involves an interview rather than a formal viva, and subfusc is not worn.

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

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

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

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

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

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

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

1. To complete a D.Phil. thesis, the initial upper limit is 12 terms (M.Litt. 9 terms). There is no need to apply for an extension until this limit (your ‘candidature date’ or date of submission) becomes imminent without your completing the thesis. Extensions of up to a further 6 terms (M.Litt. also 6 terms) are possible, usually a term at a time, and with no more than a year (i.e. 3 terms) being granted at any one time under University regulations. Extensions of more than 6 terms require the approval of the Education Committee. Use form GSO 15 for extensions.

2. Transfer of status from Probationer Research Student to DPhil Student should take place normally not later than the 3rd full term (i.e. normally Trinity full term, by which is meant the eight teaching weeks) after admission as a research student. Deferral for one term (i.e. normally to the end of Michaelmas full term in the second year or some shorter period) is possible using form GSO 2B, endorsed by the supervisor and submitted to the Director of Graduate Studies. Transfer of status applies to both D.Phil. and M.Litt. students, except for those who transferred internally within Oxford to one of these degrees via the M.Phil. route. Special arrangements apply to students following the alternative PRS pathway (see Appendix 3, below) or entering the university in Hilary or Trinity term (consult with the Director of Graduate Studies).

3. If a Probationer Research Student fails to transfer at the first attempt, one further attempt is permitted. One term’s extension is automatically allowed to give the student time to resubmit. A second failure will normally mean a student no longer being permitted to continue on the course or being permitted to continue only as an M.Litt. student (subject to qualification in exceptional circumstances).

4. Confirmation of [D.Phil.] status should be achieved between 3 and 6 terms (Oxford MPhil route) or between 6 and 9 terms (PRS route) after admission as a research student via form GSO 14. Under University regulations, deferral is possible for a maximum of a further 3 terms via form GSO 14B. However, University policy is to grant only a term at a time unless there are very compelling reasons to grant more. After the period of three terms has been used up, further deferrals can only be obtained by petition to the Education Committee. M.Litt. students do not have to apply for confirmation of status. NB: you defer confirmation of status, but extend your candidature or submission date; different forms apply (respectively GSO 14B, GSO 15).

5. If a D.Phil. student fails to achieve confirmation at the first attempt, one further attempt is permitted. One term’s extension is automatically allowed to give the student time to resubmit. Failure to achieve confirmation at the second attempt may lead to relegation to M.Litt. student status by the School’s Graduate Teaching Committee.

6. Suspension of status may be permitted for 1 to 3 terms at a time, up to a maximum of 6 terms. Use form GSO 17 to suspend, and form GSO 17A to confirm your return from suspension (NB: the latter is also mandatory; you won’t be reregistered automatically at the end of your period of suspension). The student’s college should always be involved in any decision to suspend, as well as the School. Voluntary suspension is primarily intended for students who, temporarily, cannot work on their theses, not as a way of circumventing deadlines; it is assumed that, while suspended, you will not be able to work on your thesis. Suspensions can be made retrospectively,
if, for example, the student has not been able to work for a long period because of illness.

7. Students who fail to submit work by any of the above deadlines will ultimately be deemed to have lapsed, or be removed from, the Register of Students, though they can normally expect to receive a warning letter from the Graduate Studies Office. Use form GSO 23 to petition to be reinstated to the Register after lapsing. The School cannot reinstate students who have lapsed having used up all the time allowed (i.e. including all possible extensions and deferrals) in their current status. In these cases, the Education Committee must be petitioned first for special permission to extend (usually through the college or Graduate Studies Office rather than the School).

8. Students who have lapsed or otherwise been removed from the register of students are not entitled to any university facilities, including especially supervision, libraries, e-mail and university cards, though suspended students keep their University cards. If supervisors nonetheless agree to continue supervising a student under these circumstances, it will be considered a private matter. NB: there may also be consequences of loss of student status in the wider world, e.g. loss of council tax exemption or immigration and visa rights.

9. Reinstatement following unauthorized lapsing is not automatic and will depend on a number of factors, primarily the availability of suitable supervision for the future and an assessment of the likelihood of work being resumed and successfully completed, but also college agreement. In principle, this also applies where illness or other personal problems have played a part in the suspension or lapsing: while such factors are always taken into account as sympathetically as possible, in these cases too, the School will want to satisfy itself concerning the feasibility of further work towards successful completion of the thesis. Similar considerations may apply to return from pre-agreed voluntary suspension, even though this does not formally require permission (only notification via form GSO 17A).

