

UNIVERSITY OF OXFORD
Board of the Faculty of Classics

FACULTY OF
CLASSICS



UNIVERSITY OF
OXFORD

DPhil Handbook

**For Doctoral Students in Ancient History
and Classical Languages and Literature**

2021

Faculty of Classics
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Dates of Full Terms

Michaelmas 2021: Sunday 10 October – Saturday 4 December 2020

Hilary 2022: Sunday 16 January – Saturday 12 March 2022

Trinity 2022: Sunday 24 April – Saturday 18 June 2022

Michaelmas 2022*: Sunday 9 October – Saturday 3 December 2022

Hilary 2023*: Sunday 15 January – Saturday 11 March 2023

Trinity 2023*: Sunday 23 April – Saturday 17 June 2023

Michaelmas 2023*: Sunday 8 October – Saturday 2 December 2023

Hilary 2024*: Sunday 14 January – Saturday 9 March 2024

Trinity 2024*: Sunday 21 April – Saturday 15 June 2024

* provisional

Disclaimer

This handbook applies to students starting the DPhil in Ancient History or DPhil in Classical Languages and Literature in **October 2021**. The information in this handbook may be different for students starting in other years.

The *Examination Regulations* relating to these courses may be found at <https://examregs.admin.ox.ac.uk/>

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 graduate@classics.ox.ac.uk.

The information in this handbook is accurate as at 30 September 2021; however, it may be necessary for changes to be made in certain circumstances, as explained at www.ox.ac.uk/coursechanges. 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.

Course Details

Full Title of Award: Doctor of Philosophy in Ancient History

Course Length: full-time typically 3 years or slightly longer (4 years maximum); part-time 6-8 years

FHEQ Level: 8

Full Title of Award: Doctor of Philosophy in Classical Languages and Literature

Course Length: full-time typically 3 years or slightly longer (4 years maximum); part-time 6-8 years

FHEQ Level: 8

Useful Links

Classics Graduate Information in Canvas: <https://canvas.ox.ac.uk/courses/48688>

Complaints and Appeals:

https://www.classics.ox.ac.uk/sites/default/files/classics/documents/media/complaints_and_academic_appeals_within_the_faculty_of_classics.pdf

Data Protection: <https://www.ox.ac.uk/students/life/it/studentrecord/data>

Equality and Diversity Policy: <https://www.classics.ox.ac.uk/general-student-handbook>

Graduate Forum: <https://canvas.ox.ac.uk/courses/48688/modules>

Graduate Supervision Reporting (Student Self-Service):

<https://www.ox.ac.uk/students/selfservice?wssl=1>

Student Welfare and Support Services: <https://www.admin.ox.ac.uk/aad/swss/>

1. Introduction

This handbook is designed to give guidance on the questions you are most likely to encounter as a DPhil or MLitt student. It aims to introduce you to the administrative procedures associated with the DPhil, and to indicate the standard and scope of the work required from graduate research. It is not intended to give more detailed information or advice of a sort better conveyed by supervisors and/or the *Examination Regulations*, available online at www.admin.ox.ac.uk/examregs. As a graduate student, you should note both the general regulations affecting the degree course on which you are engaged, and also the specific regulations made by the Faculty Board.

The Classics Academic Administration Office (email: graduate@classics.ox.ac.uk) and College Tutors for Graduates are available to help resolve difficulties; practical questions (for example, concerning residence and fee requirements) should be addressed to them. General enquiries about the Faculty of Classics, including questions about lectures, graduate seminars and language classes, should also be addressed in the first instance to the Classics Academic Administration Office.

2. Monitoring of Progress for DPhil Students: ‘Transfer’ and ‘Confirmation’

After embarking on the DPhil course, you will be required to go through one or, more usually, both of the procedures of ‘transfer to DPhil status’ and ‘confirmation of DPhil status’.

‘Transfer’ is the procedure by which a graduate student passes from being a ‘Probationer Research Student’ (PRS) to full DPhil student status. In almost every case, you will begin your studies as a PRS. You will then transfer to the DPhil (or, more rarely, the MLitt).

The purpose of transfer is to confirm that your research topic is viable; that you have made satisfactory progress; and that you have demonstrated that your dissertation has the potential to be awarded a DPhil. In addition to monitoring your progress, the procedure has the advantage that it enables you to discuss your work with other academics besides your supervisor, and to hear their reactions to it during your transfer viva. The written work you submit should take the form of an extract from your thesis, rather than a survey or distillation of a wider range of topics or themes. (If appropriate you may wish to indicate the context from which you have drawn the sample.) Assessors do not expect your submission to resemble the final form of a thesis chapter, or part of one; and they also recognise that as a dissertation develops the organisation of chapters and the structure of the thesis may change. Indeed, the process of transfer often results in helpful modifications to the plan of the thesis. Students often find that, since transfer takes place at a relatively early stage, the viva can provide feedback which can be part of a fruitful discussion between yourself and your supervisor. During your viva, your assessors will explore both the design of your research project and the sample you submitted.

It is expected that most students will transfer by the end of their third term from admission as a PRS, i.e. this should be the objective of your first doctoral year. You **must** submit your application to transfer not later than Friday of Week 5 of the fourth term from your admission as a PRS (or the eighth term if you are a part-time student). The exceptions are cases where

students have taken an Oxford MPhil in Languages and Literature (not Ancient History) and the proposed DPhil topic is a continuation of the MPhil dissertation subject: in such a case you will normally hold DPhil student status from the start of your doctoral work, i.e. you will not have to transfer but will have to confirm. You will be informed at the start of the course if the Graduate Studies Committee has decided to admit you directly to DPhil status rather than the usual PRS status. All Ancient History DPhil students are admitted with PRS status and must therefore transfer.

In order to transfer, you should submit: a completed GSO.2 form, available at: www.ox.ac.uk/students/academic/guidance/graduate/progression; a sample of your work, approximately 7,000 words in length, excluding bibliography, for both Languages and Literature and Ancient History, in the form indicated above; and a statement of the proposed research. The statement should be 1,500-2,000 words, and should cover all the principal areas which you intend to investigate, but it does not need to break the material down beyond a provisional overview of chapters. Two assessors will be appointed, neither of them your supervisor; they will read the material submitted and interview (viva) you. Please note that assessors may return material for resubmission if the written work submitted exceeds the limit given above.

For candidates in Classical Languages and Literature there is another condition for transfer to full DPhil status: you need to attend at least two seminar series, of a kind approved by the Graduate Studies Committee, and give a presentation in one of them. Normally, these will be seminars where texts (either a selection by theme or a single work or continuous part of a single work) will be read, and in which students give presentations. This includes the MSt/MPhil Latin and Greek Textual Criticism classes, but does not include the Research Techniques seminar. A list of qualifying seminars is usually made available at the beginning of Michaelmas Term; check your emails. For the Modern Languages requirement for graduate students in Classical Languages and Literature, please see below.

Before the end of your **eighth** term (or your sixteenth term if you are a part-time student) you will need to have your DPhil status confirmed. You cannot proceed to submission of your thesis unless your status has been confirmed; submission should **usually** not take place sooner than three months after **confirmation is approved**. Candidates who have taken the MPhil and have been admitted directly to DPhil student status without transfer (see above) must seek confirmation rather earlier, by the end of Trinity Term of Year 1 of their doctoral studies (or Year 2 if studying part-time).

The purpose of confirmation (and the way in which it differs from transfer) is that at this stage you need to demonstrate a clear DPhil level in the quality of your work (see below), without giving your assessors serious reservations; you also need to provide a thesis plan containing sufficient detail to make clear your knowledge of not only the contents of other chapters, but also the overarching organisational and conceptual framework of your thesis. You should make clear how much you have completed, and how much remains to be completed. In the interview (viva), you may be asked to begin by talking about what you have done since submitting the application, or how you see the piece you submitted fitting into the thesis as a whole. Alternatively, you might get questions on the piece you submitted right from the start. But the viva itself will cover both the piece you submitted and your overall thesis plan. Assessors will fully understand that you are very likely to make further changes before submitting.

The procedure is similar to that described above for transfer of status, but the submitted work

should consist of a fully worked chapter or section of a chapter of the thesis, of approximately 10,000 words (for both Ancient History and Classical Languages and Literature); this should be accompanied by a thesis plan (two to three sides), a table of contents with an indication of the amount of work completed, and a timed plan for completion of the remaining sections. The relevant form that should also be submitted is the GSO.14 (see www.ox.ac.uk/students/academic/guidance/graduate/progression).

The assessment criteria for transfer and confirmation of status are further set out in Annexe C and Annexe D below. These documents are designed for the Humanities Division as a whole; if any divergence is found, it is the Faculty's statements above which should be followed. The exceptional possibility of postponing confirmation is also discussed in the Annexes. Procedures in the event that a first application for transfer or confirmation is not successful are set out in Annexe E below.

More information on transfer and confirmation of status, including procedures in the event that a first application for transfer or confirmation is unsuccessful, and the exceptional possibility of postponing transfer or confirmation, can be found at:

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

For candidates in Classical Languages and Literature, there is a requirement to provide evidence of reading competence in German and a second modern language other than English (usually French or Italian) by the time of confirmation (the procedure for confirmation is described above). Except for native speakers this will normally be through successful performance in a written test. Native speakers of German, French, Italian or another language relevant to their academic field of study will have to provide evidence of reading ability in only one modern language other than their native language by the time of confirmation. The University Language Centre offers three intensive one-year courses on behalf of the Faculty: 'German for Classicists', 'French for Classicists', 'Italian for Classicists'.

