DIVISION OF SOCIAL SCIENCES

Graduate Student Handbook
Research Programmes

2024-25

Graduate Research Students Handbook 2024-25

Introduction

Welcome to the University of Oxford. This handbook applies to students starting their Research degrees: MPhil, MLitt, and DPhil in Law in Michaelmas Term 2024. It also provides information for students of the DPhil and MPhil in Socio-Legal Studies though they should also refer to the Centre for Socio-Legal Studies' own handbook, which contains certain additional information specific to that degree. There are separate handbooks for students of the MSc, MPhil, and DPhil in Criminology and Criminal Justice, which are available on the Centre for Criminology website.

The information in this handbook is accurate as of September 2024. However it may be necessary for changes to be made in certain circumstances, as explained on the Graduate Admissions webpage. If such changes are made, the Faculty will publish a new version of this handbook together with a list of the changes and students will be informed.[1]

Please bear the following in mind when using this Handbook:

- The Handbook provides a guide to the rules for each research degree programme but is not definitive of those rules. The rules themselves are set out in the Examination Regulations relating to law research degrees. In any case of conflict between information provided in this handbook and the Examination Regulations themselves, the Examination Regulations take precedence. The most up-to-date version of the Examination Regulations are published online. Any changes to the Examination Regulations are published in the University Gazette. There is normally a short delay between Gazette publication of changes and their appearance in the online version. If you have any questions as to the application of the Examination Regulations, please contact the Law Faculty's Graduate Studies Officer, Mrs Geraldine Malloy.
- We have included in this Handbook, as appendices, templates for research students, and a statement about supervisory provision for research students; these documents repeat information that is covered in greater detail elsewhere in the Handbook, but we hope they may be a useful summary.
- You can find a great deal of further information (in particular, information about members of the Faculty and their work) on the Faculty of Law website.
- The Law Faculty Office communicates with students by way of messages to the Law Postgrads email list, and we expect you to monitor those messages more-or-less daily.
- You are a member of a college as well as a student of the University. Your college will provide much of the pastoral support and many of the facilities you will need as a student and will be able to provide you with further information on how to access this support.
- There is a glossary of Oxford terminology at the end of the Handbook.
- The people listed in the 'Key Contacts' table below will be glad to provide or to find any further information that you may need.

The role of the Faculty, College and University

Students taking law programmes at Oxford are members of their college, of Oxford University generally, and of the University's Law Faculty.

At graduate level, it is the Faculty which plays the principal role in organising research students' teaching and supervision, and monitoring their academic progress. The Law

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[1] This is Version 1 of the Research Programmes 2024-2025 handbook. If there are any minor changes to the Handbook, then a new version – 1.1 – will be made available on the relevant webpage and on Canvas. If there are any major changes, then the new version will be renumbered as Version 2 and you will be informed of the changes in question.

Faculty consists of all college and University staff who are involved in the teaching of law. Its members meet regularly to discuss its affairs. There are also Research Groups within the Faculty consisting of members with a particular interest in the various fields. The Faculty is led by the Dean, who also serves as the Chair of the Faculty Board (the "Law Board"), its most senior decision-making body.

Your supervisor, who will be allocated to you by the Faculty, will be your primary source of academic guidance. The Faculty also organises research methods training for research students, consisting of the compulsory Course in Legal Research Methods (CLRM) and a series of Research Methods Electives. The Faculty's research degree programmes are overseen by the Associate Dean for Graduate Studies - Research, supported by the Faculty's Graduate Studies Officer, Mrs Geraldine Malloy.

Your College provides your primary source of pastoral support. Two key people in your college are the Tutor for Graduates (a Fellow of the College with special responsibility for graduate students) and your College Advisor, who will generally be a member of the Law Faculty. These people will be able to help you with any matters relating to life within the College and pastoral concerns more generally, but the College Advisor, as a member of the Law Faculty, can usually provide advice on more academic issues too. Inevitably, there is a degree of overlap in terms of the help these various individuals can provide and you do not need to worry too much about identifying the most suitable person for your particular query: the first person you contact can always point you in the right direction if they feel that someone other than themselves would be a better source of advice. Colleges describe their arrangements and facilities in their entries in the Oxford University Prospectus (many also have their own prospectus), and, in much more detail, in the material which they supply to their own students. The statements of provision at the end of this handbook provide some further information about sources of advice, including University provision of such things as counselling, and careers and disability information.

The University contributes the overall academic structure within which the various programmes run (it is responsible for defining syllabuses, for example, and running official examinations). It also provides sports, welfare, careers, language teaching and IT facilities. It describes its arrangements and facilities on the University website (and in particular the information under the 'Oxford students' link on the homepage), and, in more detail, in the literature which students receive upon or after entry, such as The University Student Handbook.

Key Contacts

Helpful people and information on seeking advice:

Name	Position	Email Address	Tel. No.
Geraldine Malloy	Graduate Administrator	geraldine.malloy@law.ox.ac.uk	271496
Paul Burns	Academic Administrator and Disability Contact	paul.burns@law.ox.ac.uk	271495
Wolfgang Ernst	Associate Dean for Graduate Studies - Research	wolfgang.ernst@law.ox.ac.uk	279359
Sanja Bogojevic	Director of the Course in Legal Research Methods	sanja.bogojevic@lmh.ox.ac.uk	74290
Luke Webster	Lecture List/Room booking	lecture.list@law.ox.ac.uk	271491
Marianne Biese-Williams	Taught Courses Administrator	graduate.enquiries@law.ox.ac.uk	281051
Lilit Rickards	BCL/MJur Course Administrator	lilit.rickards@law.ox.ac.uk	281876

Olga Pavlova	Student Funding Officer	student.funding@law.ox.ac.uk	
Charlotte Vinnicombe	Head of Administration	charlotte.vinnicombe@law.ox.ac.uk	271560
John Armour	Dean of the Law Faculty	dean@law.ox.ac.uk	277754
Emma Gascoigne	Personnel Officer	personnel@law.ox.ac.uk	281622
Helen Garner	Bodleian Law Librarian	helen.garner@bodleian.ox.ac.uk	271451
Justine Pila	Harassment advisor	justine.pila@law.ox.ac.uk	

If seeking advice on specifically academic matters, then the first person to contact will generally be your supervisor. For more general advice about procedural or administrative matters, or if you have concerns about anything to do with your studies, then, in the first instance, we suggest you contact Geraldine Malloy.

If Geraldine is not able to help you, then she can refer the matter to the appropriate Associate Dean for Graduate Studies.

The Administrative Structure of the Faculty

From a Graduate student perspective, the elements of the administrative structure which it is useful for you to be familiar with are the following:

Graduate Studies Committee

The principal body responsible for making decisions on graduate matters is the Faculty's Graduate Studies Committee (GSC), which meets in Weeks 1 and 6 each term. Its membership is made up of Faculty members with particular interests in graduate studies, and student representatives for each graduate law course (see page 9 below for more information about how student representatives are appointed and on what bodies they serve). GSC is chaired by the two Associate Deans for Graduate Studies (Taught and Research) to whom the Committee delegates certain responsibilities.

Law Board

On certain matters, GSC has the power to act autonomously; on others, it makes recommendations to the Law Board, which is the governing body of the Law Faculty. The Law Board includes the Dean, Faculty Officers appointed from amongst the academic staff and a number of members elected from the Faculty at large. Students are also represented on the Law Board and on some of its committees, such as the Graduate Studies Committee. The Law Board is responsible for administering and overseeing all teaching and examining in the Faculty, and for facilitating legal research. It meets twice a term in Weeks 2 and 7, and during the summer vacation. The Law Board is chaired by the Dean of the Faculty.

Social Sciences Division/University Education Committee

Whilst the Law Board has authority to make decisions about most student-related matters, or delegate those decisions to GSC, there are certain occasions on which it is required to seek approval from one of the Committees of the Social Sciences Division which itself may then need to refer the matter to the University Education Committee.

Other Committees

There is a Committee for Library Information Provision and Strategy (CLIPS) which deals with matters relating to the functioning of the Bodleian Law Library. There are also a number of Faculty committees which deal with other matters that may be associated with graduate

student concerns (Planning and Resources Committee, Equality and Diversity Committee, Development Committee, Personnel Committee, Research Committee).

Administrative Officers

The Faculty's Head of Administration (Charlotte Vinnicombe) is responsible for day-to-day administration of Faculty activities and the Law Faculty Office. The administrative personnel with responsibilities for different aspects of graduate student administration are: the Academic Administrator (Paul Burns) responsible for day-to-day administration of academic affairs for graduate students; the Graduate Administrator (Geraldine Malloy), responsible for administration of student status and progression through the degree programmes; the Student Funding Officer (Olga Pavlova) responsible for administration relating to scholarships, awards, and other financial assistance the BCL/MJur Course Administrator (Lilit Rickards), responsible for matters relating to these courses; and the MSc in Law and Finance (MLF) Course Administrators (Charlotte Crealock-Ashurst and Catherine Chandler) are responsible for all matters pertaining to MLF students. In addition, a Timetabling and Events Assistant (Luke Webster) deals with the lecture list, room bookings and other events-related matters. Geraldine Malloy and Paul Burns can offer general advice to graduate students across all courses.

Induction Events

The Research Students' Induction Day will be held on Tuesday 8 October 2024 from 9.15am to 5pm.

All doctoral students are strongly encouraged to attend the in person Social Sciences Divisional Induction and Welcome Event.

The 2024/25 event will take place on Thursday, 10 October (Week 0), 16:00 - 18:00 at the **Cheng Kar Shun Digital Hub, Jesus College**, Market Street, Oxford.

During your first weeks here, the Bodleian Law Library (BLL) organizes induction sessions for graduate students to introduce you to the library and its staff and help you to use its resources.

Tutorials for key legal and journal databases are available on the online subject and research guide. The BLL gives many classes in how to more efficiently use databases or find online journals or investigate sources for particular areas of law. The Library distributes a Newsletter via the faculty's postgrad [LPg] email list and the Law Bod Blog also provides current information.

Divisional Induction and Support: The Social Sciences Division also offers support throughout your studies and it is important to check the Division's website for upcoming events.

The Division also offers Introduction to Learning and Teaching at Oxford: an interactive and discursive 3-part course to prepare for teaching at Oxford.

Lectures and Seminars

The lecture list is published at the beginning of each term on the lecture list webpage. Corrections and changes to the timetable are also provided on that web page, and notified to students by email as and when they occur.

Please check this link regularly – inevitably there are occasions when lectures are cancelled or rescheduled and information about such changes is put on this page as soon as it is available.

Lectures will generally be delivered in person and are generally non-interactive events, where the audience listens to a lecturer delivering a pre-written course. Lectures will generally be recorded and made available for viewing online.

Seminars will be delivered in person, i.e. a combination of people physically in the seminar room and others. Seminars are interactive and participation from the audience is encouraged.

You are generally entitled to attend any lectures, classes and seminars except those where it is otherwise indicated on the lecture list. The list includes lectures and seminars designed for the undergraduate, BCL, MJur, and MSc syllabuses, and also for the Course in Legal Research Methods. In some cases, places at seminars are limited with priority given to students studying the relevant module in a taught course such as the BCL/MJur, so please contact the seminar convenor(s) beforehand to check if it is possible for you to attend the seminar. Lectures on the undergraduate ("Final Honours School") sections of the lecture list may be useful to graduate students; it is best to consult your supervisor or college advisor for advice.

All the faculties publish lecture lists and you may generally attend lectures in other faculties. There is also a "Special Lecture List", listing lectures by visiting speakers.

The St. Cross Building and Bodleian Law Library

The Faculty's physical location is the St Cross Building, on the corner of St Cross Road and Manor Road. More detailed directions are available on the St Cross Building website.

It houses the Faculty's administrative offices. To find the Faculty Office, follow the flight of steps up the outside of the building to the second landing and go through the sliding door on your right (the Faculty Office is the first office on the right room 102). You will need an activated University Card to gain access.

The St. Cross Building also houses the Faculty's principal lecture and seminar rooms – the Gulbenkian Lecture Theatre, the White and Case lecture theatre, the Cube, and Seminar Rooms. You will see these venues mentioned on the lecture list (see below for further details).

The Contemplation Room is located on the ground floor and is open to all staff, students and visitors who may need a little time away from the busy spaces we occupy. It is a quiet, private space, for people to use for short periods during the working day to pray, rest or meditate.

Bodleian Social Science Library

The Bodleian Social Science Library is on the ground floor of the Manor Road Building. It is a lending and reference library, supporting staff and students across the Social Sciences Division

The Bodleian Social Science Library offers over 300 workspaces, quiet study zones, group study rooms, study carrels, wireless networking and 56 PCs connected to the Bodleian Libraries network. Around 8 million volumes of Bodleian Libraries material are housed offsite, and can be ordered to this library. University members can also access online resources, including ejournals, and an extensive collection of databases and archives and ebooks. The online guide Criminology https://libguides.bodleian.ox.ac.uk/criminology is an introduction to key resources available in the Bodleian. Inter-library loans are available. See https://www.bodleian.ox.ac.uk/libraries/ssl for further information on the opening times and services available at the Bodleian Social Science Library.

Bodleian Law Library

The Bodleian Law Library is on four floors of the St Cross Building in St Cross Road. Each floor is accessible by both stairs and a lift. It offers over 200 workspaces, discussion and computer rooms, wireless networking, 40 PCs connected to the Bodleian Libraries network and 3 self-service print, copy and scan machines.

The Law Library holds the Bodleian's collection of criminal law and the research collection for criminology. It also provides access to a number of online legal databases. The online guide Criminal Law & Justice https://libguides.bodleian.ox.ac.uk/law-crim is an introductory overview to all forms of resources available to students at Oxford.

The Bodleian's Official Papers collection is on the ground floor of the Bodleian Law Library. Among its collection of UK government publications are criminal statistics. There is an online guide to these https://libguides.bodleian.ox.ac.uk/crimjudicialstats.

Neither the Bodleian Law Library nor Official Papers are lending collections, no items may be taken out. See https://www.bodleian.ox.ac.uk/libraries/law for further information on the opening times and services available at the Bodleian Law Library.

Both the Social Science and the Law Library have bookable spaces. Students wishing to use these are welcome to book online at https://ox-ac.libcal.com/ .

No food is allowed anywhere in the Bodleian libraries; water in secure drink bottles or hot drinks in keepcups are the only liquids permitted.

Up to date information for all Bodleian Libraries services and locations is at https://www.bodleian.ox.ac.uk

Do not leave your laptop unattended in the library or anywhere else – use a computer cable lock or one of the lockers in the St Cross Building. Ask at the Porters' Lodge about lockers.

The Missing Bean café is normally open during term times. It is situated on the floor above the St Cross Building reception and will serve drinks and snacks. The cafeteria in the Manor Road Building (the last building on Manor Road before the entrance to St Catherine's College) provides hot meals as well as drinks and snacks.

