



## SCHOOL OF ANTHROPOLOGY & MUSEUM ETHNOGRAPHY

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### Research Degree Handbook 2022-23

DPhil Migration Studies



Red chili pickers, Azim Khan Ronnie / COMPAS photography competition

This handbook applies to students starting the DPhil Migration Studies in Michaelmas Term 2022 (the first term of the academic year). The information in this handbook may be different for students starting in other years. If you need to refer to information found in this handbook, please specify the version you read (this is version 1.0 (1st October 2022)).

## **Disclaimer**

The Examination Regulations relating to these courses are available:

[DPhil Migration Studies](#)

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Course Director.

The information in this handbook is accurate as at 1<sup>st</sup> October 2022 however it may be necessary for changes to be made in certain circumstances, as explained [here](#). If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

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## Welcome

Welcome to the School of Anthropology & Museum Ethnography (also known as Anthropology, SAME, the School, or the department).

Much of the information you will need to access during your studies can be found on the main university website. The aim of this handbook is to provide information on those aspects of your studies that are particular to the School. It should be read in conjunction with the [Graduate Studies Handbook](#) for the more general information.

The DPhil in Migration Studies is a degree offered by SAME and the Oxford Department for International Development (ODID). It follows from the MSc in Migration Studies also offered by these two departments. For the DPhil in Migration Studies, SAME is the main department in terms of paperwork and administration (admission process, ethic approvals, travel permission, deadlines, rules about the programme, etc.). This is the case regardless of whether your supervisor is at SAME or ODID (or in a few cases, outside these two departments). For those coming from the MSc, please note that this is different from the MSc, in which the administration is based at ODID.

We hope you find this handbook useful; suggestions for improvements may be sent to the Course Director [Professor Carlos Vargas-Silva](#).

## 1. Information for students on DPhil Migration Studies

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

Please consider whether you need to visit the office in person or whether your query can be resolved by email, phone, or via MS Teams.

### Quick links and reference

#### [Your academic year](#)

Canvas - <https://canvas.ox.ac.uk/>

SAME website - <https://www.anthro.ox.ac.uk/>

Oxford Glossary - <https://www.ox.ac.uk/about/organisation/history/oxford-glossary>

## 1.1 Key Contacts

Title	Name	Email
Head of School	Dr David Pratten	<a href="mailto:hod@anthro.ox.ac.uk">hod@anthro.ox.ac.uk</a>
DPhil Migration Studies Course Director	Dr Carlos Vargas-Silva	<a href="mailto:carlos.vargas-silva@compas.ox.ac.uk">carlos.vargas-silva@compas.ox.ac.uk</a>
Graduate Courses Administrator	Mel Goodchild	<a href="mailto:mel.goodchild@anthro.ox.ac.uk">mel.goodchild@anthro.ox.ac.uk</a>
Director of Graduate Studies (DGS)	Prof David Gellner (MT) Dr Elizabeth Ewart (HT onwards)	<a href="mailto:dgs@anthro.ox.ac.uk">dgs@anthro.ox.ac.uk</a>
Academic Administrator	Vicky Dean	<a href="mailto:vicky.dean@anthro.ox.ac.uk">vicky.dean@anthro.ox.ac.uk</a>
Subject Librarian	Ms Helen Worrell	<a href="mailto:helen.worrell@bodleian.ox.ac.uk">helen.worrell@bodleian.ox.ac.uk</a>
Fieldwork & CUREC queries	Kate Atherton	<a href="mailto:kate.atherton@anthro.ox.ac.uk">kate.atherton@anthro.ox.ac.uk</a>

## 1.2 Core Teaching Staff

Prof Carlos Vargas-Silva  
Course Director, [carlos.vargas-silva@compas.ox.ac.uk](mailto:carlos.vargas-silva@compas.ox.ac.uk)

Prof Madeleine Reeves  
Professor in the Anthropology of Migration, [madeleine.reeves@compas.ox.ac.uk](mailto:madeleine.reeves@compas.ox.ac.uk)

Dr Peter Walsh  
Convenor Seminar DPhil Migration Studies, [peter.walsh@compas.ox.ac.uk](mailto:peter.walsh@compas.ox.ac.uk)

If you need to see any other member of staff for whatever reason, just email them.

## 1.3 COMPAS

While the DPhil in Migration Studies makes use of the full range of academic activity in SAME, ODID and the University more widely, many of the activities relate to The Centre on Migration, Policy and Society (COMPAS). COMPAS is located at 58 Banbury Road and you can access the building with your student card. If you have any questions about accessing facilities at COMPAS you can contact Nathan Grassi ([nathan.grassi@compas.ox.ac.uk](mailto:nathan.grassi@compas.ox.ac.uk)), the COMPAS Administrator.

Since 2003, COMPAS has established an international reputation for original research and policy relevance. It undertakes multi-disciplinary research, publication, teaching, and user engagement activities with a broad set of academic and non-academic users worldwide.

COMPAS research covers a spectrum of global migration processes and phenomena, from conditions in places of migrant origins, through to institutions and activities affecting mobility, to social and economic effects in receiving contexts.

COMPAS has over 20 staff members from a range of backgrounds and is actively involved in many international networks and projects. COMPAS is based within the School of Anthropology and Museum Ethnography and maintains strong links with departments across the University of Oxford.

### **Mission and aims**

The mission of COMPAS is to conduct high quality research in order to develop theory and knowledge, train the next generation of academics and policymakers on migration, inform policy-making and public debate, and engage users of research within the field of migration. In line with this overall mission statement our aims are:

**Academic advancement:** reflecting and advancing theory, methods and multi-disciplinary understanding in the field of Migration Studies; contributing new empirical data; and supporting international collaborations and publications in the field of migration.

**Teaching:** offering graduate programmes on migration at the masters and doctoral level; offering expert training for policymakers and others interested in migration issues; and building capacity among migration researchers and practitioners.

**Informing policy-making and public debate:** providing evidence and analysis to policy-makers and to the wider public and facilitating knowledge exchange and collaboration with relevant policy makers.

**Facilitating knowledge exchange with research users:** establishing reciprocal relationships with individuals and organisations with experience of migration, including migrants and their organisations, government, business, international organisations, and third sector and civil society organisations.

**Maintaining long-term sustainability:** operating efficiently as a centre and ensuring a diversified funding base that allows the undertaking of a long-term mission and vision.

## **2. Course overview**

The DPhil in Migration Studies, offered by SAME and ODID, presents the unrivalled opportunity to undertake an interdisciplinary, in- depth project focused on a specific and contemporary challenge facing the world. The degree draws on world-class research from two research centres, the Centre on Migration Policy and Society (COMPAS) and the Refugee Studies Centre (RSC), as well as numerous other scholars in the University working on topics related to migration.

In the first Academic year of your doctoral training, you are not a doctoral candidate but a "probationary research student" (PRS). This is why we call this year a "PRS year". During that year you will have to work towards a 20,000 words (max) research proposal that will show that you are able to conduct research, with a well-formulated research question, a critical literature review, and a methodical research strategy (a more detailed description of how a ToS paper should look like will be offered and discussed in the class). You will discuss the preparation of the document with your supervisor(s) and give feedback to your cohort colleagues' proposals in the weekly PRS class. In the second term, you will choose 2 method



modules (see below) that you will gauge useful for your project, and you may want to discuss with your supervisor(s) the convenience of following other training possibilities, offered either in the School or in other parts of the University.

Perhaps the one thing for you to note as you arrive as a new doctoral student to the School is that the PRS class is the most important structuring element in the course, the place and community that will generate a sense of cohort that will accompany you during the entire doctorate and beyond. Anthropology and migration students work in many and very different topics, but feedback from researchers working in totally different topics is generally as useful as feedback from people working on very similar ones, so do not be afraid to discuss your own work (rather, try to make it as understandable as possible) or to give feedback to that of your colleagues.

Your PRS paper will be assessed by two members of the School, allocated by our Teaching Committee, some weeks after your submission. We strongly recommend students to be assessed in the third term, although they are entitled to do so in the fourth one (e.g. in Michaelmas 2023 if you started in Michaelmas 2022). If assessors give you the green light, you will automatically be upgraded to DPhil candidate, but remember you will not be able to conduct any form of research beyond library research until your CUREC (ethical clearance) is approved by the School, as well as the risk assessment completed. Note that Transfer of Status assessors do not assess the CUREC form, but they can give feedback to it if you add it to the paper.

When you come back from your fieldwork you have to follow the "Graduate Research Seminar" (GRS), in which writing-up students discuss an overview or specific chapters of their theses, depending on what kind of feedback they feel they need. Similar to the PRS class for first year students, the GRS becomes the most important structuring element of the post-research doctoral training. We expect students to present there and to give feedback to their cohort colleagues. In fact, unless otherwise agreed between your supervisor and the DGS, writing up students must present at the GRS before they achieve the milestone called "Confirmation of Status", described below in this handbook. Please note that the GRS is also opened to PRS students, although the latter are not invited to present in it.