Three further important points on the modern language requirement are:

- i. it is advisable to make a start with the relevant classes early (students acquiring two languages will typically take one course in their first, and one in their second year);
- ii. students are free to study modern languages by themselves independently and sit only the exam, but should contact the relevant modern language tutor in Michaelmas Term if they intend to do so;
- iii. confirmation can be granted conditionally on meeting the modern language requirement, so there is no reason to delay an application for confirmation because of the modern language requirement. If you have any queries in relation to these matters, please consult the Director of Graduate Studies.

Candidates in Ancient History are also welcome to attend the University Language Centre's classes in 'German for Classicists', 'French for Classicists' and 'Italian for Classicists' if spaces are available, although there is no formal requirement to do so. All students wishing to attend the classes must notify the Academic Administrative Officer (graduate@classics.ox.ac.uk) by **5 pm on Thursday 7 October 2021** (Thursday of Week 0 of Michaelmas Term).

3. Time Limits

The DPhil usually takes at least three years to complete, or six years for part-time students. The initial limit for the DPhil is twelve terms (for the MLitt, nine terms), or twenty-four terms if you are studying on a part-time basis. The count of these terms begins when you begin the DPhil or MLitt course. *Extensions* may be granted of up to 6 terms (3 terms for part-time students). Good reason must be given; that a thesis is not finished within the normal time allowed is not, in itself, a good reason. The University is under increasing pressure to monitor completion rates, and the timely submission of your thesis is also very much to your advantage if you are considering applying for academic jobs. In view of this you should make every effort to complete your thesis promptly. You should note that some University and college fees are now charged to students every term until the thesis is submitted (see below): if you hold a financial award and the thesis is not submitted by the time the award runs out, you will yourself have to pay those fees for the final terms.

Suspensions of status may be given only in special circumstances such as serious interruption of work by illness, or other unforeseeable temporary difficulty, or a period of work abroad, (temporary) full-time academic employment, or the necessity to acquire an ancillary qualification. Not all grant-giving bodies are amenable to suspending grants for the same period.

Reinstatement of status may be granted to students whose status has lapsed or who have withdrawn. In cases where the maximum extensions have nearly elapsed but there is still a prospect of submission, the most satisfactory procedure is often for the student to allow his or her status to lapse, with the option of later reinstatement for the examination. Faculty Boards are empowered to deal with the more straightforward of these applications. Students should consult the Examination Regulations and the Classics Academic Administration Office (email: graduate@classics.ox.ac.uk) for further details regarding the methods of applying for, and the conditions governing, suspension and reinstatement of status.

The costs of a fourth year of research

You are very likely to be liable to pay continuation charges if you have not submitted your thesis by the end of your period of fee liability (i.e. three years; six for part-time). The University continuation charge for full-time students will be £528 per term in 2021-22; this amount will be reviewed on an annual basis as part of the annual fee review process. The college continuation charge amount varies by college but is likely to be around £125 per term in 2021-22. For further information, see:

<http://www.ox.ac.uk/students/fees-funding/fees/liability/graduate-continuation-charge>

For DPhil students in Ancient History (but not in Languages and Literature), where there is a good reason for the overrun, and the dissertation promises to be of outstanding quality, it will be possible to apply, usually around Easter of the previous year, for funding for all or part of a fourth year of research to the Arnold, Bryce and Read Funds administered by the Faculty of History.

4. Part-time students

The Faculty recognises the particular needs of part-time students. Both your supervisor and the co-ordinator of part-time studies, Professor Rosalind Thomas, are available to discuss all aspects of part-time study.

Part-time students are not required to live in Oxford and will often have non-standard attendance and work patterns. They are, however, in co-ordination with their supervisor, expected to attend on a regular basis for supervision, skills training and participation in research seminars, typically at least once per week during the ten weeks between Noughth and Ninth Week of each term. New part-time Probationer Research Students in Languages and Literature who have not completed the Oxford Masters should attend the Research Techniques seminar along with the new Masters students.

Please see the University website:

(www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/section2requirementsforstudy/) for guidance on changing between part-time and full-time study (or vice versa).

5. The Graduate Studies Committees

The procedures described above are organised by two Graduate Studies Committees, one for Ancient History, the other for Classical Languages and Literature. They are Committees of the Faculty Board of Classics, to which they report. The Committees deal with the admission of graduate students and applications for transfers of status, the approval of thesis titles, the appointment of supervisors and examiners and other matters involving graduate students that arise from time to time or are referred to them by other university bodies.

The Ancient History Graduate Studies Committee usually meets on the Fridays of First and Sixth Weeks each term and its agenda is sent out about a week in advance. The Director of Graduate Studies, Professor Nino Luraghi, New College, may be approached at any time:

nino.luraghi@classics.ox.ac.uk

Members of the Ancient History Graduate Studies Committee for the academic year 2021-22 are:

Director of Graduate Studies (*ex officio*) (Professor N. Luraghi)

Chair of the Sub-faculty (*ex officio*) (Dr G. Kantor)

Dr A. Clark

Dr D. Maschek

Professor N. Purcell

Professor J. Quinn

Professor R. Thomas

The Classical Languages & Literature Committee usually meets on the Tuesday of Second and Seventh Weeks each term. The Director of Graduate Studies, Dr Adrian Kelly, Balliol College, may be approached at any time: adrian.kelly@classics.ox.ac.uk

Members of the Classical Languages & Literature Graduate Studies Committee for the year

2021-22 are:

Director of Graduate Studies: (*ex officio*) (Dr A. Kelly)
Chair of the Sub-faculty: (*ex officio*) (Professor T. Rood)
Dr A. Benaissa
Professor A. D'Angour
Professor G. Hutchinson
Dr L. Pitcher
Professor T. Reinhardt
Professor R. Rutherford
Dr G. Trimble

Graduate student representatives attend part of each Graduate Studies Committee meeting, at which matters of general concern to graduate students are discussed.

It is the responsibility of graduate students to ensure that documentation for anything they wish to come before the relevant committee is received by the Classics Academic Administration Office (email: graduate@classics.ox.ac.uk) in good time for (that is, at least a week before) the meeting at which they wish the matter to be discussed. Reminders of the need to transfer status, confirm status, or seek extensions of time are sent by the Academic Administration Office to the student, with a copy to the supervisor.

6. Graduate Forum

The two Sub-Faculties have a Graduate Consultative Committee, called the Graduate Forum, which meets once a term. The meetings are important fora for discussion of general academic or administrative problems affecting graduates, all of whom are invited, and encouraged, to attend. Standing orders and further information about the Graduate Forum may be found at: <https://canvas.ox.ac.uk/courses/48688/modules>

7. The Arts and Humanities Research Council (AHRC)

Awards from this source are managed through the University. Procedures change from year to year and any attempt by this handbook to give precise information would be hazardous. Please keep carefully and remember to consult all the communications which you receive from the Council. Information may also be obtained from Mr Jeremy Moyse, Humanities Scholarships Officer, (email: ahrcdtp@admin.ox.ac.uk).

Please note that it is your responsibility to contact ahrcdtp@admin.ox.ac.uk regarding any transfer of status or other changes to your circumstances which might affect the continuation or renewal of your award. Note in particular that if at any stage you need to suspend your studies for a period of time (e.g. due to ill health), you should contact ahrcdtp@admin.ox.ac.uk.

Your maximum thesis submission date will normally be one year after the end of your funding. It is very important that you keep to this deadline as failure to do so may have serious consequences for the University. If you would like confirmation of your submission deadline please contact ahrcdtp@admin.ox.ac.uk.

8. Financial Support

The Classics Faculty is able to offer moderate amounts of support for conference travel, organisation of conferences, and such like, from two sources, the Craven Fund and the Graduate Support Fund. It has no hardship fund; colleges do, and there are University funds: see <https://www.ox.ac.uk/students/fees-funding/assistance/hardship>. The Craven Committee meets once a term. Most of the grants are made at the Hilary meeting; applications must be submitted by 12 noon on Friday of Week 1 of Hilary Term. Forms are available at <https://weblearn.ox.ac.uk/x/LYaG9G>.

The Graduate Support Fund is administered by the Directors of Graduate Studies, who may be contacted informally with enquiries. Grants are made throughout the year. The maximum sum that can be granted per student per academic year from the Graduate Support Fund is £250. Most of the grants are made to applicants proposing to give papers at conferences; typically smaller sums are granted for attendance at conferences without presenting a paper. Grants may also be made for the purchase of a book or books. Students are advised also to enquire about financial support schemes in their colleges.

9. Supervision and other Academic Contacts

Graduate students have the challenge of working in relative isolation. The first months of a doctoral course can present a sharp contrast with regular guided work, done to a definite syllabus and as a member of a group with shared interests. You can, however, look for support in various directions.

Faculty Members and other Graduates

Various *social* events for classical graduates are usually provided by the Faculty and by graduates themselves.

On the *academic* side, a lecture list and a list of forthcoming classical seminars and classes will be published each term on the Classics website at www.classics.ox.ac.uk. Graduates should normally attend one or two seminars a week: the Tuesday Ancient History seminar is one of the major focal points of the week for Ancient History graduate students and Faculty alike, and there is a range of regular seminars in Languages and Literature. You should choose those that attract you: do not restrict yourself to what is directly 'relevant' to your particular topic. They offer a good opportunity to meet like-minded graduates. This is particularly true of the 'Work in Progress' seminars held each term both in Ancient History and in Languages and Literature (with some joint sessions), at which graduates give papers on their own work. Giving a paper to such a group is an excellent way of gaining experience. PRS students in Classical Languages and Literature will be required to have attended at least two seminar series as a condition of transfer to full DPhil status. The normal expectation is that these two will be seminars studying a text or texts (see above under 2. Monitoring of Progress for DPhil Students) but other classes in areas relevant to a student's area of research may be substituted with the permission of the Director of Graduate Studies (Dr Adrian Kelly). New PRS in Languages and Literature who have come to Oxford from another university should attend the Research Techniques seminar along with the new Masters students.