Access to Electronic Library Services

The library's electronic holdings are accessible via SOLO and OxLIP+ using your Oxford 'single-sign on' log in. In general, you should not need any other passwords: Lexis, Westlaw and other legal databases are all accessible via this website, from both on- and off-campus. More detailed information about the e-resources in law, including any exceptions regarding passwords, are available on the library e-resources webpage.

Other Libraries

You are entitled to use all the Bodleian Libraries. Libraries of special interest to lawyers include:

- The Old Library in Catte Street with reading rooms for classical studies, history and early printed books.
- The Vere Harmsworth Library (Rothermere American Institute) in South Parks Road, which contains American history, politics and current affairs.
- The Radcliffe Science Library on the corner of South Parks Road and Parks Road which has the Bodleian's collection of forensic science and geography.

- The Social Science Library in the Manor Road building, a lending library which incorporates the libraries of the Centre for Socio-Legal Studies and the Centre for Criminological Research.

Computing Services

Oxford University Computing Services

Oxford University Computing Services (IT Services) provide the main University IT services. The IT Help Centre at IT Services gives support in using these services by email and phone. PCs and Macs with a wide range of software, printers, and scanners are available at the IT Services building for general use. IT Services also provides numerous courses in all areas of computing, from 'computing for the terrified' to training and testing for the European Computer Driving Licence to web publishing to using Photoshop to programming. Their courses in using Word are invaluable for thesis writers and their computer maintenance contracts are very competitively priced. The IT Services shop sells a limited range of computers, site-licensed software, USB keys, CDs, cables etc.

A general overview of their services is provided on the IT Services website. They can be located at 13 Banbury Road, phone 273200 or email help@oucs.ox.ac.uk.

University Rules for Computer Use

You are expected to adhere to the University's Computer Usage Rules and Etiquette guidelines and the Regulations Relating to the Use of Information Technology Facilities.

Your Oxford 'Single-Sign On' Account

Your Oxford card and related 'single-sign on' account are your passports to university services. It gives you access to:

- The Student Self Service system (see page 8).
- Graduate Supervision Reporting system (GSR) (see page 24 for more information).
- Electronic library services, such as Lexis, Westlaw, online journals etc.
- Oxford email, to which all crucial university information will be sent, and which you can access via the internet or Outlook, Thunderbird or another email client, or redirect to your main email.
- Canvas for course reading lists, lecture etc.
- Registration and software for the Sophos anti-virus program – most university network points require use of current anti-virus software.
- Registration and software for the Virtual Private Network, which gives access to some Oxford wireless systems and access to the network from off-campus.
- Access to 'Eduroam' networks in Oxford and in other UK campuses.
- File storage, sharing and backup.
- Other IT SERVICES.

Please use your Oxford email account for all email communication with the university.

Email Lists

The Faculty's principal means of communicating with graduate students is via the postgraduate email list, to which all graduate students are automatically subscribed. Information about lectures and seminars, discussion groups, delegate elections, IT and library training, teaching opportunities, scholarships, library hours etc. is distributed on this list. There is also an email list for research students only (the [law-res] email list), however all general information of interest to all postgrad students is sent to the [LPg] list. Students may subscribe to Faculty discussion group email lists.

Postgraduate email list messages have an [LPg] prefix in the subject line. **If you do not receive LPg emails, please notify the Faculty Office by emailing Geraldine Malloy**.

Faculty Website and Canvas

The public Faculty website provides information about courses, news and events, graduate discussion groups, how the faculty works, faculty members, much other detail relevant to postgraduate study, links to faculty centres, specialisations, publications, library and computing facilities and more.

On the Faculty website research students will be able to create their own profile page to add information about their research interests, publications etc. Authorized students can use this system to add information about discussion group meetings and other events.

All students have their own password-protected site on Canvas which provides calendars and some file storage.

IT Support in the Faculty

Contact the Legal research Librarian Kate Matthews (271463), or Nicola Patrick (271543) for help with general orientation to online services, and one-on- one help using legal and journal databases and basic computer applications, and for information about using Canvas. Contact Dr Elizabeth Wells (271463) for help with research resources such as Endnote.

Our IT Support and Database Offices can give advice on file storage and backups, and may be able to offer limited help to graduate students having problems with their laptops or connecting to the network If your University card does not work in the swipe card machines at doors in the St. Cross Building, email System Support.

Oxford Students website

For general information about all aspects of student life- academic matters, fees, social activities, health and welfare, please refer to the University's webpage 'Oxford Students'.

This is a very useful resource, covering information from all sorts of areas of the University's activities and is a good starting point if you have queries on almost any subject which does not pertain specifically to the Law Faculty itself. For more information about other useful University resources, please refer to the sections on Facilities and Support that appear later in this handbook.

Student Self Service

Student Self Service provides web access to important information that you will need throughout your academic career. You are able to register, print an enrolment certificate, view and update your personal and academic information throughout your studies at Oxford.

University Resources

A wide range of information and training materials are available to help you develop your academic skills – including time-management, research and library skills, referencing, revision skills and academic writing - through the Oxford Students website.

The University has a vast array of resources for its students. Here is a list of some of them:

The Oxford University Website	Main source of information about the University
The University Club	Social, sporting and hospitality facilities
The Oxford University Student Union	Central student union for all Oxford students
The Oxford University Law Society	Invites speakers, arranges moots and social

	activities
The Oxford Union	Debating and discussion society
The Language Centre	Library and language courses
The Newcomer's Club	Resource for partners of University members
University Sports Centre	Central focus for University sport
Oxford University Gazette	Official journal of the University
Careers Service	Information and guidance to students and graduates
Oxford University Society	The University's official alumni organisation

Student Handbook

There is a generic University Student Handbook which covers information which applies in common to all students; it covers information about such things as student welfare, exams, disciplinary procedures etc.

College Handbook

Each college will have its own Handbook relating to college matters of one sort or another. These will be available on your college's webpages though most colleges will also give you a printed copy at the start of your course.

Law Graduate Students' Representatives and Association

Oxford's graduate law students have an association for the purposes of encouraging graduate law students to get to know one another, and co-ordinating academic and social events. The students' association depends on the work of elected student social representatives. Students who would be interested in serving their fellow students in this way are warmly encouraged to stand for these positions in elections run at the beginning of Michaelmas Term over the law postgraduate [LPg] email list. The extent of community amongst the graduate law students ultimately depends on the effort each graduate is willing to make.

As well as social representatives, graduate law students also elect student representatives for Law Faculty committees in Michaelmas Term. A DPhil student, a first-year research students' representative, a BCL representative, a MJur representative, a MLF representative, and MSc/MPhil (Criminology) representative, all attend meetings of the Law Faculty's Graduate Studies Committee, which is both a decision-making body and a forum for the discussion of graduate student issues. Some student representatives attend other committees, including the Library Committee, and the Law Board. As members of the Social Sciences Division, Law graduate students may also stand for election to the Social Sciences Divisional Board. The Law Faculty would encourage all their student reps to attend OUSU training. The Policy & Guidance on Student representation can be found online.

The Oxford University Commonwealth Law Journal

The Oxford University Commonwealth Law Journal (OUCLJ) is the flagship journal of Oxford's postgraduate law community and is produced under the aegis of the Oxford Faculty of Law. It is a fully peer-reviewed, student-edited journal, published twice yearly. Its aim is to foster international academic debate and exchange on a wide range of legal topics of interest throughout the Commonwealth. Graduate law students at Oxford have the opportunity to apply to be an Associate Editor of the OUCLJ (and subsequently to be an Editor). Associate Editors will have the unique opportunity to shape the content and future of the journal on behalf of the graduate student body, while also gaining invaluable

publishing and editorial experience, and contact with legal scholars around the world. Student subscriptions to the OUCLJ are available at a reduced price. More information can be obtained from the OUCLJ website.

Funding Opportunities

General information about funding – including details of fees and potential sources of funding, can be found on the Graduate Study Fees and Funding page.

The Law Faculty also has its own scholarship which supports a large number of postgraduate students. Details of these scholarships and of college scholarships for which law students are eligible can be found on the Law Faculty website.

Further information is available from the **Student Funding Officer** – Olga Pavlova.

Travel Grants

Any graduate student taking a research degree under the auspices of the Law Board may apply to the Graduate Studies Committee for a grant for travel associated with their studies. However, students funded by the ESRC or AHRC should apply for the Research Training Support Grant (RTSG) in the first instance, via their designated divisional contact. There are two possible grounds on which a grant may be given. The first is that empirical research is required to complete the project and that this empirical research may be undertaken at another location. The second is that a chapter of your thesis is being presented at an academic conference.

Applications should always be made before the event. The normal limit for travel grants to any one student in any one year is £250. Further information and application forms may be obtained by contacting Law Faculty Finance.

Travel insurance

Any student undertaking overseas travel as a constituent of their studies, and with the approval of their supervisor will be entitled to insurance cover under the University scheme. For details on the scheme and how to apply for coverage, see the Finance Division webpage for Travel Insurance.

The insurance application will be made online with submitted applications automatically routed for departmental authorisation. If you do not wish to apply for University travel insurance, the system can also be used to register travel details so that in the event of any crisis the University can provide support.

For additional information please contact Law Faculty Finance in the first instance.

Research Ethics

The University's requires that staff or students who, in their role as members of the University, are conducting research that involves the participation of people who are not part of the research team should have their projects subjected to ethical review. This requirement covers not only research activities which are medical or psychological in nature, but also those that involve interviews-based research or the collection of personal data. The requirement is that approval should be granted on behalf of the appropriate review committee (in the case of members and students of the Law Faculty, this is the Social Sciences & Humanities Inter-Divisional Research Ethics Committee) prior to the commencement of the research project.

The University's requirements for ethical review are detailed on the Research Ethics website and guidance, application forms, and submission details can be found here. Advice on the process can be sought from your supervisor, Karen Eveleigh, the Law Faculty's Research Facilitator, the Chair of the Research Group in which your project falls, or from Social

Sciences & Humanities IDREC. Review can take up to two months from the point of submission, and you are therefore advised to seek guidance at the earliest opportunity, to minimize any delay.

General Sources of Help

Being a student is exciting, challenging and rewarding, but it is not always a bed of roses! Everyone in Oxford is well aware that students, like anyone else, can have problems. To a large extent we take these in our stride, consciously or unconsciously making use of the familiar support systems with which we surround ourselves, such as family bonds, friendships, and reliance upon those whose role it is to supervise us. But sometimes our problems need more intensive attention. Do not feel alarmed about acknowledging this: it really can happen to anyone. Oxford has a number of mechanisms designed to help.

Faculty

If the problem is essentially academic in nature, e.g. *how to change my thesis title, can I change my course, my student status is going to lapse*, then the first person you should speak to is your supervisor, then Geraldine Malloy or the Associate Dean for Graduate Studies - Research.

College

College Advisor. Each graduate student is assigned a college advisor to act as a focal point for each individual student's relationship with their college. A College Advisor is normally (but not always) a member of the Law Faculty. Their specific role will vary slightly from college to college. Essentially, they monitor students' progress, are available for consultation on academic and other matters, have various pastoral responsibilities and can assist with personal guidance and practical problem-solving. There are also likely to be other sources of support within a college: e.g. advisors to women students, chaplains, resident assistant deans appointed from the postgraduate community, etc. There are often part-time college nurses on site and all students are registered with college doctors based at nearby surgeries.

Domestic bursars are charged with meeting special living needs, e.g. in respect of students with disabilities or students who fall ill or students in need of emergency accommodation. The Head of college also often plays a role in ensuring that students are settled and adequately supported.

The Middle Common Room or Graduate Common Room (college graduate student union) often has its own welfare officer who acts as a source of information and an advocate. The tradition of extensive college-level peer support in academic matters extends to non-academic matters as well.

In general, the relatively communal aspect of college life makes for extremely easy access to confidential support in respect of non-academic matters, including support from people who know the student well, as well as more anonymous advice and support from professionals when necessary.

Freedom of Speech

Free speech is the lifeblood of a university.

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

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

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

University

The University offers a counselling Service 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 the counselling and mental health page.

There is also range of services led by students are available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline.

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information and the support available for students please visit the University's Harassment and Bullying policy webpage.

The Faculty has two harassment advisors whom students and Faculty may contact for advice: Please note that Roderick Bagshaw is on leave this year

Roderick Bagshaw   Justine Pila
Magdalen College   St Catherine's College
Email: roderick.bagshaw@law.ox.ac.uk   Email: justine.pila@law.ox.ac.uk
Tel No: 01865 276078

For information on a variety of issues relating to health and welfare, you can also consult the University webpage. This covers subjects such as general health, disability, counselling and student-led support. The University's Common Framework Statement on Disability can also be consulted.

Safety for Students

Guidance about how you can ensure your personal safety while studying at Oxford can be found on the Oxford Students webpage.

Available Resources

- Divisional fieldwork pages – a portal to lots of information and links, including training courses, guidance on personal safety (interviewing, personal safety tips) & secondary trauma, health advice and country specific information.
- Fieldwork experiences website. Divisional Safety Officer can assist in putting students in touch with others (e.g. others who have been to a particular country).
- Student counselling (there is an online service fieldworkers can access).
- University Travel clinic (for vaccinations, prophylaxis and health advice).

Health and safety in the St Cross Building

Fire. In the event of the fire alarm sounding, evacuate St Cross building immediately and assemble on the grass area by the main entrance steps.

First Aid can be administered by a porter trained in first aid. There is a first aid box at the Porters' lodge.

Accident reporting: Please report any accidents, incidents or near misses to the Deputy Senior Facilities Manager.

Support for Students with Disabilities

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 the DAS webpage. The Faculty's Disability Contact is:

Paul Burns
Academic Administrator St. Cross Building
St. Cross Road Oxford OX1 3UL
Tel No: 01865 271495
paul.burns@law.ox.ac.uk

The Disability Contacts work with the University Disability Staff and other bodies, such as the Bodleian Law Library, to help facilitate students' access to lectures, classes, and tutorials, and access to information. The Contacts are also involved in an ongoing programme to identify and promote good practice in relation to access to teaching and learning for students with disabilities within the Faculty, and to ensure that the Faculty meets the requirements of the Equality Act (2010).

Education Committee, the Proctors, and the Registrar

The University's Education Committee is principally concerned with policy matters relating to teaching, learning, and assessment, but it is also the body which can grant dispensations from the regulations in certain instances (though in such situations a student's college will normally write to the Education Committee on the student's behalf – the student does not write directly). For further information visit the Education Committee website.

The Proctors are responsible for ensuring that regulations are implemented and investigating complaints by members of the University. The activities they regulate and the regulations they enforce are set out in detail in the documents on the Webpage 'Essential information for students'. The University Student Handbook in particular covers an extensive range of subjects, including disciplinary procedures, welfare matters, and a number of University policies which are referred to in the policy statements section below.

The Registrar's Office is responsible for investigating misconduct in research not related to examinations, as set out in the University's Code of practice and procedure on academic integrity in research.

OUSU

The Oxford University Student Union exists to provide a number of student services, ranging from enhancement of your experience whilst a student to protection of your ability to study should you encounter financial, academic or health-related difficulties. For further information about all its activities, please refer to the OUSU website.

