



DPhil Handbook
for Doctoral Students in Fine Art
2011-12



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BRIEF INTRODUCTION

The Ruskin School of Drawing and Fine Art introduced its DPhil programme in October 2006 in response to the growing demand for doctoral study in Fine Art. The programme offers two strands - the 'practice-led' DPhil and the DPhil 'by thesis only' – and two academic degrees, the MLitt and DPhil in Fine Art. The exact specifications and requirements of these degrees are described in the relevant sections below.

This handbook aims to provide you with a guide to essential facts about the Ruskin postgraduate programme and to the resources available to you both through the School and through the Humanities Division of the University. It should be consulted together with the current edition of the *Examinations and Regulations* (the 'Grey Book') since the official regulations presented there are expanded upon and explained here. If you have not received your copy of the Grey Book, please contact your College Office.

KRT, Michaelmas Term 2011

1. GENERAL INFORMATION

1.1 GENERAL INFORMATION FOR INCOMING RESEARCH STUDENTS

REGISTRATION AND STUDENT SELF SERVICE

All new students are sent a college freshers' pack containing details of how to activate their Oxford Single Sign-on account. The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Weblearn and the Graduate Supervision System.

In order to complete your registration as an Oxford University student, navigate to www.studentsystem.ox.ac.uk/ and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally students should complete registration before they arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information needed by students throughout their academic career. Students can amend their address and contact details via Student Self Service, and they can use the Service to access detailed exam results, see their full academic record print transcripts.

UNIVERSITY CARD

The University Card provides students with access to facilities and services such as libraries, computing services and the Language Teaching Centre. In some colleges and faculties students also need the card as a payment card or to enter buildings, which have swipe-card access control. The University Card also acts as a form of identity when students are on college or University premises. Cards are issued to students by their college on arrival in Oxford once registration has been completed.

EMAIL

Once a student's registration details have been processed, the student will be able to find out their email address from OUCS Self Service (https://register.oucs.ox.ac.uk/self/user_info?display=mailin) and have access to email either by the Nexus email service (<https://nexus.ox.ac.uk>) or via an email client such as Thunderbird, Outlook Express, Netscape Mail or Eudora - for client configuration information see the web pages at <http://www.oucs.ox.ac.uk/email/config/>. The email system is controlled by the Oxford University Computing Services [OUCS](#) and problems should be referred to them.

DPHIL INDUCTION

Induction sessions to libraries and research facilities for all incoming research students are organised by the School at the beginning of the first term. In addition, an 'Introduction to the DPhil Programme' is offered by the Director of Graduate Studies. You will receive this information in the week before 0th week.

1.2 GENERAL INFORMATION FOR ALL RESEARCH STUDENTS

THE RUSKIN SCHOOL

ACCESS

Both the High Street and Bullingdon Road are open from noughth week to ninth week from Monday – Friday, 9 am until 8pm, and until 9pm at the High Street. On Saturdays during term the High Street is open from 9 am – 12 pm and Bullingdon Road from 10 am – 4 pm. DPhil students have 24 hour access to Bullingdon Road.

You will need a security fob to access both buildings. This is available from the office for a £10 deposit, normally added to your equipment and book deposit.

EQUIPMENT AND BOOK DEPOSIT

The Ruskin has a wide range of film, photography and sound equipment for your use. We also have our own specialist book and DVD library. Part of this is for reference only but there is a substantial loan collection for your use. In order for the School to run smoothly it is essential that whatever you borrow you take care of and return at the specified time.

Before you can borrow any equipment, or take out any loans from the library, you will need to make a £50 deposit. This is refundable when you leave but is dependent upon responsible borrowing. This deposit can be paid to the office by cheque. Please make cheques payable to The University of Oxford. It is your responsibility to report any damage to or theft of loaned materials immediately.

You are welcome to use the photocopier at the Office for work related to your studies.

RUSKIN MAILING LISTS

Make sure that you register your preferred (i.e. either college or Ruskin) email address with the Office so that it can be added to the mailing lists. The Ruskin has a number of separate electronic mailing lists, which are used to circulate important information and allow its community to keep in touch. The relevant mailing lists for postgraduates are the 'DPhil List' (PGR students only) and the 'All Students List' (all students). If you would like to email either group, you can use the following addresses:

ruskin-dphilstudents@maillist.ox.ac.uk

ruskin-allstudents@maillist.ox.ac.uk

Please check your email regularly (at least once a day during full term).

Please be mindful when sending emails to a mailing list. The university has a set of guidelines that must be followed. Please have a look at the link before making your first post:

<http://www.oucs.ox.ac.uk/email/netiquette/>

WEEKLY INFORMATION AND THE ONLINE CALENDAR

Events and information change and develop very rapidly in the School, and you need to keep up to date. The best way to do this is via email and the web. During the term Juliet Franks distributes a weekly email, *Foghorn*, to everyone in the School on a Thursday. This

lists all the events and activities for the week ahead. However, you are reminded also to check the online calendar daily to be alert to changes.

The online calendar is where you will find all the dates of events, visitors and activities that go on in the school. You should check it at least once a day. There are various ways in which you can see the calendar.

Follow the links to the calendar from the home page of the school website:

<http://www.ruskin-sch.ox.ac.uk>

Many calendar applications that you may use on your own computer allow you to subscribe to other calendars that use the same format (Apple's ical does this for example). This means that details will be automatically updated to your own calendar. You can subscribe to the Ruskin calendar using one of the following links.

<http://www.google.com/calendar/ical/jonathan.roome%40ruskin-ch.ox.ac.uk/public/basic.ics>

<http://www.google.com/calendar/feeds/jonathan.roome%40ruskin-sch.ox.ac.uk/public/basic>

For example, one method is to use Apple's ical application for your calendar and to subscribe to the Ruskin calendar. Once you have subscribed by entering the link, the calendar automatically updates every half an hour or so with new events or changes. You can also do the same with Google calendar. By subscribing you don't need to go and get the information, it comes to you.

If you are having any problems setting this up or need further explanation then do please contact Jon Roome.

CONTACT DETAILS

We need to know how to get in touch with you at all times. Please make sure the office has your mobile number and is told of any change of address.

Key contact numbers are listed below. To dial internally from a University telephone just drop the initial number:

Jason Gaiger, Head of School	01865 (2) 76943
Juliet Franks, Secretary	01865 (2) 76940
Mark Hathaway, Administrator	01865 (2) 76944
Simon Lewis, Technician	01865 (4) 31109
Jon Roome, Electronic Media Specialist	01865 (4) 31108
Sarah-Louise Wilkinson, Projects & Alumni Coordinator/Librarian	01865 (2) 76941
Lorraine Rathband, Finance Assistant	01865 (2) 76541

All other staff contact numbers on displayed on Ruskin noticeboards.

Emergency Contact Numbers :

Jason Gaiger, Head of School	07506 334583
Mark Hathaway, Administrator	07800 647818
Terry Harvey, High Street Caretaker	07912 626104
Jon Roome, Electronic Media Specialist	07811 322450

NOTICEBOARDS, POST & UNIVERSITY MESSENGER

There are a number of boards at the High Street and Bullingdon Road with details of forthcoming exhibitions, notices, and other events across the University, including external prizes, seminars and trips. The notice boards in the Ruskin are used for sign up sheets for departmental group events and for small workshops. They also have photo galleries of all students in the School. Contact numbers for tutors, students and all emergency numbers are also displayed on these boards, as well as a list of key dates for each term in School's calendar.

At the High Street, there is a tray for all post received in the Ruskin office for students. Every tutor has a pigeonhole in the office. There is also a University messenger system, where mail is transferred to all other departments and colleges. You can deposit letters in this tray, which is in the Ruskin office, on top of the pigeonholes.

RUSKIN ADMINISTRATION

The office hours are Monday-Friday, 9 am – 5 pm.

Mark Hathaway is the Departmental Administrator and Secretary to the Ruskin Committee. Mark manages personnel issues, student administration, premises, committee work and finance.

Juliet Franks is the School Secretary and works Monday – Thursday each week. Juliet deals with the fine art academic administration, including the BFA admissions process. Juliet also manages the Ruskin Professional Practice Programme, the optional work experience initiative for second year students, and the Short Courses, which includes life drawing classes and the Ruskin Summer School.

Sarah Wilkinson is Projects and Alumni Relations Coordinator and the Librarian at the Ruskin. Sarah coordinates the Ruskin Alumni Society and Programme, facilitates projects, including student exhibitions, events and, on occasion, research projects. She also works on development for the School, sits on the Ruskin Undergraduate Studies Committee and acts as Secretary to the Ruskin Research Committee and to the Ruskin Star Chamber (Board of Alumni). Sarah is responsible for the departmental library.

Terry Harvey, the School Caretaker, looks after the High Street and is in from Monday-Friday 9 am – 5pm and Saturday morning 10 am – 12 noon. Terry is the person you need to contact to borrow any tools or materials at the High Street.

Angela Carpenter is the Evening Porter at the High Street and works during term time only from 5 – 9 pm each evening. Angela also looks after the Life Drawing Classes, which are open to members of the University and take place on Wednesday and Thursday evenings from 5.30 – 8.30 pm.

There is also an Evening Porter at Bullingdon Road from Monday – Friday, from 5pm – 8 pm and from Saturdays, 10am – 4 pm, term time only.

2. THE RUSKIN GRADUATE PROGRAMME

2.1 PEOPLE

The Director of Graduate Studies (DGS) is Dr Katerina Reed-Tsocha (katerina.reed-tsocha@ruskin-sch.ox.ac.uk) for Michaelmas Term 2011 and Mr Malcolm Bull (malcolm.bull@ruskin-sch.ox.ac.uk) for Hilary and Trinity Term 2012.

The DGS has overall responsibility for the Ruskin postgraduate programme and should be contacted for general academic advice or if it has not been possible to resolve a difficulty.

The Graduate Studies Office is situated in the Humanities Division, 34 St Giles. The Graduate and AHRC Administrator is Mr Jeremy Moyse, tel. (2)70068, email: Jeremy.moyse@admin.ox.ac.uk, who should be contacted regarding transfer and confirmation of status applications, and administrative matters that are specific to the DPhil programme (such as extensions of time, suspensions of status etc.) as well as AHRC-related matters.

The Graduate Studies Committee (GSC) is chaired by the DGS and meets in 5th week of every term. Decisions are then notified to the individual students by the Graduate Studies Office. The GSC is attended by the DPhil Rep for unreserved business only.

CONSULTATION AND FEEDBACK

GRADUATE JCC

The Graduate JCC (Joint Consultative Committee) meets once a term to discuss matters related to the postgraduate programme, raise issues of concern if any, and collect feedback from all. A further opportunity to discuss graduate matters as a group with the DGS is offered in the context of the Research Methodology seminar and by special appointment at other times.

The PGR Rep is elected on an annual basis. The Rep chairs the JCC and attends the Graduate Studies Committee (GSC) and the Ruskin Committee for unreserved business at their regular meeting once a term.

2.2 CURRENT RESEARCH PROJECTS

Practice-led

- *Bio-Art and Technologies of Seeing*
- *After Constructivism: Painting, Collage, Text*
- *Art and Conversation: The Artist in the Public Space*
- *Shifting Topographies: Ideology and Place in New South Africa*
- *Cloth, Cull and Cocktail: Anatomizing the Performer Body of 'Scotland'*
- *After Ethnography: Social Form and Film Form in Contemporary Practice*
- *Materials, Memory and Meaning*
- *The Subjective Experience of Landscape*
- *Race and Authenticity in South African Visual Culture*
- *Allegories of the Veil*
- *Queer Perspectives on the Work of Leigh Bowery*
- *Self-transformation Technique as a Counter Hegemonic Strategy*
- *The Origins of the O-Structure and the Early Work of John Latham*

Theoretical

- *Art after Auschwitz: Dimensions of Ethics and Agency in post World War II Art Practice*
- *Passing Through Time: The Films and Paintings of Julian Schnabel*
- *Allan Kaprow's Aesthetics of Chance*
- *Using Paintings as a Stimulus for Cross-Subject Teaching and Learning*
- *The U.S. Pavilion's Presentations at the Venice Biennale 1964-Now*
- *The Monstrous Body in Contemporary Art and its Place Within the History of Exhibiting Human Curiosities*
- *Contemporary Art and Democracy: Viewing, Participating and Becoming a Citizen*
- *The Cognitive Significance of Art*
- *Modern Art Oxford: 50 Years of Exhibition History*

2.3 COURSE DETAILS

AIMS AND OBJECTIVES OF THE DOCTORAL PROGRAMME

The recently introduced Ruskin Doctoral Programme is designed to support research in Fine Art undertaken through both studio and theoretical work in the case of the practice-led DPhil and through theoretical work only in the case of the DPhil by thesis. By its very nature this work often tends to be interdisciplinary and doctoral research conducted at the Ruskin is informed by research conducted in a number of other disciplines across the Humanities and the Social Sciences. In general, the programme supports interdisciplinary research by cultivating and maintaining strong links with other University Departments (including, to name a few, the Department of History of Art, the postgraduate programme in Film Studies, School of Pathology, Departments of Astrophysics, Biochemistry, and Physiology, Anatomy and Genetics the Future of Humanity Institute, Department of Education, and also the Museums of Science, Natural Science and the Pitt Rivers). The programme aspires to contribute at an international level to the definition of the nature of the Doctorate in Fine Art. The DPhil by thesis only follows well-established patterns of doctoral research across the Humanities and Social Sciences and welcomes topics that would benefit from being carried out in an art school environment. Its main emphasis remains on twentieth-century and contemporary art practices.

The Ruskin doctoral programme is a research programme. As such it aims to support independent research and includes no 'taught component'. All students admitted to the programme, in the first instance as 'Probationary Research Students' (PRS), are expected to show the capacity to function as independent researchers. Hence, the normal expectation upon admission is that PGR students will have completed a Masters' in Fine Art or a Masters' in a discipline related to their research project. In exceptional cases, the Admissions Committee may decide that a candidate has acquired professional experience equivalent to such a degree or that he or she may already possess the ability and research skills to embark on research without the formal qualification of a Masters' and may recommend their admission to the programme.

A series of specifically designed research seminars complement the students' independent research by offering an opportunity to present research projects, both studio and theoretical ones, either in the small workshop format of the 'DPhil Seminar in Research Methodology' every Michaelmas Term and Trinity Term or in the context of the open series 'Ruskin Research Seminars in Contemporary Art and Theory' every Hilary Term.

ASSESSMENT: TRANSFER AND CONFIRMATION OF STATUS

Transfer and confirmation of status are formal assessment procedures. During the first year of study, Probationer Research Students are required to attend lectures, seminars, and classes within the University as directed by their supervisor(s). Students will also undertake foundation work related to their research area. They are then required to **transfer status** from PRS to either MLitt or DPhil, and following a further period of research and fulfilling the requirements to **confirm their status** by undergoing the final official evaluation process before submission.

The detailed requirements for transfer and confirmation of status are set out in the *Examination Regulations*. Please consult these carefully. Full time PRS students are expected to transfer to full M.Litt. or D.Phil. status in the third or fourth term. Following transfer to DPhil status, confirmation should normally take place in the sixth term and no later than the ninth term. In the case of part-time students, applications for transfer should normally be made by the end of the sixth term.

Students must give notice of their intention to apply for transfer or confirmation to the Graduate Studies Officer (Mr Jeremy Moyse, e-mail: jeremy.moyse@admin.ox.ac.uk) by Friday of week 3 of the term in which they intend to transfer/confirm. Two assessors will

then be appointed at the regular meeting of the Graduate Studies Committees in week 5. The deadline for submission of all materials for transfer/confirmation is Friday week 7. These must be submitted in 2 copies to Jeremy Moyse. It is advisable to start the process well in advance bearing in mind that the relevant form requires the signature of both supervisor(s), college tutor for graduates and Ruskin DGS before it reaches the Graduate Studies Office at the Division.