10. At its discretion, the School may allow the reinstatement of a lapsed student for one further term only (subject to Education Committee approval of a special extension where necessary) for the purposes of fulfilling the remaining requirements (e.g. confirmation of status, followed, if successful, by final submission within the same term, including the ensuing vacation). If the circumstances seem to warrant it, the above conditions may be varied at the School’s sole discretion.

11. This does not apply where a suspension has been agreed with a student for a specific reason, such as preparatory studies (e.g. a year off for language training), unavoidable delays in entering a field site or personal crises. Such agreement should not be taken for granted and has to be negotiated between the student and the School’s representatives in each case. There is a specific University policy regarding maternity, paternity and adoption leave (see www.ox.ac.uk/.../documents/University_Policy_on_Student_Maternity_Paternity_and_Adoption_Leave.pdf), which counts as a special type of suspension of status.

12. Students whose work is persistently unsatisfactory, who are absent from Oxford without proper authority or who are undertaking unauthorised activities while on authorised leave may be suspended temporarily by the School at any time, following consultation with the supervisor and college. The suspension may be for a specific period and be subject to review. Reinstatement in such cases will be subject to the conditions in # 9 and # 10 above. In extreme cases the School may seek removal from the Register of Students entirely, this being the most drastic form of action.
Other forms exist for changes of title and changed or additional supervisors. For a complete list of forms, see Appendix 1.

**Academic Review Register**

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

**Census points and student monitoring**

The University has introduced a system of so-called ‘census points’ to increase its monitoring of students and ensure that they are working on their degrees in accordance with the UK’s immigration regulations for non-EEA students. There are now ten monthly census points covering the academic year from October to July. Supervisors are asked to report contacts with all their students in accordance with each census point, such contacts preferably being in person, or if not by e-mail, especially for research students. The only exception is initial registration or re-registration at the start of each academic year for the first census point. Universities are subject to audit, meaning that the census information collected may from time to time have to be released to the immigration authorities.

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

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

**Final examination (the viva)**

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

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

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

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

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

For the M.Litt. the requirements are that:

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

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

Theses for examination can be submitted in soft bindings (not loose-leaf), but on successful
examination a hardbound copy, corrected if the examiners so specify, must be deposited in
the Bodleian Library. In the case of students admitted on or after 1 October 2007, an
electronic version will also have to be submitted to the Oxford Research Archive (on the latter
requirement, see www.ouls.ox.ac.uk/ora; also Appendix 1, below). After the submission of
the theses and abstracts, the examiners notify the student of the date of the oral examination;
all other communications between candidates and examiners must be conducted through
supervisors. Candidates may in certain circumstances (if, for example, they are about to take
up full-time employment overseas) ask to be given an early examination via form GSO 16;
whether such requests can be met will, of course, depend upon the commitments of examiners
and the amount of warning they are given. If the latter agree, the viva should be held within
one month of their formally agreeing to examine. If the thesis is not ready at the time the
application for appointment of examiners is made, a proposed submission date should be
indicated on the appointment of examiners’ form, which should be as soon as possible after
the date of application, but in no case later than the last day of the vacation immediately
following the term in which the application has been made (i.e. Friday of 0th week of the
following term). A final title should also be declared on the form if it represents a change
from an earlier title.

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

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8 The student should not make any other changes to the thesis before submission.
examiners’ subsequent report and/or a specific document appended to it, though both should be provided promptly to the student. Lists of ‘minor corrections’ may, however, be given in the viva itself.

The two most common recommendations examiners make are either:

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

‘Referral’ here means a requirement for further work or revision. Other possible recommendations (progressively less favourable) are:

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

Clearly a thesis submitted for the M.Litt. degree cannot be awarded a D.Phil. (though the reverse is possible), but it may be referred back to the student for further work, as well as passed with or without minor corrections. A thesis originally submitted for the D.Phil. which is subsequently used to supplicate for the M.Litt. degree need not be reduced in its word count.