Complaints and academic appeals within the Law Faculty

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

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

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

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

Complaints

If your concern or complaint relates to teaching or other provision made by the Law Faculty then you should raise it with Associate Dean for Graduate Studies - Research, Professor Wolfgang Ernst. Complaints about departmental facilities should be made to the Academic Administrator, Paul Burns. If you feel unable to approach one of those individuals, you may contact the Dean, Professor John Armour. The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure.

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

Academic appeals

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

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

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

Alumni Reaction

As part of the University's 180,000-strong alumni community, you can take advantage of our varied alumni programme. Whether your interests lie in further study, building a career, travel, or something else, Oxford's alumni programme has something to offer everyone. For more information, please visit the alumni website. All law students at Oxford are members of both a college and the University and therefore they have shared allegiances. Undergraduate alumni are inclined towards contacting their colleges for most alumni matters yet increasingly become involved with the Law Faculty offerings for professional interaction and networking. Because the Faculty of Law organises and provides all graduate supervision and runs the postgraduate taught courses, graduate students tend to have stronger ties with the Faculty.

The Faculty of Law is eager to maintain contact with all law alumni, including those who go on to practise law from other Oxford faculties. Benefits of staying in touch with the Faculty's alumni programme include:

- Opportunities to attend alumni reunions and professional networking events. The Faculty organises events, both social and professional, which take place in the UK and internationally. We have previously held events in the United States, Canada, India, Singapore, Hong Kong, China, and Australia and, due to their popularity, we plan to increase these events in the years ahead.
- Receiving copies of the Faculty's annual alumni magazine, The Oxford Law News, and the termly electronic e-bulletin, The Law e-Bulletin, to keep you up-to-date with Oxford news.
- With collaboration from our alumnae and benefactors, the Law Faculty has founded the networking group Oxford Women in Law (OWL) which will assist female alumni working in the field of law to network, discuss career issues especially those facing women, and find mentors as well as engage in relevant professional panel discussions and lectures.
- The Oxford Law Black Alumni (OLBA) provides a platform for current Black students and alumni of Oxford Law to connect with each other, support current students, and build a global, professional network.
- Joining the group 'Oxford University Lawyers', via LinkedIn, which offers exclusive membership to all Oxford students, staff, and alumni. This provides members with the chance to share discussions with other Oxford law alumni across the world. Our major benefactors often post their news and job advertisements on the group's page as well.
- Professional support and advice. We work closely with the Careers Service and our benefactors to help our alumni achieve their full potential in the workplace.

Please visit the Faculty's alumni webpage for more information.

To ensure that you are on our mailing list, or to enquire about organising an alumni event, please contact Donor Relations Coordinator, Faculty of Law, St. Cross Building, St Cross Road, Oxford.

Finally, should you know of any Oxford Alumni who are not in contact with us but would like to be, please forward their contact details to us.

Careers

The Careers Service can provide you with comprehensive support in your career planning and management. As an Oxford Alumnus you can attend careers events, fairs, workshops and company presentations. Your student account on CareerConnect will switch to an alumni account when your University card expires, ensuring you stay up-to-date with job vacancies, events, skills sessions, fairs and resources on job sectors, applications and international opportunities.

The Careers Service also provides information about a series of Professional networking events.

The Research Community in Oxford

The Law Faculty is home to a thriving community of research students. Students are encouraged to be involved in all aspects of academic life, including teaching as well as research. The Faculty has developed various opportunities, both formal and informal, for students to gain exposure to these facets of scholarly life

Teaching Opportunities

Both for financial reasons and in order to gain experience, you may want to do some teaching during your period as a research student. Research students are permitted to undertake teaching for the Faculty once they have transferred to DPhil status (i.e. not when still holding Probationary Research Student status), and may undertake teaching for other institutions prior to transfer provided that such undertakings have the support of their supervisor. There is a long tradition of informal arrangements for teaching by graduate students in the University, and the Faculty now has a programme of Graduate Teaching Assistantships (GTAs) for students in areas of need specified by the Faculty's subject convenors. These positions are competitive, and applications are due in Trinity Term (you will be advised of the precise dates in due course). More details will be distributed over the law postgraduate email list, as will announcements about other teaching opportunities during the year.

The Faculty runs a teacher training course every year for research students. It generally takes place early in Trinity Term. Information about this event will be circulated on the law research maillist in a timely manner. Completion of the course is required for GTAs and research students who wish to be listed on the Faculty's Teaching Register, a resource for Faculty members to consult if they find themselves in need of college tutors and other teaching support. Students who have completed this course will be given a certificate which must be produced whenever any offer of employment is made. A letter from a student's supervisor must also be presented, which addresses the question whether the teaching obligation will endanger the punctual completion of the thesis.

Research Assistance Opportunities

Research Assistance opportunities available to students in the Faculty of Law are advertised on the Faculty's Vacancies webpage.

Research students are permitted to undertake such posts once they have transferred to DPhil status (i.e. not when still holding Probationary Research Student status). The Law Faculty will not fund more than 120 hours research assistance by any student in one year and students are restricted to the weekly limit on paid work undertaken by graduate students as referred to below. Since claims for payment are submitted after the work is done, it is your responsibility to make sure that you do not go over the limit. Please note that you may not work as a research assistant for your own supervisor without the consent of the Associate Dean for Graduate Studies - Research.

Restrictions on working: Full-Time Students

PRS and MPhil students are not permitted to undertake teaching for the Faculty but can undertake up to eight hours' paid work per week and can be employed by the Faculty up to that limit for work other than teaching.

The Faculty follows the University guidelines which stipulate students on research courses (such as a DPhil) are advised that any paid work should still allow them to spend at least 40 hours per week for a minimum 44 weeks of the year on their studies. For more information on "working while studying" please visit the Paid Work Guidelines page.

Work Permits

If you want to do any work beyond a very limited amount of teaching and you come from outside the European Union, you are obliged to get a work permit. In practice the acquisition of short-term permits for intra-University work is usually reasonably straightforward. For

general immigration and employment advice you are advised to contact the Work Permits Desk of the University. More information can be found on the Working While Studying page.

Visa Information

Your responsibility includes making sure you do not stay beyond the expiry date as stated on your visa, unless you have made a renewal application. You must adhere to the work conditions stipulated, see working during your studies, paying careful attention to the types of work allowed and not exceeding the maximum number of hours you can work per week. Most postgraduate research students on Student/Tier 4 visas are restricted to a maximum of 20 hours per week of work throughout the year. Not complying with your visa conditions is a criminal offence and can lead to your removal from the UK and the refusal of future visas for a period of one to 10 years: see Tier 4 Student visa responsibilities.

You are also required to ensure that you co-operate with the University in fulfilling its Tier 4 duties. This includes replying to any enquiries from the University relating to your visa without delay.

Discussion Opportunities

Self-sustaining discussion groups are an essential part of the life of our graduate school. They are an important support to research. Knowing what others are doing and telling others what you are doing will help your work. For some years there has been a small fund through which the Law Board has met the minor expenses of running such a group.

A number of discussion groups are already in existence and their meetings are publicised by email and on the web. The Graduate Discussion webpage has further information and for guidelines on how to set up and run discussion groups.

Developing as a Research Student

As a doctoral student at Oxford you will need to combine detailed subject knowledge with thorough training in relevant research methods and techniques, as well as general research management skills, professional knowledge and career development. This combination of skills, knowledge and training is intended to help your research and also to enhance your personal and professional development and employability.

You will have access to a wide range of training whilst undertaking your research, including:

1. Research methods training within the Faculty (the Course in Legal Research Methods and Research Methods Electives).
2. Career Development Workshops within the Faculty – these take place in Trinity Term and focus on skills and knowledge relevant to further work in academia.
3. Training open to doctoral students across the social sciences via the Oxford Minds programme and the Research Methods Hub.
4. Training offered by University providers such as the Careers Service, IT Services and Bodleian Library.

Further information about of the resources listed can be found towards the end of this Handbook.

Publication Opportunities

From the beginning, you should keep one eye on the goal of publishing your work. Many doctorates are published, for example by Oxford University Press, and many research students publish articles during their degree work. Even shorter theses sometimes become books, while others come out as articles or series of articles. It is a matter of pride to us to know that so much of the research which is done here succeeds in making this permanent contribution to the study of law. Some people make the mistake of thinking that they will

have to exclude from their thesis anything that they have published in the course of their research. This is not right. **We encourage you to publish your work during your research, and to include it in your thesis.** There is a different bar, which is quite distinct, namely that there are strict rules against trying to get more than one degree wholly or partly with one piece of writing.

Plagiarism

The work that you present for your examination (this includes assignments, projects, dissertations and examination papers) must be your own work and not the work of another individual. You should not quote or closely paraphrase passages from any source (including books, articles, webpages, lecture or seminar papers or presentations, or another student's work), without acknowledging and referencing that source. If you do present someone else's work as your own work, you are committing plagiarism. That is cheating and the Faculty and the University treat any alleged offence of plagiarism very seriously. Information about what counts as plagiarism, how to avoid plagiarism etc., is given in this section. You should also refer to the University's Code practice and procedure on academic integrity in research.

Note too that the University provides resources on Study Skills and Training, including a practical guide to academic good practice.

If you are unsure how to reference your work properly, and would like further advice, you should contact your supervisor, or the Associate Dean for Graduate Studies - Research. Please also see the plagiarism guidance for more information (including an online tutorial) on plagiarism that has been developed by the University's Educations Standards and Policy Committee. There are some particular areas of risk:

Getting ideas from other students' work.

Law students often "borrow" work from other students in their own year or from students in the year/s above. If the work is directly copied then this will clearly be an obvious form of plagiarism but you also need to be aware that taking the structure and ideas from this work can also be plagiarism unless the source is acknowledged. Although it may sometimes be helpful to see how others have tackled issues, an important part of the learning exercise in Oxford is to work out how to present an answer yourself. This is often an intellectual struggle but it is an important part of the educational process. By borrowing the work of others you therefore not only risk plagiarism but you are also less likely to develop your own intellectual abilities fully

Articles etc.

You will be expected to read many articles as part of your research preparation. Students often find it difficult to know how to incorporate these into their own written work. The temptation is there to "lift" bits from the introduction and conclusion of the article, or odd sentences from it. Usually, an article will be presenting an argument which is, to some extent, original and the author makes the case for this argument in the detailed text. You may wish to use this article in a variety of different ways but it is important to bear in mind that it is not only verbatim quotations and paraphrases that need to be properly referenced but also the overarching argument that the author makes. Therefore, even if you are not using any of the detailed wording of the article, you must still acknowledge the author's intellectual input if you are drawing on the argument that he/she makes.

A brief example

Source text, from S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 46 Cambridge Law Journal, 449, 455.

"It can therefore be argued that proprietary estoppel, like wrongs, unjust enrichment and other non-consensual sources of rights, always gives rise to an underlying personal liability

which may, in some circumstances, be coupled with a property right. As A's personal liability will persist after a transfer of the land in respect of which the proprietary estoppel claim arose, it may well be that B has no need of a property right to protect his reliance: instead B is adequately protected through his personal right against A."

Plagiarised

Proprietary estoppel always gives rise to personal liability and may also generate a property right, but a person to whom a representation is made will not always need a property right to adequately protect his reliance.

(This is plagiarism. Even though there is little verbatim copying it paraphrases the argument of Bright and McFarlane without acknowledging the source of this argument.)

"Proprietary estoppel, like wrongs, unjust enrichment and other non-consensual sources of rights, always gives rise to an underlying personal liability"[2] and sometimes the courts will give a property right if necessary to protect reliance.

(This is also plagiarism. Although the first part of the sentence is correctly attributed, the implication is that the second part is the original idea of the writer.)

Non-Plagiarised

Bright and McFarlane argue both that proprietary estoppel gives rise to personal liability and, further, that this will sometimes be coupled with a property right, but only if it is necessary to protect the reliance of the person to whom the representation was made.[3]

(This is not plagiarism as it clearly attributes the whole of the argument to Bright and McFarlane, and cites the source).

Textbooks and Cases

A particular challenge for law students is how to use textbooks correctly. The most obvious form of plagiarism is where students closely follow the wording of textbook writers. This often occurs (unintentionally) where students have taken notes from a textbook and then use these notes to form the basis of their own writing.

It also occurs where students use the structure adopted by a textbook writer in order to organise their work.

By way of illustration, the author of a textbook may set out that a general principle can be manifested in one of three ways, and then set out those three ways. To the student, this may appear uncontroversial and as 'the only' way that the topic can be understand. It is likely, however, that other writers will present the material differently. The breakdown of the principle into those three ways is the author's work, and if this structure is adopted, the author must be acknowledged.

The same applies with respect to cases. The reasons for citing a case are therefore two-fold: first, as an *authority* for a proposition of law, in which case you will generally be citing the case itself; and second, as the *source* of a statement about the law, in which case you will generally be citing the court or a judge.

OSCOLA

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[2] S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 46 Cambridge Law Journal, 449, 455
[3] S Bright and B McFarlane, *Proprietary Estoppel and Property Rights* (2005) 46 Cambridge Law Journal, 449, 445

The Oxford University Standard for Citation of Legal Authorities (OSCOLA) is a widely-used citation system which you are advised to refer to for good referencing practice. The OSCOLA webpage contains the OSCOLA Quick Reference Guide, further information on citing international law sources, use of OSCOLA in conjunction with Endnote and a Frequently Asked Questions section about using OSCOLA style.

Further guidance on avoiding plagiarism:

The University's IT Services runs a course for students on plagiarism awareness.

General academic good practice – time-management, careful note-taking, referencing, research skills etc – will help you to avoid plagiarism. Information about how to acquire and develop such skills can be found on the Study Skills and Training webpage.

Monitoring of Academic Progress

Overall responsibility for monitoring Research Student progress falls to the Associate Dean for Graduate Studies - Research, Professor Wolfgang Ernst. The Faculty uses the Graduate Supervision Reporting system (GSR) mechanisms for monitoring academic progress.

To access GSR, please visit Student Self Service. You will be able to log on to the site using your Single-Sign On.

University-wide feedback

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

Research Degrees

Important Note: If you have any questions about your degree that are not answered here, or if you have any problem, please contact Geraldine Malloy or the Associate Dean for Graduate Studies - Research. Geraldine Malloy can provide you with information you will need for the various steps in your degree.

Your supervisor can advise you on progress through your degree, and in particular on the academic standards that you must reach. But remember that administration of the degree is not the supervisor's job. It is **your responsibility** to complete the requirements for your degree, and it is the Faculty's job to support you, and to provide any advice that you may need about the requirements

The first year of research is substantially similar for each degree but then leads to different outcomes depending on the degree registered for. Detailed regulations for each degree can be found in the Examination Regulations. The following is a summary of the most relevant points in those regulations together with practical advice on details such as transfer materials, submission deadlines, etc. Note that this Handbook provides a guide to the rules for each research degree programme, but is not definitive of those rules.

Academic Dress

The full regulations concerning academic dress (Subfusc) can be found at Academic dress. However, we would suggest you refer to information which will be provided by your college as this is likely to be more accessible.