Oxford is well stocked with established scholars in many different areas of classical studies. If

you feel you would like to get to know someone in your field, do not leave it to chance: email the scholar involved, or consult your supervisor, who will help to effect an introduction. It is difficult to draw up guidelines on the degree of acquaintance which would disqualify a scholar met in this way from being your eventual Internal Examiner, though this does need to be borne in mind.

Seminars are an easy way to establish and maintain informal contacts with Faculty members. All the regular seminars except 'Work in Progress' attract good numbers of Faculty members, and normally some such seminars have refreshments available after the formal session, to encourage contacts between Faculty members and graduates.

Supervisors

But your mainstay will naturally be your supervisor. A university document entitled *Research Supervision: A Brief Guide for Students* outlining the responsibilities of supervisors to their research students (and vice versa), will be found at Annexe A below. Supervisors are appointed by the Graduate Studies Committees. Supervision by more than one supervisor may be arranged where it seems appropriate; it may sometimes involve supervisors in another Sub-faculty or even another Faculty. Further information on the responsibilities of supervisors can be found in the University's Policy on Research Degrees at:

<https://academic.admin.ox.ac.uk/policies/research-degrees/section-four#collapse1011061>

Changes of supervisor (sometimes temporary) are normally made where a student needs more specialised care in a particular area, or when a supervisor is on leave. But changes may also be made in cases where difficulties in personal relations prevent productive supervision. If they find themselves in this position, graduates should make their problem known to their Director of Graduate Studies or any other member of their Graduate Studies Committee. Their College Advisor (see below) may also be approached.

During a doctoral course, frequency of meetings with your supervisor varies according to the progress of your work and the stage it has reached. At the beginning of the course, your supervisor may wish to arrange regular meetings (say, three or four times a term), and ask for regular written work. At later stages, a graduate will commonly ask for an appointment, though the supervisor will ensure that this happens with reasonable regularity. In any event, you should expect that your supervisor will, as a minimum, normally arrange a meeting to discuss your progress at the beginning and the end of each term. If you ask your supervisor for a meeting, it is reasonable to expect such a meeting to be arranged within days of the request being made.

It is imperative that you keep in regular contact with your supervisor whilst in residence. When working away from Oxford, you should keep him or her fully informed on the progress of your work. When your thesis is complete, the draft final version should be shown to your supervisor. At the end of each term, and of the Long Vacation, both you and your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online **Graduate Supervision Reporting system (GSR)**, which is part of Student Self Service.

Students are asked to report in weeks 7-9 of term, and in September. This is an opportunity to review and comment on your academic progress, any skills training you have undertaken or may need to undertake in the future, and on your engagement with the academic community

(e.g. seminar/conference attendance or any teaching you have undertaken). Your comments will be useful to your supervisor and to the Director of Graduate Studies.

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

Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion; it will eventually also be seen by the Director of Graduate Studies and your college advisor. Your supervisor(s) will review and comment on your academic progress and performance during the current term and assess skills and training needs to be addressed during the next term. The DGS will also sometimes offer comments on GSR in response to issues raised in your report or your supervisor's. Your supervisor should discuss the report with you, as it will form the basis for feedback on your progress, for identifying areas where further work is required, for reviewing your progress against an agreed timetable, and for agreeing plans for the term ahead.

When the supervisor's sections are completed, you will be able to view the report, as will the Director of Graduate Studies and your college advisor. The Director of Graduate Studies may add brief comments too. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access GSR please visit <https://www.ox.ac.uk/students/selfservice?wssl=1>. You will be able to log on using your single sign-on details. Details of how to use the site are provided at <https://www.ox.ac.uk/students/selfservice?wssl=1>; however, should you need additional support, please contact the Classics Academic Administration Office (graduate@classics.ox.ac.uk) in the first instance.

College Advisor

All doctoral students are assigned a college advisor, who is normally a senior member of their college with a specialism in Classical Literature, Ancient History, or a related subject. Your college advisor will not normally be able to offer detailed guidance on preparing your thesis, but he or she will nevertheless take an active interest in your academic progress and can be approached for support and advice on both academic and pastoral matters.

Classes and Seminars

There are a great number of seminars and classes organised by the Faculty of Classics in Oxford, details of which may be found in the lecture list (the regularly updated version is available on the web at <http://rbll.classics.ox.ac.uk/>). They are frequently a good way to find out about new research, and provide an opportunity to hear about something that might not necessarily be right up your own academic street.

Your participation in discussion at seminars is very welcome; clearly one needs to speak with respect for other participants, and not to dominate discussion.

The Classical Association holds a well-advertised Annual Conference at a university outside Oxford. This is one of the prime opportunities for UK Classics Graduates to give papers outside their own universities and to meet and discuss with graduates from other universities.

The other prime opportunities are the national Annual Meeting of Postgraduates in Ancient Literature (AMPAL) and the Annual Meeting of Postgraduates Ancient Historians (AMPAH): this year's dates and venues are to be confirmed.

Seminar series away from Oxford are also very worthwhile, especially at Cambridge and the Institute of Classical Studies in London. Academic events in other UK universities are frequently advertised on the national Classics list (<http://listserv.liv.ac.uk/archives/classicists.html>), which you would be well advised to join. Oxford also enjoys particularly close interaction with the nearby universities of Warwick and Reading. There are occasional opportunities to present papers abroad through the Europaeum consortium (www.europaeum.org) and other links with universities in continental Europe, particularly the Netherlands and Munich, and the USA, particularly Princeton.

10. DPhil and MLitt Theses and their Presentation

Word Limits

The *Examination Regulations* specify that a thesis submitted for the degree of DPhil should not exceed 100,000 words. For the degree of MLitt word limits of 60,000 for Ancient History and 50,000 for Greek and Latin Languages and Literature are specified. The word limit excludes the bibliography, but includes footnotes and appendices; for detailed guidance on inclusions and exclusions please see the *Examination Regulations*. Theses now require an accurate statement of the word count on the front cover. Theses have been referred for being too long.

These are **maximum** limits and not targets to be attained. There is no reason why a successful DPhil thesis should not be written in c.80,000 words; much under this may strike examiners as too short. The Graduate Studies Committees will consider applications for other exclusions from the word count of the general type described in the *Examination Regulations*, but will not agree to an exemption from the word limit just because a thesis has come out too long. Passages of original text which are not presented specifically for commentary; lengthy footnotes will be counted against the word limit and may add superfluous bulk without doing much for the authority of a thesis.

Choice of Thesis Subject and Title

The choice of a thesis subject and title is normally the result of a process of discussion in which students and supervisors play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a research student's interests, temperament, and style of work, as these become clearer. The title should emerge by progressive definition over the period of probation. The title should define the subject of a thesis clearly and positively, indicating its limits where necessary, and should not be expressed vaguely or in a way likely to mislead examiners as to the actual contents of the thesis. Titles for

doctoral theses should not be too narrow (e.g. 'The *Boule* in Athenian Politics, 404-396 BC', 'The Prologue of Euripides' *Medea*'), nor too broad ('Wealth and Poverty in the Roman World', 'Roman Lyric'), nor use incongruous categories to define the subject ('Subsistence Farming in Lusitania in the Reign of Vespasian'). Such changes may be made at a late stage, but not *after* examiners have been applied for.

Students are well advised to plan theses in outline from the start, however provisional the design has to be. The longer-term project should be broken down into attainable sections. Applications for transfers of status are always accompanied by brief statements of plan and method, and graduates should bear these in mind as they work. It is important also, especially in the later stages, that graduates should know, as they proceed, how many words they have actually written, and how many their current assignment is likely to produce. This may seem an obvious point; but it is surprising how often theses estimated, or announced, as 'just under 100,000 words' turn out to contain 120,000 words or more. Last-minute adjustments are not always easy to make and can provide avoidable anxiety to graduate students and to supervisors. Graduates can also have written less than they supposed, which can be tricky too.

Prior publication of material arising from the research is fully acceptable, but it does not constitute proof that the work merits the award of the degree; that remains a judgment of the Faculty Board on the recommendation of the examiners.

Standards required for the MLitt and the DPhil

The distinction between a DPhil and a MLitt thesis is one not simply of scale, but also of manner and weight of treatment. The MLitt should not be regarded as a partial, diluted, or abbreviated DPhil, but as an intrinsically lighter and more self-contained topic; nor is a DPhil thesis simply an inflated MLitt. The distinction is made reasonably clear in the formal statements which examiners must certify before their recommendation can be approved by the Faculty Board, namely in the case of the DPhil:

- (i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his or her thesis falls;
- (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his or her thesis falls;
- (iii) that it is presented in a "lucid and scholarly manner".

In the case of the MLitt: "that the work done by the candidate shows competence in investigating the chosen topic, that the candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls" and "that the results have been presented in a lucid and scholarly manner".

"Substantial" should be taken to refer not only to the greater length of a DPhil thesis but to its solidity and weight of subject matter and argument.

"Significant" implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research. Examiners might reasonably question a thesis on, say, Isaurian banditry or oligarchy at Athens which showed no evidence of serious reflection on banditry or oligarchy elsewhere, or as general historical phenomena, or

one on the narrative technique of epic which showed no evidence of serious reflection on narrative in other contexts or as a general literary and theoretical phenomenon. “Lucidity” means clarity not only of argument and expression, but of the candidate’s conception of the subject.