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

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

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

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

Although a copy of all theses is required to be deposited in the Bodleian library, a student may elect to restrict access to a thesis for a period, normally of up to five years (e.g. if it contains sensitive information), though after that time an application may be made that this be prolonged (NB: no reminder will be sent that the period of restriction is coming to an end, so students should keep account of this themselves). Students should especially keep the possibility of restricting access in mind in light of the requirement to submit an electronic copy of all theses to the Oxford Research Archive (ORA), which has made access to theses easier than formerly. The Social Sciences Division in any case imposes a default embargo of three years on ORA submissions, though the student may apply for this to be waived, e.g. to satisfy research council conditions on the rapid dissemination of results. See http://www.ouls.ox.ac.uk/ora for further guidance on this matter.

### Plagiarism

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

For good referencing practice, see http://www.admin.ox.ac.uk/edc/policiesandguidance/pgexaminers/annexef.

There is clear information and advice on how to avoid plagiarism in the Study Skills section of the University website:
http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

**All ideas and words quoted must be properly referenced to avoid plagiarism.**
The University offers two online self-study courses that will help you in understanding what constitutes plagiarism and how to avoid it.

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

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

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

STUDENT REPRESENTATION, EVALUATION AND FEEDBACK

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

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

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

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

COMPLAINTS AND APPEALS

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

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

Many sources of advice are available within colleges, within the department and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committee or via student representation on the department’s committees.

**Complaints**

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with your supervisor, the DARC (Dr Ramon Sarro) or with the Director of Graduate Studies (Dr Robert Parkin) as appropriate. Within the department the officer concerned will attempt to resolve your complaint informally.

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

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

**Academic appeals**

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

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

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

Please remember in connection with all the academic appeals that:

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

**Policies and regulations**

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website http://www.ox.ac.uk/students/academic/regulations/a-z.
APPENDIX 1: LIST OF APPLICABLE UNIVERSITY FORMS

M.Sc. to M.Phil. or vice versa; D.Phil. to D.Phil. (i.e. between departments):
GSO 28 (‘Change of programme of study’). This form is for transfers between different taught courses or different research degrees (including between departments).

M.Sc. to PRS or M.Phil. to D.Phil.:
University’s standard admissions procedures (q.v.), as administered and decided by the School.

M.Litt. or PRS to D.Phil.:
GSO 2 (‘Application to transfer status’). This is the form to use for upgrading research students.
GSO 2B (‘Application for deferral of transfer of status’)

Confirmation of D.Phil. student status:
GSO 14 (‘Application to confirm D.Phil. status’).
GSO 14b (‘Application for deferral of confirmation of D.Phil. status’)

Other
GSO 3 appointment of examiners (for doctoral and M.Litt. vivas)
GSO 6 change of title (also possible via GSO 3 if final title)
GSO 8 dispensation from statutory residence (not ordinarily used in anthropology)
GSO 15 extension of time
GSO 16 early examination (for doctoral and M.Litt vivas)
GSO 17 suspension of status
GSO 17a confirmation of return from suspension of status
GSO 18 extension of time to complete minor corrections (post-viva, 3 months only)
GSO 23 reinstatement to the register of graduate students (e.g. after lapsing)
GSO 25 change of supervisor or appointment of further supervisor(s)
GSO 29 notification of withdrawal from programme of study

GSO [Graduate Studies Office] numbers can normally be found in the top right-hand corner of the first page of the form. Forms can be downloaded from http://www.admin.ox.ac.uk/gso/forms/. They are also available in the ISCA general office.

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

The student is primarily responsible for filling in these forms at the appropriate times and in the appropriate circumstances, as well as making sure that they are signed by the whole range of individuals or authorities indicated on them (usually oneself, as well as the current or any new supervisor, the college, the director of graduate studies, and possibly others). Once the form is complete, it should be returned to the Departmental Office for copying and processing. The copies will be filed in ISCA and the originals sent by ISCA staff to the Divisional Graduate Studies Office.
APPENDIX 2: WRITING GUIDELINES

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

Editorial

1) The Oxford Dictionary for Writers and Editors and Hart’s Rules give appropriate guidance on spellings and other detailed aspects of the editing and preparation of manuscripts in UK English. American spellings and punctuation are acceptable, provided consistency is observed throughout (for American English, see the Chicago Manual of Style).

2) The rule for doctoral theses (in the Examination Regulations) is double-spacing for the main text, though single-spacing or 1.5 spacing may be used for footnotes and set-off quotes. Double-sided printing is preferred. Footnotes are preferred to endnotes; if endnotes are chosen, a separate printout of them should be given to examiners. An abstract should be supplied of no more than a single page (side). Theses should be paginated throughout.