Dates of Term

Information about term dates are available on the website.

Managing submission deadlines

Throughout your degree programme you will encounter a series of deadlines which will include formative assessments (work submitted to test and develop your understanding of material and on which you will receive feedback), and summative assessments (those which contribute towards progression and/or your final degree outcome and on which you may receive feedback) such as coursework assignments and/or your final dissertation/thesis or project.

Deadlines are carefully set and optimised to ensure the timely provision of feedback (to support your continued learning) and to help to balance your workload across the degree programme. In particular, care will have been taken as far as possible not to cluster submission deadlines or for these to fall close other modes of assessment such as written examinations. Meeting these your deadlines will enable you to progress through the course with the optimum workload balance, and will ensure your performance on future assessments is not negatively impacted.

Plan ahead

You are strongly encouraged to implement the following steps, which will help you to manage your workload and be able to meet deadlines:

- Always plan ahead and ensure you know the key deadlines for your programme throughout the year.
- When taking on any additional responsibilities, consider the workload of these in relation to your assessment schedule. Do not take on responsibilities which will take significant time away from preparing for assessment.
- Make sure you know both when work will be set and due for submission so you know how much time you have to complete of each task – it may be helpful to map this out in your diary/calendar.
- Carefully check your understanding of the work required, the resources you may need to access and their availability, and familiarise yourself with the assessment criteria set out in the examination conventions for your programme.
- If in doubt, always discuss requirements with your supervisor and/or Associate Dean for Graduate Studies - Research.
- You may also find it helpful to seek informal peer support by talking to current DPhil students who have recently completed your programme.
- Making a start is often the hardest part so try to break down work into smaller sections and set yourself key milestones along the way, build in some contingency time, and always avoid leaving things to the last few weeks or days.
- If preparing written work for assessment (such as a dissertation), start writing as early as possible, do not wait until the reading and thinking is 'done'. Social scientists often write to think, and you need to make sure you leave plenty of time for the thinking, as this is where your original insights will occur.
- Try to also be conscious of when to stop - there will always be something which could be further researched, redrafted or refined, but try to understand when something is good enough.

Dealing with the unexpected

Even with the best planning occasionally something unexpected may happen which disrupts your progress. Always be ready to reprioritise and if you are unsure how to proceed, discuss with your supervisor and/or Course Directors and they will be able to help you re-plan and decide how best to prioritise – for example, they may be able to offer greater flexibility on formative deadlines to enable you to meet summative deadlines. They may also be able to give further guidance on readings and co-curricular activities to prioritise.

In exceptional circumstances however, it is possible to apply for an extension to summative deadlines, and your college will be able to support you with the process, but always consider this the last resort. While an extension may be necessary in some cases where you have genuinely lost sufficient time that you are unable to complete a piece of work, be cognisant of the potential knock-on effects of extension also. There may include:

- Delays in receiving feedback which will support your further studies.
- Reduced time to complete other work due to clustering of deadlines.
- Delays in receiving marks, and in particular at the end of your programme extensions to the deadline for your dissertation/thesis may mean you receive your degree outcome later.
- Delayed completion of your programme could impact on being able to progress to further study or take up offers of employment and may delay your graduation so you cannot attend a Degree Ceremony with your peers.

If you do think you will need an extension, do consider discussing this with your supervisor and/ Associate Dean for Graduate Studies - Research.as well as with your college, as they will be well placed to help you to consider the academic impacts, and as noted above, may be able to provide alternative suggestions for how to reprioritise your work to enable you to meet the original deadline.

The DPhil

The doctorate requires a thesis of up to 100,000 words. It should be completed in three or at the most four years (for part-time students, in six, or at the most eight years). The thesis must make a significant and substantial contribution to knowledge in its field. The examiners assess the contribution of the thesis having regard to "what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study."

Students generally reach DPhil status by two routes: either they are admitted initially as Probationer Research Students and then transfer to DPhil status; or they successfully complete the MPhil then apply to transfer to the DPhil. It is also possible to transfer from MLitt status to DPhil status, but this is unusual. Further information about transfer to DPhil status is set out below.

The MLitt

The MLitt requires a thesis of up to 50,000 words in length. It is completed in two or at most three years. The thesis must make a worthwhile contribution to knowledge and understanding within its field. In parallel with the provision for the doctorate, the examiners make their judgement bearing in mind what is reasonably to be expected of a capable and diligent student after two or at most three years of full-time study.

The MPhil

The MPhil requires a thesis of up to 30,000 words and must be completed over three terms. Unlike the DPhil, MPhil candidates can be awarded a Distinction.

Common First Year

First-year research students in the Law Faculty, whether MPhil or Probationary Research Students, must take the Course in Legal Research Methods (CLRM) unless they are associated with either the Centre for Criminology, or the Centre for Socio-Legal Studies. Students associated with those centres may instead take the first-year methods courses offered by each centre as an alternative to CLRM.

Completion of CLRM (or the alternatives courses being run by the Centre for Criminology and Centre for Socio-Legal Studies) is a condition of being granted the degree of MPhil or

being allowed to progress from the status of Probationary Research Student to full DPhil student or MLitt.

Residence

The minimum residence requirement for the MPhil is three terms of full-time supervised research in Oxford, for the MLitt six terms, and for the full-time DPhil six terms. In the case of the DPhil, the requirement can be reduced to three terms if the candidate has already been in relevant postgraduate residence for at least three terms, as for example where a student has completed the MPhil. Part-Time DPhil's are required to meet the following attendance requirements for their period of part-time study: attendance for a minimum of 30 days of university-based work each year, normally coinciding with the full terms of the academic year, to be arranged with the agreement of their supervisor, for the period that their names remain on the Register of Graduate Students unless individually dispensed by the Graduate Studies Committee on the Board of the Faculty of Law.

During a candidate's probationary period the attendance arrangements must take account of relevant induction and training events scheduled by Faculty.

There is a narrow discretion to grant dispensation from periods of residence, as for example, where your research requires you to travel abroad. Subject to that, you cannot obtain your degree unless your college certifies that you have fulfilled the residence requirements.

Residence for a term requires that you be in Oxford for six weeks of each such term. Being "in residence" does not only mean living in Oxford. For the purpose of a research degree, it means being engaged in full-time supervised research in Oxford. Information on full-time students residence can be found in the Examination Regulations.

Fees

Students for the MPhil pay a minimum of three terms of fees. Unless their thesis has been referred for resubmission, MLitt students pay six terms of fees. DPhil students pay up to nine terms of fees. If they have transferred to DPhil status from Probationer Research Student status or MLitt status then the nine terms includes fees paid whilst holding either status. For DPhil students the University will apply a termly continuation charge payable beyond nine terms fee liability.

Student with Disabilities Assessment

Students may apply for alternative arrangements where the impairment which they have significantly affects their ability to undertake the following assessments in the manner in which they are usually undertaken by candidates. Research degree assessments are taken to include interviews, presentations, and oral examinations for Transfer of Status, Confirmation of Status, and the final oral examination for the degrees of MPhil, MLitt. and DPhil. Candidates may apply for alternative assessment arrangements to the appropriate board in advance of, or at the same time as, submitting their application for assessment. Full information can be found in the Examination Regulations.

Key deadline dates

Assessment milestones and submission of your thesis:

QT (Qualifying Test/Transfer) – Students will normally be expected to apply for Transfer of Status in their third but have to **achieve** by their fourth term after admission (or in their sixth to eighth term after admission for part-time students).

COS (Confirmation of Status) – you must apply for confirmation of status within nine (eighteen for part-time) terms of your admission as a graduate student.

MPhil: You must submit the form applying for the appointment of examiners by noon on Friday of Week 8 of Trinity Term.

Note the relevant forms for such submissions are available online.

Thesis submission:

DPhil: within four years from your admission to DPhil.

MPhil in Law: By noon on 1st August (or by noon on the preceding Friday, if 1st August falls on a weekend).

MPhil in Socio-Legal Research: by noon on the second Friday in September.

Changes in Student Status

Changes in student status may include suspension, withdrawal, change of programme, lapsing and reinstatement, and early course completion. Information on what each of these means for a graduate student at Oxford can be found online.

Supervision

The Law Board will appoint someone to supervise your work. At Oxford, the primary educational emphasis is on the one-to-one relationship with your supervisor(s), who will provide you with feedback on your progress. *Informal and focused feedback* is obtained during supervisions when your supervisor will relay comments on work you will have submitted to him or her. You should also not feel constrained in requesting further feedback on your progress. Some students have joint supervisors and many work with more than one supervisor during their degree.

In providing you with a supervisor, the Law Faculty offers you something extremely valuable: a reader who will respond seriously and critically to your work. The supervisor will also advise you on your topic and how to develop it, and may guide you in your work in a variety of other ways. It is the single most important resource the Faculty provides. Your supervision arrangement is the responsibility of the Associate Dean for Graduate Studies - Research. A one-to-one supervisory relationship can sometimes not work out, for many reasons most of which are not the fault of either party. You should never feel hesitant about asking for a change of supervisor, and such requests will be considered sympathetically (though you should understand that given how specialised graduate work can be, it is not always logistically possible to arrange a new supervisor in quite the right area) If you think that a change would be helpful, please contact the Associate Dean for Graduate Studies for Research students. For further information see the Faculty's Statement on Provision for Graduate Research Students, set out at page 56 below.

Graduate Supervision Reporting system (GSR)

The University operates an online Graduate Supervision Reporting system (GSR). It is an opportunity to review and comment on your progress over the term. Access to GSR will be via Student Self Service.

You will be sent a GSR automated email notification with details of how to log in at the start of each reporting window, and who to contact with queries.

It is strongly recommended that you complete a self-assessment report every reporting period. If you have any difficulty completing this you must speak to either your supervisor, or the Associate Dean for Graduate Studies - Research. Your self-assessment report will be used by your supervisor as a basis to complete a report on your performance in each reporting period, for identifying areas where further work may be required, and for reviewing your progress against agreed timetables and plans for the term ahead. GSR will

alert you by email when your supervisor has completed your report and it is available for you to view.

Use this opportunity to:

- ☐ Review and comment on your academic progress during the current reporting period.
- ☐ Measure your progress against the agreed timetable for your programme of study.
- ☐ List your engagement with the academic community.
- ☐ Raise concerns or issues regarding your academic progress to your supervisor.
- ☐ Outline your plans for the next term (where applicable).

Students and supervisors are reminded that having a positive student-supervisor relationship is an important factor in student success. Research suggests that one of the strongest predictors of postgraduate completion is having expectations met within the student-supervisor relationship.

Students are asked to report in Weeks 7 to 9 of each term. There is a fourth reporting window in the Long Vacation (summer). Once you have completed your sections of the online form, it will be released to your Supervisor for completion. These reports will also be visible to the Associate Dean for Graduate Studies - Research, the administrative team and to your College Advisor. When the Supervisor sections are completed, you will be able to view the report (as will those listed above).

The Associate Dean for Graduate Studies - Research is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

All students are asked to describe briefly which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. GSR is not for registering complaints – please refer to the entry below for information about complaints procedures.

Student concerns should relate directly to academic progress. If students are dissatisfied with any other aspects of provision e.g. their supervisory relationship or their working environment, they should raise these with their Supervisor in the first instance, and pursue them through the department's complaints procedure if necessary.

Meetings

A question frequently asked is: 'How often should I see my supervisor?' Simple as the question sounds, it admits of no fixed answer. It is important of course to have an initial meeting as soon as possible at the beginning of the degree, and agree with your supervisor the expected frequency, format and duration of future meetings, and arrangements for contact when either you or your supervisor is away from Oxford. You should expect to have regular meetings with your supervisor, normally a minimum of nine one-hour meetings (or equivalent) per year. There will be points in your project, of course, where your meetings may need to occur closer together (such as shortly before submission). Equally, at other points, there may be relatively long periods when you are making progress without needing to meet.

While supervisors take different approaches, a meeting with your supervisor will ordinarily happen when you submit work. So the timetable is largely in your hands, and the way to make the most of your supervision is to submit written work often. In most cases, it is a mistake to go a month without submitting a substantial piece of written work. It helps a lot to go to any lectures or seminars which are being given by your supervisor or your

supervisor's group. Note that if you have more than one supervisor, you may request at least one meeting with all of your supervisors together per year.

The University Education Committee requires supervisors to:

- ☐ Meet students regularly and return submitted work with constructive criticism within a reasonable time.
- ☐ Be accessible to students at appropriate times when advice is needed.
- ☐ Assist students to work within a planned framework and timetable.
- ☐ Monitor students' ability to write a coherent account of their work in good English.
- ☐ Attempt to avoid unnecessary delays in the progress of the research.
- ☐ Pursue opportunities for students to discuss their work with others in the research community (including the presentation of research outcomes where relevant) at University, national and international level.
- ☐ Arrange appropriate temporary supervision for the student during periods of leave.

Research supervision: a brief guide for supervisors and students

(See further Annexe A at page 64 and Annexe B at page 68)

The supervisor should:

- ☐ Organise an initial meeting with the student as soon as possible at the beginning of the doctorate to agree working arrangements, including for contact when either the supervisor or student is away from Oxford.
- ☐ Where there is co-supervision or a supervisory team, the primary supervisor should co-ordinate advice and guidance, and ensure that respective responsibilities (such as oversight of fieldwork) are clearly understood by academic colleagues and the student.
- ☐ Establish a timetable of regular meetings for detailed discussion of the student's work and progress (normally a minimum of nine one-hour meetings (or equivalent) per year). A prompt meeting with the student on return from their fieldwork or a period of suspension should also always be arranged and so the supervisor should contact the student ahead of return from suspension to arrange such a meeting.
- ☐ Agree a research plan and programme of work with clearly established academic expectations and deadlines, aligned with the formal requirements for Transfer and Confirmation of Status and final submission.
- ☐ Agree a timetable for the submission of written work and for the return of feedback and constructive criticism within a reasonable timeframe.
- ☐ Discuss with the student, and submit in Graduate Supervision Reporting (GSR), a detailed report on the student's academic progress at the end of each term and during the long vacation.
- ☐ Keep written records of the meetings to ensure both student and supervisor are clear on action to be taken and to help in monitoring progress.
- ☐ Undertake an annual Training Needs Analysis (to be uploaded into GSR).
- ☐ Help to identify and support the development of subject-specific and personal/professional researcher development skills and ensure that these are met.
- ☐ Discuss any ethical, legal, intellectual property, conflicts of interest and health and safety aspects of the student's research (including fieldwork) and approve any risk assessments required.
- ☐ Advise the student on the need to avoid plagiarism and discuss any issues related to third party copyright for the thesis.
- ☐ Ensure that the student is familiar with the research facilities and activities of the department, advise the student on appropriate financial support available, encourage the student to explore career opportunities, and where necessary direct the student to other services provided by the University e.g. health, disabilities and counselling.

- ☐ Have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training.
- ☐ Provide academic leadership to the student, and clarification of expectations.
- ☐ Avoid absence on leave without appropriate temporary supervision having been agreed for the student.