## 2.1 Structure of teaching

The academic year in Oxford is divided into three 8-week terms, Michaelmas Term (MT), Hilary Term (HT) and Trinity Term (TT). Teaching is delivered primarily through lectures, discussion groups and research seminars.

We plan to deliver most teaching in-person, supported by virtual learning resources and online teaching via MS Teams where necessary.

[Canvas](#) is our virtual learning environment where you will find course materials including recordings of lectures, course outlines, reading lists, and slides from lectures. You will be receiving an email notification, indicating that you have been added to the relevant Canvas site for your programme. If you are new to using Canvas, you may find the [Canvas Guide for Students](#) useful.

You are strongly advised to download the desktop version of Microsoft Teams by the start of term.

## 2.2 Supervision

The relationship with your supervisor is important to the success of your studies and you should seek to take responsibility for your side of the relationship from the beginning. You should maintain regular (monthly) contact, at least by email if face-to-face is impossible. This becomes more important for those students working on projects in remote locations. The key point to remember is to keep your supervisor informed of what you are doing and where you are doing it on a regular basis and to raise any problems at an early stage. Your supervisor is not merely a mentor who provides assistance and guidance for your research, but also a source of information and advice on the formal aspects of study and student life more generally.

The supervisor should:

- Organise an initial meeting with the student as soon as possible at the beginning of the doctorate to agree working arrangements, including for contact when either the supervisor or student is away from Oxford.
- Where there is co-supervision or a supervisory team, the primary supervisor should coordinate advice and guidance, and ensure that respective responsibilities (such as oversight of fieldwork) are clearly understood by academic colleagues and the student.
- Establish a timetable of regular meetings for detailed discussion of the student's work and progress (normally a minimum of nine one-hour meetings (or equivalent) per year). A prompt meeting with the student on return from their fieldwork or a period of suspension should also always be arranged.
- Agree a research plan and programme of work with clearly established academic expectations and deadlines, aligned with the formal requirements for Transfer, Confirmation of Status and final submission.
- Agree a timetable for the submission of written work and for the return of feedback within a reasonable timeframe.
- Discuss with the student, and submit in Graduate Supervision Reporting (GSR), a detailed report on the student's academic progress at the end of each term and during the long vacation.
- Undertake an annual Training Needs Analysis (to be uploaded into GSR)
- Help to identify and support the development of subject-specific and personal/professional researcher development skills and ensure that these are met.

- Discuss any ethical, legal, intellectual property, conflicts of interest and health and safety aspects of the student's research (including fieldwork) and approve any risk assessments required
- Advise the student on the need to avoid plagiarism and discuss any issues related to third party copyright for the thesis
- Ensure that the student is familiar with the research facilities and activities of the department, advise the student on appropriate financial support available, encourage the student to explore career opportunities, and where necessary direct the student to other services provided by the University e.g. health, disabilities and counselling

The student should:

- Attend an initial meeting with the supervisor as soon as possible at the beginning of his/her degree, and maintain regular contact with the supervisor, responding to him/her in good time
- Meet with the supervisor regularly (normally a minimum of nine one-hour meetings (or equivalent) per year) keeping a written record of discussions, giving due weight to any guidance or corrective action proposed. In addition, always arrange to meet promptly with the supervisor upon return from fieldwork or any period of suspension.
- Where more than one supervisor is appointed, students may request a meeting with all supervisors together at least once per year.
- Draw up a research plan and timetable of work in consultation with the supervisor, and keep relevant records of all aspects of work
- Discuss with the supervisor a detailed report on academic progress for submission Graduate Supervision Reporting (GSR) at the end of each term and in the long vacation
- Working with the supervisor, take responsibility for his/her research programme, including the development of subject-specific, research, and personal and professional skills
- Take responsibility for (i) the preparation and content of his/her thesis, giving due regard to any advice from the supervisor, and (ii) its timely submission in accordance with the timetable agreed
- Be aware of the University's guidance on plagiarism and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from the research project
- Pursue opportunities to engage with the wider academic community at the departmental, University, national and international levels

### 3. The structure of the DPhil in Migration Studies

In the following you will find information on lectures, discussion groups and research seminars you are expected to attend, term by term.

#### 3.1 Year 1 (PRS year)

During the first year of the DPhil students will do four different things. **First**, attend the Fieldwork Essentials class and Probationer Research Student (PRS) class at SAME. This course provides general information about research and fieldwork. The course will provide an opportunity to share your research with other students exploring different topics (mostly unrelated to migration). You will receive information on these classes from the course convenors. **Second**, take two method modules. The SAME PRS class will provide information on the selection of method modules. No need for you to do anything until you receive such information. **Third**, attend the Seminar for the DPhil in Migration Studies. **Fourth**, attend and present in the COMPAS WIPS.

Towards the end of your first year, you should transfer from PRS Status to DPhil Status. See the section on Transfer of Status for details.

#### MICHAELMAS TERM

##### REQUIRED ATTENDANCE

###### Fieldwork Essentials class

Weeks 1-5

Mondays 11 am – 1 pm

*Convenors: Prof David Zeitlyn and Prof David Gellner*

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

###### The PRS class

Weeks 6-8

Mondays 11 am – 1 pm

*Convenors: Prof David Zeitlyn and Prof David Gellner*

The PRS class is convened weeks 6-8 in Michaelmas Term. Sessions include topics such as: doctoral training approaches and resources; fieldwork and data collection; library and research resources; ethical research practice in the field; and fieldwork health and safety.

###### Seminar DPhil in Migration Studies

Weeks 1-8

COMPAS Boardroom

Thursdays 9:30am – 10:30am

*Convenor: Dr Peter Walsh*

The seminar has two key goals. First, to provide students with feedback on their research

from a Migration Studies perspective. Second, to expose students to the latest research on migration from a variety of disciplinary and methodological approaches.

### **COMPAS Work-in-Progress Series**

COMPAS Boardroom

Thursdays 11:00am – 12:00pm

Weeks 1-8

*Convenor: Dr Peter Walsh*

This is an internal seminar series in which different scholars present projects related to migration. Some presentations involve plans for future research projects, while others involve more developed projects that include research findings.

### **COMPAS Seminar Series**

64 Banbury Road

Thursdays 3:30pm – 4:45pm

Weeks 1,3,6,7 and 8

*Convenor: Professor Madeleine Reeves*

This term the seminar series is on **Reproductive Migrations: Mobility, Stratification and Reproductive Labour**. This seminar series contributes to a critical analysis of stratified (im)mobility through the lens of reproduction and reproductive labour. More details here: <https://www.compas.ox.ac.uk/event/reproductive-migrations-mobility-stratification-and-reproductive-labour/>

### **Graduate Research Seminar**

Weeks 1-8

Wednesdays 3.30pm – 5:00pm

*Convenor: Dr David Pratten*

### **OPTIONAL (BUT RECOMMENDED)**

#### **Reading Group on Reproductive Mobilities**

Thursdays 2:00pm – 3:30pm

Weeks 1,3,6,7 and 8

*Convenor: Professor Madeleine Reeves*

Before each of the five COMPAS seminars the group will discuss a pair of pre-circulated article or chapter-length readings. Those interested in joining the reading group are asked to email [Madeleine.Reeves@compas.ac.uk](mailto:Madeleine.Reeves@compas.ac.uk) to register their interest and receive the readings.

#### **SAME Departmental Seminar**

Weeks 1-8

*Convenors: Dr I Zharkevich & Dr C El Khachab*

#### **RSC Public Seminar Series**

Weeks 1 - 8

## HILARY TERM

### **REQUIRED ATTENDANCE**

#### **The PRS class**

Weeks 1-8

Mondays 11 am – 1 pm

*Convenors: Prof David Zeitlyn and Prof David Gellner*

The PRS class, or at a later stage, post-fieldwork and writing up, the Work in Progress seminar provide experience in presenting one's work to one's student peers and members of academic staff, in dealing with questions and feedback, and in receiving advice on the structure and content of one's work. In addition, supervisors advise students to attend relevant conferences and workshops and support them in doing so. This allows them to develop the range of skills that the student will need to communicate and disseminate his or her research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This includes written and oral communication techniques and an understanding of communication tools and developing academic networking skills.

#### **Seminar DPhil in Migration Studies**

Weeks 1-8

COMPAS Boardroom

Thursdays 9:30am – 10:30am

*Convenor: Dr Peter Walsh*

The seminar has two key goals. First, to provide students with feedback on their research from a Migration Studies perspective. Second, to expose students to the latest research on migration from a variety of disciplinary and methodological approaches.

#### **COMPAS Work-in-Progress Series**

COMPAS Boardroom

Thursdays 11:00am – 12:00pm

Weeks 1-8

This is an internal seminar series in which different scholars present projects related to migration. Some presentations involve plans for future research projects, while others involve more developed projects that include research findings. You are expected to present your research in the COMPAS WIPS during this term.

