

School of Anthropology & Museum Ethnography **RESEARCH DEGREE HANDBOOK ACADEMIC YEAR 2021-2022**

FOREWORD

Welcome to the School of Anthropology & Museum Ethnography (also known as Anthropology, SAME, the School, or the department). This handbook applies to all research students starting the DPhil degrees in Anthropology or Migration Studies in **academic year 2021-2022**. The information in this handbook may be different for students who started in other years.

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; see <https://www.anthro.ox.ac.uk/graduate-handbook>.

This and other handbooks should be read in conjunction with the [Examination Regulations](#).

If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations.

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KEY CONTACTS

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Your supervisor

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.

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 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 GSO.4: 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. It cannot be presumed that an application to do so will routinely be approved.

Degree pathways and assessment

The DPhil 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](#).

‘Transfer’ or ‘Upgrading’ from PRS to DPhil status

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, or MLitt status. An application form (GSO 2) 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 anthropology expect a student to transfer ‘not later than the end of Trinity *full term* after the Michaelmas Term in which they were admitted’. Under these special regulations, deferral for one term

(i.e. to the end of the following Michaelmas *full term*) or for a shorter period within the long vacation, may be considered in special cases using form GSO 2b (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 or a recognized equivalent before being considered for Transfer of Status.

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

The Transfer of Status text should be not 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 ethnographic 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.

More specifically, the PRS document should introduce the project and explain the student's research plans. In facilitating the Transfer of Status and move to actively undertaking research, the PRS transfer document should:

- a) Introduce the theoretical background
- b) Introduce the place(s) in which the research will occur
These (which should not be more than 50% of the document) serve to frame:
- c) The research questions
- d) The materials which must be collected to answer them
- e) The methods used to collect these materials
- f) How these methods will be used during the fieldwork period (i.e. a research timetable)
- g) How the material will be analysed.
- h) feasibility and ethical considerations

The portfolio submitted for the Transfer of Status additionally comprises the submission of 2 pieces of work completed as part of the training in research methods modules, offered in different classes by the School and 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).

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. Usually 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.)

Confirmation of Status

After students have completed the bulk of their original research (usually meaning they have returned from the field), and normally once they have had time to work out the final form of the thesis and have completed draft chapters amounting to something like a third or a half of the thesis, they should apply for Confirmation of [DPhil] Status and complete the appropriate form, GSO 14 (see the university [Graduate Forms page](#)). There is also an internal form to provide information about when the viva is being held, the materials being submitted, etc.: go to <https://www.anthro.ox.ac.uk/forms>, then click 'The Confirmation of Status: Appointment of Assessors form.' Note that the University expects deadlines to refer to completion of the whole process, not just submission of materials¹; 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 term². 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^{3 4}. However, the Teaching Committee or Director of Graduate Studies can allow any student to defer submission for up to three terms in exceptional cases (usually a term at a time) using form GSO 14b (NB: extensions are not appropriate for this purpose, but only to extend the so-called 'candidature date', i.e. the date by which the student should submit the final thesis; use form GSO 15 for this. Sometimes both an extension and a deferral of confirmation must be applied for simultaneously). For both forms see the university [Graduate Forms page](#). DPhil students will be expected to present their work to the Work in Progress class⁵ before being considered for Confirmation of Status.

The purpose of the Confirmation of Status exercise is to gauge whether the student is on course for a successful examination of the whole thesis, *though passing the former is no guarantee of success in the latter*. As with Transfer of Status, the Confirmation of Status takes the form of an assessment by two, normally internal

¹ 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.

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

³ 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.

⁴ 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 12th term.

⁵ Or an agreed equivalent, e.g. in the case of CEA students.

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 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 Anthropology and 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 doctorate in anthropology or 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 (Section 3, 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 in Section 1, 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 in Section 2, 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.

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.

Final examination (the viva)

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 Monday Wk 1 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 appropriate form (GSO 3), 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 may be appointed to monitor the examination process but not take part in it). Reserve examiners should be named on the form if possible, as well as those who are actually expected to act. The form also has a section declaring any change of title that is required and that has not already been made via form GSO 6. The length of the thesis in words and the exact latest submission date also have to be declared on the form. The thesis does not have to be submitted with the form, but a declaration has to be made on the form as to when it was submitted or will be submitted.