The criteria for a research degree, as for any scholarly work, are better met by a new and interesting interpretation of known evidence than by uncritical accumulation of material, whether old or new. Examiners will look for the essential virtue of a clear style, and for lucid conclusions supported by relevant documentation and a clear conception of the subject under discussion; they will only be frustrated by excessive and distracting pedantry, or by unnecessary polemic. Theses are not expected to represent the equivalent of a lifetime’s devotion to a subject, but *what can reasonably be expected of ‘a capable and diligent student’ within the context of the financial resources usually available to graduates, that is three, or, at most, four years of full-time study (two years in the case of an MLitt thesis)*. The formal statements which examiners have to certify before their report can be accepted (see above) do not contain the word ‘original’ but refer only to the need for a DPhil thesis to be significant, substantial, lucid and scholarly, and for an MLitt to be competent, worthwhile, lucid and scholarly. It is not stated that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline for a DPhil thesis, which is communicated to examiners, is that it should *“contain material which in the examiners’ judgment represents a valuable contribution to scholarship and might, for example, be suitable for eventual publication as a book or at least two substantial articles”*.

You are permitted to include in your DPhil dissertation material which you have yourself published in your own name, or which you have submitted for publication.

Plagiarism

1. Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one’s own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating, for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process. You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages.
2. Your work will inevitably sometimes involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.
3. A thesis is essentially **your** view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.
4. When you read the primary texts that you will be discussing, it is a good idea to **find your own examples** of episodes, themes, arguments, etc. in them that you wish to discuss. If you

work from your own examples, you will be much less likely to appropriate other people's materials.

5. When you are taking notes from secondary sources:

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

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

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

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

7. Example:

This is a passage from A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54:

'Something similar might be observed in a "pure" elegiac text, antipodal to epic, such as *Amores* 3.6. This elegy is a long appeal addressed to an obstinate little stream obstructing Ovid's path to his love. The erotic situation lies completely in the background, abstract and vague; Ovid turns his whole attention to the obstacle and to the strategies aimed at overcoming it. The river is described in essentially "anti-Callimachean" terms: it has muddy banks (3.6.1), abundant and even filthy waters (v. 8: *et turpi crassas gurgite volvis aquas*). These features accord well with the narrative function of the stream that obstructs the amorous quest of the elegiac poet. But what is intriguing are the arguments Ovid uses to appease the flood. To honour the unnamed stream, the poet lists lofty examples of great rivers which have felt the power of love . . . He then goes on to develop a long narrative example, the story of a river in love, but, significantly, the story is of *epic* provenance: Mars' rape of Ilia, who afterward was offered consolation by the Anio. The entire story . . . appeared in a prominent position at the beginning of Ennius' *Annales*. This episode, though transcribed by Ovid in his own manner and in the style of elegy, is indeed an unforeseen guest in a poem of the *Amores*.'

A. Plagiarism:

'*Amores* 3.6 is addressed to a river which is stopping Ovid from getting to his love. Ovid leaves the love-situation in the background, and turns his whole attention to the river, and strategies for overcoming this obstacle. The description of the river makes it essentially "anti-Callimachean": it has muddy banks and dirty waters. These features fit the narrative function of the stream that obstruct the elegiac love-poet's quest. Ovid's arguments to the river are very interesting. He lists lots of lofty examples of rivers in love, and then develops a long narrative of a story about a river in love from epic. This story concerns the river Anio, which offered his love to Ilia after Mars' rape of her. The whole story had a prominent position at the beginning of

Ennius' epic poem the *Annales*. Ovid treats it in his own manner and in elegiac style; but it still comes as a surprise in the *Amores*.'

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

B. Legitimate use of the passage:

'*Amores* 3.6 forms part of the intensified conflict between genres which marks Book 3 of the *Amores*. In the first poem of Book 3, Tragedy and Elegy vie for Ovid's soul; in the last, he wistfully abandons elegy for tragedy. In this poem, addressed to a river that prevents the speaker from reaching his beloved, Ovid moves into the prolonged narration of a story that comes in epic: the river Anio's winning and wooing of Ilia after Mars has raped her. This story came in the first book of Ennius' *Annales*. Barchiesi has pointed out that the river seems "anti-Callimachean" in its size and dirtiness.¹ The relation with epic may, however, be more elaborate and complicated. Within the *Iliad*, Achilles' heroic advance is halted by a river; he fears an ignominious and rustic death (21.279-83). The situation of *Am.* 3.6 as a whole could be seen to mimic, on a lower level, an episode already generically disruptive. And the Anio's speech to Ilia (53-66) sounds very like a love-poem—which naturally does not work as persuasion. Epic, then, does not simply interrupt elegy in *Amores* 3.6; and the poem is part of a larger design, not just a curious surprise.

¹ A. Barchiesi, *Speaking Volumes: Narrative and Intertext in Ovid and Other Latin Poets* (London, 2001), 54.'

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh points. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism.) The reference to the *Annales*, though originally derived from Barchiesi, does not require acknowledgement, since the writer can reasonably suppose it to be common scholarly knowledge. The final phrase echoes Barchiesi's, while disagreeing with it; but no explicit acknowledgement is required, least of all after the earlier mention.

Presentation

The normal form of the thesis is: preface (or acknowledgements), followed by a table of contents listing with page references the titles of all chapters and their sub-divisions; a list of abbreviations; the body of the thesis; the conclusion, briefly indicating the general and possible future implications of the research; the bibliography. Guidance will be provided by supervisors, and graduates are recommended also to learn from the methods of presentation employed in scholarly publications such as the Oxford Classical Monographs and Oxford Historical Monographs, all of which began as DPhil theses. Guidelines on thesis preparation and submission are available from the Graduate Studies Office; a useful general handbook on correct style in publication generally is *The Oxford Manual of Style* (OUP, 2002). Some more particular remarks may prove useful.

It is incumbent upon the candidate to ensure that the thesis meets the standards of proper English. Neither examiners nor supervisors can be expected to act as copy-editors and proof-readers, and examiners are at liberty to refer a thesis on grounds of inadequate presentation. It should go without saying that spelling should be accurate and punctuation careful and consistent. Candidates are allowed to use a third-party proof-reader; the policy is published at

<http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonproofreaders/>. Candidates are encouraged to ask a native speaker for assistance.

Footnotes should be kept under control and designed so as to give support to the text rather than to pursue discussions that would be better integrated in the text. They should not be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). Clarity is more important than sheer mass of references. Relevant background material which is not in itself controversial need not be exhaustively documented, point by point. There is no need to cite every single work that has been consulted, so long as the important references are given and the reader has access through them to earlier or subsidiary publications.

It is obviously important to keep accurate *lists of references* from the beginning of research. A bibliography divided by subject can sometimes be more useful than a single unclassified list of references. It is not necessary to cite well-known general or reference works on every occasion on which they have been used, nor to give alternative pagination of reprinted articles. [*People will use the Harvard system.]

Abbreviations should be given in a suitable standard system, for example that of *L'Année philologique*. References should use a clear and consistent format that suits the writer and the subject. The usual system is the Harvard or author-date, which requires all references to be placed in a bibliographical list at the end of the thesis; references in the work give the surname of the author and the publication date of the work: e.g. [in footnote] 'McArthur (1986) 59-62', and at the back McArthur, T. (1986), *Worlds of Reference: Lexicography, Learning and Language from the Clay Tablets to the Computer* (Cambridge). Another possibility is to give the first reference in full, in a form similar to that in the following example: Tom McArthur, *Worlds of Reference: Lexicography, Learning and Language from the Clay Tablets to the Computer* (Cambridge University Press 1986), p.59; later references are given in the shortest intelligible form, normally the author's name followed by the volume, if applicable, and page reference: McArthur, p.62. The two systems are described in the *Modern Humanities Research Association Style Book* (4th ed., London, 1991); most Classics books published by OUP show how the Harvard system works. Titles of books and names of journals are normally italicised and the titles of articles enclosed by single inverted commas. The writer of a thesis should aim for what is convenient to him or herself, consistent, and clear to the reader. A full account of the more traditional conventions is given in *The Oxford Manual of Style* (OUP, 2002), but any well-edited book in a relevant subject will give guidance. Examiners' reports have often commented unfavourably on carelessness in bibliographical reference and great care should be exercised in this area.

Quotations of and references to ancient authors

Where texts from ancient authors are quoted, they should be quoted in the original languages, with translations if desired. If the translation is not your own, identify its author. Greek should always be cited with all diacriticals (accents, breathings, subscripts etc.), Latin in italics unless inset (see examples below). Abbreviated references to ancient authors should use major accepted conventions, e.g., those of the *Oxford Latin Dictionary* and of Liddell and Scott (e.g., A. Ag. 1, Verg. A. 1.1). Where two lines or fewer of an ancient author (plus translation if desired) are quoted, this can be done in the main run of text; where more than two lines are quoted, these should be indented but not centred, with appropriate spacing (see below).

Practical examples of formats

Quotations of, and references to, ancient authors

(i) Short quotation in main run of text:

The opening words of Virgil's *Aeneid*, *arma virumque cano*, 'arms and the man I sing' (A.1.1) allude to both the *Iliad* and the *Odyssey*.

(ii) Longer quotation, inset (N.B. no italics for Latin):

The opening of Virgil's *Aeneid* sets the scene for the poem (A.1.1-3)

Arma virumque cano, Troiae qui primus ab oris

Italiam, fato profugus, Laviniaque venit

litora...

'Arms and the man I sing, he who first came to Italy and Lavinian coasts from the shores of Troy, a fated fugitive...'

Systems of bibliographical referencing

(i) Harvard footnotes and possible final bibliography entries:

The constructed nature of the discipline of Classics is a common topic in modern discussions, above all in the work of Arabella Smith,¹ who has stated that 'the constructedness of Classics is a postmodern axiom'.²

¹Smith (2000a) 12-13; Smith (2000b) 315-6; Smith (2000c) 40-45.

²Smith (2000a) 67.