3) Times New Roman or similar is a good choice for the main typeface. There is rarely any need to mix typefaces. The main text and bibliography should be 12 point in size, set-off quotes 11 point, footnotes or endnotes 10 point. Your word-processing program will probably automatically set footnotes or endnotes in a smaller type size than the main text.

4) Single quotation marks should be used for quotations, double quotation marks reserved for quotations within quotations. This applies whether the quoted material is from published sources or from field notes, and whether a single word or phrase, or one or more complete sentences. The convention that has grown up of using double quote marks for quoted words and single quote marks for glosses etc. is best avoided, especially as publishers still tend to prefer the former system.

5) Longer quotations of more than about five lines should be set off from the main text in 11 point type size and indented. They should not be preceded or followed by quote marks, though these should be used within the set-off quote if required (e.g. for a quote within the set-off quote). If a set-off quotation has a reference, it should be placed in brackets after the final full stop, and not have a full stop of its own.

6) Quotations should normally be in ordinary type, not italics, except for original emphasis or your own special emphasis. The origin of any emphases in quoted passages should be indicated (e.g. ‘emphasis in the original’, versus ‘my emphasis’).

7) The omission of words from a quotation should be indicated by three points (four at the end of a sentence). Matter you yourself have added to a quotation should be placed in square brackets.

8) Italic should be used for foreign words cited singly or in small groups, but not for longer quotations that consist of continuous text (which should be treated like ordinary quotations in English). Italic should also be used for book or journal titles cited in the text, but article titles should be in ordinary type within single quote marks.

9) Exceptions to 8) include names of rituals and organisations, and personal names: even if in a foreign language, these tend to be treated as proper nouns in English, i.e. put in ordinary type with an initial capital letter. In general, any foreign word which would, if in English, be considered a proper noun should treated as if it were English.
10) Footnotes are preferable to endnotes, the latter being subject to restrictions on their use under the Examination Regulations (q.v.). Footnotes should be kept to a minimum and should normally consist of supplementary text, not of references alone, though references belonging to the text of the footnote itself should, of course, be inserted.

11) Footnotes should be in 10-point type size (NB: your word-processing program may well automatically set a smaller type size than the main text).

12) Footnote or endnote numbers in the text should be in superscript: this is usually done automatically by word-processing programs. They should come after any nearby punctuation (full stops, commas, etc.).

13) All pages of the main text should be numbered using arabic numerals. Roman numbers may (but need not) be used for front matter (generally up to and including the contents page).

14) Section headings should be carefully and consistently distinguished from one another according to their position in what is basically a hierarchical schema (of sections, sub-sections etc.) by differential numbering and/or lettering, different type sizes or type styles (bold, underlining, italics etc.), though not normally different typefaces. The device ‘1., 1.1., 1.1.1.,’ etc., is sometimes useful (see, e.g., JASO 1986, pp. 87 ff.). Although there is an increasing tendency among publishers not to number sections, sub-sections, etc. within a chapter, numbering does make cross-referencing easier.

**Bibliographical**

1) The ‘Harvard’ system of listing full references in the bibliography and placing only short references in the text, usually in parentheses [e.g. (Smith 2000: 10), where 2000 is the date of publication and 10 the page number], is now standard in anthropology. If no date is given, put ‘n.d.’

2) Short references should not have commas within them, and the page number is best preceded by a colon rather than a comma: thus ‘Smith 2000: 10’ is clearer than ‘Smith, 2000, 10’.

3) A number of short references may, however, be separated by commas if without page numbers (e.g. Smith 2000, Jones 2005, Brown 2007); if page numbers are given, then it is clearer to separate such references with semi-colons (e.g. Smith 2000: 10; Jones 2005: 20; Brown 2007: 50).

4) In the text, the abbreviation ‘et al.’ (note position of full stop!) is used for multi-author references with more than two authors, the first author’s name coming beforehand: e.g. ‘Smith, Jones and Brown 2000’ can be cited as ‘Smith et al. 2000’ (no commas needed, NB). Do not use in the bibliography at the end, but give all names, however many. Do not use for only two authors, but give both names in such cases: e.g. ‘Smith and Jones 2000’.