Doctoral and 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).

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 form GSO 16 (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 viva⁶, it being possible to apply for a further month via form GSO 18. Minor corrections are those that do not require the consideration of the examiners on intellectual grounds (they are rather of the nature of typographical and other minor errors), and the internal examiner checks them alone without having to meet the student or consult the external examiner.

The option of 'major corrections', also available to examiners, is intermediate between minor corrections and a full referral. Major corrections should obviously be

⁶ Within two months in the case of part-time students

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 months⁷, 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.

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](#), Appendix 3.

⁷ Within 12 months in the case of part-time students.

SKILLS & LEARNING DEVELOPMENT

In general in anthropology, training needs become relevant to consider at two stages in particular: 1) at the start of a project (i.e. pre-fieldwork); and 2) when writing up the thesis (post-fieldwork). Once the student goes to the field, he or she should have received sufficient training already through the School's courses put on for that purpose (with the possible exception of acquiring the appropriate language), and in any case the student's absence will usually make further training in Oxford unfeasible, unless electronically. Note also that the Training Needs Analysis form only provides for three years of recording training needs (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 are not solely for anthropologists but for social sciences students generally, may therefore take place outside the School, and may consist of anything from a full term or year course to a one-day or half-day workshop. Your supervisor's permission is normally required (obtained electronically) for you to take part in any of these courses. They may cover not only methods of research in the narrow sense but also, e.g., presenting and networking at conferences, obtaining transferable skills, facing dangers in fieldwork, managing post-doctoral career development, etc.

PRS class

The PRS class is co-convened weekly on Mondays, 11 am – 1 pm, by Dr Ramon Sarro and Prof. David Zeitlyn. If there are any questions, either can be contacted on email: david.zeitlyn@anthro.ox.ac.uk or dgs@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 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.

Research methods

The skills that an anthropologist needs to obtain to complete the research project, including core subject-specific training, qualitative and quantitative research methods, theoretical training, principles of research design, data analysis, data collection, and management of data are acquired through standard supervision throughout the course of your project, reinforced by subject-specific methods classes for anthropology, general classes and practice regarding both qualitative and quantitative methods, and relevant lectures and classes on theory and area specialisms. The Tylor Library in the School is well stocked with works on anthropological and other social science methods. Furthermore, the Social Science Division offers a rich spectrum of research training and development courses, <https://www.socsci.ox.ac.uk/research-methods>

Research methods modules

PRS and 2nd year MPhil students choose to attend and be trained in 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 (RMTC), Dr Zuzanna Olszewska. If any questions arise, she can be contacted at zuzanna.olszewska@anthro.ox.ac.uk

The methods modules range from digital methods, ethnographic portraiture, critical methods of numerical analysis, ethnobiological methods, 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. In the academic year of 2021-22, some of the modules will be taught remotely, and others face-to-face in whole or in part, as conditions and student numbers allow.

The provisional research methods modules on offer for the academic year 2021-22 are as follows:

RMM	Convenor	Term
Digital Methods	Bill Kelly	MT
Practical Quantitative Methods for Beginners	Paula Sheppard	MT
Autoethnography & Coproduced Ethnography	Neil Armstrong	HT

Methods		
Digital Methods	Bill Kelly	HT
Critical Methods of Numerical Assessment	Krishna Adhikari	HT
Ethnographic Portraiture	Paola Esposito	HT
Ethnographies of Arts and Performance	Akanksha Awal	HT
Language-Based Methods	Elisabeth Hsu	HT
Methods Mixed from/for Anthropological Research	Elizabeth Rahman & Alejandro Reig	HT
Urban Ethnography	Andreza de Souza Santos	HT
VMMA Methods	Elizabeth Hallam	HT
Ethnobiology	Sarah Edwards & Lewis Daly	TT

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. 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 (kate.atherton@anthro.ox.ac.uk) 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.

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).