Requirements for Transfer from Probationer Research Status (PRS) to M.Litt. or D.Phil. status

Students must satisfy the committee that (a) they have followed and completed their prescribed courses of study, (b) they have undertaken preparatory research (and, where applicable, studio work) to the satisfaction of their supervisor(s), (c) the proposed research topic is acceptable, and that they are competent to undertake it, (d) (in the case of those intending to offer studio practice as part of the final submission) the proposed work to be undertaken is of sufficient substance.

Candidates for transfer should submit:

- an application form (GSO2 – download from <http://www.admin.ox.ac.uk/gso/forms/>);
- a brief statement (1,000 words) on the topic of their research and the manner in which they propose to treat it. This should be accompanied by:

EITHER

- an essay of about 5,000 words relevant to the topic proposed for the thesis.

OR

- (B) (for those intending to offer studio practice as part of the final submission) a portfolio or exhibition of studio work with slides or other documentation of work not available for inclusion and a related essay of 3,000 words.

Applications for transfer must be accompanied by a report from the student's supervisor(s). (Upon the recommendation of the supervisor(s), a student may be permitted to submit no later than Monday of the week before full term in the fourth term).

On receiving the submissions the committee shall appoint two assessors, both of whom shall consider the submitted material, and conduct the oral examination. The two assessors are asked to report to the Graduate Studies Committee. When considering thesis proposals for transfer, the Graduate Studies Committee wishes to be assured:

- (i) that the subject proposed and outlined is such, in its scope and nature, as to give the student a proper opportunity to meet the requirements for the degree;
- (ii) that the subject is a valid one, is satisfactorily defined, and can profitably be studied in the Ruskin School; and
- (iii) that your ability and qualifications, as these may be judged from the evidence available (and especially from the supervisor's reports), are such as to give a reasonable expectation that you will be able to reach the standard required for the degree sought, and to handle the particular subject proposed.

If your application is not successful, you may reapply to transfer on *one* (only) further occasion. The second application can take place in any term (students should contact Graduate Studies Officer about the timetable for submitting material), but must be no later than the beginning of your sixth term. You should consult your supervisor immediately if you are notified that your application has not been successful to discuss modifications and the options open to you.

Requirements for Confirmation of D.Phil. status

Applications for confirmation of D.Phil. status should normally be made by the end of the sixth term as a research student at Oxford, and must be made by the end of the ninth term; or, in the case of part-time students, normally by the end of the eighteenth term (and must be made by the end of the twenty-fourth term).

A D.Phil. status student will cease to hold such status unless it is confirmed within the specified period as above. Confirmation of D.Phil. status **must** be gained before D.Phil. examiners can be appointed. Confirmation of D.Phil. status is the final formal assessment by the GSC of your work prior to the submission of your thesis. The assessment is to ensure that you are working at an appropriate level and to check your progress.

Every student seeking confirmation of status should make a submission consisting of:

- an application form
(GSO14 – download from <http://www.admin.ox.ac.uk/gso/forms/>)
- *EITHER*

A) 1. a thesis title, together with an outline of the thesis, and an essay of about 6,000 words on the current state of the student's research, or a portion of the thesis of comparable length.

OR

(B) 1. a portfolio or exhibition of studio work, accompanied by statement of future plans; and 2. an essay on a related topic (3,000 words).

The application must be accompanied by a report from the student's supervisor.

All candidates will be examined orally by two assessors. In the case of those intending to offer studio practice as part of the final submission, both assessors will view the portfolio or exhibition of studio work prior to the oral examination. Confirmation of status may take place only when the committee has received satisfactory reports from the assessors, and from the student's supervisor(s).

The assessors will submit a report and a recommendation to the GSC. Assessors may make one of three recommendations:

- D.Phil. status should be confirmed.
- Confirmation of D.Phil. status should be refused. If it is the student's first attempt, then a single further attempt is permitted.
- The student should transfer to M.Litt. status.

CHANGES TO RESEARCH PROJECT'S TITLE OR TOPIC

You may find as you proceed with your research that you need to modify your title or alter your proposed project in important respects. All such changes should be made in full consultation with your supervisor. If you need to alter your title, you need to return a GSO6 form (download from <http://www.admin.ox.ac.uk/gso/forms/>) to the Graduate Studies Officer who will refer it to the Graduate Studies Committee *at the latest in the term before you apply for the appointment of examiners.*

If the change is a minor one (e.g. small alterations of wording), you should provide a simple explanation with your application; if the change is more considerable, you should send with your application a new outline which indicates the coverage of each chapter. In the latter event, it is important that you obtain the approval of the Graduate Studies Committee as soon as possible. If the proposed change is so substantial that it requires a change of supervisor, the GSC will try to arrange this, but you must bear in mind that supervision in a new area might not be available, and, in that case, the request for a change of subject could not be approved.

WORD LIMITS ON RESEARCH THESES

The maximum word limit for an M.Litt. thesis 40,000 words, and for D.Phil. theses 80,000 words. These word-counts exclude bibliographies, but include footnotes, glossary and appendices. You should observe these word limits, and remember that examiners may return a thesis that is over length for abridgement. The Graduate Studies Committee is prepared to consider requests for extensions of the stated word limits *only* in exceptional circumstances. If you want to exceed the word limit, you should apply, in writing, to the Director of Graduate Studies *at least in the term before you expect to submit your thesis*, stating the number of words required, why you need this extension, and enclosing a letter of support from your supervisor.

EXTENSIONS OF TIME

The normal time allotted for the completion of an M.Litt. thesis is nine terms, for a D.Phil. thesis, twelve terms, in each case from the term of admission as a PRS student. Students are expected to complete within that time. If you find that you are unable to finish your thesis within these limits, you may apply to the Graduate Studies Committee not later than the ninth or twelfth term respectively for an extension; such an application must be supported by your supervisor and your college and will be approved only in exceptional circumstances. The application form (GSO15) can be downloaded from: <http://www.admin.ox.ac.uk/gso/forms/> and should be returned to the Graduate Studies Officer. The Committee can award up to a total of six further terms for the M.Litt., up to nine further terms for the D.Phil., but in each case is willing only to grant a maximum of three terms at a single application. Students who have reached the end of their allotted time are removed from the register of graduates, and you should bear in mind that this will have serious implications for, for example, your entitlement to a University card, or your exemption from council tax. Students may subsequently apply for reinstatement. An application form (GSO23) can be downloaded from <http://www.admin.ox.ac.uk/gso/forms/>.

SUSPENSION OF STATUS

With the support of your college and supervisor, you may apply for suspension of status for a specified period. Forms (GSO17) can be downloaded from <http://www.admin.ox.ac.uk/gso/forms/> and should be returned to the Graduate Studies Officer. If the application is approved, you will not be liable to pay fees during the period of suspension and you will not be entitled to supervision or to use university facilities such as libraries. At the end of a period of suspension students should return an SR103 form (download from <http://www.admin.ox.ac.uk/sr/maintenanc.shtml>) to confirm their intention to return. The Graduate Studies Committee is prepared to consider applications for suspension on the following grounds:

i) Where you are effectively prevented from pursuing your course of study in circumstances which are outside your control, and where there are good grounds for believing that you will be able to resume work *within a reasonable period* (e.g. cases of unforeseeable financial difficulty, and physical or mental incapacity, including maternity leave and unexpected domestic crises).

Note: Where suspension of status is required on the ground that the candidate has unforeseeable financial difficulties, the committee will require certification from the candidate's college that it was fully satisfied, when the candidate was first admitted, that his or her financial position was at that time sufficiently secure to enable him or her to complete his or her studies, but that since then an unforeseeable deterioration has occurred which makes it impossible for him or her to continue his or her studies for a limited period. An increase in university fees will not normally be regarded as a sufficient ground for granting suspension of status.

ii) Where it is desirable that you should give up your work for a *limited period either*

1. to concentrate on some other project which cannot reasonably be deferred until your postgraduate work is completed (e.g. in order to acquire some ancillary qualification); *or*
2. to take up temporary work which is likely to be relevant to your subsequent career and the opportunity for which is unlikely to recur.

iii) In the case of the opportunity to study abroad

1. where you hold an AHRC or other research studentship which is suspended during the period of study abroad because of the nature of the study, *or*
2. where your work is unduly delayed by difficulties in making arrangements for study, or in carrying out such study, in another country.

The Faculty Board also wishes to make clear that candidates are expected to endeavor to complete their studies within the normal time limits for the course in question and it is, therefore, not prepared to consider applications for suspension merely on the ground that a candidate wishes to engage, for personal reasons, in some other activity and then return to his or her postgraduate work at some later date.

FINAL SUBMISSION

The final submission consists in

EITHER

(A) For the Degree of M.Litt. a thesis not exceeding 40,000 words, or for the Degree of D.Phil. a thesis not exceeding 80,000 words, including notes, bibliography, glossary, appendices, etc.

OR

(B) For the Degree of M.Litt. an exhibition of studio work and a written thesis of up to 20,000 words. For the Degree of D.Phil. an exhibition of studio work and a written thesis of up to 40,000 words.

Please see Appendix 1 for details on formatting and presenting your thesis. These guidelines should be followed carefully. See also the notes in GSO20 and GSO21 (that can be downloaded from <http://www.admin.ox.ac.uk/gso/forms>), which contain advice about the presentation of theses and the examination process. You should bear in mind that most graduates find that the last stages of a thesis take longer than they had expected. Ensure that your supervisor sees the final version of your thesis, has plenty of time to read it and make suggestions, and that you also have time to incorporate them. When you come to the last stages, you should consult your supervisor about your expected date of submission and the appointment of two examiners (usually one is from the University of Oxford and the other is from another institution). Your supervisor will suggest names of suitable examiners, along with alternatives in case the original choices are unable to act. Do not approach possible examiners yourself. You should then complete an Appointment of Examiners form (GSO3 – download from <http://www.admin.ox.ac.uk/gso/forms>) and return it to the Graduate Studies Officer in order for it to be approved by the GSC. It is advisable to do this some weeks before your anticipated submission date to avoid delay as the process can take some time, but the GSO3 can be returned at the same time as the thesis is submitted. You should also include the thesis consultation form and thesis cataloguing form (GSO3a and GSO26 - download from <http://www.admin.ox.ac.uk/gso/forms>). On the GSO3 form you are asked to state the date by which your thesis will be submitted: this date may in no case be later than the last day of the vacation immediately following the term in which you make application for the appointment of examiners. It is important to keep to this date, as your examiners will have scheduled time to read and report on your thesis. The viva is normally held within three months of the receipt of the thesis by the examiners. If you wish to ask for an early viva, it is *essential* that you apply in good time for the appointment of examiners (e.g. by the first week in Trinity Term if you plan to submit by 1 August and wish for a viva by 1 September); you should remember that such an application may well mean that the examiners most suitable for your thesis may not be available.

In the case of those offering studio practice as part of the final submission, both assessors will view the portfolio or exhibition of studio work prior to the oral examination. The supervisor will ensure that the assessors view the studio work. This may take place in a different venue from, and on a day prior to the oral examination. There should normally be no more than three months between the dates of the viewing and the oral examination. In conducting the oral examination, the assessors will be concerned to establish that the studio work has been clearly presented in relation to the argument of the written thesis, and that it has been set in its relevant theoretical, historical, or critical context.

STUDY AND RESIDENCE REQUIREMENTS (DIVISIONAL GUIDELINES)

Apart from a small number of graduate taught courses, the existing schemes for research degrees by part-time study in Education, Continuing Education, Fine Art and Theology, and a special provision within Mathematical, Physical and Life Sciences (for students to be admitted to work in a well-found laboratory other than in Oxford), all graduate taught courses and research degrees are undertaken (for the required period of residence) on the basis of full-time supervised study in Oxford.

The residence limit for graduate students (other than those above) is twenty-five miles from Carfax. Application can be made by a student's college to the Proctors for exemption from this limit (The relevant form may be downloaded from <http://www.admin.ox.ac.uk/proctors/oxonly/collegeforms.shtml>) but it is the University's general expectation that only candidates who can meet the residence requirement will be accepted.

NOTE FOR AHRC FUNDED STUDENTS

It is very important that you complete and return the annual reports sent to you by the AHRC by the required deadlines since failure to do so may result in curtailment of your funding. Please note that many of the processes outlined here (eg. extension or suspension of status will also require a similar application to the AHRC).

GRADUATE FORMS
Available at www.admin.ox.ac.uk/gso/forms.

Forms and notes relating to Transfer of Status

GSO.2	Application for Transfer of Status. To be used for transfer from PRS to MLitt. or DPhil. status; for transfer from MLitt. to DPhil. status or for transfer from DPhil. to MLitt. status.
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Forms and notes relating to Confirmation of D.Phil. Status

GSO.14	Application for Confirmation of D.Phil. Status.
GSO.14A	Confirmation of D.Phil. Status - Supplementary Information
GSO.14B	Application for Deferral of Confirmation of D.Phil. Status

Miscellaneous forms

GSO.6	Application for Change of Thesis Title (MLitt. or DPhil.)
GSO.8	Application for Dispensation from Statutory Residence
GSO.15	Application for Extension of Time (MLitt. or DPhil.)
GSO.17	Application for Suspension of Status
GSO.17a	Return from suspension of status
GSO.23	Application for Reinstatement as a Graduate Student
GSO.25	Application for a Change of Supervisor or Appointment of a Co-Supervisor
GSO.28	Change of Programme of Study
GSO.29	Notification of Withdrawal from Programme of Study
GSO.30	Notification of change of personal details, e.g. name or title

Forms & notes relating to the examination of research degrees

All of the following documents are required:

GSO.3	Application for Appointment of Examiners for DPhil. or MLitt.
GSO.3A	Deposit and Consultation of an MLitt. or DPhil. Thesis. This should be submitted with the library copy of the thesis and is required before a thesis can be deposited in the Bodleian
GSO.3B	Deposit and Consultation of an MPhil. Thesis. This should be submitted with the library copy of the thesis and is required before a thesis can be deposited in the Bodleian
GSO.26	Thesis Cataloguing Form for MPhil., MLitt. or DPhil. This should be submitted with the library copy of the thesis and is used by the Bodleian for thesis cataloguing.

The following documents may also be required:

GSO.16	Application for an Early Examination
GSO.18	Application for Extension of Time to complete Minor Corrections for MLitt. or DPhil. (after the viva has been held)
GSO.3C	Application for dispensation from Consultation of Thesis M.Litt./D.Phil./M.Sc.

GUIDANCE NOTES

The following **guidance notes** are also available at www.admin.ox.ac.uk/gso/forms:

GSO.20 *Notes on Submission of Theses and Examination*

GSO.21 *Notes on the Preparation and Submission of Theses*

OXFORD RESEARCH ARCHIVE (ORA) AND THE ELECTRONIC PUBLICATION OF THESES:

ARRANGEMENTS FOR HUMANITIES STUDENTS

Also available at www.humanities.ox.ac.uk/graduate_study/current_students/ora

ORA (Oxford University Research Archive) is an online archive of research materials, including theses created in fulfilment of Oxford awards, produced by graduate students at Oxford University.

DPhil, MLitt and MSc (by Research)

Students who registered after 30 September 2007 for the degrees of DPhil, MLitt and MSc (by Research) are required to deposit **both** a printed copy of their thesis in the Bodleian Library **and** an electronic copy (e-thesis) in the Oxford University Research Archive (ORA).

IMPORTANT: ORA and publishing your thesis

Benefits: Publishing your e-thesis in ORA could bring benefits, such as:

- (i) high visibility to a wide audience;
- (ii) preservation of your e-thesis in 'future-proofed' electronic format;
- (iii) permanent accessibility via a 'persistent URL', which will not change over time;
- (iv) participation in EThOS (for eligible theses –see below).

Risks: Publishing your e-thesis in ORA could prevent you from publishing all or part of your research as a printed monograph, journal article, or in another format.

The Humanities Division recommends that, if you do plan to publish your research as a book or article, you do not place your thesis on open access in ORA without first (i) discussing the matter with your supervisor and (ii) consulting potential publishers to ascertain their policy.