#### **COMPAS Seminar Series**

Details to be announced towards the end of Hilary

#### **Graduate Research Seminar**

Weeks 1-8

Wednesdays 3.30pm – 5:00pm

*Convenor: Dr David Pratten*

## **OPTIONAL (BUT RECOMMENDED)**

### **SAME Departmental Seminar**

Weeks 1-8

### **RSC Public Seminar Series**

Weeks 1 - 8

## TRINITY TERM

## **REQUIRED ATTENDANCE**

### **The PRS class**

Weeks 1-8

Mondays 11 am – 1 pm

*Convenors: Prof David Zeitlyn and Prof David Gellner*

The PRS class, or at a later stage, post-fieldwork and writing up, the Work in Progress seminar provide experience in presenting one's work to one's student peers and members of academic staff, in dealing with questions and feedback, and in receiving advice on the structure and content of one's work. In addition, supervisors advise students to attend relevant conferences and workshops and support them in doing so. This allows them to develop the range of skills that the student will need to communicate and disseminate his or her research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This includes written and oral communication techniques and an understanding of communication tools and developing academic networking skills.

### **Seminar DPhil in Migration Studies**

Weeks 1-8

COMPAS Boardroom

Thursdays 9:30am – 10:30am

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The seminar has two key goals. First, to provide students with feedback on their research from a Migration Studies perspective. Second, to expose students to the latest research on migration from a variety of disciplinary and methodological approaches.

### **COMPAS Work-in-Progress Series**

COMPAS Boardroom

Thursdays 11:00am – 12:00pm

Weeks 1-8

This is an internal seminar series in which different scholars present projects related to migration. Some presentations involve plans for future research projects, while others involve more developed projects that include research findings.

### Graduate Research Seminar

Weeks 1-8

Wednesdays 3.30pm – 5:00pm

Convenor: Dr David Pratten

### OPTIONAL (BUT RECOMMENDED)

#### SAME Departmental Seminar

Weeks 1-8

#### RSC Public Seminar Series

Weeks 1 - 8

#### Research Methods Modules

Convenor: Dr Z Olszewska

PRS and 2nd year MPhil students attend two of the anthropological methods modules on offer in the School. These offers vary slightly year by year. An overview of them all will be presented in the PRS class in Michaelmas Term, Week 1, by the School's Research Methods Training Convenor (RMTTC), Dr Zuzanna Olszewska. If any questions arise, she can be contacted at [zuzanna.olszewska@anthro.ox.ac.uk](mailto:zuzanna.olszewska@anthro.ox.ac.uk)

The methods modules range from digital methods, ethnographic portraiture, critical methods of numerical analysis, language-focused methods to many others. They are typically taught once weekly for six weeks, and each session is about one and a half hours long. However, there is considerable variation.

Some methods modules convenors may have to cap the numbers of the participants they can accept. Hence students are requested to sign up for and rank three modules they wish to attend in the order of their preference.

**The research methods modules on offer for the academic year 2022-23 are as follows:**

RMM	Convenor	Term
Digital Methods	Bill Kelly	MT
Practical Quantitative Methods	Paula Sheppard	MT
Autoethnography & Coproduced Ethnography Methods	Seamus Montgomery	MT
Digital Methods	Bill Kelly	HT
Critical Methods in Numerical Assessment	Krishna Adhikari	HT
Language-Based Methods	Zuzanna Olszewska	HT
Methods Mixed from/for Anthropological Research	Elizabeth Rahman & Alejandro Reig	HT
VMMA Methods	Elizabeth Hallam	HT
Multimodal Toolkit	Paola Esposito	HT



### *Assessment:*

At the end of each module, each participant is asked to write up a practical task (minimum length: one A4 page) and/or submit a 2,500-word essay, following the instructions of the module convenor (Students taking Practical Quantitative Methods do not write an essay). In the case of students taking a language course in lieu of a methods module (see below), they should submit a 500-word reflection piece on their progress in language learning in relation to the needs of their fieldwork—please ask the RMTC for further instructions. In the case of PRS students these assignments must be submitted as part of their Transfer of Status portfolio (Transfer of Status Assessors will note whether they have been submitted). Verbal feedback will be provided directly to students by the module convenors. PRS assessors are merely requested to ensure the two MM assignments are part of the ToS portfolio submitted.

### *Ethics and CUREC*

Any methods module which has a practical element involving encounters with people outside the Department requires the methods module convenor to list the projects and name the participants conducting the fieldwork for the methods module. This list must be sent to [Kate Atherton](#) for approval by the CUREC team before any fieldwork for the respective methods module is carried out outside the Department. If a participant wishes to publish or use the data gathered during these classes for publication, a full CUREC procedure has to be initiated by the module convenor.

### *Other training*

PRS students are also encouraged to attend methods training provided by the Doctoral Training Partnership of the Social Sciences Division. With the approval of their supervisor, they may also take another course from elsewhere in the university that is appropriate to their needs in place of a module offered in SAME, as a maximum of one of the two required modules, provided that it has a significant methods training component. PRS students may also take a language course at the university, if appropriate to their needs, in lieu of ONE methods module (i.e. a student doing two terms of language training would still need to take one methods module from within SAME). In all such cases, students should first seek endorsement from their supervisor and then email the RMTC for approval (with the supervisor in cc) before final module selections are made.

## 3.2 Year 2

During Year 2 most students will be engaged in fieldwork or some related activity (e.g. secondary data analysis) which represents the core activity of their research.

## 3.3 Year 3

During Year 3 students are expected to complete the writing of their thesis. In addition, third year DPhil students will do four different things. **First**, present in the Graduate Research Seminar. **Second**, present in the COMPAS WIPS. **Third**, complete your Confirmation of Status. See the Section on Confirmation of Status for further details. **Fourth**, complete the process of final examination. See the Section on Final Examination for more details.

## 4 Study Arrangements

### Full and part time study

You will have been admitted to study on either a full-time or part-time basis. The part-time mode of study for a DPhil essentially spreads the research degree over 6-8 years instead of 3-4. Part-time students are equally a part of the academic community in the School from the outset and their attendance of elements of School academic life remains an essential part of the degree. In practice this includes certain specific classes on particular dates, especially in the first year, which correspond to introductory teaching and induction sessions received by all new doctoral students (e.g. Induction, PRS classes, Seminar DPhil in Migration Studies, COMPAS WIPS and Methods Modules), as well as occasional class presentations on specific dates, and face-to-face meetings with their supervisor (though the latter need be only half as frequent as is the case for full-time students). While part-time students are not required by regulation to be resident in Oxford, they need to be within commutable distance of Oxford when required.

It is important that part-time DPhil students and their supervisors consider the practical issues associated with undertaking fieldwork part-time. There would be nothing in practice to prevent a registered part-time student from doing fieldwork full-time if desired.

The main Graduate Admissions pages for the relevant DPhil include details of the part-time version of the DPhil degree and aspects of the expected timeline for stages of the study process. See <https://www.ox.ac.uk/admissions/graduate/courses>.

### Transferring between full-time and part-time status

In the course of their studies a student may transfer up to once between part-time and full-time status (either full-time to part-time or *vice versa*) if approved by their supervisor, the School, and their college. Note that some colleges that do admit students to the full-time DPhil do not ordinarily admit students for the part-time version, which is a separate course, so may be unable to accommodate such a transfer (this issue would not arise in transfer from part-time to full-time status). This process requires completion of Form GSO4: Change of Mode of Study (see the university [Graduate Forms page](#)), which includes guidance and details on the limitations of its use. Note that such a transfer is considered to be something that occurs under exceptional circumstances, hence the limitations on its use. If you are in your final term, you cannot switch to part time. It cannot be presumed that an application to do so will routinely be approved.

### Degree pathways and assessment

The DPhil is examined by thesis and oral examination (viva) only. There are no coursework elements or sat exams, but students must pass at least one and more usually two interim assessments before the final viva (i.e. Transfer of Status and Confirmation of Status, depending on degree and pathway to a doctorate). The final viva, but not these assessments, is a formal examination for which sub fusc (academic dress) is worn. Details of your specific required assessment milestones are given in your Welcome letter.

Oxford operates a standard research degree submission and examination process. Full details can be found [here](#).

#### 4.1 'Transfer' or 'Upgrading' from PRS to DPhil status (Transfer of Status)

The guidelines for Transfer of Status are below, please read them and familiarise yourself with the process: <https://anthro.web.ox.ac.uk/graduate-studies-handbook#collapse3707871>

Students in the status of Probationary Research Student (PRS) will spend their first academic year, comprising three 'full terms' (i.e. the eight-week teaching term), on a review of literature relevant to their proposed topic and preparing a substantial piece of work for transferring from PRS to full DPhil status, or in some exceptional cases, MLitt status. An application form (GSO2) for the transfer should be completed, and this will include a declaration of the thesis title (see the university [Graduate Forms page](#)).