(ii) Final bibliography possibilities:

Brown, B. ed. (2000), *Classics Reconstructed*, Mnemosyne Supplement 299 (Leiden) [edited volume, in series]

Smith, A. (2000a), *Classics Deconstructed* (Cambridge, Mass.) [monograph]

Smith, A. (2000b), 'Afterword' in Brown (2000), 310-24 [chapter in edited volume]

Smith, A. (2000c), 'The Construction of Classics', *TAPA* 130, 37-54 [journal article]

(iii) Full citation footnotes:

The constructed nature of the discipline of Classics is a common topic in modern discussions, above all in the work of Arabella Smith,¹ who has stated that 'the constructedness of Classics is a postmodern axiom'.²

1. A. Smith, *Classics Deconstructed* (Cambridge, Mass., 2000), 65-6. [if monograph]

Cf. A. Smith, 'Afterword' in Brown, B. ed., *Classics Reconstructed*, *Mnemosyne* Supplement 299 (Leiden, 2000), 310-24 [chapter in edited volume, in series]

A. Smith, 'The Construction of Classics', *TAPA* 130 (2000), 37-54 [article]

2. Smith (n.1 above), 67 [if ambiguous, use short title: 'Smith, *Classics Deconstructed* (n.1 above), 67'].

It is impossible to emphasise too strongly the importance, when working with computers, of saving work frequently and of taking copies (e.g. on a memory stick or a college server). It is surprisingly easy to lose a lot of work by a casual stroke of a key, or touch of a mouse, and it is a

matter of basic insurance always to have a current backup copy of any work that is in progress.

Presentation of theses and abstracts – style and format

- Your thesis must be submitted online via the Research Thesis Digital Submission (RTDS) application. The typewritten part of the thesis must be saved as a pdf. Additional files (images, recordings, annexes etc should be saved to a single zip file and uploaded under “Additional Documents”.
- Your thesis must be submitted in English, apart from quotations and recognised technical formulae, or where the Divisional or Faculty Board has determined otherwise.
- Your thesis may be scanned with text-matching software (either iThenticate or Turnitin) should the examiners question the authenticity of the work, but such theses will NOT be saved to the software databases.
- Pages of the thesis must be numbered.
- Include an abstract with each copy of your thesis (generally after the Contents page in the thesis).
- Include a title page with each copy of your thesis, giving your full name, college, thesis title and your degree.
- The main body of your thesis should be in double spacing with quotations and footnotes in single spacing.
- Portrait would usually be expected, landscape may be permitted by agreement with the relevant board.
- Select an easily readable font, such as Times New Roman or Arial.
- Font size 12pt is preferred, but a minimum font size 11pt is recommended for text and 10pt for footnotes.
- You should allow a margin of 3 to 3.5 cm on the left-hand edge of each page. Footnotes should normally be placed at the bottom of each page.

Submission of examiners’ copies of your theses

- You must submit your digital examiners’ copy of your thesis online, via RTDS, no later than the last day of the vacation immediately following the term in which your application for the appointment of examiners was made.
- You may submit the digital examiner’s copy of your thesis at the same time as applying for the appointment of examiners, but note that your examiners will not be sent a link to download the thesis until form GSO.3 (now online) has been approved and your examiners have formally confirmed their appointment to the Research Degrees Team at the Examination Schools.
- If your thesis title has changed, it is your responsibility to request approval of the new title on your GSO.3 form. The GSO.3 form should be completed by yourself, your supervisor and your college and submitted to your Graduate Studies Assistant. Complete the form 4-6 weeks before the submission of the thesis where possible. The examiners have to be approved and the examiners’ formal acceptance received before a link to download the thesis can be sent out.
- Hard copies of your thesis may only be requested by your examiners from the Research Degrees Team. The minimum time between both examiners receiving the official digital copy of the thesis and a viva date remains at four weeks (as referred to under ‘the oral examination or viva’ section below).
- You can access RTDS via the Research Theses Digital Submission website. Full guidance on the functionality and instructions on how to submit your thesis using RTDS can be

found in the [Quick Reference Guide for Students](#).

- Examiners are required to return the examiners' joint report within one month of the date of the candidate's viva or, if there are minor corrections, within one month of their completion.

Submission of Theses and the Examination Process

Examiners for the DPhil and MLitt degrees are appointed by the Faculty Board on the recommendation of the relevant Graduate Studies Committee. Supervisors are required to consult candidates on the choice of examiners, both in order to avert the appointment of an obviously unsuitable examiner and more generally to reach the best and academically most productive arrangement. Supervisors often approach potential examiners informally to check their willingness and availability to examine the thesis. Candidates may in certain circumstances (if, for example, they are about to leave Oxford) ask to be examined by a particular date; whether such requests can be met will of course depend upon, among other things, the commitments of examiners and the amount of warning they are given, but they will be as helpful as they can. Candidates must at the time at which they apply for the appointment of examiners nominate the date by which they will submit their thesis. This should be as soon as possible after the date of application and may in any event be no later than the last day of the vacation immediately following the term in which the application for the appointment of examiners has been made. The viva is a compulsory part of the examination, and candidates must ensure that they are available for it. Examiners will write directly to candidates to arrange a suitable time for a viva, but other communications between candidates and examiners must be conducted through supervisors.

The Faculty Board, to which examiners' reports are submitted, meets on Thursdays of the Third and Eighth Weeks of every term. In the case of an unequivocally affirmative recommendation from the examiners, the Chair of the Faculty Board (or in his or her absence the Vice-Chair) is empowered to act on its behalf; in other cases, he or she may, in consultation with the Chair of the relevant Graduate Studies Committee, communicate the substance of the examiners' recommendation to the candidate, indicating that it is subject to approval by the Board. [*In practice, recommendations made in the long vacation would be approved by Chair's action.] Subject to the recommendation of the examiners, reports are normally made available to candidates. Where a favourable report is subject to minor corrections being made to a thesis (which is often the case), the examiners will require that the corrections be made by the candidate and approved by them before their report is submitted to the Board.

Minor corrections

The recommendations open to examiners are set out in detail in the *Examination Regulations*. If your examiners are satisfied that they can recommend that the degree should be awarded, but minor corrections need to be made before the thesis can be deposited in the Bodleian, then these minor corrections must be completed and approved, usually by the internal examiner, before the examiners make their report to the Faculty Board. In that case, your examiners will provide you with a list of the required corrections.

The University expects that these minor corrections will be completed to the satisfaction of your internal examiner within one month of being issued. If, for exceptional reasons, additional time is needed you may apply for an additional one month by submitting a copy of form GSO.18 ('Extension of Time for Minor Corrections'). If you fail to complete your corrections within the

time allowed, your name will be removed from the Graduate Register and a reinstatement application will be required.

Major corrections

If your examiners are satisfied that they can recommend that the degree should be awarded subject to the completion and review of major corrections, and the Faculty Board endorses this recommendation, then these major corrections must be completed and reviewed by both examiners, who will produce a second report for the Faculty Board. Your examiners may wish to hold a second *viva* examination before producing that report. A copy of the Examiners' Report with the required corrections will be sent to you by the Research Degrees Examinations Team, following approval by the Board.

The University expects that these major corrections will be completed to the satisfaction of your examiners within six months of being issued. However, an extension of three months may be granted for good cause. If you fail to complete your corrections within the time allowed, extension included, your name will be removed from the Graduate Register and a reinstatement application will be required.

Referrals

Referral of a thesis for resubmission is recommended by Examiners when they find deficiencies that are too serious for the immediate award of the degree. Typical circumstances in which referral may be recommended are when a candidate has failed to appreciate the broader context within which his or her work falls, or has failed to draw clearly relevant conclusions or to perceive and make clear significant connections between different aspects of his or her study, or when the exploitation of a particular body of source material lacks accuracy and critical rigour (but not to the extent of undermining the entire argument of a thesis). Where they recommend a referral, *the examiners are formally required to annex to their report for transmission to the candidate a statement setting out the respects in which the thesis falls below the standard required for the degree*. They should also make recommendations, as specific and precise as possible, as to what changes are required to bring the thesis up to acceptable doctoral standard (or the standard of an MLitt, if applicable).

After examination of a resubmitted thesis, the examiners may recommend the award of the DPhil or the MLitt, or outright failure. The examiners (whether the same or others appointed by the Board) will in this case consider whether the recommendations of the original report have been adequately implemented.

If they are straightforwardly convinced that they have been met, they may dispense the candidate from a second *viva voce* examination. On resubmission the examiners may choose to refer for a second time if they still find deficiencies but decide that they may reasonably be made good by further revision within the time allowed by University regulations (assuming that the candidate will only be able to work part-time on the thesis); that is, by the 6th term for the DPhil (or the 3rd term for the MLitt) after the term in which the Board has notified a candidate of its decision.

Appeals

The University has issued and wishes to draw the attention of graduate students to the following note relating to complaints or appeals in relation to higher degrees involving

research:

By virtue of the University Statutes the Proctors have the duty to investigate complaints by any member of the University and are responsible for seeing that University examinations are properly and fairly conducted. On the making of a complaint or appeal concerning a graduate or undergraduate examination, the Proctors have the power to summon any member of the University to help them in their enquiries; the candidate is entitled to appear before the Proctors to put his or her case and may be accompanied by a friend or advisor.

It should be noted that the appeals procedure, which is only very rarely used, applies to complaints about irregularities in the conduct of examinations, and is not in itself a means of challenging an unfavourable outcome. The academic judgement of examiners of Oxford theses is not normally a subject of challenge.

11. Teaching Experience and Employment

Graduates who have passed Transfer of Status often engage in undergraduate teaching (teaching of graduates needs the permission of the Graduate Studies Committee).

The Mods Intercollegiate Language Classes (MILC) for undergraduates in Latin and Greek syntax and reading offer the most obvious opportunity for this. Training sessions for teaching these classes are conducted in Trinity Term and so it is not possible to start the actual teaching until your second year as a graduate. Details of the programme can be obtained from the Grocyn Lecturer, Juliane Kerkhecker (juliane.kerkhecker@classics.ox.ac.uk), but graduates will be contacted in Hilary Term in any case.