Specific skills

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

POST-FIELDWORK SKILLS TRAINING

Graduate Research Seminar

The Graduate Research Seminar is convened weekly throughout the academic year by the Head of Department, Dr David Pratten, 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 Graduate Research 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.

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.

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 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.

Preparation for academic practice

Activities such as teaching experience, conference attendance and publishing experience prepare the student for academic practice. Teaching experience cannot be guaranteed to all students but workshops and teaching portfolio development are possible under a special departmental scheme for post-fieldwork students. Limited funding is available to support students to develop these skills (see Funding section). The School is associated with an online journal, the *Journal of the Anthropological Society of Oxford*, which welcomes student contributions.

Gaining teaching experience

Students of full DPhil student status who have ordinarily completed their fieldwork, are eligible to contribute to undergraduate tutorial teaching (typically for the BA degrees in Human Sciences and Archaeology & Anthropology). Such DPhil students who wish their names to be added to the list of potential tutors for these degrees should contact Sarah-Jane White, Undergraduate Administrator for Human Sciences

(sarah-jane.white@humsci.ox.ac.uk) and/or Rachel Maughan, Undergraduate Administrator for Archaeology & Anthropology (ugsupport@arch.ox.ac.uk) with details of their areas of potential teaching contribution to the course. It is helpful to refer specifically to the tutorial topics/subject matter of the courses that they would be able to offer by reference to the course handbooks for those degrees (available on the appropriate websites). Appearance on the list is not a guarantee of tutorial work; the appointment of tutors for the courses is undertaken by the college Directors of Studies for those degrees, drawing upon the lists of available tutors. Anyone commissioned to teach tutorials will be required to take the relevant short university course (see below).

DPhil students meeting these criteria are advised to consult with their supervisors their wish to become involved in undergraduate teaching, as it may require a larger time commitment than they anticipate. They may also be eligible to contribute to some elements of the teaching of postgraduate taught courses in the School of Anthropology & Museum Ethnography. Occasionally, advanced (post-fieldwork) students may be invited to teach on courses taken by postgraduate taught-course students, e.g. one-off lectures or classes in their special area, or assisting with methods classes, where it is deemed appropriate by the course convenor. They may not normally be involved in marking summative assessments or convening courses.

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

Courses on Teaching and Learning for Tutors at Oxford

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. See <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, Blackwell’s bookshop sells a useful short booklet introducing tutorials.

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.

Full details can be found on the anthropology website:
<http://www.anthro.ox.ac.uk/safety-fieldwork-and-ethics>.

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, who is that in the academic year 2020-21?, and Gil Middleton 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. However, the School will not pay any insurance premiums specifically levied in connection with travel to areas with a higher level of risk and/or for longer than 12 months. Students should therefore be prepared to accept responsibility for such payments themselves, however inflated, and factor this in to their fieldwork planning at the outset.

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).

STUDENT LIFE & SUPPORT INFORMATION

See also the Graduate Studies Handbook for general information.

Residence requirements

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

In the current pandemic the post-fieldwork period of writing up is nevertheless expected to happen in residency at Oxford. Meanwhile, each student is advised to assess their particular situation with their supervisors and the relevant staff at their College. To be exempted from residency during the post-fieldwork period of writing up, please fill in the GSO 8 form form ([Graduate Forms page](#)).”

Part-time students are not bound by these residency requirements, but are required to attend Oxford University for a certain number of days and specific events each year.

Funding

Details on *funding for External skills training and expenses and conference attendance* can be found on the School’s funding webpage:

<https://www.anthro.ox.ac.uk/funding>.

STUDENT REPRESENTATION & FEEDBACK

See the Graduate Studies Handbook for general information.

APPENDIX 1. DOCUMENT ISSUED BY THE SOCIAL SCIENCES DIVISION REGARDING TRAINING NEEDS ANALYSIS (REVISED AND AMENDED FOR DEPARTMENTAL USE)

1. Skills Review and Training Needs Analysis

What is Skills Review and Training Needs Analysis?