Although the University regulations require Transfer of Status not later than four terms after admission as a research student (with two terms of extension allowed 'for good cause'), the special regulations for SAME expect a student to transfer '**not later than the end of Trinity full term after the Michaelmas Term in which they were admitted**'. Under these special regulations, deferral for one term (i.e. to the end of the following Michaelmas *full term*) or for a shorter period within the long vacation, may be considered in special cases using form GSO2b (see the university [Graduate Forms page](#)), endorsed by the supervisor and sent to the Director of Graduate Studies. In the case of part-time students, all of these durations are doubled, with submission of Transfer of Status documents ordinarily occurring before the end of Trinity Term of the second PRS year. Different arrangements apply to the alternative PRS pathway and to PRS students who exceptionally joined the University in Hilary or Trinity term (consult the Director of Graduate Studies). PRS students will be expected to present their work to the PRS class and the COMPAS WIPS before being considered for Transfer of Status.

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

The Transfer of Status text should be no more than 20,000 words, including notes, but excluding bibliography, glossaries, appendixes etc. It should demonstrate that the student possesses the necessary skills to write a doctoral thesis on the chosen topic. Normally it will fall roughly into two parts: a critical literature survey of work done in the region of choice (or intellectual area of research in the case of some non-regional projects), and a critical literature survey of the previous theoretical approaches that have been taken to the subject or topic the student wishes to pursue. An outline of research plans and methods should also be included. A completed CUREC (central university research ethics committee) form for the work to be undertaken (this need not however have been approved in advance by the CUREC).

More specifically, the PRS document should introduce the project and explain the student's research plans.

Materials submitted for Transfer of Status are assessed by two assessors, usually internal to the Department and appointed formally by the School's Teaching Committee. The supervisor may not be an assessor. Materials are submitted by e-mail. The student may consult with the assessors in respect of the place and timing of the interview, but not for any other purpose before the interview itself.

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

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

It is only after successfully transferring to full DPhil-student status that a student will normally be permitted to go to the field or undertake other long-term research. Brief reconnaissance trips during the PRS year may, however, be permitted, preferably out of term time, upon consultation with the supervisor. Any research trip involving the questioning of informants requires prior ethical approval through CUREC, and any trip even without this aspect requires completion of the travel registration process, see <https://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics>.

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

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

## 4.2 Confirmation of Status

The guidelines for Confirmation of Status are below, please read them and familiarise yourself with the process: <https://anthro.web.ox.ac.uk/graduate-studies-handbook#collapse3707871>

After students have completed the bulk of their original research (usually meaning they have returned from the field), and normally once they have had time to work out the final form of the thesis and have completed draft chapters amounting to something like a third or a half of the thesis, they should apply for Confirmation of [DPhil] Status and complete the appropriate form, GSO14 (see the university [Graduate Forms page](#)). There is also an internal form (Anthro.01) to provide information about when the viva is being held, the materials being submitted, etc. Note that the University expects deadlines to refer to completion of the whole process, not just submission of materials<sup>1</sup>; though deadlines for this purpose include the whole of the following vacation and not just the eight-week teaching term. Take this into account in planning when to submit: for example, submitting at the end of the eight-week teaching term should still leave time for the assessment to take place in the ensuing vacation. This, of course, depends on the availability of your chosen assessors.

For PRS-route students, application should be made not earlier than the sixth term after admission as a doctoral student, nor later than the ninth term<sup>2</sup>. In the case of Oxford MPhil-DPhil transferees, confirmation should be sought not earlier than the third term after admission as a doctoral student, nor later than the sixth term<sup>3 4</sup>. However, the Teaching Committee or Director of Graduate Studies can allow any student to defer submission for up to three terms in exceptional cases (usually a term at a time) using form GSO14b (NB: extensions are not appropriate for this purpose, but only to extend the so-called ‘candidature date’, i.e. the date by which the student should submit the final thesis; use form GSO15 for this. Sometimes both an extension and a deferral of confirmation must be applied for simultaneously). For both forms see the university [Graduate Forms page](#). DPhil students will be expected to present their work to the Graduate Research Seminar or the COMPAS WIPS before being considered for Confirmation of Status. Presenting on both seminars is preferable.

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

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<sup>1</sup> The deadlines referred to on official forms are typically those that apply to full-time research students. Unless otherwise noted in guidance for part-time students, these are doubled when applied to part-time study.

<sup>2</sup> In the case of part-time students not earlier than the 12<sup>th</sup> term after admission as a doctoral student nor later than the 18<sup>th</sup> term.

<sup>3</sup> The reason for this difference is that for MPhil-route students the second year of their MPhil degree is their preparatory year, whereas for MSc students it is the PRS year, a year when, unlike second-year MPhil students, they already have doctoral-student status, though it is provisional.

<sup>4</sup> For those students transferring from the MPhil to part-time DPhil study application should be made not earlier than the sixth term after admission as a doctoral student, nor later than the 12<sup>th</sup> term.

interview rather than a formal viva, and sub fusc is not worn.

Consult the [Examination Regulations](#) for details of the submission requirements.

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

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

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

### **The Integrated Thesis format**

As an alternative to producing a thesis in the monograph format, candidates for a DPhil in Migration Studies may present their work in the integrated format. In this format, the doctoral thesis comprises a series of chapters, each of which is broadly equivalent to a paper of publishable standard suitable for submission to a refereed journal or edited volume in the relevant field of research.

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

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

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

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

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

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

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

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

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

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



To this end:

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

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

### 4.3 Deferrals, extensions, suspensions

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

### 4.4 Final examination (*viva voce*)

Full details of research degree examinations appear on the university's dedicated page at: <https://www.ox.ac.uk/students/academic/exams/research>

**NOTE** that from MT2020 onwards (regardless of the date of the start of study), theses may only be submitted electronically; there will be no printing and binding required. The process is detailed on the above page and briefly outlined below.

Supervisors will discuss with the student the names of possible examiners for the thesis. The student then submits the Appointment of Examiners form (GSO3), which is submitted electronically to the Graduate Studies Office (see the university [Graduate Forms page](#)). This form sets in motion the formal appointment of examiners, normally one internal, one external to the University (*occasionally* two external examiners are appointed, in which case an internal moderator will be appointed to monitor the examination process but not take part in it). Reserve examiners should be named on the form if possible, as well as those who are actually expected to act. The form also has a section declaring any change of title that is required and that has not already been made via form GSO 6. The length of the thesis in words and the exact latest submission date also have to be declared on the form. The thesis does not have to be submitted with the form, but a declaration has to be made on the form as to when it was submitted or will be submitted.



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

#### 4.5 Submission

Details regarding submission of the DPhil thesis are available on the Research Examinations page at <https://www.ox.ac.uk/students/academic/exams/research>.

After the submission of the thesis and abstract, the examiners notify the student of the date of the oral examination; all other communications between candidates and examiners must be conducted through the Director of Graduate Studies. Candidates may in certain circumstances (if, for example, they are about to take up full-time employment overseas) ask to be given an early examination via the 'Time Specific Viva' section of the Appointment of Examiners form (GSO3 (see the university [Graduate Forms page](#))); whether such requests can be met will, of course, depend upon the commitments of examiners and the amount of warning they are given.

In the oral examination, apart from asking you about specific points in the thesis, as already noted the examiners are required to ascertain that you have a good general knowledge of the particular field of learning in which the subject of your thesis lies and satisfy the other conditions listed above. You are entitled to be given sufficient opportunity to reply to the points they raise. You are strongly advised to bring a copy of your thesis with you to the oral examination. As for all formal examinations, candidates must wear sub fusc, as does the internal examiner.

Formal notification is by letter from the Graduate Studies Office. Examiners are not supposed to convey their recommendation to a student directly though lists of 'minor corrections' may be given in the viva itself.

The three most common recommendations examiners make are either:

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

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

- iv) a choice between *award* of the MLitt as the thesis stands or *referral back* for resubmission for the DPhil as the student chooses, if the examiners think the thesis is of the former standard but not yet of the latter, though it might become of DPhil standard if revised

- v) a referral back for revision for either degree as the student chooses, if the examiners do not think the thesis as it stands is of sufficient standard for either, but may become so after revision
- vi) fail (not permitted without an initial referral, i.e. not at the first viva).

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

Any minor corrections the examiners require should be made within one month of the viva<sup>5</sup>, it being possible to apply for a further month via form GSO18. Minor corrections are those that do not require the consideration of the examiners on intellectual grounds (they are rather of the nature of typographical and other minor errors), and the internal examiner checks them alone without having to meet the student or consult the external examiner.

The option of ‘major corrections’, also available to examiners, is intermediate between minor corrections and a full referral. Major corrections should obviously be more substantial than the correction of simple errors that constitutes minor corrections, but should not be sufficient to justify a referral; they should also be 1) capable of completion within six months<sup>6</sup>, with there being an extension of three months allowed; and 2) signed off by both examiners, with or without the imposition of minor corrections at this stage in addition. A further viva may or may not be required, depending chiefly on whether or not the examiners feel another batch of major corrections is needed. The School’s Teaching Committee, in reviewing any recommendation of major corrections, may accept or reject the recommendation, in the latter case asking the examiners to review it.