Automatic 3-year closed access

Access to Humanities doctoral theses deposited in ORA will **automatically be closed for three years**. This default position applies to students from the following faculties/units:

- Classics
- English
- History
- Linguistics, Philology and Phonetics
- Medieval and Modern Languages
- Music
- Oriental Studies
- Philosophy
- Ruskin School of Drawing and Fine Art
- Theology

Information available during closed access

During closed access, only the following information from your thesis will be available in ORA:

- (i) Item record (your name, thesis title, subject area) **and**
- (ii) Abstract **and**
- (iii) Full text search for single words or short passages of text.

To extend closed access

(i) If you are a former Humanities student, you may apply (to the relevant faculty board) to extend the initial period of closure of your thesis on ORA if you intend to publish your thesis. If you have secured a contract or agreement with a publisher, you should provide a copy with the application for extension. If you have not yet reached an agreement with a publisher, you should provide information about when you expect to do so. Extensions will be granted for a maximum period of three years at a time.

(ii) If you secure a contract from a publisher which prohibits you from publishing your thesis online for a fixed period of time (e.g. 20 years) or indefinitely, you may apply for closed access for an equivalent period of time.

Alternatives to the default position for Humanities students

(i) Should you be certain that you wish to publish your thesis electronically through ORA, you may use the GSO.3a form (available at <http://www.admin.ox.ac.uk/gso/forms/>) to choose open access, instead of the default 'closed access' position.

(ii) At any stage during the initial or subsequent period of closed access, you may decide to change access to your thesis to 'open access'.

(iii) **Permanent closure:** You may request permanent closure when depositing your thesis in ORA under the following circumstances:

(a) For digital material where copyright is held by a third party and permission to disseminate it via the Internet in ORA has not been granted by the copyright holder, the faculty board will grant permission for the copyright material to be deposited as a separate file from the thesis, on the understanding that the thesis will be available for consultation or reproduction but access to the copyright material will be restricted.

(b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the faculty board may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Dispensation from consultation of your thesis – library and ORA

(i) You may apply for dispensation from consultation of the copy of your thesis deposited in the Bodleian or other University Library **and** of the electronic copy of your thesis deposited in ORA if you have a good reason for such a request. Reasons for requesting dispensation might include that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.

(ii) Dispensation will always be granted (i) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (ii) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. **Apply for dispensation by completing form GSO.3C, available at <http://www.admin.ox.ac.uk/gso/forms/>.**

Journal articles included within the thesis

Authors increasingly include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright permissions. See www.sherpa.ac.uk/romeo.php for guidance or ask ORA staff.

Intellectual property rights

If consultation or reproduction of all or part of the thesis would put at risk **confidential material** or invalidate an application for a **patent** on a product or process described in the thesis, or restricting access to the thesis is a requirement of any **agreements with an outside body or sponsor** governing supply of confidential material or the disclosure of research results described in the thesis, you should apply for dispensation from consultation. Please speak to your supervisor or Research Services if you are unsure.

The copyright in the thesis

The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Please speak to your supervisor or Research Services if you are unsure.

Third party copyright

If you have incorporated material within the thesis where copyright is held by an individual or group that is not the author (third party copyright) you will need permission to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. You need to provide proof of permission when depositing your thesis in ORA (eg email or letter). Contact ORA staff if you are unsure.

EThOS (Electronic Thesis Online Service) replaced the existing UK thesis service in 2008. It is run by the British Library. ORA is the means of submitting Oxford theses to this service. Publicly available D.Phil. theses will continue to be sent to the British Library, but in digital form. Users are able to access and download the theses free of charge. There will be an option for users to obtain a printed copy or copy on CD-ROM for a fee. See <http://www.ethos.ac.uk/>.

When to deposit your e-thesis

You may only deposit your e-thesis AFTER you have been granted leave to supplicate.

Version

You must deposit the final, passed version of your thesis which includes all corrections as agreed with the examiners.

Other research works

If you wish to deposit other research materials in ORA (for example journal articles or conference papers) please check with your supervisor first.

Voluntary deposit on ORA

Students completing MPhil, BPhil or Master of Studies degrees may voluntarily deposit a digital copy of their thesis in ORA.

Access to hardbound theses

For academic programmes requiring deposit of your thesis, the hardbound copy will be stored in the Bodleian (or another Oxford) Library. It will have a catalogue record on OLIS and visitors to the library will be able to read your thesis on site. Any theses which have been granted dispensation from consultation are not included in OLIS and are not made available to readers either at Oxford or via the British Library.

Contact details

For additional information see www.ouls.ox.ac.uk/ora/etheses. For other concerns contact ORA staff ORA@ouls.ox.ac.uk or 01865 283809 (office hours).

3. GRADUATE SUPERVISION

3.1 A BRIEF GUIDE TO RESEARCH SUPERVISION

The role of the Supervisor is to:

- Advise, guide and support you in all aspects of your research, providing clear intellectual leadership and giving precise guidance about academic expectations.
- Agree with you a clear plan of research, identify milestones and provide information on the availability of research resources
- Agree with you a timetable for:
 - regular meetings (normally twice per term) for detailed discussion of your progress
 - the submission of written work, which the supervisor should return to you within a reasonable time
- Liaise with you to produce a detailed joint report on your progress at the end of each term.
- Ensure that you are aware of the formal requirements for transfer of status, confirmation of status and final submission, and that these are incorporated into your plan of work.
- Discuss with you subject-specific and general research skills required for your doctoral studies; work with you to identify areas where you require additional training to develop these and other skills; advise you on how these needs may be met, and assess your skills development and training requirements at least once a year.
- Assist and encourage you to participate in the wider academic community.
- Ensure that you are aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and lecture lists.

The role of the Student is to:

- Attend induction sessions arranged by the faculty, Library Services and Computing Services.
- Meet with your supervisor regularly and take note of his or her advice and guidance.
- Draw up a research plan and timetable of work in consultation with your supervisor, and to keep relevant records of all aspects of your work.
- Liaise with your supervisor to produce a detailed joint report on your progress at the end of each term.
- Work with your supervisor to draw up a programme for identifying and developing your subject-specific and general research skills, and personal and professional skills.
- Attend appropriate classes, lectures, and seminars.
- Be aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from

your research.

- Work with your supervisor to pursue opportunities to engage with the wider academic community at University, national and international level.

Further information:

If you require further details or have any questions about the above, please ask your supervisor or the Director of Graduate Studies for your subject area.

Please see Appendix 8 for the Code of Practice for Supervision issued by the Humanities Division.

DEPARTMENTAL STATEMENT OF PROVISION FOR POSTGRADUATE RESEARCH STUDENTS

1. *What arrangements will be put in place for supervising the graduate's work?*

Different arrangements apply in the case of 'practice-led' (studio) and 'by thesis-only' (theoretical) DPhils respectively. Practice-led DPhils will be assigned a practice supervisor and a theory supervisor. Theoretical DPhils will be assigned one and in some cases two supervisors. In exceptional cases, external supervision arrangements will be made, always with the additional co-supervision of an internal supervisor. Your supervisor(s) will normally have been identified in your offer letter, and will have overall responsibility for the direction of your work. Students typically meet with their supervisors two-three times a term during the period of study; but arrangements will vary in response to individual needs, depending also on whether the emphasis on any given term lies on theory or practice. These meetings are likely to take place more frequently during the earlier stages of your research programme.

2. *What induction arrangements will be made?*

Induction sessions are organized by the School at the start of Michaelmas Term, which will complement induction sessions offered by your college. Your first meeting with your supervisor will normally follow in the next few days.

3. *What workspace will be provided?*

Shared studio space is provided for all full-time DPhil students.

4. *What IT support/ library facilities/ other facilities will be available?*

You will have access to the Ruskin School Library (in addition to the Bodleian and other university libraries, and the centrally provided electronic resources), the School's modest IT resources and workshop facilities, and the School's IT Officer. Other bibliographic, archive or material sources are available as appropriate to the research topic. The provision of other resources specific to your project will be agreed with your supervisor as a part of the planning stages of the agreed project.

5. *Which research seminars will be available?*

The 'DPhil Seminar in Research Methodology' runs every Michaelmas and Trinity Term. This is a 'closed seminar'. Its small workshop format encourages graduates to present their research projects and receive extensive feedback by the entire group during the discussion. Supervisors are invited to attend their students' presentation. The 'Ruskin Research Seminar in Contemporary Art and Theory' takes place every Hilary Term and is open to the entire School and other Departments. It offers a larger forum for the

presentation of work-in-progress, collaborative, joint presentations between students and staff sharing common research interests, as well as talks by invited external speakers. Both seminars are convened by the DGS. Graduates have access to all other seminars taking place at the School, such as the 'Permission to Fail' series, the 'Situation Room' discussions, and open research seminars throughout the university. Your supervisor will discuss with you when you begin your programme, and subsequently, which would be the most appropriate for you to attend.

6. *What access to research funds will be available?*

The School has established a grant for graduates (currently £450 per year) to cover both materials and research expenses. Further details and claim forms can be obtained from the Ruskin Administrator, to whom claims with attached receipts should be returned.

7. *What formal graduate skills training will be provided?*

The Research Methodology Seminar addresses a variety of basic research skills. In addition, specialised training sessions will be organised throughout the year, including a 'conference workshop' (addressing general presentational skills and the preparation of abstracts) a 'publishing workshop' (drawing upon the experience of member of staff and aiming to familiarise students with the different channels available for art critical writing), and an 'exhibition curating' workshop.

Information about training and other courses offered across the University is available through the Skills Portal at <http://www.skillsportal.ox.ac.uk>. This site provides information about transferable skills development for research students and research staff at Oxford University, and includes a searchable database of skills training opportunities, links to articles on subjects such as project management, teaching and career planning, and message boards for asking questions and discussing issues with other researchers. An online Personal Development Planning System ('ASPIRE') is available through the Skills Portal at <http://www.skillsportal.ox.ac.uk/pdp.php>.

8. *What opportunities will be available for developing and practising teaching skills (for second and third year graduates)?*

The University has established a Centre for Excellence in Teaching and Learning (CETL), which will support the development of research students who wish to follow an academic career, including training in teaching skills.

The CETL website is <http://www.learning.ox.ac.uk/cetlindex.php>

In addition, individual training will be given by your supervisor or the DGS who will invite you to attend undergraduate tutorials and offer advanced graduates the opportunity to undertake some tutorial teaching, initially under supervision.

9. *What arrangements for accommodation, meals and social facilities, will be made, on a year round basis?*

School:

Research students can use the common area at 128 Bullingdon Road. This encourages interaction between research groups in the School. Seminars and colloquia bring research students together with academic and other research staff in the School to hear about on-going research, and provide an opportunity for meeting people and socialising.

College:

Many colleges will be able to provide you with at least one year's accommodation. Generally speaking your college will provide meals throughout the year, but provision will vary from college to college, especially during vacations, and you will need to familiarise yourself with your college's detailed arrangements. In addition there are usually self-catering facilities available in graduate accommodation. You will be a member of the Middle Common Room, or equivalent, of your college, which is the main

social centre for graduates. The MCR provides a common room and usually organises a programme of social events throughout the year. The college will also provide a bar, some computing facilities and a library, and may often have dedicated funds for research (conference and field grants). It also represents the interests of its members to the college through an elected Committee or through elected representatives to College Committees. Again, details will vary from college to college. Graduates are also welcome to participate in all other social and sporting activities of the college. Please see individual college websites for further details about all aspects of college provision.

Central:

Graduate Research Students may become members of the University Club in Mansfield Road, and participate in the range of sporting, musical and other activities supported by the University.

10. What arrangements are in place for pastoral and welfare support?

School:

Within the School, your supervisor, Director of Graduate Studies, the Administrator, and the Secretary to the Ruskin Committee are all available to offer support. The Joint Consultative Committee provides a channel through which graduate students' views and concerns can be brought to the attention of the School's main governing body, the Ruskin Committee.

College:

There is an extensive framework of support for graduates within each college. Your college will allocate to you a College Advisor from among its Senior Members, usually in a cognate subject, who will arrange to see you from time to time and whom you may contact for additional advice and support on academic and other matters. In college you may also approach the Tutor for Graduates and/or the Senior Tutor for advice. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of graduate students. In some colleges, the Senior Tutor will also have the role of Tutor for Graduates. Each college will also have other named individuals who can offer individual advice. The University also has a professionally staffed confidential Student Counselling Service, which offers assistance with personal, emotional, social, and academic problems. (See below.)

Central:

The University provides a Student Counselling Service (<http://www.admin.ox.ac.uk/shw/counserv.shtml>) and Careers Service (<http://www.careers.ox.ac.uk/>).

GRADUATE SUPERVISION SYSTEM (GSS)

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

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

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

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

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your faculty or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training. If you have any complaints about the supervision you are receiving, you should raise this with your Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

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

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

4. LEARNING RESOURCES

UNIVERSITY LIBRARIES AND ELECTRONIC RESOURCES

As a Department of the University of Oxford, the Ruskin School benefits from excellent library provision.

The Bodleian Library

Oxford University Libraries, centred on the Bodleian, are the UK's largest academic collection. The integrated library service of the University of Oxford comprises nearly 40 libraries, many offering borrowing rights. The Bodleian Library (<http://www.bodley.ox.ac.uk/>) is a copyright library and as such it has long collected copies of all works published in the United Kingdom, in addition to an extensive range of foreign publications. Since it is not a lending library, its holdings are immediately available on request. A concise reference section for History of Art is currently located in the Radcliffe Camera.

Sackler library

A main point of reference for most Ruskin DPhil students is the Sackler Library, one of the principal research libraries of the university, which has incorporated the collections of the former Ashmolean Library (Western Art), History of Art, Eastern Art, and Classics. Its holdings are in excess of 200,000 volumes, and include monographs, catalogues, periodicals on fine and decorative art, theory, criticism, historiography, as well as the collections of Edgar Wind and Francis Haskell. All books and periodicals are open access.

The Ruskin Library

The School has its own specialised in-house library of more than 6,500 volumes, which has been entirely reconfigured over the past three years. Since summer 2004 we have evolved fully functioning lending and reference collections. Both collections include written material on art history, art theory, art techniques, exhibition catalogues and artists' monographs. There is a further deposit of 1,000 reference volumes in the Sackler Library. The Ruskin holds around 20 sets of art journals and more than 2,000 art-related pamphlets. The library is fully integrated into the University's electronic circulation system and a digital archive of the slide collection, comprising 15,000 images, is available on the departmental server. Ruskin library terminals offer full access to the electronic resources of the Oxford University, most notably *The Grove Dictionary of Art*, *ARTbibliographies*, the *ARTstor Digital Library*, *The Bibliography of the History of Art*, *The Design and Applied Arts Index*, *Art Abstracts*, and *e-Journals* (including *JStor*), among numerous others.

RUSKIN LIBRARY RULES AND REGULATIONS

Opening hours:

9 am - 8.30 pm Monday – Friday (weeks 0 - 10)

9 am - 12 pm Saturday (weeks 1 – 8)

Closed Sunday

Closed during vacations, (some borrowing permitted at the discretion of the librarian).

To contact the School Librarian, Sarah-Louise Wilkinson, please dial Oxford (2) 76946.

All Ruskin undergraduates and postgraduates may borrow from the main library and use the reference collection. Some undergraduate History of Art students are permitted to borrow upon application to the librarian but all other members of the University can only use the collection for reference purposes.

All books are on the OLIS system and the library works on a self-issue system. Any books being taken out should be scanned at the computer terminal situated in the main library. A Bodleian card is required for this process.

All DVD boxes are empty, so please request the item from the librarian before scanning the barcode.