The student should:

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

Supervisor Away

If your supervisor is away for a term or more, they may suggest name of a new supervisor, usually only until the return of the original supervisor. There is generally plenty of time to discuss the change, and where there is time, your supervisor should talk the matter over with you. The Faculty must at all times know who is supervising you and, except for very short periods, there must be no time during which you have no supervisor in Oxford.

Change of Supervisor

A one-to-one supervisory relationship can sometimes not work out, for many reasons most of which are not the fault of either party. You should never feel hesitant about asking for a change of supervisor, and such requests will be considered sympathetically (though you should understand that given how specialised graduate work can be, it is not always logistically possible to arrange a new supervisor in quite the right area). If you think that a change would be helpful, this should first be discussed with your supervisor or, if this seems difficult, with the Associate Dean for Graduate Studies - Research.

It is essential that **any** change of supervision arrangement be formalized through the Graduate Administrator using the **GSO.25** change of supervisor or appointment of joint supervisor form.

Where there is a concern over the quality of supervision, you are encouraged to seek to resolve the matter by informal means where possible, but please do be aware of the University's formal complaint procedures.

Vacations

The traditional distinction between term and vacation means very little for those engaged in research. You may need to make some allowance for the fact that after term supervisors are themselves desperate to get on with their research, which sometimes also means they are going off to use libraries and other facilities in other places. Once again, the best solution is to talk things over with your supervisor. A prolonged absence, even during vacation, triggers the steps discussed in the previous section. Though the rhythm may change, supervision does not stop during the vacation.

Suspensions, Extensions and Dispensations

The Law Board has power to stop the clock by granting a suspension of status. If for any good reason you are temporarily not able to study, you may apply through the Graduate Administrator; the relevant forms are available from the [webpage](#).

The Board can grant a maximum of six terms' suspension. **<u>Suspensions will only be granted one term at a time</u>** unless there is an exceptional reason for granting more, but in no cases can three terms of suspension be granted by the Board at any one time. If you are suspending for parental leave see the University policy for [student parents](#) for further information**.** Suspension is different from extension. Extension allows more time. Suspension stops the clock. Students in receipt of scholarships (particularly AHRC or ESRC scholarships) should ensure that they also secure the permission of the scholarship body for the suspension of time.

In exceptional circumstances, MLitt and DPhil students may also apply for extensions of time for anything up to six terms. **<u>Extensions of time will only be granted one term at a time</u>** unless there is an exceptional reason for granting more, but in no cases should more than three terms of extension be granted at any one time. [Forms for applying for extension of time](#) can be found on the same webpage as those for suspension of status.

Students should be clear that suspensions and extensions are not an entitlement and will only be approved if there is felt to be good cause and if the application has the support of the student's supervisor and college. Students in receipt of non-AHRC scholarships should ensure that they also secure the permission of the scholarship body for the extension. Students in receipt of AHRC or ESRC scholarships should be aware that these scholarship bodies do not approve extensions of time other than in the most exceptional circumstances, and failure to submit by the prescribed four-year deadline (for DPhil students) may lead the AHRC or ESRC to withdraw future funding for Law Faculty students.

We make no attempt to set out in detail in this handbook all the powers to extend deadlines and waive other rules. Very few people will need their help. For those who do, there are two guiding principles. The first is that provided you do have a genuine and strong reason for needing the dispensation it will probably be possible for you to get it. The second is that your chances of getting the help you need will be greatly improved if you talk to someone about it well before the burdensome rule operates. Take advice early. You can talk to your supervisor about it or to your college advisor, or, if that is not appropriate in your case, you can go straight to the Graduate Administrator or, if necessary, the Associate Dean for Graduate Studies - Research.

Fieldwork Safety and Training

Fieldwork

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

Preparation

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

Training

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

Social Sciences Division Researcher Development Fieldwork Training (termly) DPhil students | Social Sciences Division

- **Safety in Fieldwork**. *This course is aimed at those conducting Qualitative and Ethnographic research, and those conducting their research in high risk locations, for example where the* FCDO *advise against travel or all but essential travel.*
- **Vicarious trauma workshops.** For research on traumatic or distressing topic areas or contexts.

Safety Office courses Training A-Z | Safety Office **(termly)**

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A half day course geared to expedition based fieldwork, which covers planning and preparation, managing safety, including personal safety in the field, and how to deal with emergencies.
- Fieldwork and overseas travel risk assessment for fieldworkers and travellers: A pre-recorded online training presentation.
- Travel insurance presentation for fieldworkers and overseas travellers.
- The Fieldwork Initiative to stop sexualised trauma training.

Useful Links

- Fieldwork | Social Sciences Division
- Overseas Travel and Fieldwork | Safety Office

Course in Legal Research Methods

Participation in this course is **<u>compulsory</u>** for Probationer Research Students and MPhil in Law students, except where they are associated with the Centre for Criminology, or the Centre for Socio- Legal Studies and taking the alternative methods course being offered by their Centre.

Objectives

The CLRM has two objectives:

1. To give students a good grounding in key research methods in law, including an appreciation of the applications and limitations of these methods, having regard to the diversity that exists within each methodological tradition.
2. To encourage and enable students to critically evaluate the suitability of their chosen methods for interrogating their research questions, and appreciate the limitations implied by their methodological choices.

Structure

The CLRM is delivered in two parts. *First*, a series of seminars (each of two hours' duration) held in Michaelmas Term, attendance at which is compulsory, and for which there is prescribed pre- reading. *Secondly*, an annual conference at the beginning of Trinity term at which each student delivers a presentation to their peers on methodological aspects of their project. Details are available on the CLRM Canvas pages.

Requirements for completion

Students are required to:

- attend 30 hours of relevant course sessions, which must include 14 hours of attendance at the Michaelmas term CLRM seminar series and at least 8 hours of attendance (one day) at the annual conference;
- make an oral presentation at the conference; and
- submit a piece of writing after the conference.

Further information on how the 30-hour attendance requirement can be satisfied, and on the requirements for the oral presentation and associated written work, can be found on the CLRM Canvas page.

Complements

The CLRM is complemented by a range of methodological courses offered both within the Law Faculty and across the University. Attending these courses can count towards the total attendance requirement for the CLRM, but only partially, for the reason that all students must at minimum attend the Michaelmas term seminars (14 hours) and at least one day of the CLRM conference (8 hours). For further information, see the Research Methods section on the CLRM and MPhil/DPhil Canvas pages.

Research Degree Key Stages

The key stages that you must pass through during your research course are outlined in this section. Depending on the type and structure of your research course, these will include transfer, confirmation and submission. It is your responsibility to submit applications within the deadline. If you are unclear on the submission/approval process for a particular form please contact Geraldine Malloy.

Researcher integrity training

The UK Concordat to Support Research emphasises the need for researchers to undertake appropriate training in research integrity. In Hilary term 2020 the University's Research and Innovation Committee therefore agreed that introductory research integrity training should

be made compulsory for all University researchers, including postgraduate research students.

The University's introductory research integrity training course can be accessed online.

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

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

All postgraduate research students admitted before October 2021 are also very strongly encouraged to undertake the training.

The Purpose of Transfer of Status

The Probationer Research Student (PRS) status is intended to be used constructively, permitting a wise choice of the research topic to be made in the context of broader reading as well as preliminary research, helping the student to become accustomed to the rhythm of graduate work, and allowing for the acquisition of any specific skills appropriate to the research.

The Transfer of Status assessment is to ensure that the student is making satisfactory progress in the development of the research, to ensure that the work is of potential DPhil. quality, and that the methodology of the research is appropriate and practicable. The transfer process provides the opportunity for the student to discuss their work with two independent members of staff and to receive feedback. Broadly the assessment should show a plan for the thesis, which locates the research in the context of earlier work in the field, sets out the questions, hypotheses or issues on which it will focus, and describes and explains the methods by which these will be answered, tested or addressed.

The assessment procedures are intended to remove the risk of failure and to reduce the risk of referral at the final examination of thesis as far as possible, and must therefore be as rigorous as is necessary to achieve this.

The formal Regulations for Transfer of Status are set out in the general regulations of the

Examination Regulations, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee "Policy on Research Degrees".

The Timing of Transfer of Status

The *Examination Regulations* state that PRS status can be held for a maximum of four terms for full-time and eight terms for part-time PRS. However, Departments and Faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner, and in the Law Faculty, you are encouraged to submit your transfer of status in your third term as a full-time PRS student (your seventh term as a part-time PRS student), although as noted above it is possible, in exceptional circumstances, to apply to defer the date of submission.

How to Apply for Transfer of Status (the Qualifying Test)

Applications for transfer of status should be made using the on-line Transfer of Status application accessible via the My Student Record tab in Student Self Service https://www.ox.ac.uk/students/selfserviceGSO.2 SSD form available from http://www.ox.ac.uk/students/academic/guidance/graduate/progression.

The application form can also be accessed through the Graduate Forms webpage, where a link is available to the Student Self Service. Students are required to complete and submit the form online and to upload supplementary information on development of both research specific and personal and professional skills during their time as a Probationer Research Student. Students are also required to indicate whether their work requires research ethics approval and to provide evidence that they have successfully completed the University's online researcher integrity training course. In addition, students will be required to submit/complete the following:

Supervisors are asked, in consultation with their student, to suggest names of appropriate assessors and to approach them well in advance of submission of the materials to ascertain their willingness to act as assessors. The prospective assessors will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed. Empirical Research Methods, or Theory and Methods in Socio-Legal Research (if you have not successfully completed the course at the point of applying for transfer, you will need to do so before your transfer can be approved).

Your transfer (QT) application should comprise the following items:

- Part A: (no more than 2,000 words): Thesis Title, Thesis Outline; Research Proposal and Timetable for Completion.
- Part B: (no more than 10,000 words for DPhil): Sample of written work.
- Bibliography (*if applicable*).
- Confirmation of online researcher integrity training course.
- Research Ethics Forms.

Once the student submits the application, it will then be considered by the student's supervisor. Supervisors are asked at this point [in consultation with their student] to suggest names of appropriate assessors. The application will then be considered by the College, and then by the Associate Dean for Graduate Studies – Research. Part A: This part of the submission is intended to give the assessors an overview of your entire research project, as you currently envision it, so that they can assess whether or not it is a viable DPhil topic. This part of the submission is to allow the assessors to form a view about the quality of your research and writing. It must map out a thesis which will make a significant and substantial contribution to its field, and the proposed work must fit comfortably within your remaining two or, at most, three years. Many candidates use up about a third of their 2,000 word allowance in a general description of their proposed thesis, saying in connected prose what they hope to achieve and why it matters. It is a good thing, though not essential, to be able to say briefly how things stand in your field, so as to show what advance you hope to make. The remainder of the word allowance can usefully be devoted to a provisional contents page, showing the titles of the chapters and giving a short account of what each will do. Everyone understands that you cannot at this early stage be bound by this, also that there may be some chapters which you are not yet able to see into with much clarity. Feel free to say that that is the case, if it is so. If you can outline the reasons for your uncertainty, so much the better. It is good to link the provisional contents page to a timetable and estimated word count for each chapter. You need not go into great detail, but it is sensible to say roughly where you hope to be after one more year and how long you have set aside for writing up your final version. When it comes to confirmation of status towards the end of the second year, you will be asked for more a more detailed schedule leading to completion.

Part B: This part of the submission is to allow the assessors to form a view about the quality of your research and writing. It should be a substantial piece of written work, which will generally be intended to form part of the proposed thesis (or if not, at least be relevant to the subject of the thesis) and must be written using the format for theses in law (see below). The maximum length is 10,000 words for DPhil, 6,000 words for MLitt. Your crucial task in the Part B submission is to show the reader that you can carry out the sustained argument that will be needed to accomplish the project you propose in your Part A statement. The best way to do that is usually to engage in an important part of the argument that the DPhil will present. The assessors will look to Part B for evidence that you have mastered the craft of serious legal writing and that you can conduct a complex argument in an orderly, structured and lucid manner. The argument should be clear and cogent, and not written so as to be intelligible only to a tiny number of insiders. Keep in your sights a notional reader who is well-informed and well-grounded in the law but not an insider within your own particular field - as it might be, yourself when reading someone else's article in a journal.

Students who have successfully completed the MPhil in Law, the MPhil in Socio-Legal Research of the MPhil in Criminology and Criminal Justice (within the last academic year) will not normally be required to submit Part B but may be required to provide the assessors with the MPhil thesis, at their request.

The Transfer Assessment

The Associate Dean for Graduate Studies - Research (authorized by the Graduate Studies Committee) will appoint two assessors, neither of whom will be the student's supervisor, to read the transfer application materials and to interview the candidate (for both the first, and, second attempt if a student is referred back). The assessors will normally be academic staff working in the University of Oxford; in exceptional circumstances external assessors may be appointed. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the DPhil. examination.

Students should normally expect to be interviewed within six weeks of submitting their transfer application, though this may be longer during the vacation periods due to availability of the assessors. The Transfer assessment is a formal requirement, but the interview is not an official examination or viva, and *sub fusc* is not worn. The assessors will write a joint report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment within four weeks though this may be longer during the vacation periods.

Instructions to Assessors

Once assessors are provided access to the student's uploaded work on eVision, they are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students may sometimes find it an anxious wait and may have good reasons for wanting the assessment completed as soon as possible. Students should let the Graduate Studies Administrator know if there is a problem in this respect at the time of application. If assessors wish to conduct the interview remotely then there must be a specific reason for this, the student must confirm their consent in writing, and a request must be made, via Geraldine Malloy, to the Associate Dean for Graduate Studies - Research.

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to DPhil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than presenting a judgemental verdict. Dismissive or

aggressive remarks are not appropriate. An application to transfer to DPhil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in a total of 3-4 years (6-8 years for a part-time student). However, the assessors should judge the submissions in the light of the fact that they usually reflect 3 or 4 terms work and are made at the early stages of the research project. The written work will not necessarily read like a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard. The research proposal and thesis structure need not be completely finalised, but the student should have clearly defined ideas of what are their research questions and possible ways to answer them.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and an indication of the student's progress. It should normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English. Students who have successfully completed the MPhil in Law, the MPhil in Socio-Legal Research of the MPhil in Criminology and Criminal Justice (within the last academic year) will not normally be required to submit Part B. However, the assessors may request a student to provide a copy of their MPhil thesis.

Significant differences of opinion between the assessors will be adjudicated by the Associate Dean for Graduate Studies - Research and/or Graduate Studies Committee, in consultation with the assessors and supervisors.

Criteria for Success

For transfer of status to be approved, the student will need to be able to show that their proposed thesis and treatment represents a viable topic and that their written work and interview show that they have a good knowledge and understanding of the subject. Students must show that they are competent to complete and present their thesis in English. In addition, the assessors will judge the application examples of possible success criteria are provided below:

1. Completion of the compulsory Course in Legal Research Methods.
2. Competence in both written and spoken English.
3. The aims of the research are realistic and focused.
4. Evidence of wide reading and critical analysis.
5. Appropriate methodology and research techniques are proposed.
6. Limitations to the research are addressed.
7. It is clear how the research will develop for a DPhil.
8. There is a suitable timetable for the research.
9. The candidate demonstrates the progression of an argument.
10. The candidate shows a scholarly and rigorous approach to research issues
11. The research topic and treatment meet the Division's ethical standards, where applicable.
12. The written work and interview show that the candidate has a good overall knowledge and understanding of the subject.
13. The University has adequate facilities (including supervision) to enable the research to progress.
14. The student is capable of carrying out advanced research.
15. The proposed schedule of work can be completed within three or at most four years for the DPhil.