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

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

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<sup>5</sup> Within two months in the case of part-time students

<sup>6</sup> Within 12 months in the case of part-time students.

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

For guidance on correct citation formatting please see SAME [Graduate Studies Handbook](#).

## 5. Other useful information

### 5.1 Skills & Learning Development

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

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

Attention is also drawn to the wide range of methods, training etc. courses offered under the umbrella of the **Doctoral Training Partnership** (DTP) of the Social Sciences Division (SSD); see <http://researchtraining.socsci.ox.ac.uk/>. These may take place outside the School, and may consist of anything from a full term or year course to a one-day or half-day workshop. Your supervisor's permission is normally required (obtained electronically) for you to take part in any of these courses. They may cover not only methods of research in the narrow sense but also, e.g., presenting and networking at conferences, obtaining transferable skills, facing dangers in fieldwork, managing post-doctoral career development, etc.

### 5.2 PRS class

The PRS class is co-convened weekly on Mondays, 11 am – 1 pm, by Prof David Gellner and Prof David Zeitlyn. If there are any questions, either can be contacted on email: [david.gellner@anthro.ox.ac.uk](mailto:david.gellner@anthro.ox.ac.uk) or [david.zeitlyn@anthro.ox.ac.uk](mailto:david.zeitlyn@anthro.ox.ac.uk)

Each Probationary Research Student (PRS) is expected to make a presentation in this weekly PRS writing class, and attend it throughout Michaelmas, Hilary and Trinity term until all

current PRS have presented. All PRS student are expected to attend this class weekly, even if the topic of the presentation only tangentially relates to theirs.

During Michaelmas Term the first four weeks feature essential introductions to a range of procedural and skill acquisition matters that will form a foundation for engagement with fieldwork and/or other forms of data collection. Sessions include discussion of topics such as: doctoral training approaches and resources; research methods modules; fieldwork and data collection; library and research resources; ethical research practice in the field; and fieldwork health and safety.

### 5.3 Seminar DPhil Migration Studies

The seminar has two key goals. First, to provide students with feedback on their research from a Migration Studies perspective. Second, to expose students to the latest research on migration from a variety of disciplinary and methodological approaches.

#### Michaelmas

**The week before:** Each student will be assigned a particular week during the term. On the Thursday before your week, you need to share a two-page summary of your research project and the two most relevant papers for your research topic.

**Your week:** You will present your research for about 10 minutes (slides optional). Then we will take turns and each of the other students and convenor will provide feedback on the material, including on ideas from the other two papers.

**All weeks:** You need to make sure to read all the material shared by your classmates and be ready to discuss in class. You also need to attend the COMPAS WIPS which takes place from 11am to 12pm. We will have a coffee break from 10:30 to 11am.

#### Hillary

**Your week:** You will present your research to the other students. This should be a presentation of about 30 to 35 minutes using slides. After the presentation, you will receive feedback from your classmates and the convenor.

**The week after:** You will improve your presentation based on the feedback received. You will present your research during the COMPAS WIPS to all staff members. Again, this should be a presentation of about 30 to 35 minutes using slides.

**All weeks:** You need to attend the COMPAS WIPS which takes place from 11am to 12pm, even if you are not presenting that week.

#### Trinity

**The week before:** On the Thursday before your week, you need to share a short draft version of your PRS transfer document. This document should be 10,000 words maximum (including everything). You can select a few particular sections to share or you can share a

short version of the whole document.

**Your week:** Another student in the class will be your main discussant. This student will prepare a discussion of your document of about 15 minutes, focusing on suggestions to improve the discussion and research. After that all other students and the convenor will take turns discussing. Note that you need to read all the PRS transfer documents, not only the one you are assigned to discuss.

**All weeks:** You need to attend the COMPAS WIPS which takes place from 11am to 12pm.

## 5.4 Language learning

Language learning forms a significant part of the typical research project in anthropology. Courses are available in the major languages in Oxford or elsewhere in the UK, but many languages have to be learned in the field, i.e. at the start of actual fieldwork and thus be combined with it. Such training is typically conducted outside the School, though the School does have some discretionary funds to support such activities (see Funding section).

## 5.5. SAME Departmental Seminar (Friday Seminar)

Departmental seminars, where a researcher (either from this University or from another one) is invited to present their current research, are a quintessential part of most university systems of learning. In most universities today, each Department has its own “Departmental Seminar”, and we are not different, though in our case we have nicknamed ours the “Friday seminar”. Attending Friday seminars and being curious about the research done by our colleagues, nationally and internationally is expected from anybody joining our School.

In our seminar our guest talks for 50-55 minutes, followed by some 30 minutes of general discussion, when members of the audience ask questions. Graduate students are warmly encouraged to join in the conversation and collaborate in making it a lively discussion. Participating in our Friday seminar is an essential part of your training as a social scientist. Seminars will offer you the unique opportunity to see how anthropology is applied today by the leading figures in the field, and they may even offer you very fresh data to invoke in your tutorial or class discussion, or even to back your point in an essay (perhaps even in an exam!).

Our Friday seminar is not the only research seminar around Oxford. There are hundreds of research seminars every week all over the University, which constitutes a true embarrassment of riches.

[Oxford Talks](#) is a good source of information regarding events in the University. You are also advised to browse the events pages of individual departments.

Very often in our University the logic of time management forces members of the community to miss very interesting research seminars. Part of your training is time management too. Do not attempt to follow everything that this unique University tantalizes you with. If you think that any particular week you would be learning more by attending a seminar different than our Friday seminar (at our School or, why not, beyond it), please discuss it with your supervisor before trying to spread yourself too thin.

## 5.6 Attending Other Lectures

Lectures listed as such on our lecture list are in principle open to any member of the University and you are free to attend any lectures of your choice. As before though, please make sure you allocate sufficient time each week for independent study, reading and writing for your degree course.

## 5.7 Expectation of Study

Students are responsible for their own academic progress. During term time, the programme requires a substantial amount of reading and writing, which may sometimes be difficult to combine with other activities or duties. Try to concentrate on the essentials and follow the guidance of your supervisor.

The School, like the University as a whole, takes the view that full-time courses require full-time study and that studying at Oxford does not allow sufficient time to earn one's living from paid employment simultaneously. The School's Teaching Committee has therefore drawn up guidelines for students wishing to take paid employment during term time (see the [Graduate Handbook](#) and [Paid Work Guidelines for Oxford Graduate Students](#)).

Oxford workloads can be demanding. If you encounter difficulties keeping the pace, please discuss them with your supervisor or College adviser, or both. Please reach out as soon as you start to feel you are struggling. The sooner you raise such concerns the more likely it is that we can support you in managing your workload!

Any further queries on expectations should be addressed to your supervisor or to the course director.

## 5.8 Graduate Research Seminar

The Graduate Research Seminar is convened weekly throughout the academic year by the Head of School, Dr David Pratten, [hod@anthro.ox.ac.uk](mailto:hod@anthro.ox.ac.uk), on Wednesdays, 3.30 - 5 pm. The seminar is the main seminar for DPhil students at the writing up stage. In this seminar, students present work from their theses. This might take the form of a draft chapter, discussion of early results or the preliminary analysis of ethnographic data. This is very much a work-in-progress seminar and students are encouraged to participate regularly to form a supportive and sustained community of research students. From time to time, the Graduate Research Seminar also provides a space to discuss topics of wider interest to research students, such as career progression, publications and other matters relating to the writing of a doctoral thesis. All research students are expected to have presented at least once in the Work in Progress seminar prior to undergoing Confirmation of Status assessment. While the seminar is primarily a space for doctoral level students, all graduate students and staff are welcome to attend. The doctoral level students are expected to attend these seminars regularly, even if the topic of the presentation only tangentially relates to theirs.

## 5.9 Training Needs Analysis

This is a University-wide scheme intended to identify and monitor the training needs of its research students and is an essential part of DPhil supervision. The training needs analysis is

carried out by students and their supervisors using the dedicated form within the Graduate Supervision Reporting (GSR) system. It is advised to engage in Training Needs Analysis from the very beginning of one's doctoral studies, but after one knows where fieldwork has taken oneself, TNA is particularly important. This allows students to record their training needs and their progress in meeting them over time, so provides a record of the training needs pathway they are personally following. Supervisors should ensure that training needs are adequately discussed, though students are responsible for the completion of the forms themselves and should initiate their use. A record of any training undergone and/or required should also be entered on forms to apply for transfer and Confirmation of Status.

### 5.10 Communication and networking

This category covers the skills that are needed to complete the research, tools to complete the thesis and skills that will prove transferable in future employment. Standard supervision throughout the course of the student's project, reinforced by advice on the scholarly preparation of theses. Students will typically already have adequate word-processing and internet skills; anything needed in addition that is specific to specific projects can be discussed on a case-by-case basis.