	Short loan	Standard Loan
BOOKS		
Undergraduate Ruskin	No of Items: 2 Loan period: 3 days Fines : £3 per day overdue	No of Items: 6 Loan period: 10 days Fines : 50p per day overdue
DPhil Ruskin	No of Items: 2 Loan period: 3 days Fines : £3 per day overdue	No of Items: 6 Loan period: 10 days Fines : 50p per day overdue
Staff Ruskin	No of Items: 2 Loan period: 3 days Fines : £3 per day overdue	No of Items: 6 Loan period: 10 days Fines : 50p per day overdue
Undergraduate Art History	No of Items: none Loan period: Fines :	No of Items: 3 Loan period: 7 days Fines : 50p per day overdue

	Standard Loan
DVDS	
Undergraduate Ruskin	No of Items: 1 Loan period: 7 days Fines : £3 per day overdue
DPhil Ruskin	No of Items: 1 Loan period: 7 days Fines : £3 per day overdue
Staff Ruskin	No of Items: 1 Loan period: 7 days Fines : £3 per day overdue

Books may be renewed up to 3 times via the online OLIS system on any computer on or off campus. DVDs cannot be renewed. All fines should be paid in cash to the librarian or by cheque made out to The University of Oxford. All book returns should be placed in the white book bin situated in the main library. All books not taken out of the main library should be replaced on the reshelving trolley and not reshelved by the reader. Reference books should be re-shelved by the reader or placed in the book bin in the main library.

ELECTRONIC INFORMATION RESOURCES

The University subscribes to a very large collection of electronic information resources, most of which can be accessed by university members anywhere in the world.

OLIS (www.lib.ox.ac.uk/olis/) the online catalogue, makes it easy to find specific material

SOLO (Search Oxford Libraries Online)

http://solo.ouls.ox.ac.uk/primo_library/libweb/action/search.do? gives access to the largest electronic resources in any UK university, including the option of cross-searching many of our collections

OxLIP+ (<http://oxford1.hosted.exlibrisgroup.com:8331/V/>) is the Oxford Library Information Platform, gateway to all the University's extensive databases, electronic reference works, e-books and e-journals, which allows cross-searching

Oxford University e-Journals (<http://sfx7.exlibrisgroup.com/oxford/az>) contains over 28,000 electronic journals

Oxford Art Online allows you to search a number of extremely useful resources: the Grove Dictionary of Art, the Oxford Companion to Western Art, Concise Oxford Dictionary of Art Terms, and the Encyclopedia of Aesthetics (ed. M.Kelly, OUP 1998). The main link is <http://www.oxfordartonline.com/>

See also the AHRC select guide to web resources for arts and humanities researchers: <http://www.intute.ac.uk/artsandhumanities/>

RESEARCH SEMINARS AND LECTURE LISTS

The Ruskin website is regularly updated to include information on the DPhil research seminars and artists' talks. Please consult the School lecture list every term. Hard copies are available from the Office and online at <http://www.admin.ox.ac.uk/pubs/lectures/>

Following the same link above, you are advised to consult the lecture lists of related disciplines across the Humanities and Social Sciences, in particular the lecture list of the Department of History of Art (also announced on the website <http://www.hoa.ox.ac.uk>) as well as the 'Special Lecture List'.

IT RESOURCES

For advice on the use of the Ruskin School's IT facilities contact Jon Roome (jon.roome@ruskin-sch.ox.ac.uk)

For IT courses run by the Oxford University Computing Services see <http://www.oucs.ox.ac.uk/itlp/courses>

You are encouraged to make use of these resources in order to establish good basic research and presentational skills (e.g. bibliographic tools, powerpoint presentations, etc.)

UNIVERSITY LANGUAGE CENTRE

The Language Centre is a central academic service for all matriculated students. It is open on weekdays all year, except for two weeks at Christmas and one week at Easter, and on Saturday mornings in full term.

The library is the only one in Oxford to specialise in language learning, and about 130 languages are represented. Course books are often accompanied by audiotapes, videotapes or CDs. Live satellite television is available in fourteen languages. There are numerous quiet study spaces which users are very welcome to use individually or for a language exchange. Library inductions take place at 10.00 and 14.00 each day in Full Term.

Courses are offered in eight European languages and in Mandarin. These courses normally last all year and are very popular. Students who need a language for study or research should ask about priority application. For highly motivated students who wish to obtain a certificate, the *OPAL* programme offers fee-paying evening courses in French, German, Italian and Spanish. If you are unable to take a place on a course the librarian provides advice on self-study learning and there is guidance from advisors in French and German in the *Lambda* project.

International students whose first language is not English may take courses in English for Academic Studies, which are aimed at improving students' use of English, with classes focusing on oral English or on academic writing.

Contact: The Assistant Administrator, Oxford University Language Centre, 12 Woodstock Road, Oxford OX2 6HT. Tel: (2)83360; email: admin@lang.ox.ac.uk; <http://www.lang.ox.ac.uk/>.

5. GRADUATE TRAINING PROVISION

5.1 TRAINING AND PERSONAL AND PROFESSIONAL DEVELOPMENT FOR GRADUATE STUDENTS – HUMANITIES DIVISION

GENERAL INFORMATION

The **aim** of professional development and training is to provide graduate students with the means to become more effective in research, to build up a range of activities and practices that contribute to personal and academic development and to enable graduate students to make informed career choices.

Supervisors play a key role in identifying individual training needs and advising students on sources of support. Students are encouraged to discuss their training needs with their supervisors on a regular basis, and actively to seek opportunities for personal and professional development.

The **definition** of training for graduate students encompasses subject-specific research skills as well as personal and professional development, preparation for academic practice and career management. Training in research skills such as archival research, learning a language, or taking an IT course can have a direct impact on the quality of doctoral research and how long it takes to complete your thesis, as does training in project management and information management.

Other training graduates may undertake, such as publishing, teaching or career preparation may not directly impact on the research project, but are important in providing the experience of integrating the research project with a range of other academic activities. Some of the skills developed in teaching for example, such as planning and structuring a course of teaching, the verbal communication of complicated ideas, or even basic time-management, may have a positive impact on the doctoral research project and in the long term will contribute to academic success.

There is no **upper limit** to the amount of training graduates may undertake. Activities outside the immediate research project may in the first instance have a positive impact on the research and allow graduates valuable time away from the project. However, graduates are strongly advised not to take on extra-curricular activities to the extent that research suffers, and to plan their training accordingly.

There are numerous sources of **support** for graduate training and professional development available at Oxford:

- **Your faculty** - www.humanities.ox.ac.uk/faculties_and_units - focuses on ensuring that you have the requisite subject-specific research skills to successfully complete your graduate degree. The faculty may also provide training of a more generic nature not focused on your particular area of research, e.g. training in how to teach.
- **Humanities Division** - www.humanities.ox.ac.uk/graduate_study - arranges training sessions, presentations and workshops in a number of areas e.g. monograph publication.

The Humanities Training Officer can answer any training-related enquiry or direct the enquirer to the appropriate source of help: contact training@humanities.ox.ac.uk

- **Careers Service** - www.careers.ox.ac.uk/
- **Computing Service (OUCS)** - www.oucs.ox.ac.uk/
- **Language Centre** - www.lang.ox.ac.uk/
- **Library Service (OULS)** - www.ouls.ox.ac.uk/
- **Oxford Learning Institute** - www.learning.ox.ac.uk/

- **Vitae** – www.vitae.ac.uk – the UK's researcher development organisation

5.2 PERSONAL AND PROFESSIONAL DEVELOPMENT: FRAMEWORK FOR HUMANITIES GRADUATE STUDENTS

The Humanities Division has developed a **model for graduate researcher development** which positions a range of skills and knowledge acquired by students as part of their doctoral studies in relationship to each other and to academic practice i.e. the things that academics do.

Graduate study in the Humanities, especially at the DPhil level, is structured around the principle of **learning by doing**. You learn how to do research by embarking single-handedly on a major research project. Along the way you learn to write a conference abstract by writing a conference abstract, to teach, by teaching, and to publish, by submitting your work for publication.

You have a **research community** and a **range of sources of support and training** to draw on. Your supervisor is your first point of contact and other sources of support include academics and peers within your research community and training and support services within and outside Oxford.

Subject-knowledge gained through research is only one element of researcher success. Becoming a successful academic researcher requires **learning how to engage in a range of research, teaching and service activities** and building the skills and knowledge associated with those activities.

Knowing a subject will only take you so far when you come to teach that subject, to explain it to peers or to the public, or to make a strong case for why it should be funded or published. Still less will subject-knowledge help you to prepare for the daily activities of most academics - representing your faculty on a university committee, mentoring academic colleagues, providing pastoral care to students, organising a conference or conducting a radio interview.

Researchers are valuable in the world outside academia precisely because of the high-level knowledge skills they develop through completion of a substantial research project. But just as subject knowledge is not the sole element of life as a practising academic, **the world outside academia** demands a range of skills including the ability to work successfully with others, self-efficacy and project management.

Graduate study can and should **develop a range of high-level transferable skills** that will enable you successfully to complete your graduate studies and will contribute to success in any field or career that you choose to pursue. However, it is crucial that you are able to:

IDENTIFY THE PERSONAL AND PROFESSIONAL SKILLS YOU ARE USING AND TAKE UP OPPORTUNITIES TO DEVELOP THEM

DRAW ON THE TRAINING AND DEVELOPMENT SUPPORT AVAILABLE TO YOU THROUGH YOUR FACULTY, THE HUMANITIES DIVISION, OR VIA UNIVERSITY SERVICES (OUCS, OULS, CAREERS)

UNDERSTAND, RECOGNISE AND DESCRIBE THE SKILLS AND KNOWLEDGE YOU HAVE DEVELOPED E.G. IN A CV

PROVIDE CONCRETE EVIDENCE OF OCCASIONS WHEN YOU HAVE DISPLAYED YOUR SKILLS TO GOOD EFFECT

STRIKE AN APPROPRIATE BALANCE BETWEEN A RANGE OF ACADEMIC AND PERSONAL ACTIVITIES

5.3 JOINT SKILLS STATEMENT (JSS) OF THE UK RESEARCH COUNCILS' TRAINING REQUIREMENTS FOR RESEARCH STUDENTS

Some years ago the UK Research Councils, which includes the Arts and Humanities Research Council (AHRC), published a statement describing the skills which they expect research students to acquire. The framework developed by the Humanities Division - maps onto the skills listed in the Joint Skills Statement, available through the following link:

www.vitae.ac.uk/cms/files/RCUK-Joint-Skills-Statement-2001.pdf

Doctoral research students funded by Research Councils (e.g. the AHRC) are expected to develop the following skills during their research training:

(A) Research Skills and Techniques - be able to demonstrate:

1. the ability to recognise and validate problems
2. original, independent and critical thinking, and the ability to develop theoretical concepts
3. a knowledge of recent advances within one's field and in related areas
4. an understanding of relevant research methodologies and techniques and their appropriate application within one's research field
5. the ability to critically analyse and evaluate one's findings and those of others
6. an ability to summarise, document, report and reflect on progress

(B) Research Environment - be able to:

1. show a broad understanding of the context, at the national and international level, in which research takes place
2. demonstrate awareness of issues relating to the rights of other researchers, of research subjects, and of others who may be affected by the research, e.g. confidentiality, ethical issues, attribution, copyright, malpractice, ownership of data and the requirements of the Data Protection Act
3. demonstrate appreciation of standards of good research practice in their institution and/or discipline
4. understand relevant health and safety issues and demonstrate responsible working practices
5. understand the processes for funding and evaluation of research
6. justify the principles and experimental techniques used in one's own research
7. understand the process of academic or commercial exploitation of research results

(C) Research Management - be able to:

1. apply effective project management through the setting of research goals, intermediate milestones and prioritisation of activities
2. design and execute systems for the acquisition and collation of information through the effective use of appropriate resources and equipment
3. identify and access appropriate bibliographical resources, archives, and other sources of relevant information
4. use information technology appropriately for database management, recording and presenting information

(D) Personal Effectiveness - be able to:

1. demonstrate a willingness and ability to learn and acquire knowledge
2. be creative, innovative and original in one's approach to research
3. demonstrate flexibility and open-mindedness
4. demonstrate self-awareness and the ability to identify own training needs
5. demonstrate self-discipline, motivation, and thoroughness
6. recognise boundaries and draw upon/use sources of support as appropriate
7. show initiative, work independently and be self-reliant

(E) Communication Skills - be able to:

1. write clearly and in a style appropriate to purpose, e.g. progress reports, published documents, thesis
2. construct coherent arguments and articulate ideas clearly to a range of audiences, formally and informally through a variety of techniques
3. constructively defend research outcomes at seminars and viva examination
4. contribute to promoting the public understanding of one's research field
5. effectively support the learning of others when involved in teaching, mentoring or demonstrating activities

(F) Networking and Teamworking - be able to:

1. develop and maintain co-operative networks and working relationships with supervisors, colleagues and peers, within the institution and the wider research community
2. understand one's behaviours and impact on others when working in and contributing to the success of formal and informal teams
3. listen, give and receive feedback and respond perceptively to others

(G) Career Management - to be able to:

1. appreciate the need for and show commitment to continued professional development
2. take ownership for and manage one's career progression, set realistic and achievable career goals, and identify and develop ways to improve employability
3. demonstrate an insight into the transferable nature of research skills to other work environments and the range of career opportunities within and outside academia
4. present one's skills, personal attributes and experiences through effective CVs, applications and interviews.

5.4 TRAINING PROVISION FOR GRADUATE STUDENTS IN THE HUMANITIES DIVISION

Training provided by the Humanities Division is designed to compliment and supplement subject-specific and generic training provided through your faculty and training opportunities provided by the Language Centre, Computing Service, Library Service and Careers Service.

Contact the Humanities Training Coordinator with comments, questions or suggestions for useful events at: training@humanities.ox.ac.uk

ACADEMIC PRACTICE AND TRANSFERABLE SKILLS

Draft programme

For an up-to-date list of events see:

http://www.humanities.ox.ac.uk/training_and_support

ACADEMIC PRACTICE AND TRANSFERABLE SKILLS

Considering staying in Oxford to do a DPhil?

Timing: Michaelmas term

Target audience: Masters students

This presentation addresses the challenge of making a successful application to doctoral study from a Masters at Oxford. Topics include:

The application process

Funding systems

Designing your project proposal

Introduction to the DPhil: managing your graduate experience

Timing: Michaelmas and Hilary Terms

Target audience: New DPhil students

Looks ahead to the opportunities and challenges of doctoral study and addresses the key issues of:

Planning a DPhil project

Research, academic practice and employability

You and your supervisor

Sources of support for DPhil students

Publishing workshops: turning your thesis into a monograph

Timing: Michaelmas and Trinity Terms

Target audience: Advanced DPhils and Research Staff

Lecture giving an overview of the academic publishing industry followed by a half-day practical workshop designed to cover every aspect of turning the doctoral thesis into a monograph, including:

Defining your contribution to scholarship

Choosing the right publisher

Project descriptions and selling-points

Journal publishing presentation

Timing: Michaelmas Term

Target audience: DPhil students and Research Staff

Presentation by industry professionals about the process of submitting an article to a journal.

How to choose the most appropriate journal

Understanding the peer review process

Getting your paper accepted

Journal article publishing workshop

Timing: Hilary Term

Target audience: DPhil students and Research Staff

This small group session will give those working on a publishing proposal or journal article the opportunity to workshop their work-in-progress with industry professionals and published academics.

Approaching a publisher
Title and pitch
Content, style and structure

Preparing for the DPhil viva

Timing: termly or according to demand

Target audience: final-year DPhils

Workshop designed to allow participants to understand the viva process at Oxford and learn how to prepare productively for the viva.

What examiners are looking for
Conduct of the viva
Answering questions

Giving presentations: for absolute beginners

Timing: termly or according to demand

Target audience: any graduate

Aimed at the novice and the nervous, this workshop focuses on developing the skills and confidence required to present research effectively to different types of audience.

Planning and writing a paper
Developing presentation skills
Dealing with questions and discussion sessions

How to give a paper: from planning to presenting

Timing: termly or according to demand

Target audience: DPhil students and research staff

Workshop addressing some of the skills in making good presentations, targeted in particular at conference papers.

Identifying your message and getting it across to the audience
Handling nerves

Time and project management for researchers

Timing: termly or according to demand

Target audience: any graduate

Workshop designed to tackle some of the issues around time-management in research and showcase project-management skills.