Outcomes of Transfer of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the Graduate Studies Committee (excluding option (ii)).

(i) Successful transfer – Accompanied by suggestions and advice for future progress.

(ii) Revision of application – The assessors may request further minor clarifications before making a first recommendation. In such cases it should be possible to complete the additional work within one month of the assessment.

(iii) Referral for a second attempt at transfer – This should take place within one term of the first attempt. and normally involve the same assessors. A fresh application form should be completed and an interview should always be held If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt. This extension of PRS status does not affect the total amount of time permitted for registration on the DPhil. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at transfer being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor

(iv) Referral may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course, and should not necessarily be seen as a failure.

(v) Transfer to the MLitt. - Although the work presented was not suitable for transfer to DPhil status, nonetheless, the assessors felt it was strong enough for the lower award which is a less demanding and shorter timescale research degree.

(vi) Reject the application – The assessors cannot recommend transfer to either DPhil status or the lower award.

At the first attempt at transfer only options (i)-(v) should normally be chosen. At the second attempt, options (i), (ii), (iv) or (vi) should be considered.

If at the first attempt a student is transferred to the lower degree s/he may accept this, or may choose to retain PRS status and make a second transfer application the following term.

There can be a maximum of two transfer applications only. If a student fails to transfer to DPhil status or to the status of the applicable lower degree after two transfer applications, s/he shall cease to hold the status of a PRS student and his/her name shall be removed from the Register of Graduate Students. In such circumstances, informal counselling, often involving the student's college, should be an integral part of the procedures.

Deferral of Transfer of Status

A full-time student who has not applied to transfer status by the end of their fourth term (or end of their eighth term for part-time students) will/may be required to attend a formal academic review meeting involving their supervisor(s) and Associate Dean for Graduate Studies - Research (or at least one other member of academic staff who may or may not be a future assessor for Transfer of Status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that Transfer of Status is successfully achieved within six terms as required by the *Examination Regulations*. The student will also be required to apply for a formal deferral of Transfer of Status for one or two further terms by completing an online application accessed via Student Self Service. The application will then be considered by the student's supervisor and College, with the final decision being made by Associate Dean for Graduate Studies - Research.

In exceptional cases only, an extension of PRS status may be granted beyond six terms (eight for part-time). Applications for such extensions require the approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Students should contact their Graduate Administrator for details of the application process. Any

extensions to PRS status do not affect the overall time permitted for registration on the DPhil.

Incorporating a Completed Thesis

As mentioned above, there is no bar to submitting work which you have published during your research work, but there is a general principle against trying to get an Oxford degree with or partly with work which has been submitted for another degree, whether at Oxford or at any other university. However, there are some exceptions; for law students the regulations work in the following way: a thesis/dissertation which has been submitted for the MPhil, or BCL/MJur/MLF can be incorporated in a subsequent DPhil thesis, but a thesis submitted for the MLitt cannot. A BCL dissertation can be incorporated in a subsequent MLitt but an MPhil thesis cannot. A BCL/MJur/MLF dissertation may cover the same area as a subsequent MPhil but the text of the former may not be incorporated directly into the text of the latter. In some cases people intend to incorporate their Oxford work in a thesis later to be submitted for another degree at another university. That is entirely a matter for that other university. Some permit that kind of incorporation, others do not.

Confirmation of DPhil Status

The Purpose of Confirmation of Status

The confirmation of status process enables the student to have an assessment of his or her work by two assessors, other than the supervisor(s). If confirmation of status is approved, this is an indication that, if work on the thesis continues to develop satisfactorily, submission within the course of three further terms might reasonably be expected. It should be noted that a successful completion of confirmation of status provides an indicator only for readiness for submission, not for the final outcome of the examination of the thesis.

The confirmation assessment is different to the transfer assessment. The assessor*s* will be focusing on how the research is progressing, the quality of the draft chapters, and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate amount of progress in the development of the thesis, so that submission will be achieved within the required total of three or at most four years (or six to eight years for part-time students). In doing so, the assessors are also required to ensure that the student is not attempting to deal with an impossibly or unnecessarily large amount of material. The student should benefit from independent assessment of his/her work and should receive authoritative comments and suggestions on problems and how to address them. The assessors may be able to provide guidance on how to better present the material, or on the use of concepts or methods. Even if the thesis is in good shape, the assessors may often stimulate valuable improvements to it. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. It should also be remembered that the confirmation assessment is a test (which it is possible to fail), and receiving critical comments can be difficult, and it may take a few weeks to come to terms with them. Finally, the interview is a good opportunity to prepare for the *vive voce* examination of the thesis.

The assessment for confirmation of status is a formal requirement, and success should not be considered a foregone conclusion by either the candidate or the assessors. The formal Regulations for Confirmation of Status are set out in the general regulations of the Examination Regulations, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee ["Policy on Research Degrees"](#).

The Timing of Confirmation of Status

i) Students who entered the DPhil as a Probationer Research Student

The general regulations of the *Examination Regulations* state that all students should normally apply for and achieve confirmation of status within nine terms of their admission as a graduate student. Students should also normally achieve confirmation of status three months before submission of their thesis.

ii) Students who progressed to the DPhil from an MPhil

Students who have previously completed an MPhil. (with a thesis in the same broad field as the topic for the DPhil) who have been admitted directly to DPhil status, (i.e. transfer of status has been was waived) should normally have achieved confirmation of status by the end of the third term of the DPhil. Students should also normally achieve confirmation of status three months before submission of their thesis.

How to Apply for Confirmation of Status

Applications for confirmation of status should be made using the online Confirmation of Status application accessible via the My Student Record tab in Student Self Service. The application form can also be accessed through the Graduate Forms webpage, where a link is available to the Student Self Service. Students are required to complete and submit the form online, and include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken, e.g. presentation of posters, attendance at conferences etc. Students are also required to state whether their work required research ethics approval (and if appropriate, was granted). Students are also required to provide evidence that they have successfully completed the University's online researcher integrity training course (unless already provided when applying for Transfer of Status).

In addition, students will also be required to submit/complete the following:

    (a) a statement giving the title of the thesis, and summarising each component chapter in approximately 100 words per chapter,

    (b) an overview of the intended thesis, of approximately 1,000 words, stating how much of the thesis is complete and how much remains to be done (with an estimate of the probable date of completion), and

    (c) a piece of written work, which shall normally be of 20,000–30,000 words in length and intended to form part of the thesis. With Bibliograph

Once the student submits the application, it will then be considered by the student's supervisor. Supervisors are asked at this point [in consultation with their student] to suggest names of appropriate assessors. The application will then be considered by the College, and then by the Graduate Studies Committee.

The Confirmation Assessment

The Graduate Studies Committee will appoint two assessors neither of whom will be the student's supervisor to read the confirmation assessment materials and interview the candidate (for both the first, and second attempt if the student referred back). The assessors will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the DPhil viva voce examination.

Students should normally expect to be interviewed within three-four weeks of submitting their confirmation application, though this may be longer during the vacation periods due to availability of the assessors. The Confirmation assessment is a formal requirement, the interview is not an official examination and so *sub fusc* is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their

interview, students should normally expect to hear the outcome of their assessment with 4-6 weeks, though this may be longer during the vacation periods.

Instructions to Assessors

Once assessors are provided access to the student's uploaded work on eVision, they are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students may sometimes find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible. Student should please let the Graduate Studies Administrator know if there is a problem in this respect at the time of application.

An applicant for confirmation of status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, but if the student can satisfy the assessors at interview that matters will improve, this should not be a reason to decline recommending confirmation of status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a DPhil thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than presenting a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and indication of the student's progress. It should normally include *a* summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, and the significance to the existing literature and field. They should also provide an evaluation of the written work submitted by testing whether the work is presented in a scholarly and lucid manner. More specifically, the assessors should consider commenting on whether the student has presented evidence of being able to undertake research that provides a significant and substantial contribution in the particular field of learning within which the subject of the thesis falls. Also, they should consider whether the student has developed a systematic acquisition and understanding of the substantial body of knowledge at the forefront of their field and a thorough understanding of the techniques for research needed for advanced academic enquiry. Furthermore, the student should show the capacity to design, carry through and defend the thesis within three or at most four years. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

Significant differences of opinion between the assessors will be adjudicated by the Associate Dean for Graduate Studies - Research and/or Graduate Studies Committee, in consultation with the assessors and supervisors.

Criteria for Success

For confirmation of status to be approved, the student will need to be able to show that the research already accomplished shows promise of the ability to produce a satisfactory thesis

on the intended topic, the work submitted for assessment is of the standard expected of a DPhil thesis in the final exam, and the bulk of any fieldwork has been completed and the analysis is well developed and the research schedule is viable so that the thesis can be completed within three, or at most four, years from admission.

Students must also show that they are able to present and defend their work in English. Examples of possible success criteria are provided below:

1. Evidence of wide reading and critical review of the literature
2. A clear indication of how the research is being developed into a thesis
3. Potential original contribution to the field of study
4. Evidence of a progression of argument and logic throughout the thesis
5. Evidence of a scholarly and lucid approach to the research issues
6. A clear timetable for the completion of the research within three, or at most four, years from admission
7. The ability to write in clear and coherent manner, with due attention to presentation
8. Competence in both written and spoken English
9. The ability to articulate and defend the argument in the interview
10. Satisfactory presentation of the thesis at a seminar
11. The draft chapters are of the quality expected for a final DPhil thesis

In conducting the assessment, the assessors should bear in mind the criteria for successful completion of a DPhil, and consider whether the candidate's progress to date provides evidence that they may reasonably be expected to meet these criteria within a further three terms. In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, and the significance of the thesis' likely contribution to the existing literature and field.

Significance of contribution: a successful DPhil thesis must make "a significant and substantial contribution in the particular field of learning within which the subject of the thesis falls". In this regard, assessors are asked to consider whether the submitted materials evidence the potential for the thesis to make a significant and substantial contribution to its field of study, and also to comment on how clearly this is evidenced: how clearly-stated are the thesis' goals? Does the thesis clearly define its contribution by reference to a thorough review of the prior literature? In so doing, assessors should bear in mind that for DPhil purposes, a judgement as to whether a thesis makes a "significant and substantial contribution … should take into account what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study in the case of a full-time student, or eight years in the case of a part-time student."

Presentation: a successful DPhil thesis must be "presented in a lucid and scholarly manner". In this regard, assessors should consider whether the submitted materials provide evidence of a clearly-developed argument, and are written in a clear and coherent manner with appropriate attention to presentation.

General knowledge of the field. A successful DPhil candidate must satisfy their examiners that they possess "a good general knowledge of the particular field of learning within which the subject of the thesis falls." To this end, assessors should consider whether the student has developed a systematic acquisition and understanding of the body of knowledge at the forefront of their field and a thorough understanding of the techniques for research needed for advanced academic enquiry.

English language: for students who are non-native English speakers, the assessors should also give an indication of their view of the student's ability to present and defend the work in English.

The joint assessors' report should be 1-2 pages in length, providing a permanent record of advice given to the student at this stage and indication of the student's progress. It should

normally include a summary of the points raised in the interview, feedback on the written work submitted prior to the interview, comments on the positive aspects of the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than presenting a judgemental verdict. Dismissive or aggressive remarks are not appropriate. The assessors may request a revised thesis outline or further written work before submitting the initial report and this may occur if, for example, it is unclear during the assessment how the research will be completed, or the proposal is over-large.

Outcomes of Confirmation of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the Graduate Studies Committee (excluding option (ii)).

(i) Successful confirmation – Accompanied by suggestions and advice for future progress.

(ii) Revision of application – The assessors may request further minor clarifications before making a first recommendation. In such cases it should be possible to complete the additional work within one month of the assessment.

(iii) Referral for a second attempt at confirmation - This should take place within one term of the first attempt and normally involve the same assessors. A fresh application form should be completed and an interview should always be held. If the first attempt is made in the final term permitted, a one-term extension is automatically granted to allow the second attempt. This extension does not affect the total amount of time permitted for registration on the DPhil, however if the student has already been registered on the DPhil for twelve terms, the extension is counted as one of the potential six terms of extension of time permitted under the general regulations. The assessors should provide clear guidance on what needs to be done to improve the application before the second attempt at confirmation is submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

Referral may simply represent attempts to ensure that the student's work is enhanced and set on the best possible course, and should not necessarily be seen as a failure. However, a referral may be disappointing to a student and may take some time to come to terms with, especially if the assessors' comments are highly critical. Most students who do then go on to successfully complete the DPhil see the comments in retrospect as helpful, having given them the opportunity and incentive to make substantial improvements to the thesis and to reduce the risk of a far more time-consuming referral of the final thesis.

(iv) Transfer to MLitt. - Although the work presented was not suitable for confirmation of DPhil status, nonetheless, the assessors felt it was still strong enough for the lower award which is a less demanding and shorter timescale research degree. In cases where transfer to a lower award is approved, if the student is already in their ninth term or beyond, a formal extension of time will also be needed to allow the student to stay on the graduate register for the lower degree, otherwise their status will lapse, and they will have to subsequently apply for reinstatement to the Register of Graduate Students.

(v) Reject the application – The assessors cannot recommend confirmation of status, or transfer to the lower award. This exceptional outcome should only be used if the quality of the student's work has regressed to below the standard previously achieved for transfer of status.

At the first attempt at confirmation only options (i)-(iii) should be chosen. At the second attempt, options (i), (ii), (iv) or exceptionally (v) should be considered. The Graduate Studies Committee may also request additional work or other evidence, or appoint an additional assessor to help in making a final decision.

If a student fails to confirm DPhil status or to transfer to the status of the applicable lower degree after two attempts, then his/her student status will lapse and his/her name will be removed from the Register of Graduate Students. In such circumstances, informal counselling, often involving the student's college, should be an integral part of the procedures.

Deferral of Confirmation of Status

If a student is unable to achieve confirmation of status within the prescribed number of terms permitted by the *Examination Regulations* they must apply for a deferral of confirmation of status, otherwise their student status will lapse and their name will be removed from the Register of Graduate Students. It is possible to apply for a deferral of confirmation of status for up to three terms (depending on provisions in Special Regulations), as long as the total number of terms from admission as either an MPhil or PRS student does not exceed twelve.

Any student who is considering applying for a deferral of confirmation of status will/may be required to attend a formal academic review meeting involving their supervisor(s) and Associate Dean for Graduate Studies - Research (or at least one other member of academic staff who may or may not be a future assessor for confirmation of status). The purpose of this meeting will be to review progress to date, and to draw up a clear timetable to ensure that confirmation of status is successfully achieved within the proposed period of deferral.