5) ‘Ibid.’ (= ibidem, ‘the same’) may be used in textual references to indicate a repeat reference (with or without a fresh page number), but should be used with care, as it may confuse the reader. For example, if a completely different reference is introduced in the intervening passage in a subsequent draft, the ‘ibid.’ will automatically be read as referring to it and not the previous reference. ‘Op. cit.’ (= ‘in the place cited’) is now virtually redundant in anthropology to indicate a repeated reference to a previously cited work. In general, publishers now prefer to avoid both abbreviations.
6) With page numbers, ‘ff.’ = ‘pages following’, ‘f.’ = ‘page following’. However, it is generally clearer to give the full page span in all cases. The equivalent ‘et seq.’ for ‘ff.’ is now virtually redundant in anthropology.

7) Page numbers should always be given for direct quotations from another work. Their omission in other cases is often justified (e.g. to cite a work in general terms), but it may also be taken to reflect laziness on the part of the author.

8) References alone should not normally be put in footnotes, unless there are many that have to be listed together. References should, however, be included in footnotes if they are integral to the text of the footnote.

9) The full form of all references should be listed at the end of the text in a bibliography in alphabetical order of author’s surname or equivalent identifier (e.g. issuing organization or title of work if no author is given).

10) Normally in the bibliography the author’s surname is given first, in full, followed by initials or first names, then the publication date with a full stop. After that comes the title, and, in the case of an article, the title of the book (with editors’ names) or journal in which the article appears.

11) For articles in journals alone, give the volume number, issue or part number (if any) and page numbers for the article (insert all these at the end, after journal title). Page numbers are not normally required for articles in edited books.

12) Titles should be in italics in the case of self-standing published items (books, journal titles); but in ordinary type, with or without quotation marks (the latter increasingly being preferred), in the case of articles in journals or in edited volumes. Unpublished theses are best given in ordinary type without quotation marks.

13) Titles need no longer have initial capital letters for all words, only for the first word of a title (not of a sub-title if preceded by a colon) and wherever they would be required in normal text. The older convention of having initial capitals for all the important words of a title is still valid – indeed, it remains obligatory for journal titles – though it is becoming less popular for titles of books, book chapters and articles. Whichever method is used, it should be used consistently.

14) Archival references (as distinct from published ones) have their own conventions; see the standard guides mentioned above for detailed advice. You don’t normally need to list your own field notes as references, nor to put ‘personal communication’ to reference informants’ statements, though the latter should be used to cite unpublished information imparted informally by a colleague.

15) Web sources should consist of the full URL, author and title if known or appropriate, and date accessed (to take account of web updates). These are best placed in footnotes. If there are many, a separate bibliographical list may be provided.

16) The above is a reasonable and relatively economical method of dealing with presentational issues, but variations may be encountered that are equally valid. Whichever method you choose, be consistent over details and do not deviate markedly from accepted conventions without good reason (such reasons may need specific justification).
APPENDIX 3. ALTERNATIVE PRS PATHWAY

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

1) they enter the Institute as research students in the Michaelmas term of their first academic year and not in any other term.

2) the topic of their proposed research lies in the general thematic or geographical area covered by their prior degree.

3) they undertake a full course of eight tutorials in general anthropology, with essays, in the first Michaelmas term of their admission as probationer research students. Three of the essays produced for these tutorials are to be submitted for assessment as described below.

4) they follow a course in an option (area or topic) offered to master’s students in the above Institute in the first Hilary and, where provided for, Trinity terms after their admission as research students. The option must be relevant to their proposed research if one is available (area or topic), except that they may not repeat an option in which they have been examined as part of a prior degree in the University of Oxford. If the student cannot take such an option for either of these reasons, a free choice may be allowed with the agreement of the Director of Graduate Studies for Anthropology or his or her delegate. The student shall write one essay of tutorial standard on the option for assessment as described below.

5) the proposed supervisor has given his or her approval of this course of action in writing to the Director of Graduate Studies for anthropology or, in case the latter is the proposed supervisor, to the Director of the Institute of Social and Cultural Anthropology.