Recognising and breaking bad habits
Planning ahead and setting objectives

'Career confidence for the humanities and social sciences': an event for Research Staff

Timing : Hilary term

Target audience: Research Staff

An opportunity for Research Staff to reflect on where they are in their careers, and where they want to be in the short to medium term future. It will focus on:

The changing HE environment and research funding in the UK
Communicating research
Career planning and reflection

What next? Career planning for DPhils

Timing: Trinity Term

Target audience: all DPhil students

This workshop aims to help researchers in the humanities to consider what "career" means for them personally and how to conceptualise, reflect upon and plan for career paths appropriate to their individual circumstances.

Preparing for the future
Managing the transition to life beyond the DPhil

Make the summer count

Timing: Trinity

Target audience: DPhil students in 3rd yr and beyond

The aim of this workshop is to explore a range of strategies that will help researchers to make progress over the summer months.

Planning and setting the goals
Sustaining the motivation

How to run a conference

Timing: Trinity Term

Target audience: Research staff

An introduction to planning and organising a conference

Funding sources and budgeting
organising your speakers
Marketing and wider conference dissemination

Introduction to postdoctoral fellowships

Timing: Trinity Term

Target audience: all DPhil students

This workshop offers a general over-view of different postdoctoral research opportunities in Oxford and elsewhere including: external Postdoctoral Fellowships and Oxbridge college JRFs (both funded and non-stipendiary)

An overview of opportunities and the level of competition
What selection panels look for in successful candidates
How to pitch research proposals.
Contingency planning

Applying for BA postdoctoral fellowships

Timing: Trinity Term

Target audience: all DPhil students

This workshop provides an opportunity for postgraduate students nearing the completion of their studies, and those who have recently obtained their doctorate (within the last 2-3 years) to find out more about the scheme.

- Details of the scheme's application requirements and eligibility criteria
- Tips on how to prepare the application
- A talk by a current BA Postdoctoral Fellow

5.5 TEACHING

PREPARATION FOR LEARNING AND TEACHING AT OXFORD (P.L.T.O.)

Faculties run annual training sessions for graduate students interested in teaching, designed to equip participants with the basic teaching skills required of Oxford tutors.

For details of the Ruskin School's P.L.T.O. programme, please see the next section.

DEVELOPING LEARNING AND TEACHING (D.L.T.)

Where possible, graduates who have undertaken the initial training will be paired with a teaching mentor in their faculty to observe their teaching and be observed teaching.

Graduate students on Developing Learning and Teaching have the option to complete a short assessed reflective portfolio which, if successful, makes the graduate eligible to be an Associate of the Higher Education Academy.

TEACHING SEMINARS (YEAR-ROUND)

Seminars run each term in weeks 2, 4, 6, 8 on Monday afternoons (repeated on Friday afternoons). They are designed to support graduate tutors across the Humanities by allowing structured discussion of teaching strategies and educational literature and research. Regular attendees are furnished with sufficient reading materials to meet the criteria for the Developing Learning and Teaching portfolio.

Seminar topics include:

Planning teaching

Giving feedback and marking

The role of tutors in tutorials

Lecturing

Small group teaching

Student learning

Evaluating your teaching

Compiling a teaching portfolio

****MORE COURSES ADDED REGULARLY – CHECK THE WEBSITE FOR FULL DETAILS****

www.humanities.ox.ac.uk/training_and_support

5.6 PREPARATION FOR TEACHING AND LEARNING AT OXFORD (P.L.T.O.)

Organised by the Ruskin DPhil Programme

The Ruskin P.L.T.O. training programme consists in three main components:

- (a) training sessions on leading group crits, with further practical demonstration and the opportunity to lead crits through the School's well-developed crit programme
- (b) sessions on art theory teaching that cover an introduction to the curriculum, essays and examining, course design, and teaching strategies, with further opportunities to observe teaching at tutorials
- (c) studio teaching training sessions. In addition to formally establishing a number of teaching opportunities for DPhils (studio and theory tutorials, firelighters, and group crits),

P.L.T.O. training is available for all postgraduate students *following* their transfer to DPhil status.

Upon completing P.L.T.O. DPhils are eligible to have their details added to the DPhil Teaching Register. A form is available from the Ruskin Office and the DGS. See Appendix 9.

6. STUDENT SUPPORT

SUPERVISORS, DIRECTOR OF GRADUATE STUDIES, COLLEGE ADVISER

Your supervisor(s) have overall responsibility for the direction of your work. (For more detailed information on the role of the supervisor(s), see the 'Code of Practice for Supervision' in Appendix 10 of this handbook.

The Director of Graduate Studies (DGS) oversees the Ruskin Graduate Programme and its development, convenes the DPhil research seminars, makes supervision arrangements, assesses applications for transfer and confirmation of status, and has a particular responsibility for recruitment and admissions, in addition to acting as a supervisor and internal examiner. The DGS is available to provide academic advice to all research students.

The college adviser's field of expertise will not necessarily be fine art and may be a related discipline. Your college adviser operates as an additional source of support, should this be required, and therefore contact may be limited or intermittent.

SPECIALIST SERVICES

Counselling service

The University has a professionally staffed confidential Student Counselling Service for assistance with personal, emotional, social and academic problems. The Service is available free to all matriculated undergraduate and graduate members of the University. Further information is available at <http://www.admin.ox.ac.uk/shw/counserv.shtml>

Disability office

For information see <http://www.admin.ox.ac.uk/eop/disab>

Financial hardship

College hardship funds

Many colleges offer hardship funds to support students who are experiencing unexpected financial difficulties. Information is usually available from the College Office.

University Hardship Fund

The Committee on Student Hardship makes awards on the grounds of unforeseeable hardship and may provide help in the form of a grant or loan, depending on the applicant's circumstances. Awards to successful applicants are made on the basis of a comparison of a student's finances for the current academic year with University estimates of finances required. The Committee meets on a termly basis but will not normally consider more than one application per student per year, unless there have been significant changes in that student's circumstances. Awards generally do not exceed £2000. All students registered for a degree at the University are eligible to apply to the Committee.

You should collect a form from your College Secretary and visit the College Hardship Officer at your College before completing the application. Your application will need to be supported by both your college and your tutor/supervisor.

Deadlines: Monday of fourth week (Friday of second week in Trinity Term). All parts of the application form must have been received by these dates. Your college will send the form in on your behalf when all parts have been completed.

Application forms are available from College Secretaries and College Hardship Officers.

Further information at: http://www.ox.ac.uk/current_students/funding.html

International Student Advisory Service

This University service offers orientation programmes and further advice on visa and immigration-related matters to international students. On their website, you will also find information on study abroad opportunities.

See <http://www.admin.ox.ac.uk/io>

Childcare services

Full information available at:

<http://www.admin.ox.ac.uk/eop/child>

CAREERS GUIDANCE

Careers Service

The Careers Service helps you (whether you are a current or recent Oxford University undergraduate or postgraduate student, or research staff) make and implement well-informed decisions about your career. In particular the Service encourages and enables you to appreciate and explore the range of opportunities available; to clarify your values and interests and to relate them to possible career choices; to recognise and further develop your abilities and skills; and to formulate and realise your early career plans.

The Service provides a wide range of information about occupations, employers, jobs and vacation work, postgraduate study and vocational training. Its information and reception staff are available to help you to find your way around and to find specific information or to see a Careers Adviser for a careers discussion. In addition, each day in term time, an experienced Careers Adviser is on duty in the Information Room for a 10-15 minute quick discussion and you can book for a 45 minute in-depth career review. Each term the Service lays on a full programme of talks and events. The office at 56 Banbury Road is normally open from Monday to Friday 10.00 a.m. – 5.00 p.m. Tel. (2)74646, fax (2)74653. The web-site www.careers.ox.ac.uk contains a wide range of guidance and information, as well as comprehensive and searchable databases of vacancies and events.

STUDENT HEALTH AND WELFARE

Health and welfare is primarily a college responsibility and colleges make arrangements for students to register with a college doctor. In most cases there is also a college nurse.

College advisors, the college chaplain, and in many cases women's or other advisors, who can be contacted informally and confidentially, make up a network of support for students in college. For further information, consult the Proctor's Memorandum relating to Health and Safety.

The University Counselling Service at 11 Wellington Square (tel: 01865 270300, email: reception@counserv.ox.ac.uk) is available to help students with personal, emotional,

social or academic problems which they feel are interfering with their ability to make the best of their time at the University.

The University has a Code of Practice on Harassment making it a disciplinary offence for any student or employee to harass another on any grounds. Each college and department has an adviser on harassment who can be contacted for help; the University has an Advisory Panel on harassment which supports the advisers or can be contacted directly.

The Student Union also has a Welfare Officer and a Women's Officer and works actively to promote student health and welfare.

For further information, see <http://www.admin.ox.ac.uk/shw/>

Physical and mental impairment

Information on special regulations for physical or mental impairment can be obtained from the Disability Office:

<http://www.admin.ox.ac.uk/eop/disab/arrange.pdf>

For further information, please refer also to Examination Regulations:

http://www.admin.ox.ac.uk/examregs/08-10_Part_10_Candidates_with_Special_Examination_Needs.shtml

Dyslexia

The University offers support to students with dyslexia. This might include assistance with essay writing, or the provision of special software. If you wish to be tested for this, please contact your college office and they will make the arrangements for you.

COMPLAINTS AND APPEALS PROCEDURES

The University, the Humanities Division and the Ruskin School all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent. However, if you do wish to raise a concern or make a complaint, or appeal against the outcome of assessment, it may be that an informal discussion with the person immediately responsible for the matter that you wish to complain about is the most straightforward way to resolve the subject.

Alternatively, if your concern or complaint relates to teaching or other provision made by the School, then you should raise it with the Director of Graduate Studies. Within the School he/she will attempt to resolve your concern/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. This must be made via your college. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors' and Assessor's Memorandum [<http://www.admin.ox.ac.uk/proctors/pam/>] and the relevant regulations [<http://www.admin.ox.ac.uk/statutes/regulations/-247-062.shtml>]

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

For academic appeals, (a formal questioning of a decision on an academic matter made by the responsible academic body), concerns 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/Tutor for Graduates of your college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web [<http://www.admin.ox.ac.uk/statutes/regulations/-247-062.shtml>].

Please remember that:

- (i) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
 - (ii) 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.
 - (iii) On no account should you contact your examiners or assessors directly.
- The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

7. FUNDING

A comprehensive guide to funding opportunities, including AHRC scholarships and the Clarendon Fund, is provided by the Humanities Division. For detailed information see:

<http://www.admin.ox.ac.uk/studentfunding/postgraduate/>

http://www.humanities.ox.ac.uk/graduate_study/funding

AHRC scholarships:

http://www.humanities.ox.ac.uk/graduate_study/ahrc/ahrc_notes_of_guidance

Clarendon Fund:

http://www.admin.ox.ac.uk/studentfunding/scholarship_profiles/clarendon.shtml

Inger Lawrance Award (£1,500)

<http://www.ox.ac.uk/feesandfunding/ugcurrent/other/prizes/history/>

8. LINKS TO USEFUL INFORMATION

1. PROCTORS' AND ASSESSORS MEMORANDUM -
WWW.ADMIN.OX.AC.UK/PROCTORS/INFO/PAM/INDEX.SHTML
INCLUDES INFORMATION ON WELFARE MATTERS; OXFORD UNIVERSITY STUDENT UNIONS; SPORT, CLUBS AND RECREATION; CONDUCT; DISCIPLINARY PROCEDURES; MEDICAL INCAPACITY; COMPLAINTS PROCEDURES; FREEDOM OF SPEECH
2. EXAMINATION REGULATIONS -
WWW.ADMIN.OX.AC.UK/EXAMREGS/CONTENTS.SHTML
3. MEMORANDUM OF GUIDANCE FOR SUPERVISORS AND RESEARCH STUDENTS IN THE EXAMINATION REGULATIONS -
WWW.ADMIN.OX.AC.UK/EXAMREGS/25-54_1_REGULATIONS_GOVERNING_THE_CONTENT_AND_LENGTH_OF_THES ES.SHTML#SUBTITLE_6
4. SAFETY IN FIELDWORK - WWW.ADMIN.OX.AC.UK/SAFETY/0507.SHTML
5. ACADEMIC INTEGRITY IN RESEARCH: CODE OF PRACTICE AND PROCEDURE -WWW.ADMIN.OX.AC.UK/PS/STAFF/CODES/AIR.SHTML
6. GUIDANCE ON ACADEMIC GOOD PRACTICE -
WWW.ADMIN.OX.AC.UK/EPSC/PLAGIARISM/ACADGDPRAC.SHTML
7. UNIVERSITY POLICY ON DATA PROTECTION –
WWW.ADMIN.OX.AC.UK/COUNCILSEC/DP/POLICY.SHTML
8. OXFORD UNIVERSITY COMPUTER USAGE RULES AND ETIQUETTE -
WWW.ICT.OX.AC.UK/OXFORD/RULES/
9. REGULATIONS RELATING TO THE USE OF INFORMATION TECHNOLOGY FACILITIES - WWW.ADMIN.OX.AC.UK/STATUTES/REGULATIONS/196-052.SHTML

APPENDIX 1:

STYLE AND FORMAT OF YOUR ESSAYS AND DISSERTATION

It is a courtesy to your readers and a requirement of your examiners that your written work should be lucid and presented in a scholarly manner. Those are not incompatible qualities. Display only as much evidence as is essential to substantiate your argument without loss of weight or clarity. Document it in a manner which is concise, consistent, accurate and complete.

Examination regulations

Read carefully the regulations given in the *Examination Regulations* for the preparation and submission of theses. They are University regulations and must be complied with.

Word limits

The word limits stated include footnotes but exclude the bibliography and appendices.

Styling your written work as you write it

There are several sets of conventions and published guides to explain them. None is obligatory, but you should follow one system consistently. The forms given below should meet the needs of most candidates when they present extended written work, but other guides you could consult include:

Butcher, J. *Copy-editing: the Cambridge Handbook for editors, authors, and publishers*. 3rd ed. Cambridge: Cambridge University Press, 1992.

Gibaldi, J. *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 6th ed. New York: Modern Language Association of America, 2003.

Hart's Rules for Compositors and Readers at the University Press, Oxford. 39th ed. Oxford: Oxford University Press, 1983.

Modern Humanities Research Association. *MHRA Style Book: Notes for Authors, Editors and Writers of Theses*. 5th ed. London, 1996.

The Oxford Writers' Dictionary. Oxford: OUP, 1990.

University of Chicago Press. *A Manual of Style*. 14th ed. Chicago: University of Chicago Press, 1996.

The Relation of text, notes and appendices

The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word limit placed upon your thesis assumes a scale appropriate to the topic, the time you have to research it, and the importance of reporting your results clearly and succinctly. In writing and revising it, strive always to make it simpler and shorter without prejudicing the substance of your discussion. When revising your text, you may find it helpful to relegate as much as you can spare of it to footnotes, until your argument stands clear. Then pare down the footnotes until they serve only to offer essential references, citations of primary evidence, or cautionary qualifications. Appendices offer a convenient way of keeping your text and footnotes clear. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. If your thesis requires extensive quotation from texts in languages other than English, the substantive passages should be included in the text in their original language, and translations provided in an appendix. Indexes to important material in documents you alone have examined will often save other scholars a great deal of time and trouble in locating evidence they need. But every case must be argued in terms of the relevance and intrinsic

value of the appended matter. If it takes you over the word limit, you must seek formal approval to exceed that limit well before submission.

Abbreviations

These should be used as little as possible in the body of the text. List any you use (other than those in general use, such as: cf., ed., e.g., etc., f., ff., i.e., n., p., pp., viz.) after your list of contents or list of tables, and then apply them consistently. Also adopt a consistent policy on whether or not you underline those of non-English origin. Avoid loc. cit., and op. cit.: reference to a short title of the work is less confusing and more immediately informative. Use *ibid.*, *ibidem* (or *ib.* or *id.*), if at all, only for immediately successive references. In discussing the language of a text, the languages and grammatical details referred to should be abbreviated when immediately preceding or following a word and the word itself underlined: e.g. OE and luman wk m.pl. cf. *OED*. s.v. loom sbl, and cf. OHG kilomo. Include such abbreviations in a list of abbreviated forms. In discursive comments, do not use such forms as OE, ME, OFr, OHG.