To apply for a deferral of confirmation of status, a student will need to complete an online application accessed via Student Self Service. The application will then be considered by the student's supervisor and College. The Associate Dean for Graduate Studies (Research)/Graduate Studies Committee will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If confirmation of status is not achieved within nine terms of admission as a graduate student, or approval given for a deferral of confirmation of status, his/her status will lapse.

In exceptional cases only, deferral may be granted beyond twelve terms. Applications for such deferrals require the approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Students should contact Geraldine Malloy for details of the application process.

Format for Theses in the Faculty of Law

Be careful to comply with the Faculty's Format for Theses which follows this section:

1. 'Thesis' here includes not only the writing submitted for the DPhil, MLitt, or MPhil, but also the essay which is submitted by a Probationer Research Student for a Qualifying Test, Confirmation of Status and dissertations offered in the examination for the BCL or MJur. It does not include essays set by way of examination for the BCL or MJur.
2. Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 7 to 10 below.
3. Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the pages where the chapters and first-level sub-headings begin. If required, a table of abbreviations should follow the table of contents.

4. Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. Unless there are very few cases and/or statutes, divide the tables into separate sections for separate jurisdictions. Arrange EC cases in chronological and numerical order. Any other tables should follow, e.g. tables of other primary legal sources (official papers treaties, UN documents, etc.), and of tables and/or diagrams provided in the text. The tables must be indexed, so that each entry shows on what pages the case or statute in question is mentioned.

5. A bibliography listing secondary sources (articles, books, monographs etc.) in alphabetical order must appear at the end of the thesis. It should include all such sources cited in the thesis. It need not be indexed.

6. The order of the thesis should be: title page, abstract, table of contents, table of abbreviations, table of cases, table of statutes, tables of other primary legal sources, table of diagrams and tables, main body of thesis, any appendices, and bibliography. An index is not required. If there is one, it must come after the bibliography.

7. All footnotes and appendices are included in the word count. The abstract, the table of contents, the table of cases, the table of statutes, the bibliography, any headers or footers, and any index are not included in the word count.

8. The thesis must be written in English.

9. The thesis must be word-processed using size 12 font, with a margin of 32 to 38 mm on the left hand side. Variations of font size may be used for headings, sub-headings, and footnotes.

10. The lines in the main text must be double spaced (8mm).

11. The first line of every paragraph must be indented unless the paragraph immediately follows a heading or sub-heading, or an indented footnote.

12. Quotations must use single inverted commas, saving double inverted commas for use for quotes within quotes. Quotations longer than three lines must be presented as a double-indented, single-spaced paragraph with no further indentation of the first line. Such double-indented quotations must not use quotation marks.

13. Endnotes must not be used. Footnotes must be internally single-spaced with double spacing between the notes.

14. The thesis must comply with OSCOLA (the Oxford Standard for Citation of Legal Authorities) or another useful standard for citation. You should consult your supervisor if you wish to depart from OSCOLA.

15. Your final thesis for examination must be submit digitally via RTDS. The typewritten part(s) of any thesis must be saved in pdf format. For QT or COS material are submitted via the My Student Record tab in Student Self Service to not via RTDS.

16. NB for BCL and MJur dissertations, any form of binding – e.g. spiral binding – is sufficient.

17. Where the thesis is offered as part of an examination which is assessed anonymously, it must not at any point divulge the identity of the candidate or the candidate's college.

18. The word limits for theses:

	minimum	maximum
DPhil	75,000	100,000
MLitt	40,000	50,000
MPhil	25,000	30,000
Confirmation of Status	20,000	30,000
QT Part B	6,000	10,000
BCL/MJur/MLF Dissertation	10,000	12,500

The Title of the Thesis

The exact title has to be approved, and the thesis must be submitted under the approved title. However, it is relatively easy to obtain permission for a modification. By completing an online application accessed via Student Self Service

Do not make the title too long. It is the business of your first few pages, not of the title, precisely to define your project and make clear what questions will and will not be addressed. Think of your title as the title of a book.

Students with Disabilities – Assessment

Candidates may apply for alternative assessment arrangements to the appropriate board in advance of, or at the same time as, submitting their application for assessment. Full information can be found in the Examination Regulations and advice is available from Paul Burns, the Faculty's Disability Contact.

Submission of the Thesis: DPhil

The summary of key regulations for examinations is available online.

Application for Appointment of Examiners

The appointment of examiners (GSO3 for DPhil) should be made using the on-line appointment of examiners form accessible via the My Student Record tab in Student Self Service https://www.ox.ac.uk/students/selfservice. The application form can also be accessed through the Graduate Forms webpage, where a link is available to the Student Self Service. Students are required to complete and submit the form online the form should be submitted at least 3-4 weeks before your thesis is due to be submitted.

This online application requires confirmation by your supervisor, and another on behalf of your college. You and your supervisor have a say in the choice of the examiners. Two examiners will be needed, usually one from Oxford and one external although in some cases two external examiners can be appointed. The form asks for suggestions. Provided the suggested names comply with the guidelines for examiners, including the avoidance of conflicts of interest, it would be a rare case in which those suggestions were not accepted, and the Law Faculty Board would be unlikely to appoint others without first consulting with the supervisor, who in turn would be likely to consult you.

It is not uncommon for the appointment of examiners to be a somewhat protracted process, especially where one suggested name turns out to be unable to act. It is therefore very important that you put in the GSO3 form at the earliest opportunity to the Graduate Administrator, at least three to four weeks before you submit your thesis. Before the form is submitted, your supervisor should contact proposed examiners *informally* to ascertain whether they are willing to act and available at the expected time. The withdrawal of one name sometimes creates problems of imbalance. It is very important indeed that you should be contactable during this phase at the place in which you have said that you will be, and you should independently make sure that your supervisor knows how to get in touch with you quickly. In case of difficulty, the Research Degree Office, at the Examination Schools will contact your supervisor, and the supervisor will want to talk to you.

Submission requirements for DPhil thesis

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 has been approved and your examiners have formally confirmed their appointment to the Research Degree Team at the Examination Schools.

There must be an abstract of the thesis, of about 300 words. At the end of the process, successful DPhil theses must be submitted for the Bodleian Library and a digital copy should be deposited in the ORA at (see page 9 below).

As mentioned above, there is no bar to submitting work which you have published during your research work, but there is a general principle against trying to get an Oxford degree with or partly with work which has been submitted for another degree, whether at Oxford or at any other university. However, there are some exceptions; for law students the regulations work in the following way: a thesis/dissertation which has been submitted for the MPhil, or BCL/MJur/MLF can be incorporated in a subsequent DPhil thesis, but a thesis submitted for the MLitt cannot. A BCL dissertation can be incorporated in a subsequent MLitt but an MPhil thesis cannot. A BCL/MJur/MLF dissertation may cover the same area as a subsequent MPhil but the text of the former may not be incorporated directly into the text of the latter. In some cases people intend to incorporate their Oxford work in a thesis later to be submitted for another degree at another university. That is entirely a matter for that other university. Some permit that kind of incorporation, others do not.

Timing

The internal examiner will contact you to arrange the date of the viva. In the normal course you might expect the examiners to have fixed the date for the viva within six-eight weeks from submission. The viva usually takes place roughly eight weeks after submission. Do not hesitate to contact the **Research Degree Office**, if you think something has slipped up. It is extremely important that the examiners should be able to contact you in the period after submission. The forms oblige you to say where you will be, but even so some people turn out to be very elusive. In addition to the contact point given on the form, examiners will generally try your email address. If they cannot contact you, very long delay can ensue.

Examining a thesis is hard work and requires the examiners to clear a substantial slice of time. Without permission from the Proctors, you cannot reasonably expect to be viva'd within four weeks of the examiners receiving a thesis. If you have a good reason for needing a viva as early as possible, you can say so when you apply for examiners to be appointed. It is then sometimes possible to fix dates in advance. If you want to do this, apply for the appointment of examiners well ahead of the actual submission. Once again, be sure that all relevant people know where to contact you.

The Viva: A Public and Inescapable Event

The viva is a public event. **You have to wear sub fusc** (see Academic Dress above), and so also do members of the University who come to spectate. Sometimes people do come. They are usually people who expect to go through the same ordeal themselves and want to see what it is like. The ordeal is also inescapable, in the sense that, however clear the examiners think they are as to their likely recommendation, they are obliged to conduct the oral examination. And you cannot get your degree unless you have been viva'd. Your supervisor can advise you on preparing for the viva. Its purpose is partly for the examiners to satisfy themselves that you have a sound grasp of the general area of your thesis, but the primary focus of the viva will to give you an opportunity to defend your own work. Take a copy of your thesis with you to your viva. The viva will normally be held in Oxford, but in exceptional circumstances, normally affecting the ability of the external examiner to take part in an Oxford-based oral examination, application may be made to the relevant board for special permission to hold the examination using audio-visual communication. Such an arrangement can take place only with the written consent of the student and with the approval of the Associate Dean for Graduate Studies - Research.

The Recommendation of the Examiners

The final decision lies with the Associate Dean for Graduate Studies - Research. The examiners do not decide. They recommend. It goes without saying that departures from the

examiners' recommendation are rare. Nevertheless, the fact that the examiners cannot make the decision is a serious reason inhibiting their communicating to you the nature of their judgement. Some examiners feel more inhibited than others in this respect. Every effort will be taken to minimize the time within which you are kept in suspense, and the Associate Dean for Graduate Studies - Research will take a final decision as soon as reasonably possible following the receipt of the report. But there may well be some delays. Sometimes the examiners are not able instantly to complete and submit their report after the oral examination. There may be grounds to refer the report to the Faculty Board. Hence you may have to wait for the final result.

Outcomes of the examination

Full detailed account of the recommendations and of related regulations are available in the Examination Regulations. Any changes that have been subsequently approved and published in the University Gazette. There is normally a short time between Gazette publication of changes and their appearance in the online version.

Having completed the examination of a candidate for the first time, the examiners may make any one of recommendations (i), (ii), or (iv) below only. Having completed the examination of a candidate who has revised and resubmitted their thesis, the examiners may make any one of recommendations (i)-(vi). Where a candidate is required to revise and resubmit their thesis, the revised thesis and, where required, a report indicating the specific changes made must also be submitted via the Research Thesis Digital Submission (RTDS) application.

Possible recommendations

(i)   Leave to supplicate

This recommendation is that the board should grant the candidate leave to supplicate for the Degree of Doctor of Philosophy. In making this recommendation, the examiners must include in their report statements that:

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

Examiners shall bear in mind that their judgement of the substantial significance of the work should take into account what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study in the case of a full-time student, or eight years in the case of a part-time student.

(ii) (a) **Minor corrections**

If the examiners are satisfied that the candidate's thesis is of sufficient merit to qualify for the degree but consider, nevertheless, that before the thesis is deposited the candidate should make minor corrections (which are not sufficiently substantial to justify reference back for re-examination and which should be capable of completion within one month), they must require the candidate to correct the thesis to their satisfaction before they submit their report. If the candidate has not completed these corrections within one calendar month of the date of receipt of the list of minor corrections from the examiners, their name shall be removed by the Registrar from the Register of Students for the Degree of Doctor of Philosophy, provided that the board may, on good cause shown by the candidate, grant an extension of time of one further calendar month in which the candidate may fulfil this requirement before the removal of their name from the Register. No subsequent extension

shall be granted, but it shall be open to a candidate whose name has been removed from the Register of Students to apply to the Board for reinstatement as a Student for the Degree of Doctor of Philosophy. The application should have the support of their society and supervisor, a copy of their thesis incorporating the required corrections should have been submitted to the relevant Board, and such reinstatement fee as may from time to time be prescribed by Council should have been paid. Leave to supplicate shall not be granted until this fee has been paid.

(ii) (b) **Major corrections**

If the examiners are satisfied that the candidate's thesis is of sufficient potential merit to qualify for the degree but consider, nevertheless, that before the thesis is deposited the candidate should make major corrections (which are not sufficiently substantial to justify reference back for re- examination and which should be capable of completion within six months), they should report this preliminary recommendation to the board with a description of the major corrections which they require the candidate to make before they confirm their recommendation.

Where the examiners make this recommendation, but the board, considering the extent and nature of the major corrections, takes the view that the recommendation ought to be reference of the thesis back to the candidate in order that the candidate may revise it for re-examination, the board may, exceptionally, ask the examiners to review their recommendation.

If the candidate has not completed these corrections within six calendar months of the date of receipt of the list of major corrections from the examiners, their name shall be removed by the Registrar from the Register of Students for the Degree of Doctor of Philosophy, provided that the board may, on good cause shown by the candidate, grant an extension of time of up to three further calendar months in which the candidate may fulfil this requirement before the removal of their name from the Register. No subsequent extension shall be granted, but it shall be open to a candidate whose name has been removed from the Register of Students to apply to the Board for reinstatement as a Student for the Degree of Doctor of Philosophy. The application should have the support of their society and supervisor, a copy of their thesis incorporating the required corrections should have been submitted to the relevant Board along with a separate report indicating the specific changes made, and such reinstatement fee as may from time to time be prescribed by Council should have been paid. Leave to supplicate shall not be granted until this fee has been paid.

Where a recommendation of approval subject to major corrections has been made, the examiners, on receipt of the corrected thesis on the first occasion, may conclude and report one of the following:

  (a) the original recommendation is now fully substantiated;
  (b) the work as submitted still requires minor corrections prior to confirmation of the original recommendation and a further one month may be allowed for this from that date;
  (c) the work as now submitted still requires major corrections prior to confirmation of the original recommendation and a further six months may be allowed for this from that date. Recommendation (*a*) or (*b*) may be made without a further oral examination on condition that both examiners have reviewed and approved the major corrections. A further oral examination must be held if either of the examiners requires it or if the recommendation is likely to be (*c*).

In the exceptional instance where (*c*) applied and the outcome of the second and final submission of corrections still remained unsatisfactory, the examiners will amend their original recommendation to (ii) below.

(iii) Referral back for revision for DPhil or immediate award of MLitt as the student may choose

This recommendation is that the board should offer the candidate a choice between (a) reference of the thesis back to the candidate in order that they may revise it for re-examination for the Degree of Doctor of Philosophy, and (b) leave to supplicate for the Degree of Master of Letters or of Master of Science, as appropriate, on the basis that the thesis as it stands has not reached the standard required for the Degree of Doctor of Philosophy but has nevertheless reached that required for the Degree of Master of Letters or of Master of Science.

(a) If the board adopts this recommendation, and the student chooses to revise the thesis for re- examination for the Degree of Doctor of Philosophy, the student shall retain the status and obligations of a Student for the Degree of Doctor of Philosophy and shall be permitted to apply again for the appointment of examiners, in accordance with the procedure laid down in this sub- section, not later than the sixth term after that in which the board gave permission so to reapply. If such permission shall have been given by a board during a vacation, it shall be deemed to have been given in the term preceding that vacation. Accompanying the revised thesis at resubmission should be a separate report indicating the specific changes made. For students in the Social Sciences Division the word limit for the accompanying report shall be 1,000 words.