The PRS class, or at a later stage, post-fieldwork and writing up, the Graduate Research Seminar provide experience in presenting one's work to one's student peers and members of academic staff, in dealing with questions and feedback, and in receiving advice on the structure and content of one's work. In addition, supervisors advise students to attend relevant conferences and workshops and support them in doing so. This allows them to develop the range of skills that the student will need to communicate and disseminate his or her research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This includes written and oral communication techniques and an understanding of communication tools and developing academic networking skills.

### 5.11 Migration Oxford

Migration Oxford is an initiative and network that brings together academics working on migration and mobility from across the University of Oxford's research centres, divisions, and departments to foster interdisciplinary dialogue and collaborations.

Founded in 2017 and formerly known as the Migration and Mobility Network, Migration Oxford has been generously supported by The Oxford Research Centre in the Humanities (TORCH) and since 2019 has been hosted by the Global Exchange on Migration and Diversity, the 'knowledge exchange' arm of COMPAS. To get involved email please email Domiziana Turcatti at [migration-mobility@torch.ox.ac.uk](mailto:migration-mobility@torch.ox.ac.uk).

### 5.12 Gaining teaching experience

Students of full DPhil student status who have ordinarily completed their fieldwork, are eligible to contribute to teaching, including being TAs in the MSc in Migration Studies. DPhil students meeting these criteria are advised to consult with their supervisors their wish to become involved in, as it may require a larger time commitment than they anticipate. Interested student should contact the Course Director for the MSc in Migration Studies to discuss further.



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

New tutors, regardless of their prior training, are encouraged – and required, in the case of graduate students – to attend the “Preparation for Learning and Teaching at Oxford” (PLTO) course offered by the University’s Teaching and Learning Centre:

<https://wwwctl.ox.ac.uk/preparation-for-learning-and-teaching-at-oxford-plto>

SAME runs a version of this course once or twice a year for research students who are (or will shortly be) eligible to teach. The university also offers more advanced courses detailed at the link above: “Developing learning and teaching” (DLT), and “Post-Graduate Certificate in Teaching and Learning” (PGCert). In addition, Black-well’s bookshop sells a useful short booklet introducing tutorials.

### 5.13 Research integrity Training

UK Concordat to Support Research emphasises the need for researchers to undertake appropriate training in research integrity. In Hilary term 2020 the University’s Research and Innovation Committee therefore agreed that introductory research integrity training should be made compulsory for all University researchers, including postgraduate research students.

The University’s introductory research integrity training course is available at <https://weblearn.ox.ac.uk/portal/site/:skills:ricourses>.

Successful completion of the course requires a mark of 80% in a test. Upon successful completion, researchers receive an emailed certificate of completion as evidence of having taken this.

In Michaelmas term 2020, the Research Degrees Panel of Education Committee agreed that all postgraduate research students admitted from Michaelmas term 2021 should be required to successfully complete the training course and are asked to provide evidence when applying for Transfer of Status (if applicable). Students are also required by regulation to have successfully completed the training before Confirmation of DPhil Status can be approved, and must submit their certificate as part of their application for before Confirmation of DPhil Status (unless already provided as part of their application for Transfer of Status).

All postgraduate research students admitted before October 2022 are also very strongly encouraged to undertake the training.

### 5.14 Assessment

Information on Oxford University Research examinations process can be found [here](#).

### **Oxford University Research Archive (ORA) and Digital Publication of Theses**

The University of Oxford is committed to the widest dissemination of research theses produced by its graduate students. The Oxford University Research Archive (ORA) is an online archive of research output including theses created in fulfilment of Oxford awards, produced by graduate students at the University of Oxford.



### DPhil, MLitt and MSc (by Research) Degrees

All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit a digital copy of their thesis with the Bodleian Libraries. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into ORA at <http://ora.ox.ac.uk> **after Leave to Supplicate (LTS) has been granted.**

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read the important information about the deposit of, and access to, digital theses which is available at <http://ox.libguides.com/digitaltheses> and includes:

- Legal requirements (including funder mandates) and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Options for open access and embargos. Theses, or parts of theses, can be embargoed for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons
- Information about file formats, fonts and file sizes

Copyright of the thesis usually rests with the author: this does not change when depositing your thesis in ORA. The author does not give away any rights to the Oxford University Research Archive or the Bodleian Libraries. However, students should read the information on third party copyright at:

<http://ox.libguides.com/aecontent.php?pid=435474&sid=3564761>

### **Third party copyright**

If material has been incorporated within the thesis where copyright is held by an individual or group that is not the author (third party copyright) permission will be needed to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. Proof of permission should be provided when depositing the thesis in ORA (e.g. e-mail or letter). Authors should contact ORA staff ([ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk)) if they are unsure. A useful template to keep track of permissions for use of third party copyright materials is available for download at:

<http://ox.libguides.com/aecontent.php?pid=435474&sid=3564761>

Further information or queries about depositing digital theses should be addressed to [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk).

### **The Social Sciences Division – Restricted access arrangements**

Whilst the Social Sciences Division strongly supports open access to, and wide dissemination of, theses produced by its students, access to the full text of digital theses can be restricted unless requirements of funding bodies require open access to be provided earlier (see below). When completing the ORA online deposit form authors should therefore indicate whether they would like an embargo (currently a choice of one year or three years) or to make their thesis available immediately. For example, if the author's funding specifies an earlier release date. There is no need to complete a separate application for Dispensation from Consultation at the time of deposit in order to receive this embargo.

If an embargo is chosen at the time of deposit, only the following information from your thesis will be available in ORA for the duration of the embargo:

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

At the time of deposit an author may request via the Dispensation from Consultation process permanent closure 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 School 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 School 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.

Authors can also choose to override any requested embargo and make their thesis open access, either at the time of deposit or at any time during the embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk). It is not recommended for those planning to publish their research as a book or article to make their thesis openly available in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted when it expires, and it is the responsibility of the author to apply for an extension, prior to expiry, if required. **No reminder will be sent** by the Department, the Bodleian Libraries or ORA staff, and it will be assumed that the full text can be released if an application for Dispensation from Consultation is not submitted (see below). If you are in receipt of **research funding** the following may apply:

The Terms and Conditions of Research Council Training Grants <https://www.ukri.org/wp-content/uploads/2021/03/UKRI-150321-TrainingGrantsTermsConditions-Mar2021.pdf>

require that metadata describing the thesis should be lodged in ORA as soon as possible after leave to supplicate has been granted, and for the full text version to be available within a **maximum of twelve months**. The Division has therefore agreed that the full-text of RCUK-funded students' theses should be made available within one year of leave to supplicate being granted.

Students funded by any other external body should be aware of, and also abide by, the terms and conditions for open access defined by their funder. Where there are discrepancies, the funding body's requirements should supersede any embargo preferred by the student at the point of deposit.

## Dispensation from consultation of your thesis – The Bodleian Libraries and ORA

- (i) Authors may apply for dispensation from consultation beyond the end of an embargo period (or other period specified by their funding body) of the copy of the thesis deposited in the Bodleian or other University Library **and/or** of the electronic copy of the thesis deposited in ORA if there is good reason for such a request. Reasons for requesting dispensation might include Intellectual Property considerations: 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 (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) 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. Current students should apply for dispensation by completing the on-line application form available from student self-service:  
<https://www.ox.ac.uk/students/selfservice>

If you need to apply for a dispensation having completed your course, you should apply for dispensation by completing the GSO.3C form available at:

<https://www.ox.ac.uk/students/academic/guidance/graduate/progression>

Dispensation from consultation is granted by the department/faculty not the Bodleian Libraries or ORA staff. If you need any help with progression forms, please contact your Graduate Studies Assistant:

<https://www.ox.ac.uk/students/academic/guidance/graduate/contacts?wssl=1>

## Journal articles included within the thesis

Authors sometimes 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 and any sponsor permissions. See [www.sherpa.ac.uk/romeo.php](http://www.sherpa.ac.uk/romeo.php) for guidance or ask ORA staff ([ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk)).

## Plagiarism

Making the thesis open access increases its visibility, gains recognition for the author and certifies them as author of the work. It can also give rise to concerns about increased risk of plagiarism. However, when work is available open access, plagiarism is easier to detect (by using a web search engine).

## General Queries

Any further information or queries regarding the deposit of your digital thesis, should be referred to [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk).

### 5.15 Prizes

SAME awards the following annual MSc, MPhil and DPhil prizes:

The **Professor Marcus Banks Dissertation Prize** for the best use of visual methods

The **Dr Nicola Knight Dissertation Prize** for the best use of quantitative methods

The **Professor David Parkin Dissertation Prize** for the best use of ethnographic methods

### 5.16 Opportunities to provide evaluation and feedback

We ask students to fill in termly course evaluation surveys, either online or on paper (anonymously) for each core teaching session. Please make use of this feedback mechanism. We use this to improve future sessions. Good and bad feedback is welcomed! Anyone who has concerns relating to teaching matters can also consult with the Director of Graduate Studies or the Academic Administrator.