Italics, roman and bold

Be consistent in the forms you italicise. Use italics for the titles of books, plays, operas, published collections; the names, full or abbreviated, of periodicals; foreign words or short phrases which have not become so common as to be regarded as English. Use roman for the titles of poems, songs, any self-contained work within a published collection, and for any titled work which has not been formally published (such as a thesis) and place the title within single quotation marks. For such common abbreviations as cf., e.g., ff., *ibid.*, pp., q.v., etc., use roman type.

Quotations

Your examiners will treat any casual modernisation of older texts as misquotation. Any passage you quote must be completely faithful to its source in all details of spelling, punctuation, capitalisation, etc. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless textual variation dictates alternative versions.

Short quotations: if you incorporate a quotation of one or two lines into the structure of your own sentence, you should run it on in the text within single quotation marks.

Longer quotations: whether verse or prose or dramatic dialogue, these should be broken off from the text, indented from the left-hand margin, and printed in single spacing. No quotation marks should be used.

Quotations within quotations: these normally reverse the conventions for the use of quotation marks. If the primary quotation is placed within single quotation marks, the quotation within it is placed within double quotation marks.

Dates and numbers

Give dates in the form 27 January 1990. Abbreviate months only in references, not in your text. Give pages and years as spoken: 20-21, 25-6, 68-9, 100-114; 1711-79, 1770-1827, or from 1770 to 1827. Use numerals for figures over 100, for ages (but sixtieth year), dates, years, lists and statistics, times with a.m. and p.m. (but ten o'clock). Otherwise use words and be consistent. Write sixteenth century (sixteenth-century, if an adjective), not 16th century.

Footnotes

The main function of a footnote is to cite the authority for statements you make in the text, so that your readers may verify it by reference to your sources. It follows that to frustrate or mislead your readers by giving an incomplete, incorrect or ambiguous reference is to negate its function. Examiners regard such faults as serious, not venial. Footnotes, numbered continuously for each chapter, are preferable to endnotes. Try to place footnote references at the end of sentences or paragraphs in your text. Up to a point you can also reduce their number by giving several references in a single note. Avoid long footnotes. They should rarely include discussion. There may be occasions when some qualification of a point made in the text, fuller citation of a primary document, or brief summary of a contrary view, is called for. But keep such diversions to a minimum.

References

Illustrations, Tables, etc.: The sources of all photographs, tables, maps etc. which are not your own must be acknowledged, preferably close to the item itself, otherwise in a separate but itemised list.

Books: Precise references, e.g. in footnotes, should be brief but they must enable your reader to check your reference with ease. Give full details for the first reference and a consistently abbreviated form thereafter. All such reduced or abbreviated titles should either be included in your list of abbreviated forms or should be readily interpretable from the bibliography.

Follow the form:

Author's surname; comma; initials or christian name (though in footnotes those should precede the surname, e.g. Henry James, W.W. Greg) comma; title (underlined); (place of publication, comma, date of publication (in parentheses)); comma; volume (in lower-case roman numerals); full point; number of page or pages on which the reference occurs; full point.

For example, an entry in the bibliography should be in this form:

Greg, W.W., *The Calculus of Variants* (Oxford, 1927).

but a reference in a footnote should be in one of the following forms:

(a - at the first entry) see W.W. Greg, *The Calculus of Variants* (Oxford, 1927), pp. 43-4.

(b - at a subsequent entry either) see Greg, *Calculus*, pp. 43-4.

(or) see Greg (1927), pp. 43-4.

(never Greg (1927), pp. 43-4.)

When a volume number is given, the page number(s) should not be preceded by p. (pp.).

Journals: Follow the form:

Author's surname; comma; initials or christian name; title of article (in single quotation marks); comma; title of journal (preferably in a single word or abbreviated to standard initials, and italicised); volume (in lower-case roman numerals); date (in parentheses); comma; page number(s); full point.

For example, an entry in the bibliography should be in this form:

Bennett, H.S., 'Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

but a reference in a footnote should be in the form:

(a - at the first entry) H.S. Bennett, 'Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

(b - at subsequent entries either) see Bennett, 'Secular Prose', p. 258.

(or) see Bennett (1945), p. 258.

(never *Bennett* (1945), p. 258.)

Plays: In special cases you may wish to use through line numbering, but in most instances follow the form:

Title (italicised); comma; act (in upper-case roman); full point; scene (lower-case roman numerals); full point; line (arabic numerals); full point.

e.g. *The Winter's Tale*, III. iii. 3.

Other Works: Many works, series, as well as books of the Bible, have been abbreviated to common forms which should be used. Series titles distinct from those of works published in the series may often be abbreviated and left in roman. Follow these examples:

Bede, *Historica ecclesiastica* 2.3, ed. Colgrave, B., and Mynors, R.A.B., (Oxford, 1969), p. 143.

Bede, *Historia ecclesiastica* 2.3, p. 143. [For subsequent references.]

Isidore, *Etymologiae* 12.1.59. [Given those textual divisions, page numbers of the edition are superfluous.]

Prov. 2: 5.; 1 Thess. 4: 11, 14. [Do not italicise books of the Bible.]

PL 123:347.

CSEL 24:95.

MGH SS 13:229. [The editor's name and the date may usually be omitted.]

MGH LL 2/1:263. [i.e. Section 2, volume 1, page 263 -- if the series is subdivided.]

Advice on the citation of sources in electronic form

You are referred to the *MLA Handbook for Writers of Research Papers* (4th edition, New York: MLA Assoc., 1995), pp. 151-167, for a generally recognised form of citation for electronic publications. You should further refine the distinction made there between the

status of electronic publications on CD-ROM or DVD and diskette (portable databases) and that of online databases. While CD-ROM or DVD publications may be regularly updated, they nevertheless constitute products whose identity can be verified in many of the ways that operate for printed sources. Online databases, however, often have a far less stable and verifiable existence - they may be continually updated, altered, or may even disappear without notification to users. Because of the absence of many of the protocols which guarantee printed sources, online sources may lack further reliability as authoritative sources. Consequently, it is advised that you exercise considerable caution in their use, that you consider them as 'work-in-progress' documents, and their availability as unique (i.e., not necessarily reclaimable on any other occasion). In the citation of online sources you should therefore, and in addition to the conventions of citation outlined in the *MLA Handbook*, in every case include the date of accessing the material and, where practical, print outs of the relevant sections cited. Where sources are available in printed and electronic versions, students should make every effort to cite the printed version in preference.

Bibliography

A list of works consulted must be provided, usually at the end of the thesis (or before the glossary, if a glossary is presented). The bibliography should be an alphabetical list by authors' surnames, or titles of anonymous works, or of works (especially of reference) usually referred to by title, e.g. *Middle English Dictionary*, not under Kurath, H. and Kuhn, S., its editors.

It is often helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material (under the authors' surnames or the titles of anonymous works),

and secondary writings. You might follow the pattern:

3. Primary

- (a) manuscripts
- (b) printed works

2. Secondary

- (a) contemporary with the author(s) or work(s), the subject of your thesis
- (b) later studies

References must be consistently presented, and consistently punctuated, with a full point at the end of each item listed. Either capitalise all significant words in the title, as in the example below, or capitalise the first word and only proper nouns in the rest of the title. In capitalising foreign titles follow the general rule for the given language. In Latin titles capitalise only the first word, proper nouns and proper adjectives. In French titles capitalize only the first word (or the second if the first is an article) and proper nouns. Whereas in the more discursive contexts of footnotes, and for series, publishing details may be placed within parentheses, for books in the bibliography the item stands alone and parenthetical forms are not normally used. Give the author's surname first, then cite the author's first name or initials. Follow the form:

Gibaldi, J., *MLA Handbook for Writers of Research Papers, Theses, and Dissertations*. 3rd ed. New York: Modern Language Association of America, 1999.

For books published before 1800, give the publisher's name only if there is special point in doing so, but you should normally give it here for books published after that date. In any event, you must distinguish, under Oxford for example, a publisher other than Clarendon Press or OUP (and similarly, Cambridge), or in other cases where confusion is likely. The publishing statement should therefore normally include here the place of publication; colon; publisher's name; comma; date of publication. When the imprint includes several places and multiple publishers simplify them to the first item in each case.

The conventional English form of the place name should be given (e.g. Turin not Torino; Munich, not Munchen), including the country or state if there is possible confusion (Cambridge, Mass., unless it is Cambridge in England).

For later editions and reprints, give the original date of publication only, followed by semicolon; repr. and the later publishing details.

For monographs in series, omit the series editor's name and do not italicise the series title. Follow the form:

Borst, A., *Die Katharer*, *Schriften der Monumenta Germaniae Historica* 12. (Stuttgart, 1953), pp. 45-50.

For edited or translated works, note the distinction in the use of ed. in the following examples:

Charles d'Orléans, *Choix de poésies*, ed. John Fox. Exeter: Exeter University Press, 1973. [In this case the abbreviation means that the work is edited by Fox and does not change when there is more than one editor.]

Friedberg, E., ed., *Corpus iuris canonici*, 2 vols. Leipzig, 1879-81. [Here the abbreviation refers to the editor; the plural is eds.]

Bloch, Marc., *Feudal Society*, trans. L.A. Manyon. Chicago: Chicago University Press, 1961.

Glossary

Any glossary will normally follow the appendices. Whether it is select or complete, or whether etymologies are given, will depend on the nature of the work edited. Do not use it to accommodate even brief explanatory notes. These should come in a distinct section devoted to them and their existence be signalled thus in the glossary: 2115n, which indicates that there is a note to line 2115. It is best to follow an established example; e.g. for Old English, J.C. Pope's in *Homilies of Ælfric*, ii. EETS 260 (1968); and for Middle English, N. Davis's in J.A.W. Bennett and G.V. Smithers, *Early Middle English Verse and Prose*.

Useful tips for form of submission

Paper: The size of paper should be A4 (210 mm x 297). It should be a good quality bond paper, preferably 80 or 85 GSM, but no lighter than 70.

Text Layout: To allow for easy opening, the inner margin must be at least 35 mm wide. You should also leave a margin of at least 15 mm on the right-hand side and 20 mm top and bottom. The text must be printed, in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography. Choose a traditional font for the main text of your thesis, for example Times Roman or Garamond, and leave the right-hand margin unjustified. Use a pitch in the range of 10-12 characters per inch (cpi) for fixed-pitch printers, and in the range 10-13 cpi for proportionally-spaced printers. Double spacing should be taken to mean a distance of 1/3 inch between successive lines of text.

Binding: It is not necessary for essays and the dissertation to be fully bound, but some kind of covers and spine, as can be purchased from most stationers, would be useful to keep the pages neat and clean.

Pagination: Each page after the first (by convention left unnumbered) should be numbered, preferably at the top right-hand corner, where numbers are most easily seen. Preliminary pages may be numbered in lower-case roman, counting from the title page. The rest should be numbered in arabic numerals. All inserted maps, diagrams or illustrations should be included in this sequence, as should the appendices, bibliography and index.

Numbers of copies: You are usually required at the time of submission to submit two copies of any written work. You should check that copies produced by xeroxing are legible; material reproduced from a faint top copy or by a badly maintained copy often appears patchy, and this is not acceptable.

THE FORM OF YOUR THESIS ON SUBMISSION

Paper: The size of paper should be A4 (210 mm x 297). It should be a good quality bond paper, preferably 80 or 85 GSM, but no lighter than 70.

Order of contents: The usual order of contents is:

- title page;
- abstract;
- preface, if any, with acknowledgements;
- table of contents, listing with titles and page numbers all the sub-divisions of the thesis;
- list of tables, figures, photographs, maps, illustrations;
- list of abbreviations, cue-titles, symbols, etc;
- the text, divided into chapters, each with a clear descriptive title;

- appendices, with descriptive titles;
- glossary, if any;
- bibliography.

Text layout: To allow secure binding and easy opening, the inner margin must be at least 35 mm wide, preferably 40. To allow for trimming, you should also leave a margin of at least 15 mm on the right-hand side and 20 mm top and bottom. The text must be printed, in double spacing, on one side of each sheet. Indented block quotations, footnotes and endnotes, must be in single spacing. Single spacing should also be used for most tables, documentary material and for entries in the bibliography. Choose a traditional font for the main text of your thesis, for example Times Roman or Garamond, and leave the right-hand margin unjustified. Use a pitch in the range of 10-12 characters per inch (cpi) for fixed-pitch printers, and in the range 10-13 cpi for proportionally-spaced printers. Double spacing should be taken to mean a distance of 1/3 inch between successive lines of text.

Pagination: Each page should be numbered, preferably at the top right-hand corner, where numbers are most easily seen. Preliminary pages may be numbered in lower-case roman, counting from the title page. The rest should be numbered in arabic numerals. All inserted maps, diagrams or illustrations should be included in this sequence, as should the appendices, bibliography and index. It may not always be possible or aesthetically desirable to show the page number, but in your numbering you must allow for any page from which it is omitted. It is invariably left off the title page and is not usually shown on the first page of a chapter or on full-page illustrations.

Printing methods: Your thesis must be either type-written or produced by wordprocessor. If there is no loss of legibility, second and subsequent copies may be xeroxed. The following printers, if they are in good working order, will usually produce acceptable copies: laser printers, daisy-wheel printers, and 24-pin dot-matrix printers in letter quality mode. Nine-pin dot-matrix printers, in double strike or near letter quality mode, are a borderline case. If they are in excellent order and are equipped with a good ribbon, they can produce acceptable copies of ordinary English text. They are generally unsuitable for theses containing special symbols or exotic alphabets. Printing from nine-pin dot-matrix printers in the single strike or draft mode is not acceptable. Moreover, it will rarely yield xerox copies without severe loss of legibility.

Numbers of copies and form of binding: You are required at the time of submission to submit two copies of your thesis; these should be securely and firmly bound in either hard or soft covers (loose-leaf binding is *not* acceptable). You should check that copies produced by xeroxing are legible; material reproduced from a faint top copy or by a badly maintained copy often appears patchy, and this is not acceptable. If your examiners recommend to the Board that you should be allowed to supplicate for the degree, you will have to submit a finalised copy of the thesis to the University Offices for deposit in the Bodleian Library. This copy should be hard-bound, in a dark colour, and lettered on the spine with your surname and initials, the degree and the year of submission. You should note that you will not be able to take your degree until this library copy has been received by the University Offices. If you include tables and illustrations that have to be folded and inserted separately, make sure their folds will not get cut during binding. Folded sheets should open upwards and to the right. Draw the binder's attention to them. If you include mounted photographs or other illustrations, choose a paper heavy enough to preclude cockling. When mounting them, try to leave room for captions on the same page. If they cannot be given there, they may be printed on the verso of the preceding leaf, facing the illustration.

Title page details: These should include:

- the title of your thesis as formally approved;
- your name in full;
- your college or hall;
- University of Oxford;
- the title of the degree for which you are submitting it;
- the term and year of submission.

The abstract: One copy of the abstract must be deposited for retention by the Committee for Graduate Studies with a view to publication. One copy must be bound into the copy of the thesis that, if the applicant is successful, will be deposited in the Bodleian Library. The British Standards Institute defines an abstract in this way:

The summary shall provide a synopsis of the thesis and shall state clearly the nature and scope of the research undertaken and of the contribution made to the knowledge of the subject treated. There should be a brief statement of the method of investigation where appropriate, an outline of the major divisions or principal arguments of the work and a summary of any conclusions reached. (British Standards Institute, Recommendations for the Presentation of Theses (London, 1972), p. 8)

It must be laid out as follows:

ABSTRACT

Title of Thesis

Name Degree

College or hall Term or year of submission

[Text of abstract, double-spaced, not exceeding 300 words.]