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

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

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

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

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

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

1. Skills Review and Training Needs Analysis

*What is Skills Review and Training Needs Analysis?*

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

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

**Completing the Training Needs Analysis Framework**

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

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

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

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

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

The Skills Review Process

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

Student Enrolment System (SES)

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

2. Social Sciences Induction and Welcome Event

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

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

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

**Knowledge and intellectual abilities**
- Social Sciences Induction and Welcome Event
- Research Skills Toolkit
- Social Sciences Library: Resources for Research

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

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

**Engagement, Influence and Impact**
- Presentation Skills
- Presenting to an Academic Audience
- Communicating Research to a Wider Audience
Further details about the Academic and Professional Development Programme can be found on the Social Sciences Doctoral Training site in WebLearn, https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd

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

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

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

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

For more information about activities and resources for doctoral students in the social sciences please visit, http://dte.socsci.ox.ac.uk
# APPENDIX 5. TNA FORM

## Training Needs Analysis Framework

**Social Sciences Division**

Department:____________ Name of Student:_____________________

Name(s) of Supervisor(s):____________________________________

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<thead>
<tr>
<th>Skills and Training Area</th>
<th>Level of Expertise</th>
<th>Action Required</th>
<th>Training or Action taken</th>
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Training Course Attendance and Approval

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<th>Approved by Department (Please sign to confirm approval)</th>
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Information to be added to GSS

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APPENDIX 6: GLOSSARY OF TERMS AND ACRONYMS

0th week
This is the week preceding the first week of term. If you have left Oxford for the vacation you should aim to be back no later than the end of 0th week.

Candidate number
The number you will use during Examinations. It is issued by Examination Schools in Hilary Term and it is different from your OSS number.

GSS
Graduate Supervision System – the Graduate Supervision System (GSS) is used by supervisors each term to review, monitor and comment on their students' academic progress and to assess skills and training needs. Students are given the opportunity to contribute by commenting on their own academic progress.

Hilary Term
The second term; 8 weeks starting on 15th January 2017; Hilary Term is often abbreviated as HT.

ISCA Garden Party
The SAME social event of the year. It normally takes place in 9th week.

ISCA
Institute of Social & Cultural Anthropology

JCC
Joint Consultative Committee: this is a forum made up of student representatives from each degree; students are invited to offer suggestions and raise concerns to their degree representatives who are expected to raise these at JCC meetings. JCC representatives are elected in Michaelmas Term. Details of elections will be circulated by e-mail. The JCC meets once per term, and committee meetings are attended by a selection of academic members of staff. Minutes from the JCC are discussed at Teaching Committee and ISCA Committee.

Michaelmas Term
The first term of the academic year; 8 weeks, starting on 11th October 2016; Michaelmas Term is often abbreviated as MT.

MPQ
MPhil Qualifier – the first year of the MPhil degree

OSS
the student self-service gateway

OUAS
Oxford University Anthropological Society
http://www.anthro.ox.ac.uk/current-students/oxford-university-anthropological-society/

OUSU
As a student at Oxford, you automatically become a member of the Oxford University Student Union (OUSU). For more information go to ousu.org.

Paper
This is what in many other Universities might be called a ‘course’. Typically ‘papers’ are examined towards the end of
Trinity term by means of a three-hour exam. However, some option papers are assessed by coursework submission in the form of an essay.

**PRM**
Pitt Rivers Museum

**PRM LT**
Pitt Rivers Museum Lecture Theatre, accessed through Robinson Close

**Proctors**
There are two Proctors each year, and four Pro-Proctors. These are senior officers of the University, elected by their colleges to serve for one year with particular oversight of examinations, conduct and welfare.

**RSL**
Radcliffe Science Library, located on Parks Road

**SAME**
School of Anthropology and Museum Ethnography

**SSD**
Social Science Division

**SSL**
Social Sciences Library; located in Manor Road Building on Manor Road

**Sub-fusc**
This is the term for the clothing worn for special occasions such as Matriculation and for Examinations. It consists of one of the following:
- Dark suit with dark socks, **or**
- Dark skirt with black tights or stockings, **or**
- Dark trousers with dark socks **plus**
- Dark coat if required
- Black shoes
- Plain white collared shirt or blouse
- White bow tie, black bow tie, black full-length tie, or black ribbon

Students serving in HM Forces are permitted to wear their uniform together with a gown. In each case these are worn with cap (‘mortar board’) and the graduate students’ gown if you do not already hold an Oxford degree, or if you hold an Oxford degree already, the gown, hood and cap of the highest degree that you hold.

**Trinity Term**
The third term; 8 weeks starting on 23rd April 2017; Trinity Term is often abbreviated as TT

**OSS number**
The number on your University card. This is the number next to the photo, **not** the number above the barcode.