Students on full-time courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and the general public [here](#).

### 5.17 Feedback and Learning

You will receive feedback continuously throughout your degree, in the form of verbal and written feedback from your tutors and supervisor.

Learning is not downloading information from a book or from a wise person's brain to your own head or to typing hands. It is rather a dialogic experience. You read, you listen to someone (a lecturer, a tutor, a seminar speaker, a class mate etc.) and then you speak or write something. This is an essential part, but if you are then not told whether what you said or wrote was interesting or innovating, whether it made sense or a good point, etc., you will not be moving ahead in the improvement of your reasoning skills. Therefore, providing you with "feedback" is a fundamental part of our way of training and of our tutorial system. During a tutorial, a supervisor discusses what you have written and provides oral and written feedback to help you move on in your writing and thinking. However, please note that, precisely because we want to stress the effect of feedback on your ability to improve your reasoning strategies, the supervisor does not provide a mark for the essay, but rather engaging comments, either on why they think the essay is not well argued, or on why they think it is a brilliant piece of work (or somewhere in the middle).

## 5.18 Good academic practice and avoiding plagiarism

### Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. Take a look at the guidance [here](#).

Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. For guidance on correct citation formatting please see the [SAME Graduate Handbook](#).

The best way of avoiding plagiarism is to learn and employ the principles of good academic practice from the beginning of your university career. Avoiding plagiarism is not simply a matter of making sure your references are all correct, or changing enough words so the examiner will not notice your paraphrase; it is about deploying your academic skills to make your work as good as it can be.

There is clear information and advice on [how to avoid plagiarism](#) in the Study Skills section of the University website.

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

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

The Bodleian library also subscribes to an online resource that gives guidance on citation and referencing.

[Cite Them Right](#) online shows how to reference a variety of different sources, including many less common ones, using different styles including Harvard, Vancouver & MLA amongst others. It can either be browsed by categories listed in the toolbars at the top of the Cite Them Right webpage or searched by keyword e.g. "EU Directive". It then provides examples of the in text and full citations and a box with the reference format which then can be overtyped and copied and pasted into a document. It also has a Basics section that provides information and tutorials about why to reference, avoiding plagiarism, setting out citations and creating bibliographies.

### Use of Third Party Proof-Readers

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek

the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members.

**Note: The use of third party proof-readers is not permitted for work where the word limit is fewer than 10,000 words.**

The University has produced [detailed guidance on the use of third party proof-readers](#) and you are strongly advised to consult this.

## 5.19 Fieldwork Safety and Training

### Fieldwork

Many students will, as part of their course, undertake fieldwork providing it is safe and practical to do so. Fieldwork is considered as any research activity contributing to your academic studies which is carried out away from university premises, and must be approved by your department. This can be overseas or within the UK. The safety and welfare of its students is of paramount importance to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Most DPhil students spend some more time in Oxford beforehand preparing for fieldwork. Though fieldwork is not a formal requirement of either the DPhil or MLitt degrees, the overwhelming majority of students will wish to conduct some form of fieldwork or other forms of data collection (such as museum studies or internet ethnography, for example), especially for the DPhil.

Any fieldwork requires preparation, planning and documentation completed under the guidance of your supervisor to address safety issues, risk mitigations and insurance, and ethics clearance. Ethics approval is made necessary by the fact that fieldwork typically involves research with human subjects.

Further information on fieldwork can be found here:

<https://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics#collapse389441>

### Supervisory contact with research students in the field

For reasons of monitoring the safety, welfare and progress of students, and fulfilment of visa monitoring requirements, the University expects that research students' supervisors have **written contact** with students **at least once per month** with each research student **at least once per month during term time** and during students' fieldwork. When there are two supervisors, best practice is to copy both/all in all correspondence. These durations apply whether the student is full-time or part-time.

The student is expected to make contact with their supervisor at least once per month (twice per month in the case of FCO-flagged destinations). If a supervisor does not receive contact from a student **within a month from the previous contact** the supervisor should **email or telephone the student** immediately using the emergency details given on the fieldwork form (please refer to the travel forms the student provided to authorise their travel; copies are held by the SAME office), keeping the School Fieldwork Officer, and Catherine Lieben

informed. **If no contact is made/received within a subsequent month (two weeks** in the case of FCO-flagged destinations) then the situation must be *escalated* to the DGS and via the DGS to the Divisional Safety Officer.

Thus, no more than two months in total (one month in the case of FCO-flagged destinations) may elapse without contact between supervisor and student during fieldwork without escalation to the DGS and Divisional Safety Officer. The Fieldwork Safety Officer and Director of Graduate Studies will have access to GSR reports so that they can be aware in good time of instances where regular contact has not been reported.

### **Travel insurance**

Standard university insurance cover (as defined on the insurance website, above) is available free of charge to students.

### **Safety issues**

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

During post-fieldwork writing up, regular monthly contact with supervisors should always be maintained, though supervisions will be held more irregularly, depending on progress. As a condition of passing Confirmation of Status, students writing up their final thesis will also be expected to present a paper to, the Work in Progress seminar, normally held weekly in term time throughout the year for as long as there are students available to present. DPhil students are expected to regularly attend and actively participate in those seminars, even if the themes of presentation are only tangentially related to their own.

Students can expect to spend approximately 12 to 18 months in the field, followed by a similar amount of time writing up (double this estimate for part-time study).

### **Preparation**

Safe fieldwork is successful fieldwork. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is an expectation that you will take out suitable travel insurance. Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by

thinking through arrangements and practicalities. The following website contains some fieldwork experiences which might be useful to refer to:

<https://socsci.web.ox.ac.uk/fieldworker-experiences>

## Training

Training is highly recommended as part of your preparation. Even if you are familiar with where you are going there may be risks associated with what you are doing.

### Social Sciences Division Researcher Development Fieldwork Training (termly)

<https://socsci.web.ox.ac.uk/welcome-to-researcher-development>

- **Safety in Fieldwork.** A half day course for those carrying out social science research in rural and urban contexts
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

### Safety Office courses <https://safety.admin.ox.ac.uk/training> (termly)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.
- Fieldwork and overseas travel risk assessment for fieldworkers and travellers: A pre-recorded online training presentation

## Useful Links

- More information on fieldwork and a number of useful links can be found on the Social Sciences divisional website: <https://socsci.web.ox.ac.uk/research-fieldwork>

## 5.20 Facilities

Students in the DPhil in Migration Studies are free to use different departmental, college and university facilities, but normally have access to desks and meeting space at COMPAS (58 Banbury Road). Here are the details of other facilities:

### 51-53 Banbury Road

- A general study space (ground floor)
- Hot desk computers and printer
- Common room (ground floor)
- Silent study space (basement)
- Lockers (ground floor)
- Kitchen (first floor)

### 43 Banbury Road (access via car park)

- Seminar room (15-20 people max)
- Kitchen (ground floor)



- Lockers (ground floor)
- Study room (ground floor)
- DPhil study room (first floor)

#### **61 Banbury Road**

- Seminar room (40 people max)

#### **64 Banbury Road**

- Seminar room (60 people max)
- Common room
- Kitchen

### **5.21 Libraries and Museums**

All students have access to the [Pitt Rivers Museum](#) (PRM), and will receive a tour in their induction week.

All students have access to the Social Sciences Library (SSL) at the Manor Road Building. Students may also use other departmental libraries and their own college library. The Pitt Rivers Museum and centre has its own library (the [Balfour Library](#)). All registered students of the university and some other categories may use the main Bodleian Library and its dependent libraries.

### **5.22 Student representation**

There are numerous opportunities to become involved with the administration of the School as each SAME committee has at least two elected student members. The student representatives should report to the Joint Consultative Committee (JCC).

#### **Joint Consultative Committee (JCC)**

The Graduate Joint Consultative Committee (JCC) meets once a term, and consists of student representatives from each of the graduate degrees and volunteer members from the staff body. It provides a forum for discussion and negotiation between the students and staff concerning a range of matters that arise throughout the year. Points for the agenda are suggested by students and staff, but the JCC is always chaired by a student.

Recent issues that have been raised include student involvement with the School Seminar, the structure of various lectures, the ground floor space in 51-53 Banbury Road, the re-writing of the Handbooks, and the fostering of links between the various degrees. The JCC is closely linked to the OUAS, and it is hoped that through these forums, any issue may be appropriately considered.

Current Chair of the JCC is [Yinglei Chen](#).

## **Oxford University Anthropological Society (OUAS)**

Founded in 1909, the Anthropological Society works to promote an interest in anthropology and to support students and researchers in anthropology at Oxford University. It is run by and for both students and staff of the School of Anthropology and Museum Ethnography.

Every year, the Society holds a variety of events to promote the social and intellectual life of the School and those interested in anthropology. If you have any suggestions for events, please get in touch with the committee. Further information [here](#).

The current President is [Niklas Hartmann](#).