Submission of thesis: Candidates are advised to pack each copy of the thesis and abstract intended for the examiners into a separate *unsealed* size 6 or 7 "Jiffy" bag, ready in all respects, except the address to be posted to the examiners when appointed. Each bag should bear the candidate's name and college and the words 'D.PHIL. THESIS AND ABSTRACT(S)'. 'M.LITT. THESIS AND ABSTRACT(S)' as the case may be in BLOCK CAPITALS in the bottom left-hand corner, and a slip giving the address to which the examiners should write should be enclosed with each copy of the thesis. Candidates are responsible for ensuring that their examiners have no difficulty in communicating with them. The separate copies, thus packed, should be sent to the Examination Schools in one covering parcel. The theses of candidates who fail to follow this advice are liable to delay in being forwarded to the examiners.

Word limit: Every candidate when submitting the thesis, must state the approximate number of words which it contains. If a thesis exceeds the permitted length, the board may decide to appoint examiners or to forward the thesis to examiners already appointed, or may return it to the candidate for revision; and if the examiners find that a thesis which has been forwarded to them exceeds the permitted length, they may report the fact to the board and await further instructions before proceeding with the examination.

APPENDIX 2

ACADEMIC GOOD PRACTICE AND PLAGIARISM

What is plagiarism?

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) in a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

Why does plagiarism matter?

It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is a **breach of academic integrity**. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

What forms can plagiarism take?

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

Not just printed text!

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

For further information, see

[HTTP://WWW.ADMIN.OX.AC.UK/EPSC/PLAGIARISM/INDEX.SHTML](http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml)

APPENDIX 3

LOCAL RULES CONCERNING THE LAND, BUILDINGS, SERVICES AND FACILITIES AT 74 HIGH STREET AND 128 BULLINGDON ROAD, OXFORD.

All students should note that any breaches of the following departmental rules will be reported to the Proctors. Breaches of rules 2, 3, 4 and 7 will result in the person or persons responsible being immediately excluded from the department for up to two weeks.

1 It is forbidden to climb on roofs or buildings.

2 Tampering with any fire precautions or fire-fighting equipment is a criminal offence, punishable in the courts by large fines and possible imprisonment. In addition, the Head of School will take the strongest possible internal disciplinary action against offenders.

3 The actual lighting of fires, or reckless behaviour likely to cause a fire, are serious disciplinary offences.

4 Students must ensure that any electrical equipment brought into the department is safe and maintained in a safe condition. Electrical circuits must not be overloaded. Improvised wiring is not permitted. Government safety regulations require that any electrical equipment brought into the department must be tested and certified as such by the designated Departmental Safety Officer. The Head of School and Safety Officer visit all the rooms in the department regularly and have the authority to remove or disable electrical equipment which is deemed to be unsafe.

5 In the interest of safety, smoking is never permitted in the School buildings at 128 Bullingdon Road or 74 High Street. This includes the car park at Bullingdon Road and the steps of the High Street building.

6 It is forbidden for students to tamper with the fabric of the building or any of its services in any way. Please note that this includes the application of paint to any electrical or heating installation, however small.

7 Students intending to display their works (e.g. in connection with an examination) must obtain express permission from the Head of School and ensure that they comply with the conditions set in each case for affixing and removing such works. Action taken by the Proctors against offenders might affect students' permission to graduate, or result in increased fines (perhaps with compensation orders to enable the School to remove the works and make good any damage).

8 Materials other than those used in normal practice i.e. chemicals, unusual paints, organic materials etc must be checked with the Safety Officer before being used in the studios.

9 All plans for installations that effect access in both buildings, should be made in consultation with the Safety Officer.

10 All passages, staircases and walkways must remain clear of stored materials or other obstructions; especially for examinable exhibitions

APPENDIX 4

SAFETY AT THE RUSKIN SCHOOL

Safety is a very important element at the Ruskin School. Students and staff are working in intimate and sometimes demanding spaces with many different processes. Constant supervision is carried out by the Departmental Safety Officer, academic and technical staff and by students themselves. Regular inspections are conducted under the supervision of the Head of School and the Departmental Safety Officer. Many substances in use in the school may be volatile or hazardous. These are strictly controlled and supervised under COSHH guidelines. Students may not bring unauthorized materials into the studios. All processes and materials are monitored through the Safety Officer. General tidiness and awareness of prohibited storage areas is essential. Walkways and fire exits are continually inspected to be certain of unrestricted passage in the event of emergency.

The Health & Safety Officer at the Ruskin is Jon Roome.

Workshops

Students may only use power tools after they have been instructed in their use by a qualified technician or member of staff. Sensible clothing must be worn in all workshop areas. Ear-defenders, gloves, goggles and face masks are provided at all work stations. Special aprons and other protection is available for specialist work, such as welding, etching, grinding, etc. Eye wash stations are provided in workshop areas.

Electrical Equipment

All electrical equipment is checked by the safety officer and technical staff, and specialized equipment is monitored by experts. Students may not bring unchecked electrical equipment into the School. All items are marked safe and dated.

First Aid

Staff at 74 High Street and 128 Bullingdon Road have been trained in First Aid. Most of the accidents in the school are trivial and often caused by lack of attention, minor cuts from Stanley knives being the most regular. While all is done to guard against accidents, individual awareness and responsibility are still key factors in prevention. On every level in the High Street and at Bullingdon Road there are first aid kits available for your use when needed.

All accidents, however trivial, should be recorded in the accident book. There is one of these in each building.

Fire

Fire alarms are fitted throughout the School. Fire drill is conducted once a term. Fire extinguishers are stationed in all buildings and staff and students are required to familiarize themselves with their location. Fire alarms are tested at the High Street every week, usually on Friday mornings.

Safety meetings are held once a term to examine potential problems and update information received from the University Safety Department. Special meetings and memos may occur throughout the term about specific subjects e.g. arrangements for the degree show etc.

Safety notice boards are in both buildings. These are updated when appropriate and should be consulted. The Safety Officer is available for consultation or advice on any safety matter.

APPENDIX 5

Code of conduct for using IT facilities

The University regulations relating to the use of Information Technology facilities can be found at:

<http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml>

APPENDIX 6

University code of practice relating to harassment

The University code of practice relating to harassment can be found at:

<http://www.admin.ox.ac.uk/eop/har/harcode1.shtml>

APPENDIX 7

COMPLAINTS IN RELATION TO HIGHER DEGREES INVOLVING RESEARCH

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

Making a complaint

1. All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to faculty boards or the Graduate Studies Office should be forwarded immediately to the Proctors. Complaints involving taught-course examinations must be forwarded via the Senior Tutor, Tutor for Graduates or other responsible officer of the student's college; this officer may also provide comments to the Proctors on the college's behalf. Graduate students may request a meeting with one of the Proctors or a senior member of the Proctors' Office staff to discuss procedures or matters of concern before deciding whether to make a formal complaint.

2. No complaint can be considered unless it is in writing. Only in exceptional circumstances will complaints be considered which do not come from either the candidate or the supervisor. After a thesis has been submitted, the Proctors will not consider a complaint under this procedure dealing with allegations relating to inadequate supervision or other arrangements during the period of study.

3. A complaint must relate to the graduate student's candidature or the outcome of the graduate degree in question. The complaint should identify the specific allegations relating to which remedy is sought, where complaints relate to the conduct of examinations or other procedures for academic assessment, the Proctors will concern themselves principally with allegations relating to (i) procedural irregularities in the examination; (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken; (iii) evidence of prejudice or of bias or of inadequate assessment.

Candidates should note that complaints relating to the academic judgement of the examiners or Faculty Boards will not be considered.

4. Where a complaint relates to the conduct of an examination or other procedure for academic assessment, notice of the receipt of the complaint will be sent to the chairman of examiners concerned (in the case of taught-course examinations) and to the chairman of the relevant faculty board, the responsible officer of the candidate's college, and the candidate's supervisor(s) (in the case of research degree examinations).

5. A complaint relating to the conduct of a taught-course examination must be lodged with the Proctors **within six months after the publication of the results of the examination concerned**. A complaint relating to the outcome of a research degree examination must be lodged with the Proctors **within twelve months** of the date of the formal notification of the result of the examination from the Graduate Studies Office. Only in exceptional circumstances, for example, where the Proctors are satisfied that new evidence has come to light since the expiry of the time limit, will a complaint be considered outside these limits.

Investigating a complaint: the candidate

6. The candidate has the right to appear before the Proctors to state his or her case, and may be accompanied by a friend or adviser of his or her choice.

7. In the case of a research degree examination that has resulted in referral for the D.Phil., or the relevant lower degree, the candidate will receive a statement from the examiners indicating the respects in which the thesis falls below the standard required for the degree in the case of outright failure or the award of the relevant lower degree. In the

case of outright failure the Proctors may ask the examiners for a statement on the thesis for transmission to the candidate.

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

Investigating a complaint: the Proctors

9. The Proctors may inspect any relevant material including examiners' records, faculty board minutes relating to the receipt of the examiners' report and reports from the candidate's supervisor(s).

10. The Proctors may consult the supervisor, the examiners, the chairman of the appropriate faculty board and anyone inside or, if necessary, outside the University whose views are considered relevant.

11. The Proctors may call on a candidate to explain his or her case, and the candidate may be accompanied by a friend or adviser of his or her choice.

The outcome of a complaint

12. At the conclusion of their investigation, the Proctors will decide, whether, on the facts of the case, the complaints should be upheld wholly or in part, or should be rejected. The Proctors' decision will be final.

13. If satisfied that justice has not been done, the Proctors may recommend an appropriate course of action to the faculty board. They may, if necessary seek a decree of the University Council or its Educational Policy and Standards Committee to bring about the action which they recommend.

14. The Proctors' decision and any subsequent recommendation will be communicated to the candidate. This will be accompanied by a reasoned statement of their decision.

15. The chairman of the faculty board, the appropriate officer of the college, the supervisor(s), and, in some circumstances, the examiners will be informed of the outcome of the Proctors' investigation.

16. A complaint who is dissatisfied with the outcome of his or her complaint may make further representations to the Proctors, who have discretion to re-open a case (e.g. in the light of new evidence).

17. An annual report on the outcome of the investigation into complaints is given to the Graduate Panel of the University Council's Educational Policy and Standards Committee in Hilary Term.

18. The procedures followed reflect national guidelines to universities on handling student complaints.

APPENDIX 8 HUMANITIES DIVISION CODE OF PRACTICE ON SUPERVISION
OF GRADUATE RESEARCH STUDENTS

UNIVERSITY OF OXFORD
HUMANITIES DIVISION

Code of Practice
on Supervision of
Graduate Research Students

V6. Last revised MT 2010

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RESEARCH SUPERVISION: A BRIEF GUIDE FOR STUDENTS

The role of the Supervisor is to:

- Advise, guide and support you in all aspects of your research, providing clear intellectual leadership and giving precise guidance about academic expectations.
- Agree with you a clear plan of research, identify milestones and provide information on the availability of research resources
- Agree with you a timetable for:
 - regular meetings (normally twice per term) for detailed discussion of your progress
 - the submission of written work, which the supervisor should return to you within a reasonable time
- Produce a detailed report on your progress at the end of each term, using the online Graduate Supervision System (GSS, available at www.gss.ox.ac.uk/) – there are sections for the student and the supervisor to complete.
- Ensure that you are aware of the formal requirements and expected timetable for transfer of status, confirmation of status and final submission, and that these are incorporated into your plan of work.
- Discuss with you subject-specific and general research skills required for your doctoral studies; work with you to identify areas where you require additional training to develop these and other skills; advise you on how these needs may be met, and assess your skills development and training requirements at least once a year.
- Assist and encourage you to participate in the wider academic community.
- Ensure that you are aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and lecture lists.

The role of the Student is to:

- Attend induction sessions arranged by the faculty, Library Services and Computing Services.
- Meet with your supervisor regularly and take note of his or her advice and guidance.
- Draw up a research plan and timetable of work in consultation with your supervisor, and to keep relevant records of all aspects of your work.
- Produce a detailed report on your progress at the end of each term, using the online Graduate Supervision System (GSS; available at www.gss.ox.ac.uk/) – there are sections for the student and the supervisor to complete..
- Work with your supervisor to draw up a programme for identifying and developing your subject-specific and general research skills, and personal and professional skills.
- Attend appropriate classes, lectures, and seminars.
- Be aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research.
- Work with your supervisor to pursue opportunities to engage with the wider

academic community at University, national and international level.

Further information (for students): If you require further details or have any questions about the above, please ask your supervisor or the Director of Graduate Studies for your subject area (your faculty office will be able to provide this information).

A. THE WIDER CONTEXT

1. The Humanities Divisional code supplements in certain important ways the following documents that are already in place in the University:
 - The Memorandum of Guidance for Supervisors and Research Students in *Examination Regulations* 2009, Chapter 16, Section 7, pp. 842 – 846, (www.admin.ox.ac.uk/examregs/25-54_1_Regulations_governing_the_content_and_length_of_theses.shtml#subtitle_6) which sets out the basic regulations governing the responsibilities of supervisors, students, and faculties and departments;
 - The Education Committee *Notes of Guidance for Research Degrees* www.admin.ox.ac.uk/epsc/guidance/index.shtml – a much longer and more detailed discussion of the framework of expectations underpinning the provision of research degrees within the University.
2. Attention is also drawn to The QAA Precepts on Postgraduate Research Programmes (2nd edition, 2004) which underlie all these documents: www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/default.asp#precepts
3. A concise and useful review of national expectations and practice may be found in Dan Remenyi and Arthur Money, *Research Supervision for Supervisors and their Students*, ACL, Reading, 2004, ISBN 0-9547096-0-8, available (also as a DVD) from www.academic-conferences.org/bookshop/research_methods.htm

B. APPOINTMENT OF SUPERVISORS

1. *The supervisory structure*
 - a. Patterns of supervision differ from faculty to faculty within the Humanities Division, to a large extent according to the nature of the subject. In some subjects, there is typically a sole supervisor; others may have two co-supervisors.
 - b. Where more than one supervisor is appointed, one of the supervisors shall clearly be designated the primary supervisor, and the roles of each supervisor should be clearly defined at the outset and redefined as appropriate as the student's research progresses. Arrangements must be clearly communicated to the student
 - c. In all cases, the faculty shall ensure that each student has access to one or more named persons, in addition to the supervisor, to whom he or she can turn for support, such as the Director of Graduate Studies or, where appropriate, the Chair of the Faculty Board.
 - d. Where there is a sole supervisor, these other sources of support, and the provision of cover during the absence of the supervisor referred to at 4 below, are especially crucial.
 - e. Faculties shall ensure that a research student is not disadvantaged when a supervisor is absent on research leave or for other reasons. Normally regular contact by email between supervisor and student will suffice during a period of leave of up to one term. If a supervisor is on leave during a student's initial period of study, a co-supervisor must be appointed for the duration of the period of leave. In certain circumstances (e.g. during the initial period of study of a new doctoral students) a suitable co-supervisor may be appointed during the absence of the primary supervisor. A supervisor shall not be granted University research leave unless the faculty is satisfied that suitable arrangements have been made for the supervision of his or her research students
 - f. A candidate should not be admitted if there is no suitable specialist supervision

in the collegiate university.

2. *College Advisers*

- a. All students should also be able to approach a college adviser. The student's college will appoint an adviser, and will receive termly supervision reports, and reports on transfer and confirmation of status. Most colleges also have procedures to monitor the overall well-being of graduate research students, including discussion of academic progress and supervision reports.
- b. If a college identifies any concerns that might impact upon the academic progress of a student, and that may not already have been recognised in supervision reports, it may refer these in confidence to the Director of Graduate Studies in the faculty concerned, who will initiate such action as seems necessary.