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

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

Completing the Training Needs Analysis Framework

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

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

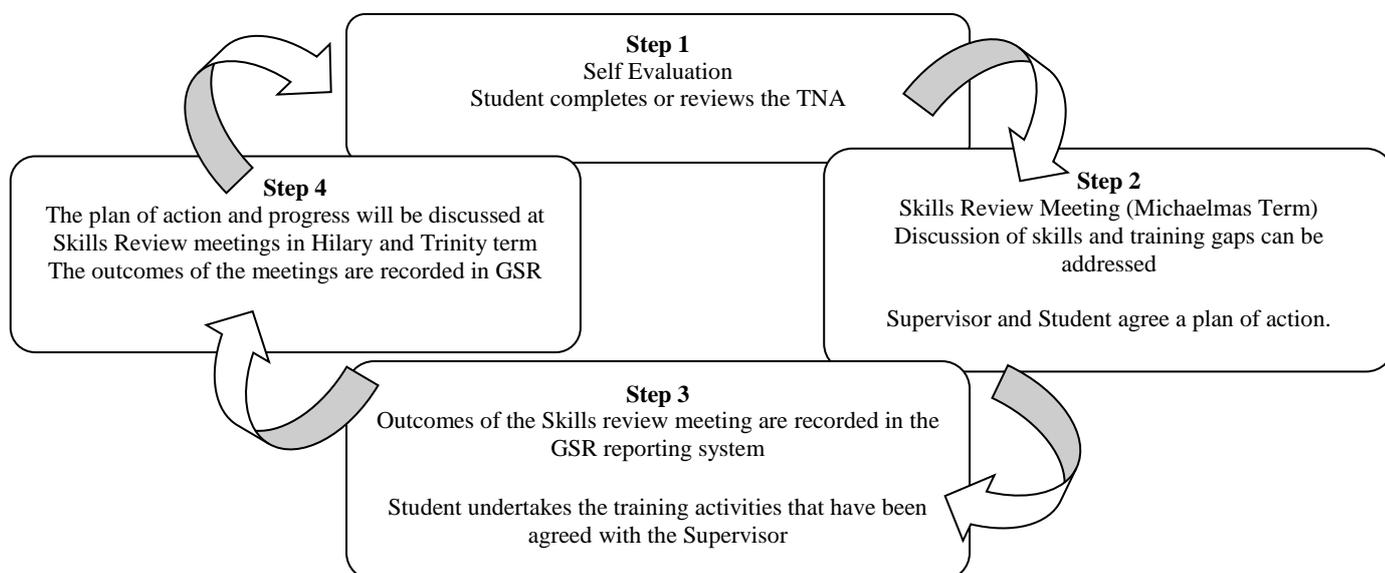
Using the TNA, you can develop a 'plan of action' with your Supervisor to address your training needs, taking into account:

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

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

The Skills Review Process

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



Student Enrolment System (SES)

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

2. Social Sciences Induction and Welcome Event

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

3. Academic and Professional Development Programme (APDP)

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

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

Knowledge and intellectual abilities

- Social Sciences Induction and Welcome Event
- Research Skills Toolkit
- Social Sciences Library: Resources for Research

Personal Effectiveness

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

Research Governance and Organisation

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

Engagement, Influence and Impact

- Presentation Skills
- Presenting to an Academic Audience
- Communicating Research to a Wider Audience
- Writing Abstracts
- Teaching Skills Seminars
- Networking Skills
- Producing Posters
- Using Online Tools and Resources
- Getting Published in the Social Sciences
- Media Training
- Writing for a Non-academic Audience
- Maximise Your Potential (GradSchool)

- Communication and Collaboration: Keeping it Real

Further details about the Academic and Professional Development Programme can be found on the Social Sciences Doctoral Training site in WebLearn,

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

To enrol for the APDP sessions and for information about other training opportunities available to you, please use the Student Enrolment System,

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>

4. Social Sciences Doctoral Training Partnership

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

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

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

- sector organizations to offer a range of collaborative studentship opportunities, including co-funding, internships and placements
- offers, through the ESRC's Advanced Training Network, opportunities for Oxford students to access advanced and specialist research training programmes offered by other DTCs.