## **Oxford Migration Studies Society**

The Oxford Migration Studies Society is a student-run University society that aims to connect people in Oxford examining any facet of migration and cultural pluralism, and to build dialogue and relationships across disciplines, organising forums for socialising, resource and information sharing, and research support. The society's projects have included regular social events, research presentation seminars, publications, and special events such as speakers, field trips, workshops, and inter-university conferences and exchanges. The society also organises the annual Oxford Migration Conference. If you are interested in getting involved, there will be an introductory meeting in Week 1 of Michaelmas Term.

## **Student societies**

There are over 400 clubs and societies at the University of Oxford which cover a wide variety of interests that you may wish to join. Further information available [here](#).

## **Division and University representation**

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU).

Details can be found on the [Oxford SU website](#) along with information about student representation at the University level.

## **6. Equality and Diversity at Oxford**

*“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.”* University of Oxford [Equality Policy](#)

As a member of the University you contribute towards making it an inclusive environment and we ask that you treat other members of the University community with respect, courtesy and consideration.

The Equality and Diversity Unit works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The Unit also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation. Visit our website for further details or contact us directly for advice: <https://edu.web.ox.ac.uk> or [equality@admin.ox.ac.uk](mailto:equality@admin.ox.ac.uk).

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University’s Harassment and Bullying policy and the support available for students visit: [edu.web.ox.ac.uk/harassment-advice](https://edu.web.ox.ac.uk/harassment-advice)

There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: [edu.admin.ox.ac.uk/religion-and-belief-0](https://edu.admin.ox.ac.uk/religion-and-belief-0)

## 7. Student Welfare and Support Services

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: [www.ox.ac.uk/students/shw/das](https://www.ox.ac.uk/students/shw/das)

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [www.ox.ac.uk/students/shw/counselling](https://www.ox.ac.uk/students/shw/counselling)

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU’s Student Advice Service and Nightline. For more information visit: [www.ox.ac.uk/students/shw/peer](https://www.ox.ac.uk/students/shw/peer)

Oxford SU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit: [www.oxfordsu.org/communities/campaigns/](https://www.oxfordsu.org/communities/campaigns/)

There is a wide range of student clubs and societies to get involved in - for more details visit: [www.ox.ac.uk/students/life/clubs](https://www.ox.ac.uk/students/life/clubs)

## 8. Oxford Against Sexual Violence

Sexual harassment and violence of any form is never acceptable. Our campaign with Oxford SU focuses on the range of support available for our students, including our Support Service. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://www.ox.ac.uk/supportservice)

Sexual harassment and violence is never acceptable at Oxford. If you have been affected by sexual harassment or violence in any form, our Support Service is here to help as a safe place for you to be heard. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice)

Oxford's Support Service is a safe place for all students to be heard, regardless of age or gender, who have been affected by sexual harassment or violence at any time. You can contact the service by emailing [supportservice@admin.ox.ac.uk](mailto:supportservice@admin.ox.ac.uk) or refer yourself or others via [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice) #OxfordAgainstSexualViolence

Our Sexual Harassment and Violence Support Service has a team of highly trained Specialist Advisors and an Independent Sexual Violence Advisor who provide free and confidential support and advice to our students, independent of your college or department. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice)

Our Sexual Harassment and Violence Support Service can help support you at your own pace. From practical support to keep you safe and feeling safe, help with managing the impact on your studies, and emotional support, we are here to support you, whatever you choose to do. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice)

Sexual harassment and violence is any unwanted sexual behaviour which takes place without consent, whether you know the person or not. It can happen regardless of your gender, sexual orientation, race, religion or age. It can happen online or in person. Oxford is against sexual violence. It is never acceptable. #OxfordAgainstSexualViolence [ox.ac.uk/againstsexualviolence](https://ox.ac.uk/againstsexualviolence)

We are committed to preventing and responding to incidents of sexual harassment and violence at Oxford. We have made disciplinary processes more transparent and the online Consent Matters programme is available to all students as we review consent provision across the collegiate University. #OxfordAgainstSexualViolence [ox.ac.uk/consent-matters](https://ox.ac.uk/consent-matters)

We all have a responsibility to act against sexual harassment and violence. If you have experienced sexual harassment or violence in any form, our Support Service is here for you— whoever you are, whatever has happened, and whenever it was. We're here to support you. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice)

We all have a personal responsibility to understand what sexual violence and harassment are, and what consent is, and to make sure that we always act appropriately. #OxfordAgainstSexualViolence [ox.ac.uk/supportservice](https://ox.ac.uk/supportservice)

If you haven't taken our online Consent Matters course yet, make sure to complete it before term gets too busy. It doesn't take long to complete and covers important topics to help you understand consent, communication and looking out for others. #OxfordAgainstSexualViolence [ox.ac.uk/consent-matters](https://ox.ac.uk/consent-matters)

## 9. Academic progress

Graduate Supervision Reporting (GSR) is used by graduate students, supervisors, college advisors, and Course Directors/DGSs to review students' academic progress. Students access GSR in [Student Self Service](#).

Students, their supervisors, Course Directors and DGSs can all view each other's reports and comments, can flag a concern about the students' academic progress, and mark their concern as resolved. DGSs can also submit an overall comment on concerns raised. ***This is not the place to raise any complaints.***

Each term, students use GSR to complete a self-assessment report on their academic progress, and raise any concerns or issues regarding their academic progress. PGT students are also asked to identify skills developed and training undertaken or required. Depending on the programme of study PGT students may also be asked to report.

Students are encouraged to use the opportunity to:

- Review and comment on their academic progress during the reporting period
- Measure their progress against the timetable and requirements of their programme of study
- Identify skills developed and training undertaken or required
- List their engagement with the academic community
- Raise concerns or issues regarding their academic progress to their supervisor
- Outline their plans for the next term (where applicable)

Reporting is strongly recommended for students. When your reporting window opens, you will receive an automated email notification with everything that you need to get started in GSR.

## 10. University awards framework (UAF)

The [UAF](#) is an overarching description of the qualifications and awards which the University offers. It positions those qualifications at the appropriate level of the FHEQ and takes into account the qualification characteristics which form part of the Quality Code.

Whilst the majority of awards of the University also reflect the titling conventions specified in the FHEQ, a small number of awards still retain their historic title.

Detailed regulations for particular qualifications are contained with the Examination Regulations for that award.

## 11. Policies and regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the [Oxford Students website](#).

### Recording of lectures

The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that in most cases copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data

protection. This policy sets out the circumstances in which such recordings may take place; the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

<https://academic.admin.ox.ac.uk/policies/recording-lectures-other-teaching-sessions>

## Freedom of speech

Free speech is the lifeblood of a university.

It enables the pursuit of knowledge. It helps us approach truth. It allows students, teachers and researchers to become better acquainted with the variety of beliefs, theories and opinions in the world. Recognising the vital importance of free expression for the life of the mind, a university may make rules concerning the conduct of debate but should never prevent speech that is lawful.

Inevitably, this will mean that members of the University are confronted with views that some find unsettling, extreme or offensive. The University must therefore foster freedom of expression within a framework of robust civility. Not all theories deserve equal respect. A university values expertise and intellectual achievement as well as openness. But, within the bounds set by law, all voices or views which any member of our community considers relevant should be given the chance of a hearing. Wherever possible, they should also be exposed to evidence, questioning and argument. As an integral part of this commitment to freedom of expression, we will take steps to ensure that all such exchanges happen peacefully. With appropriate regulation of the time, place and manner of events, neither speakers nor listeners should have any reasonable grounds to feel intimidated or censored.

It is this understanding of the central importance and specific roles of free speech in a university that underlies the detailed procedures of the University of Oxford.

<https://compliance.admin.ox.ac.uk/prevent/freedom-of-speech>

## 12. Complaints and appeals

### **Complaints and academic appeals within the School of Anthropology and Museum Ethnography**

The University, the Social Sciences Division (SSD) and the School of Anthropology and Museum Ethnography hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available from colleges, faculties/departments and bodies like the Counselling Service or the Oxford SU Student Advice Service, which have extensive experience in advising students. You may wish to take advice from one of those sources before pursuing your complaint.

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

#### **Complaints**

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, Prof David Gellner, as appropriate. If your concern relates to the course as a whole, rather than to teaching or other provision made by one of the School, you should raise it with the Student representative of the Graduate Joint Consultative Committee (JCC) for the course. Complaints about school facilities should be made to the Departmental administrator, Vicky Dean. If you feel unable to approach one of those individuals, you may contact the Head of School, Dr David Pratten. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure: <https://www.ox.ac.uk/students/academic/complaints>.

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

#### **Academic appeals**

An academic appeal is an appeal against the decision of an academic body (e.g. boards of examiners, transfer and confirmation decisions etc.), on grounds such as procedural error or evidence of bias. There is no right of appeal against academic judgement.

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure:

<https://www.ox.ac.uk/students/academic/complaints>