3. *The supervisor – general requirements*

- a. A supervisor shall normally be a permanent member of academic staff of the University or of a college.
- b. In appropriate cases (e.g. where a student's research is multi-disciplinary and specialist supervision is available in one or more but not all disciplines), a supervisor may be appointed who is external to the University of Oxford. A person holding a substantial external research post in the faculty (e.g. a British Academy Fellowship or equivalent on a fixed-term contract) may be appointed to act as a student's primary supervisor. In either of these cases, an experienced member of academic staff shall always be appointed as co-supervisor.
- c. A supervisor should have sufficient security of tenure to make it likely that he or she will see a student's research through to successful conclusion. Nobody shall be appointed as sole supervisor when it is known at the time of appointment that he or she will not be in post at the time that the student is due to complete the programme of research. A supervisor who retires and remains research active in the specialist field may continue to supervise a student, and in such cases a current member of academic staff shall be appointed as co-supervisor and, if appropriate, clearly designated as the primary supervisor. A supervisor may elect to continue as co-supervisor after moving to a post outside Oxford, with the approval of the Board of the Faculty.
- d. At least one of a student's supervisors shall have sufficient experience of the supervision of graduate research students in the relevant discipline(s) to ensure that the direction and monitoring of the student's progress is informed by up to date knowledge of the subject and research developments.
- e. At least one of a student's supervisors shall have sufficient experience of supervising in the University of Oxford to provide appropriate guidance about academic expectations, necessary procedures, resources, training and other essential matters.
- f. A student's supervisor or supervisors shall be able to undertake all the tasks assigned to the supervisor in the Memorandum of Guidance for Supervisors and Research Students in *Examination Regulations* and in the Education Committee *Notes of Guidance for Research Degrees* (see para. A,1 above).

4. *Training and support for supervisors*

- a. Members of academic staff in their first period of office will be given appropriate support and training:
 - The faculty board shall appoint a mentor who will, amongst other duties, provide confidential advice, guidance, and support on the supervision of research students;
 - The faculty board shall encourage all newly appointed academic staff to

attend the courses on supervising research students organised by the Oxford Learning Institute (e.g. Supervising DPhil Students). These courses can be arranged on a faculty or divisional basis for groups of six or more.) For a list of the courses offered, see www.learning.ox.ac.uk/seminars.php?page=19&cat=cc&ls=all

- All members of staff, and especially new members of staff, are also encouraged to seek advice, guidance, and support on the supervision of research students from the Director of Graduate Studies and Chair of Faculty Board.
 - The supervision record of a new member of academic staff is included in the review prior to appointment to retiring age. Just as the faculty is responsible for ensuring that a new member of academic staff has access to advice, guidance and support on the supervision of research students, so a new supervisor is responsible for obtaining appropriate training in the supervision of research students.
- b. When a supervisor has no previous experience of supervision, an experienced member of academic staff will always be appointed as co-supervisor and, if appropriate, clearly designated as the primary supervisor. The experienced member will be expected to act as mentor to the new supervisor.
- c. Faculties shall put in place mechanisms to ensure that the quality of supervision is not put at risk as a result of an excessive range and volume of burdens assigned to individual supervisors.
- A supervisor is expected normally to meet with a research student for a detailed discussion of the student's progress at least twice a term during the period of study. Meetings are likely to take place more frequently during the early stages of a research programme, and to involve reading and commenting upon substantial amounts of written work during the latter stages. A supervisor must therefore be able to provide at least this typical level of support for each research student.
 - To this end, the division has agreed that no individual carrying a normal administrative load and a normal burden of undergraduate and/or postgraduate teaching for their faculty should supervise more than six research students; individuals who undertake less administration and/or less teaching may supervise more research students, up to a maximum of twelve.
 - Exceptions should only be made after consideration by and with the approval of a faculty's graduate studies committee.

5. *Change of supervisor*

- a. Where a student believes that there are good grounds for contemplating a change of supervisor, for whatever reason, this should first be discussed with the supervisor or, should the student prefer, with the Director of Graduate Studies or the Chair of Faculty Board (or their deputies) or with the College Adviser (see Memorandum of Guidance for Supervisors and Research Students in *Examination Regulations* 2009, p.844).
- b. Should a student's research change direction so that his or her current supervisor may no longer be the most appropriate person to provide guidance, the faculty, in consultation with the student and the supervisor, shall consider whether or not an additional or alternative supervisor should be appointed. Such a change of focus is unusual, and always requires prior permission from the faculty.
- c. Should the student have concerns over the quality of supervision, he or she should seek to resolve the matter where possible by discussion with the supervisor, Director of Graduate Studies, Chair of Faculty Board, or College Adviser, but should be made aware of the University's formal complaint procedures, as described in the Proctors' and Assessors' Memorandum

(www.admin.ox.ac.uk/proctors/pam/) and the relevant regulations of Council (www.admin.ox.ac.uk/statutes/regulations/).

- d. Should it be decided that a change of supervisor is desirable, and should no alternative specialist supervisor be available within the collegiate university, a specialist supervisor outside Oxford may be appointed and an experienced member of academic staff appointed as co-supervisor (see para. B, 2, b, above).

C. THE SUPERVISOR'S RESPONSIBILITIES TOWARDS THE STUDENT

1. *Preparation and induction*

The supervisor's responsibilities are as follows:

- a. To ensure that the student attends all faculty and/or departmental induction sessions.
- b. To hold an initial meeting with the student in 0th or 1st Week of the first term in order to establish a clear framework for the student's research. The supervisor should at least:
 - Agree with the student upon a clear plan for beginning research and give accurate reference to appropriate reading, sources, other research materials, etc.;
 - Agree a programme of work for the term with the student, making clear expectations and timetable;
 - Establish the frequency and dates of meetings to discuss in detail the student's research;
 - Make sure that the student understands the procedures for monitoring progress and performance;
 - Encourage the student to attend any appropriate classes, lectures, and seminars
 - Carry out an assessment of the skills training required by the student and arrange for its provision.
- c. To ensure that the student is aware of the University's guidance on plagiarism (www.admin.ox.ac.uk/epsc/plagiarism/infograds.shtml), and of any ethical and legal issues, issues concerning health and safety, and issues concerning intellectual property arising from the student's research.
- d. To ensure that the student is aware of the research resources available in the faculty and elsewhere in the University, including: libraries, museums and other research facilities and infrastructure; financial support for conferences, fieldwork, and travel; and IT support.
- e. To assist the student to become part of the academic community, by encouraging him or her to engage in the common research activities of the faculty, and to meet other students and members of staff working in the same or adjacent fields.
- f. To encourage the student to attend all appropriate induction courses into the libraries (e.g. the Oxford University Library Services, Workshops in Information Skills and Electronic Resources – WISER – www.ouls.ox.ac.uk/services/training/wiser) and IT resources (e.g. The IT Learning Programme – <http://welcometoit.ox.ac.uk/>) needed for his or her research.
- g. When a student is supervised by two supervisors, both must ensure that all initial advice and guidance is coordinated, and that their respective responsibilities are clearly defined and made known to the student.

2. *Progress, monitoring and feedback*

The supervisor's responsibilities are as follows:

- a. To agree with the student a clear plan of research and identify milestones and set a timetable towards its completion.
- b. To meet regularly with a student, normally at least two times a term when the student is working in Oxford, to review progress against the agreed plan of

research, milestones and timetable.

- c. To ensure that the student is aware of the formal requirements and timetable for transfer of status, confirmation of status and final submission, and that this information is incorporated into the plan of research.
 - Students shall normally apply for transfer of status in the third term; they must apply no later than the sixth term. Individual faculties may have their own deadlines, as specified in student handbooks. It should be made clear to students that it is their responsibility to check their handbook for this type of information.
 - Students must apply for confirmation of status no later than the ninth term after admission as a Probationer Research Student.
 - Students must submit their theses no later than the twelfth term after admission as a Probationer Research Student.
- d. To agree with the student a timetable for the submission and return of written work, and to return work, with constructive criticism, within a reasonable time.
- e. To discuss termly supervision reports (see D.1.a below) with the student.
- f. Should the supervisor become aware of any particular concerns with a student, he or she will discuss them at an early stage with the Director of Graduate Studies and, if appropriate, with the student's college.
- g. Should a research student decide to go out of residence before submitting the thesis, he or she must agree a clear reporting structure with the supervisor or supervisors. Students who are not working in Oxford, must submit progress reports and written work to the supervisor. The time frame will vary from case to case – but, as a rule of thumb, students ought to submit a substantial progress report and a piece of written work at least once a term.

3. *Skills training for research students*

- a. A supervisor will monitor a student's skills training needs as they develop over time, including both subject-specific research training and personal and professional training, including training and opportunities for teaching.
- b. Faculties shall ensure that the skills training needs of research students, both those specific to the research being undertaken, and training in personal and professional skills are assessed and that training is made available to every student. The skills are outlined in the Humanities Division's Graduate Studies Framework, available at:

www.humanities.ox.ac.uk/graduate_study/training_and_support_test

This Framework is based on the Joint Statement of the Research Councils on Skills Training for Research Students (www.grad.ac.uk/downloads/documents/general/).

- c. It is the responsibility of the supervisor, under the oversight of the Director of Graduate Studies, to ensure that the skills training needs of each of his or her students are assessed and met.
- d. A student's skills training needs shall be assessed formally at three specific points in the programme:
 - as part of the initial general review of the student's needs;
 - at Transfer of Status;
 - and at Confirmation of Status.

On each occasion, the supervisor shall make a written record of the formal assessment, and copies shall be given to the student, the student's college, and

the Director of Graduate Studies. [Note: Skills training requirements should be assessed at least annually. If the period between Transfer of Status and Confirmation of Status is more than a year, an additional assessment should be made a year after the assessment for Transfer of Status.]

- e. It is, however, an integral part of the supervisor's role, at regular supervisory meetings, to continue to monitor and advise a student on skills training needs, to draw to the student's attention, and to encourage the student to take up such opportunities as are available for the further development of these skills.
 - g. Research students are encouraged to use the Personal Development Planning system provided by the University through the SkillsPortal – see www.skillsportal.ox.ac.uk/research_students.php to evaluate their own skills training needs, and to discuss these regularly with their supervisors.
4. *Assisting students in preparing for a career*
- a. The supervisor will assist and encourage the student to participate in the wider academic community, at University, national and international level, through presentation and, if appropriate, publication of their research.
 - b. Students who wish to pursue an academic career are encouraged to discuss this with their supervisor, who may be able to advise them upon such matters as attending conferences, publishing research, preparing *curricula vitae*, job applications, and attending job interviews. When seeking such advice or asking for letters of reference, students should ensure that they give their supervisor reasonable time to respond. Students should understand that their supervisor may not always be in the best position to advise them on such matters, and that it is not a supervisor's duty to find jobs for his or her students.
 - c. Supervisors may be able to assist students who do not wish to follow an academic career by advising them on personal and professional training in transferable skills and by preparing references emphasising the range of skills, academic or otherwise, acquired during their doctoral studies. Supervisors (and other academic staff responsible for graduates) should ensure that students are aware that the University's Careers Service advises graduates, not just undergraduates.
5. *Summary of Supervisor's responsibilities*
- a. To have the specialist knowledge necessary to supervise the student's research.
 - b. To have prior experience of supervising research students at Oxford (or to be supported by an experienced co-supervisor)
 - c. To have sufficient time to supervise the student.
 - d. To accept a student only if able to ensure continuity of supervision until completion.
 - e. To advise, guide and support the student in all aspects of research, providing clear intellectual leadership and giving precise guidance about academic expectations.
 - f. To produce termly supervision reports (via GSS).
 - g. To monitor a student's skills training needs as they develop over time.
 - h. To assist and encourage the student to participate in the wider academic community.

D. GENERAL RESPONSIBILITIES OF THE SUPERVISOR

1. *Reporting*

- a. The Supervisor must produce a detailed report on the student's progress at the end of each term, using the online Graduate Supervision System (GSS, available at www.gss.ox.ac.uk/) – there are also sections for the student to complete; it is not currently compulsory for students to complete reports on their progress, but they should be encouraged to do so..
- b. Supervisors should establish whether students have funding from bodies such as the AHRC and, if so, what terms and conditions are attached to the grant, in order to ensure that students meet those requirements. For example, students in receipt of doctoral awards from the AHRC are normally required to submit the thesis within four years of the start of the award. The AHRC requires annual reports to be completed by both students and their supervisors. In the case of 2- or 3-year doctoral awards, the timely receipt of annual reports by the AHRC is a condition for continued funding. Failure to meet the AHRC's requirements may jeopardise AHRC funding for students of the faculty in the future.

2. *Enquiries from prospective students*

- a. A prospective student who makes a direct enquiry to potential supervisor must always be referred to the Graduate Admissions Office. All applicants must apply through the graduate admissions process (<http://www.admin.ox.ac.uk/postgraduate/apply/>).
- b. In answer to a direct enquiry from a prospective student, a member of staff may:
 - Give a clear undertaking as to whether he or she has the time and necessary specialisation to supervise the student;
 - Discuss and give guidance on the proposed research project;
 - If appropriate, give advice as to whom else the applicant might approach;
 - Inform the applicant that their qualifications must meet the requisite general entry requirements (e.g. 2.1 or equivalent first degree, the relevant English language requirement, etc.), and any other requirements specific to the particular course of research.
- c. **No individual member of staff may accept or reject a prospective student.**

USEFUL WEBSITES

Memorandum of Guidance for Supervisors and Research Students in *Examination Regulations* 2010 (pp. 858 – 862 in the printed version):

http://www.admin.ox.ac.uk/examregs/25-54_1_Regulations_governing_the_content_and_length_of_theses.shtml#subtitle_6

Education Committee Notes of Guidance for Research Degree:

<http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>

Essential Information for Students: Proctors' and Assessors' Memorandum

<http://www.admin.ox.ac.uk/proctors/info/pam/>

QAA Precepts on Postgraduate Research Programmes (2nd edition, 2004):

<http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/default.asp#precepts>

SUPPORT FOR SUPERVISORS:

Courses on supervising research students organised by the Oxford Learning Institute

<http://www.learning.ox.ac.uk/seminars.php?page=19&cat=cc&ls=all>

General information on the Learning Institute for new and experienced supervisors, mentors of new supervisors and Directors of Graduate Studies

<http://www.learning.ox.ac.uk/rsv.php?page=341>

TRAINING IN SUBJECT SPECIFIC RESEARCH SKILLS AND TRANSFERABLE SKILLS:

Humanities Division Website

http://www.humanities.ox.ac.uk/graduate_study/training_and_support_test

Joint Statement of the Research Councils on Skills Training for Research Students

(<http://www.grad.ac.uk/downloads/documents/general/>),

Workshops in Information Skills and Electronic Resources – WISER –

http://www.ouls.ox.ac.uk/staff/information_skills)

IT resources

Introduction to Information Technology (IT) services at Oxford University:

<http://welcometoit.ox.ac.uk/>

IT courses: <http://www.oucs.ox.ac.uk/itlp/courses/>

Plagiarism

Information for graduate students on plagiarism:

<http://www.admin.ox.ac.uk/epsc/plagiarism/infograds.shtml>

Online plagiarism course:

<http://tallcourses.conted.ox.ac.uk/plagiarism/xhtml/introduction/Introductions.html>

Language Centre: <http://www.lang.ox.ac.uk/>

Learning Institute – courses for research students on how to teach etc:

<http://www.learning.ox.ac.uk/oli.php?page=6>

SkillsPortal - information about workshops, seminars, conferences and on-line resources re. research skills and personal and professional development skills:

(http://www.skillsportal.ox.ac.uk/research_students.php)

ASPIRE - online personal development planning system:

<https://www.aspire.ox.ac.uk/ASPIRE/>

APPENDIX 9: DPHIL TEACHING REGISTER FORM 2011/12

Name
email address or other contact details

Theory or Practice-led?
Term in which you transferred to DPhil status
Supervisor(s)

Teaching areas

Previous teaching experience

Teaching training (Ruskin PLTO training sessions / observation of teaching; Humanities Division Teaching Training and Support Programme; other university department or art school; external qualification)

Please indicate which of the following teaching opportunities you would be interested in:

Theory tutorials
Studio tutorials
Leading Group Crits
Firefighter (Basic Skills) Workshops - if so, which skills?