The MILC training sessions have proved very helpful: the actual teaching is monitored by the Language Teaching Committee and student assessment leads to valuable feedback. It is an excellent experience for those wishing to go on to academic careers. The Grocyn Lecturer can write references for graduates who have participated on their teaching skills, and these will be taken very seriously by potential academic employers.

Your top priority must of course be your academic work. You may not teach more than six hours a week, including preparation and marking time, during term-time. In fact, graduates are typically offered one hour's teaching per week in the MILC programme, which should mean that it is perfectly possible to undertake this teaching and, at the same time, make good progress with academic work.

Offers of tutorial teaching emanate from colleges and are not guaranteed by the Sub-faculties. Students wishing to be considered for tutorial teaching of undergraduates in all subject options in Classics can enter their details into an online tutorial teaching register at: <https://ctr.classics.ox.ac.uk/>

Attendance at a tutorial training day organised by the Faculty of Classics in Hilary Term is a prerequisite for inclusion on the tutorial teaching register. The Faculty also runs a scheme which enables graduate students to observe experienced tutors and give a tutorial themselves under the supervision of the tutor; this usually takes place in Trinity Term.

Individual subject convenors for each of the undergraduate papers are responsible for giving

advice on teaching materials and essay topics (a list of these convenors is available from the Classics Office), and advice will certainly be available from the tutors for whom the teaching is being done; central reading lists for all undergraduate papers are to be found in Canvas.

In Languages and Literature there is also a course of undergraduate lectures called 'Fresh Voices': these are given by up to eight graduate students nearing the end of their doctorates, with each offering a single lecture. This is run on a competitive basis, with graduates submitting a title and an abstract of the lecture they would like to give. A senior member of the Faculty attends and gives feedback afterwards.

Ancient History DPhil students who have passed Transfer of Status may also gain experience at lecturing. This will take the form of (up to) 8 single lectures delivered in the first half of Trinity term on mainstream topics relating to the principal undergraduate Finals papers.

For those intending to pursue academic careers, the Placement Officers, Dr Emma Greensmith and Dr Monica Hellström, organise a meeting in which advice will be given about the adequate preparation of a CV, presentation skills and interview technique. This will normally take place in Michaelmas Term and details will be announced on the email circulation lists. The Placement Officers are happy to answer questions at any time.

12. Oxford Research Archive (ORA) and Electronic 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 both a hardbound and 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. Any students who commenced these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

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>

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The Humanities Division – Restricted access arrangements

Whilst the Humanities 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. There is no need to complete a separate application for Dispensation from Consultation at the time of deposit.

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 permanent closure in ORA under the following circumstances:

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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. 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/Faculty, the Bodleian Libraries or ORA staff, and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) 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/files/legacy/news/training-grants-january-2018-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 Jo Armitage (jo.armitage@classics.ox.ac.uk).

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 for guidance or ask ORA staff (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.

13. Eventual Publication of Doctoral Theses

The Oxford Classical Monographs Committee of the Oxford University Press considers the examiners' reports on all Oxford doctoral theses, with a view to deciding which candidates should be encouraged to submit a revised version of their thesis for publication by OUP in the OCM series. Unfortunately, the Committee can so encourage only a small proportion of theses: it therefore expects many eminently publishable theses to be published elsewhere. The Committee communicates with those whose theses have been selected for encouragement.

Other large classical publishers who have published revised versions of Oxford doctoral theses are Cambridge University Press (see their useful information at: <https://www.cambridge.org/authorhub/> and E. J. Brill (see the instructions at www.brill.com/resources/authors/publishing-books-brill).

14. Prizes

The Amy Mary Preston Read Scholarship and Bryce Research Studentship in History are open to members of the University pursuing research in History (Ancient or Modern) for their DPhil. Candidates must by the date on which they take up the studentship have been admitted to and not have subsequently lost the status of Student for the Degree of Doctor of Philosophy, and not have exceeded the twelfth term since they began their research studies at the University. Candidates shall submit a programme of work in History, either Ancient or Modern, which they propose, if elected, to undertake. The election of the student for one year shall be made by the board of management. The elected student shall be required to produce evidence to the board that they are carrying out their programme of work.

Annexe A. Research supervision: a brief guide for students

The role of the supervisor is to:

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

The role of the student is to:

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

Annexe B. Humanities Division Framework for Transfer and Confirmation of Status; Progression of Doctoral Students

Introduction

The Humanities Division recommends a framework for Transfer and Confirmation of Status for doctoral students. The purpose of this document is to describe this framework. Individual faculties may have adapted the framework to suit local subject or faculty requirements; students should check with their faculty regarding timing and procedures for doctorates in their subject area.

Acronyms and definitions

PRS	Probationer Research Student. This is the 'status' which the majority of students have when they are first admitted to a DPhil degree in a Humanities subject at Oxford (e.g. Classics, Comparative Philology and General Linguistics, English, Fine Art, History, Modern Languages, Music, Oriental Studies, Philosophy, Theology).
Transfer	'Transfer' refers to the process of transferring status from Probationer Research Student to DPhil student.
Confirmation	'Confirmation' refers to the process of confirming status as a DPhil student
DPhil	Doctor of Philosophy
DGS	Director of Graduate Studies
GSC	Graduate Studies Committee

Summary of recommended timeline for a DPhil in a Humanities subject at Oxford (for students admitted to PRS status)

Year 1	MT	Student admitted to PRS status
	HT	
	TT	Transfer
Year 2	MT	
	HT	
	TT	
Year 3	MT	Confirmation
	HT	
	TT	Submission
Year 4	MT	End of MT - last date for submission

I. Transfer of Status

Purpose and criteria

- (i) To assess whether the candidate is capable of carrying out advanced research, and has had suitable preparation in terms of subject specific research training.
- (ii) To assess whether the subject of the thesis and the manner of its treatment as proposed by the candidate are acceptable and potentially of DPhil quality.
- (iii) To assess whether the thesis can reasonably be completed in no more than 6 to 9 terms from transfer.

Timing

(i) Students admitted to PRS status

Students who have completed a one-year Master's degree at Oxford or elsewhere or a two-year MPhil at a university other than Oxford must be admitted to PRS status. Transfer of status from PRS to DPhil must take place in Trinity Term of Year 1 or Michaelmas Term of Year 2 as measured from the first term of PRS.

(ii) Students admitted to DPhil status

In the case of students who have completed a two-year MPhil at Oxford and who have already commenced work on their doctoral thesis, faculties are required to decide between:

- (a) admitting the student to PRS status, with transfer taking place no later than Trinity Term of Year 1 or Michaelmas Term of Year 2, or
- (b) admitting the student to (non-confirmed) DPhil status, and waiving the transfer of status process.

If the faculty chooses option (b), it must be satisfied that the student meets the three conditions described under purpose of transfer of status above. In such cases, the admissions process should follow the same pattern as the transfer of status process, and all candidates who are admitted directly to DPhil status should be interviewed.

Material required for applications for transfer

Students must check local faculty requirements for their subject area.

- (i) GSO.2 form (available at www.ox.ac.uk/students/academic/guidance/graduate/progression)
- (ii) A detailed outline (between 1,500-2,000 words) of the proposed subject and of the manner in which it will be treated, including a provisional list of chapters and their proposed coverage.
- (iii) Written work (or equivalent, e.g. a portfolio, score or CD/DVD), to be specified by the

faculty. The submitted work should be on the topic of the proposed thesis, and if this consists of written work, should be about 10,000 words long (usually a draft chapter of the thesis; if the submitted work is not a draft chapter, then the candidate should provide a written explanation of the written work's relationship to the thesis).

- (iv) Reference from the supervisor: the supervisor (or supervisors, if there is more than one) must provide a full and detailed assessment of the student and the student's application for transfer in the 'Comment' section of the GSO.2 form. Where there are two supervisors, either each one must submit an assessment report or both must sign a joint assessment.
- (v) Information about subject-specific research or other training completed by the student, e.g. proof of linguistic competence. The faculty should specify any research training/research skills (e.g. linguistic competence, ability to use archives, handling of ancient documents) which students are expected to have acquired by this stage of their doctoral studies.

Assessment

- (i) Assessors: the faculty must appoint two assessors, neither of whom must be the candidate's supervisor.
- (ii) Interview: an interview by both assessors, based on the submitted written materials, is compulsory.
- (iii) Report: assessors must submit a joint written report, making a clear recommendation to the relevant Graduate Studies Committee of 'transfer' or 'not transfer', and providing reasons for their recommendation. The report should note any subject-specific research training still required by the student successfully to complete their doctorate.

Outcome of assessment

- (i) The assessors may recommend that the candidate be transferred to DPhil status.
- (ii) The assessors may judge that the candidate is not (yet) ready to transfer, in which case they may:
 - (a) recommend that the candidate should re-apply after undertaking further preparatory work, which should be clearly described in their report, or
 - (b) recommend that the candidate should transfer to a lower level of research degree, such as the MLitt.

Unsuccessful applications

- (i) A candidate whose first application for transfer to DPhil status is not approved shall be permitted to make one further application, and will be granted an extension of time for one term if this is necessary for the purposes of making the application. Normally the assessors should be the same as for the original application.
- (ii) If, after considering a candidate's second application for transfer of status, the relevant faculty board concludes that the student's progress does not warrant transfer, the board

must:

- (a) approve his or her transfer to the status of Student for the Degree of Master of Letters (MLitt), or
 - (b) arrange for the student to be removed from the University's register of students.
- (iii) Candidates who are transferred to MLitt status are permitted one further opportunity to apply for transfer to DPhil status, provided that (a) not more than 3 terms have elapsed from the original transfer attempt, and (b) that the candidate's supervisor is prepared to support a further application.

Reporting

The report of the assessors must be considered by the Faculty Graduate Studies Committee (GSC), which may delegate authority to the Director of Graduate Studies (DGS). Where authority is delegated, the DGS must report his or her decision to the GSC. A copy of the transfer report must also be sent to the student, supervisor and college.

Appeals

Candidates who wish to contest the outcome of the transfer assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors; see the University complaints and appeals process at: <https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>

Loss of Probationer Research Student (PRS) status

Candidates will lose their Probationer Research Student status if they have not gained admission to another status (e.g. DPhil or MLitt) within six terms of admission as a full-time student to the status of Probationer Research Student, unless they have been granted one term's extension following an unsuccessful transfer application; or if the faculty board concerned deprives them of such status (after consultation with the college/hall and supervisor). If a candidate loses his or her status as a PRS and has not gained admission to another status, the candidate is no longer registered as a student of the University.

Information for students

Information about the purpose and procedures relating to transfer of status must be made available in handbooks and on the web.

II. Confirmation of Status

Purpose and criteria

The purpose of confirmation is to:

- (i) assess the progress of the student's research, and
- (ii) ensure that the student's research progress is such that the student may reasonably be expected to submit within six months to one year.

Timing

- (i) Candidates admitted to Probationer Research Student (PRS) status must apply for confirmation of status between Trinity Term of Year 2 of their doctoral studies and Hilary Term of Year 3 of their doctoral studies. The confirmation process must be completed no later than the end of Trinity Term of Year 3 of their doctoral studies.
- (ii) Application for confirmation of status should be made at least six months (i.e. two terms, or Trinity Term plus the summer vacation) prior to submission of the thesis

Material required for assessment of applications for confirmation

- (i) GSO.14 form (available at www.ox.ac.uk/students/academic/guidance/graduate/progression)
- (ii) An abstract of the thesis, a list of chapters with a paragraph describing each chapter, a clear statement indicating which chapters have been written, and a detailed timetable for the completion of the remaining chapters.
- (iii) Written work (or equivalent, e.g. a portfolio, score or CD/DVD), to be specified by the faculty. The submitted work should be on the topic of the proposed thesis, and if this consists of written work, should be about 10,000 words long (usually a draft chapter of the thesis **including all footnotes, bibliography etc.**; if the submitted work is not a draft chapter, then the candidate should provide a written explanation of the written work's relationship to the thesis).

Assessment

- (i) Assessors: the faculty must appoint at least one assessor, who must not be the candidate's supervisor. Ideally two assessors should be appointed.
- (ii) Interview: an interview by at least one assessor who is not the supervisor, based on the submitted written materials, is compulsory.
- (iii) Report: the assessor(s) must submit a written report on both the written and interview components of the application, making a clear recommendation to the relevant Graduate Studies Committee.

Outcome of assessment

- (i) The assessor(s) may recommend that the candidate's DPhil status be confirmed.
- (ii) The assessor(s) may judge that the candidate does not (yet) satisfy the purpose of the

confirmation process as described above, and may:

- (a) recommend resubmission of the application at a later date within the normal timetable;
- (b) recommend that the candidate should transfer to a lower level of research degree, such as the MLitt.

Unsuccessful applications

- (i) If the candidate's first application for confirmation of status is not approved, the candidate is permitted to make one further application, normally within one term of the original application. The candidate will be granted an extension of time for one term if this is necessary for the purposes of making the application.
- (ii) If, after considering a candidate's second application for confirmation of status, a board concludes that the student's progress does not warrant confirmation, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters, or
 - (b) arrange for the student to be removed from the University's register of students.

Deferral of confirmation

In exceptional circumstances where unforeseen and unavoidable obstacles have arisen since transfer of status so as to delay a student's research progress, the student may apply to their faculty board for deferral of confirmation of status. The maximum total period by which confirmation may be deferred is 3 terms. An application for deferral must consist of:

- (i) a clear and detailed description of the obstacles;
- (ii) a statement of support from the student's supervisor;
- (iii) a statement of support from the Director of Graduate Studies.

Reporting

The report of the assessor(s) must be considered by the Faculty Graduate Studies Committee (GSC), which may delegate authority to the Director of Graduate Studies (DGS). Where authority is delegated, the DGS must report their decisions to the GSC. A copy of the confirmation report must also be sent to the student, supervisor and college.

Appeals

Candidates who wish to contest the outcome of the confirmation assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors. See the University complaints and appeals processes at:

Information for students

Information about the purpose and procedures relating to confirmation of status must be made available in handbooks and on the web.

(III) Procedures for Oxford MPhil students progressing to DPhil Transfer of Status

Readmissions

The relevant faculty must decide whether a prospective doctoral student who has completed a two-year MPhil at Oxford should be admitted to Probationer Research Student (PRS) status or directly to DPhil status.

- Normally MPhil students should be admitted to PRS status if they have not already started work on their doctoral thesis.
- In the case of MPhil students who have started work on their doctoral thesis, the faculty may decide to waive the transfer of status process and admit the student directly to DPhil status.
- The faculty should only waive transfer if the student is judged to have reached the stage normally required successfully to complete the transfer of status process.

Timetable

(i) MPhil student admitted to PRS status

The timetable is the same as for students with a one-year Master's admitted to PRS status, i.e. the student is expected to complete transfer of status in Trinity Term of Year 1 or Michaelmas Term of Year 2 as measured from the first term of PRS.

(ii) Confirmation of status

(a) MPhil student admitted to PRS status

- (1) All candidates admitted to PRS status must apply for confirmation of status between the start of Trinity Term of Year 2 of their doctoral studies and by the end of Hilary Term of Year 3 of their doctoral studies.
- (2) Application for confirmation of status should be made at least six months prior to submission of the thesis.

(b) MPhil student admitted directly to DPhil status

- (1) The student must apply for and complete the confirmation of status process by the end of Trinity Term of Year 1 of their doctoral studies.
- (2) Application for confirmation of status should be made at least six months prior to submission of the thesis.

Annexe C. Assessment Criteria for Transfer of Status

Assessors for transfer of status will base their recommendation on the following points:

1. Does the overall quality of the candidate's application, written work, thesis plan, and interview give confidence that, if the work continues to develop as might be expected, the student has:
 - a) a research topic appropriate for submission as a doctoral thesis;
 - b) the level of technical competence and theoretical understanding to bring the research in due course to the required level;
 - c) the ability to write up the thesis and to defend it in viva voce examination?

2. Where relevant, has the candidate fulfilled all other requirements, such as attendance at seminars or the acquisition of modern language skills, which the Graduate Studies Committee has imposed?

In assessing the overall potential of the candidate's application at this stage, assessors will be mindful of the Faculty's statement of standards required for the DPhil. These require:

- (i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his or her thesis falls;
- (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his or her thesis falls;
- (iii) that it is presented in a 'lucid and scholarly manner'.

'Substantial' should be taken to refer not only to the greater length of a DPhil thesis but its solidity and weight of subject matter and argument.

'Significant' implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research.

'Lucidity' means clarity not only of argument and expression, but of the candidate's conception of the subject.

At this preliminary stage, however, while (i) should be demonstrable, though not expected in any comprehensive way, (ii) obviously looks to the confirmation stage. At the transfer stage, assessors will satisfy themselves that the student has or, more likely, would make 'a significant or substantial contribution' etc. With respect to (iii), it is understood that the work on the thesis is at a fairly preliminary stage. Students should know how to present material in a scholarly format and manner, but the sample submitted is not expected to be developed and refined such as it would be at the confirmation stage in terms of expression and conceptualisation.

As mentioned above, transfer assessors will consider both the work submitted and the overall thesis plan. They will be asked to 'consider whether, on the evidence of his/her work so far, the candidate treating this subject in this manner is likely to produce a successful DPhil thesis in about two or three years' time'.

Annexe D. Assessment Criteria for Confirmation of Status

Assessors for confirmation of status will base their recommendation on the following points:

1. Does the overall quality of the candidate's application, written work, thesis plan, and interview give confidence that, if the work continues to develop as might be expected, the student has:

- a) a research topic appropriate for submission as a doctoral thesis;
- b) the level of technical competence and theoretical understanding to bring the research in due course to the required level;
- c) the ability to write up the thesis and to defend it in viva voce examination?

2. In assessing the overall potential of the candidate's application, assessors will pay attention to the Faculty's statement of standards required for the DPhil. These require:

- (i) that the student possesses a good general knowledge of the particular field of learning within which the subject of his or her thesis falls;
- (ii) that the student has made a significant and substantial contribution in the particular field of learning within which the subject of his or her thesis falls;
- (iii) that it is presented in a 'lucid and scholarly manner'.

'Substantial' should be taken to refer not only to the greater length of a DPhil thesis but its solidity and weight of subject matter and argument.

'Significant' implies among other things an awareness, which the candidate should make clear in the thesis, of the wider implications of his or her research.

'Lucidity' means clarity not only of argument and expression, but of the candidate's conception of the subject.

At the confirmation stage assessors will consider both the work submitted and the overall thesis plan. Confirmation assessors will be asked 'to consider whether, on the evidence of his/her work so far, this candidate treating this subject in this manner is likely to produce a successful DPhil thesis within the next one or two years'.

The Faculty statement does not require that a thesis should as it stands be worthy of publication nor is this an implied criterion. A reasonable guideline for a DPhil thesis, which is communicated to examiners, is that it should 'contain material which in the examiners' judgement represents a valuable contribution to scholarship and could be prepared for publication as a book or at least two substantial articles.'

Deferral of confirmation

According to divisional rules, 'in exceptional circumstances where unforeseen and unavoidable obstacles have arisen since transfer of status so as to delay a student's research progress, the student may apply to their faculty board for deferral of confirmation of status. The maximum total period by which confirmation may be deferred is 3 terms. An application for deferral must consist of:

- (i) a clear and detailed description of the obstacles;
- (ii) a statement of support from the student's supervisor;
- (ii) a statement of support from the Director of Graduate Studies.

Annexe E. Unsuccessful applications for transfer/confirmation (extract from Divisional rules)

Transfer

- (i) A candidate whose first application for transfer to DPhil status is not approved shall be permitted to make one further application, and will be granted an extension of time for one term if this is necessary for the purposes of making the application. Normally the assessors should be the same as for the original application.
- (ii) If, after considering a candidate's second application for transfer of status, the relevant faculty board concludes that the student's progress does not warrant transfer, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters (MLitt), *or*
 - (b) arrange for the student to be removed from the University's register of students.
- (iii) Candidates who are transferred to MLitt status are permitted one further opportunity to apply for transfer to DPhil status, provided that (a) not more than 3 terms have elapsed from the original transfer attempt, and (b) that the candidate's supervisor is prepared to support a further application.

Loss of Probationer Research Student (PRS) status

Candidates will lose their Probationer Research Student status if they have not gained admission to another status (e.g. DPhil or MLitt) within six terms of admission as a full-time student to the status of Probationer Research Student, unless they have been granted one term's extension following an unsuccessful transfer application; or if the faculty board concerned deprives them of such status (after consultation with the college/hall and supervisor). If a candidate loses his or her status as a PRS and has not gained admission to another status, the candidate is no longer registered as a student of the University.

Confirmation

- (i) If the candidate's first application for confirmation of status is not approved, the candidate is permitted to make one further application, normally within one term of the original application. The candidate will be granted an extension of time for one term if this is necessary for the purposes of making the application.
- (ii) If, after considering a candidate's second application for confirmation of status, a board concludes that the student's progress does not warrant confirmation, the board must:
 - (a) approve his or her transfer to the status of Student for the Degree of Master of Letters, *or*
 - (b) arrange for the student to be removed from the University's register of students.

Appeals

Candidates who wish to contest the outcome of the confirmation assessment, either on procedural or academic grounds, should first discuss the matter with their Director of Graduate

Studies. Where a concern is not satisfactorily settled by that means, then the candidate, their supervisor or their college authority may make an appeal directly to the Proctors. The Proctors can only consider whether the procedures for reaching an academic decision were properly followed, and cannot challenge the academic judgement of the assessors. See the University complaints and appeals processes at:

<https://www.proctors.ox.ac.uk/complaintsandacademicappeals/>

Annexe F. Humanities Researcher Development and Training Programme

The Humanities Division has a team that supports the personal and professional development of postgraduate students and researchers. The key focus of the team's role is to enhance generic skills training offered to Humanities graduate students and researchers at the University of Oxford. The team works with faculties, TORCH (The Oxford Research Centre for the Humanities), other University departments and units and external partners to deliver a programme of training each year, aimed at:

- honing and developing the skills needed for research projects,
- gaining first-hand experience of engaging in collaborations, and
- taking the first steps towards pioneering and influential career paths.

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Divisional Research Development team) by early career researchers themselves.

How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college-only appointments) in the Humanities Division.¹ An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – develop your CV, draft a cover letter, practise fellowship interview techniques, or learn how to give a teaching presentation

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a historic house, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust's online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual [Public Engagement with Research Summer School](#)

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical

¹ Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

review.

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the 'Preparation for Academic Practice' pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the full calendar of events, and www.humanities.ox.ac.uk/researcher-development for more information about the programme. You can also email the Humanities Training Officer, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

Annexe G. Equality and Diversity at Oxford

[This Annexe is a University statement, which the Faculty strongly endorses.]

“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: edu.web.ox.ac.uk or 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

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

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

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

While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

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

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/

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

Annexe H. Skills Development, Employability and Careers Support

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research - and those provided by your faculty.

1. Humanities Researcher Development and Training Programme

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards. Some opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties. The programme serves all the faculties of the Humanities Division and any researchers working in Humanities-related subject areas.

The aims of the programme are:

- To train our postgraduate students and postdoctoral researchers to become research leaders of the future
- To empower postgraduate students and postdoctoral researchers to become pioneers in a range of careers and professions, within and beyond the sphere of higher education
- To enhance our postgraduate students' and postdoctoral researchers' disruptive voice as active citizens who are confident speaking truth to power, and as ambassadors for the Humanities

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Researcher Development and Training Manager) by early career researchers themselves.

How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college appointments and those on teaching-only contracts) in the Humanities Division.² An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – explore your options, develop your CV, draft cover letters for roles within or beyond academia, practise fellowship interview techniques, enhance your digital profile or learn how to give a teaching presentation. We work closely with the Careers Service, who offer

² Postgraduate students in social sciences who are in receipt of AHRC funding are also eligible to participate.

tailored support for postgraduate and postdoctoral researchers (see below)

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a heritage organisation, take a tour of a museum under development with a lead curator, or contribute to [Trusted Source](#), the National Trust’s research-led online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of ‘storytelling’ when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual [Public Engagement with Research Summer School](#)

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Creative Industries – participate in workshops led by organisations in the creative industries, develop a research collaboration, or learn about career opportunities in this sector

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in [Developing Learning and Teaching](#) seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the ‘Preparation for Academic Practice’ pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the calendar of upcoming events and for more information about the programme. You can also email the Humanities Researcher Development and Training Manager, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

2. Support for Research Students from the Careers Service

Doing a research degree opens up a range of career options, yet it is up to you to seize the opportunities to exploit these and get ready for the next step. Our best advice is to start early, because you will get busier as your research progresses. No need to decide at this point whether you will stay in academia or move on to new pastures: many of the career-building steps that you can take now will benefit your CV and your wider employment options whichever step you take next.

The Careers Service (www.careers.ox.ac.uk) works alongside the Humanities divisional training team to offer information resources, one-to-one support and a programme of bespoke workshops focusing on key career skills and tools for career planning and development. We support DPhil students and research staff from every department across the university, regardless of their chosen career paths.

How to get involved

The **researcher pages** (www.careers.ox.ac.uk/researchers) on the main Careers Service website contain a wealth of information on what other researchers have done, tips on how to develop

your careers thinking and links to useful resources. The **Resources Room** in the Careers Service building (56 Banbury Road, open 9 am – 5 pm, Monday to Friday) stocks leaflets, briefings and relevant career-related matters, including books on securing work in the academic job market and other sectors, or negotiating a change in direction.

Our **termly programme of workshops** caters specifically for researchers and focus on career design and development, networking, CV writing, job applications and interviews, and more. See our programme and book places via the CareerConnect calendar³. And don't miss our ***Insight into Academia*** programme, which gives insider perspectives on becoming an academic and the steps required to keep you there, along with tips to maximise your chances of application success.

If you're looking to boost your skill set, consider taking part in the [Researcher Strategy Consultancy](#), which provides early career researchers with an opportunity to develop the core employability skills required for independent consulting in any field or a transition into analytical, business or policy roles in the public and private sector. Research students are also eligible for the fantastic opportunities to explore different work sectors and roles offered through our [summer internships](#) and [micro-internships](#) programmes; see the Internships Office pages⁴ for more information on these.

Unsure where to begin or how to use your time here most effectively? A **one-to-one conversation with a Careers Adviser** may help! Come and discuss your personal career plans, aspirations and worries in a confidential setting: appointments can be made via CareerConnect. For an overview of the services available to researchers at the university, download [this leaflet](#)⁵ or call in at the Careers Service and pick up a copy.

³ All DPhil students are automatically issued a CareerConnect account; research staff can easily create a free account by following the instructions [here](#). Contact reception@careers.ox.ac.uk if you need assistance in accessing CareerConnect.

⁴ <https://www.careers.ox.ac.uk/the-internship-office/>

⁵ <https://www.careers.ox.ac.uk/wp-content/uploads/2018/09/Researcher-Information- Trifold-2018.pdf>

Annexe I. Graduate Forms

Below is a list of forms, some of which all DPhil students will need to submit at various points in their degree, while others may need to be submitted in exceptional circumstances. Several of these forms are now completed online in Student Self-Service. The remaining paper-based forms can be found on the University website at:

www.ox.ac.uk/students/academic/guidance/graduate/progression

Forms and notes relating to transfer of status

GSO.2	Application for Transfer of Status
Student Self-Service	Application for Deferral of Transfer of Status

Forms and notes relating to confirmation of DPhil status

GSO.14	Application for Confirmation of DPhil Status
Student Self-Service	Application for Deferral of Confirmation of DPhil Status

Miscellaneous forms for students yet to submit a thesis

Student Self-Service	Application for Change to Mode of Study
Student Self-Service	Application for Change of Thesis Title (MLitt or DPhil)
Student Self-Service	Application for Dispensation from Statutory Residence
Student Self-Service	Application for Extension of Time (MLitt or DPhil)
GSO.17	Application for Suspension of Status
GSO.17a	Return from suspension of status
GSO.17b	Suspension of status for maternity, extended paternity and adoption leave
GSO.23	Application for Reinstatement to the Register of Graduate Students
GSO.25	Application for a Change of Supervisor or Appointment of a Joint Supervisor
GSO.28	Change of Programme of Study
Student Self-Service	Notification of Withdrawal from Programme of Study
GSO.30	Notification of Change of Personal Details, e.g. name or title

Forms and notes relating to the examination of research degrees

Student Self-Service	Application for Appointment of Examiners for DPhil or MLitt
GSO.3a	Deposit and Consultation of an MLitt or DPhil Thesis. This should be submitted with the library copy of the thesis and is required before a thesis can be deposited in the Bodleian
GSO.20a	Notes of guidance for research examinations
GSO.26	Information for Thesis Cataloguing.

The following documents may also be required:

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

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