If the student is unable to apply again for the appointment of examiners within six terms, no subsequent extension shall be granted, but it shall be open to a candidate whose name has been removed from the Register of Students to apply to the Board for reinstatement as a Student for the Degree of Doctor of Philosophy. The application should have the support of their society and supervisor, a copy of their thesis incorporating the required changes should have been submitted to the relevant Board along with a separate report indicating the specific changes made, and such reinstatement fee as may from time to time be prescribed by Council should have been paid. Leave to supplicate shall not be granted until this fee has been paid.

Permission for reinstatement to the Register of Students may be granted by the Board within 24 months of the date the student was notified of the outcome of their examination.

Exceptionally, a candidate who is not able to apply for reinstatement within that timeframe may make an application to the Education Committee for reinstatement to the Register of Students. Such candidates must meet the requirements for reinstatement by the Board and in addition must provide a statement explaining why it is reasonable for Education Committee to permit their reinstatement and outlining the circumstances that have prevented earlier submission. For such applications, Education Committee will consider the length of time since the student was last examined, the seriousness of the causes for the delay, and the views of the student's department/faculty, supervisor and college. Education Committee will not normally consider applications if 60 months or more have elapsed since the notification of the outcome of the examination;

(b) If the board adopts this recommendation and the student chooses leave to supplicate for the Degree of Master of Letters or Master of Science by Research, the examiners may still determine that before the thesis is deposited the candidate should make minor corrections in accordance with the regulations under (i) above.

(iv) Referral back for revision for MLitt only

This recommendation is that the board should refer the student's thesis back in order that the student may present it for re-examination for the Degree of Master of Letters (or of Master of Science, as determined by the examiners if appropriate) only. If the board adopts the recommendation the student shall be transferred forthwith to the status of Student for the Degree of Master of Letters or Student for the Degree of Master of Science as the case may be, and shall be permitted to apply for permission to supplicate for the Degree of Master of Letters or Master of Science in accordance with the provisions of the appropriate regulation. If such permission shall have been given by a board during a vacation, it shall be deemed to have been given in the term preceding that vacation. The word limit for a thesis resubmitted under this provision shall be that specified by the DPhil regulations under which it was originally submitted.

Note this recommendation is not available on first examination of the thesis.

(v) Referral back for revision for DPhil or for revision for MLitt as the student may choose

This recommendation is that the board should refer the student's thesis back in order that the student may present it for re-examination either under (ii) above for the Degree of Doctor of Philosophy or, if the student chooses, under (iii) above for the Degree of Master of Letters or of Master of Science only. The board shall adopt such a recommendation only if it is fully satisfied that the thesis as it stands is not of the standard required for the Degree of Doctor of Philosophy, nor for the Degree of Master of Letters or of Master of Science as the case may be, but that the candidate could reach the standard required for the Degree of Doctor of Philosophy. If such permission shall have been given by a board during a vacation, it shall be deemed to have been given in the term preceding that vacation.

(vi) Award of MLitt

This recommendation is that the thesis has not reached the standard required for the Degree of Doctor of Philosophy but has nevertheless reached that required of the Degree of Master of Letters or of Master of Science, and that the candidate may be granted leave to supplicate for one of the latter degrees on the basis of the thesis as it stands; the examiners may still determine that before the thesis is deposited the candidate should make minor corrections in accordance with the regulations under (i) above.

Note this recommendation is not available on first examination of the thesis.

(vii) Fail

That the student's application for leave to supplicate should be refused. Note this recommendation is not available on first examination of the thesis.

Being referred

You should remember that many candidates, even those who have written really excellent theses, are referred back for resubmission. There is often some aspect of the thesis which strikes the examiners as incomplete or unfocused. It is of course a blow to have to do more work on something, which you had hoped, was finished, but the result can be a substantial improvement in the work. To satisfy the examiners on resubmission it is vital that you read their report carefully and follow their recommendations as closely as possible. If they refer you, the examiners will tell you, in writing, exactly what parts of the thesis require to be rewritten and why. After you resubmit, there may or may not be a second viva, depending on whether the examiners need to meet you in order to decide whether you have done what they required.

A complete account of these recommendations, and of related regulations, can be found in the Examination Regulations, as well as in the Guidance to Examiners form GSO.5.

Submission of the Thesis: MPhil

Application for Appointment of Examiners

The appointment of examiners (GSO27 for MPhil) should be made using the on-line appointment of examiners form accessible via the My Student Record tab in Student Self Service https://www.ox.ac.uk/students/selfservice. The application form can also be accessed through the Graduate Forms webpage, where a link is available to the Student Self Service By noon on Friday of Week 8 of Trinity Term,. The choice of examiners should be made in consultation with the supervisor and at least one of the examiners must be external to the University. Supervisors are encouraged to approach potential examiners informally before the form is submitted.

Submission requirements for the MPhil in Law/MPhil in Socio-Legal Research

Candidates must upload a copy of their thesis to the Research Thesis Digital Submission (RTDS) application by the following date:

- For MPhil in Law, noon on 1st August (or by noon on the preceding Friday, if 1st August falls on a weekend).
- For MPhil in Socio-Legal Research, by noon on the second Friday in September.

In each case, the submission must include a statement as to what part, if any, of the thesis has already been accepted, or is being concurrently submitted, for any degree in this University or elsewhere; and a statement that the thesis is the candidate's own work, except where otherwise indicated.

Timing

The internal examiner will contact you to arrange the date of the viva. In the normal course you might expect the examiners to have fixed the date for the viva within 5-7 weeks from submission. Do not hesitate to contact the **Research Degree Office**, if you have not heard within the 4 weeks. It is extremely important that the examiners should be able to contact you in the period after submission. The forms oblige you to say where you will be, but even so some people turn out to be very elusive. In addition to the contact point given on the form, examiners will generally try your address. If they cannot contact you, very long delay can ensue. Examiners are encouraged to submit their recommendations within 6-8 weeks from receiving a thesis.

The Recommendation of the Examiners

The final decision lies with the Associate Dean for Graduate Studies - Research. The examiners do not decide. They recommend. It goes without saying that departures from the examiners' recommendation are rare. Every effort will be taken to minimize the time within which you are kept in suspense, and the Associate Dean for Graduate Studies - Research will take a final decision as soon as possible following the receipt of the report. But there may well be some delays. There may be grounds to refer the report to the Faculty Board. Hence you may have to wait for the final result.

Any changes that have been subsequently approved and published in the University Gazette. There is normally a short time between Gazette publication of changes and their appearance in the online version.

Oxford Research Archive (ORA) and Digital Publication of Theses

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

DPhil, MLitt and MSc (by Research) Degrees

All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit 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 **after Leave to Supplicate (LTS) has been granted**. 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 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.

Third party copyright

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

Further information or queries about depositing digital theses should be addressed to ORA@bodleian.ox.ac.uk.

MPhil in Law and MPhil in Socio-Legal Research

Students following MPhil in Law or the MPhil Socio-Legal Research are invited to deposit a digital copy of their thesis voluntarily, in addition to the deposit of a hardbound copy. The digital copy should be deposited in the Oxford University Research Archive (ORA).

The Social Sciences Division – Restricted access arrangements

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

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:

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

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

Authors can also choose to override any requested embargo and make their thesis open access, either at the time of deposit or at any time during the embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should email 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 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 online application form available from student self service.

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

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

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 the Sherpa Romeo resource 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.

Publication

In the immediate aftermath of your examination, you may find it difficult immediately to turn back to your thesis. The sense of exhaustion will quickly wear off. And when it does you should do your best to bring it out either as a series of articles or as a book. Your supervisor and the tutors in your college will be happy to advise how to go about it and in particular how to get in contact with a publisher. Read the report of the examiners carefully and follow any advice given there on how to improve your work with a view to publication. It is important that the research which you have done should make its contribution in the most effective way. Often that means writing a chapter or two more, and perhaps making some quite radical changes to others. It will be worth the effort. When you publish work arising from your research, we hope very much that you will remember, in advance, to draw the publication to the attention of the Faculty, for example by contacting the Associate Dean for Graduate Studies - Research. We do not lose interest in you or in your work when you leave.

University Policy Statements and Codes of Practice

Equality, Diversity and Inclusion at Oxford

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

The Equality and Diversity Unit (EDU) 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 EDU 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.

The EDU has a team of advisors covering each area of equality and diversity, in relation to both staff and students – except provision for disabled students. This is the responsibility of the Disability Advisory Service. They also support the University's Harassment Advisory Service.

EDU's work is overseen by the Equality and Diversity Panel and receives input from the Disability Advisory Group, BME Staff Advisory Group, and LGBT+ Advisory Group. These groups are composed of staff and student representatives from across the collegiate University and are in turn supported by different networks.

There are a range of faith societies, belief groups, and places of worship within the University and in and around the city centre. For details you can visit the faith societies and belief groups webpage. The Faculty of Law also offers a space in the St Cross Building for quiet contemplation and prayer. The Contemplation Room is located on the ground floor, close to the Faculty's main teaching spaces (the Cube, Seminar Room D and Seminar Room F) and close to the accessible entrance on Manor Rd.

As a member of the University, you contribute towards making it an inclusive environment. Bullying and harassment are unacceptable behaviours which can cause harm, physically or emotionally. As such, the University expects all members of the University community, its visitors and contractors to treat each other with respect, courtesy and consideration.

If you have experienced bullying or harassment, you are encouraged to seek support and advice. The University has over 450 trained harassment advisors available to support you as part of its Harassment Advisors' Network.

The Oxford Student Union (SU) is also a great source of support. It runs a series of campaigns to raise awareness and promote causes that matter to students, as well as having a wide range of activities, student clubs and societies to get involved in.

Equality, Diversity and Inclusion at the Faculty of Law

At the Faculty of Law, we incorporate equality, diversity and inclusion into our core objectives, making every effort to eliminate discrimination, create equal opportunities and develop good working relationships between different people.

All our activities are led by the Associate Dean for Equality and Diversity, Professor Iyiola Solanke, with the support of the Equality, Diversity and Inclusion Officer (EDI Officer), Clara Elod, and overseen by the Equality and Diversity Committee (EDC), which reports directly to the Law Board. EDC meets twice a term, on Tuesdays of Weeks 4 and 8, and **all meetings are open to students**, with no reserved business. If you would like to raise an item for discussion, you can do so directly by emailing the EDI Officer or contacting your student representative on the Committee. Every year, at least three student representatives join the Committee (one from each degree type: undergraduate, and postgraduate taught and research).

You can find out more about our recent activities and get involved by visiting Equality, Diversity & Inclusion | Faculty of Law. Please email the EDI Officer if you have any questions. We are keen to listen to student voices and work together to make the Faculty a more inclusive space for all.

Professor Iyiola Solanke
Associate Dean for Equality and Diversity

Clara Elod
Equality, Diversity and Inclusion Officer

Student Welfare and Support Services

The University's unique and close-knit collegiate system provides a wealth of pastoral and welfare services for students to support engagement with studies and University life, promoting student wellbeing by providing opportunities for social interaction and sport and arts. Additionally, the central Student Welfare and Support Services department offers professional support that complements provision in colleges and departments. More detail can be found in the University's Common Approach to Support Student Mental Health.

There are several services available to provide support to you during your studies at the University. You can find useful information on the Student Welfare and Wellbeing website.

The Disability Advisory Service (DAS) can provide information, advice and guidance on reasonable adjustments to teaching and assessment, and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/welfare/disability

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 and the counselling team are committed to providing culturally sensitive and appropriate psychological services. Students can request to see a male or female therapist, a Counsellor of Colour, or to attend a specialist group such as the LGBTQ+ or Students of Colour Groups. All support is free and confidential. For more information visit the counselling and mental health website.

The Sexual Harassment and Violence Support Service provides a safe and confidential space for any student, of any gender, sexuality or sexual orientation, who has been impacted by sexual harassment or violence, domestic or relationship abuse, coercive control or stalking, whenever or wherever this took place. More information is available from sexual harassment and violence support service.

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 the peer support webpage.

Oxford Students' Union also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details, visit the Oxford SU website.

There is a wide range of student clubs and societies to get involved in – for more details visit the clubs and societies webpage.

At Student Minds, we are keen to ensure students are aware of the support available to them as they adjust to student life. We want to work to support students in recognising that

there is no right way to be a student and that, however, they are feeling about this next step, their emotions are valid.

Students have shared with us some of their concerns about the uncertainties of university life including:

- The higher cost of living and having to work part-time whilst studying.
- Transitioning to a new academic level with new methods of teaching, learning and assessment.
- Making friends and establishing good social connections at university.
- Having access to support whilst at university.
- Employment prospects both whilst at university and post-graduation.

Together, we can help students, their support systems and the higher education community with these concerns as the new academic year begins. Student Space has a dedicated hub for resources, tips and information in both English and Welsh to assist everyone through this period.

Including information on:

- Managing expectations of university
- Taking a structured approach to making friends
- Managing uncertainty at university
- Looking after a mental health difficulty at university
- Building a network at university

We are keen to signpost to the support and resources available. To help do this we have created a digital communications pack (attached) to share Student Space. You can also find it, and social media images to use in both English and Welsh, in our public google drive folder.

Below is an example of a social media message to help you share these resources, if you wish:

- For expert wellbeing advice Student Space, run by @StudentMindsOrg, is here to help. They provide dedicated tools and resources, as well as student stories to support you as you prepare for university.

Research Development

Your Development as a Researcher

As a doctoral student at Oxford you will need to combine detailed subject knowledge with thorough training in relevant research methods and techniques, as well as general research management skills, professional knowledge and career development. This combination of skills, knowledge and training is intended to help your research and also to enhance your personal and professional development and employability.

As the diagram shows, skills review is an ongoing and iterative process

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┌─────────────────────────────────────┐
│              Step 1                  │
│           Self Evaluation            │
│                                      │
│ Student completes or updates their   │
│           skills review.             │
└─────────────────────────────────────┘
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┌─────────────────────────────────┐   ┌─────────────────────────────────────┐
│            Step 4               │   │              Step 2                 │
│ The plan of action and progress │   │ Skills Review Meeting (ideally      │
│ will be discussed at supervisory│   │ Michaelmas Term): Discussion of     │
│ meetings in Hilary and Trinity  │   │ skills and training; how any gaps   │
│ terms.                          │   │ can be addressed.                   │
│                                 │   │                                     │
│ The outcomes of the meetings are│   │ Supervisor and Student agree a plan │
│ recorded in GSR.                │   │ of action.                          │
└─────────────────────────────────┘   └─────────────────────────────────────┘
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┌─────────────────────────────────────┐
│              Step 3                  │
│ Outcomes of the Skills Review meeting│
│ are recorded in the GSR reporting    │
│ system in the 'Training' section.    │
│                                      │
│ Student undertakes the training      │
│ activities that have been agreed     │
│ with the Supervisor.                 │
└─────────────────────────────────────┘
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You will have access to a wide range of training whilst undertaking your research, including:

- Research methods training within the Faculty (the Course in Legal Research Methods and Research Methods Electives);
- Researcher development courses and opportunities delivered by the Social Sciences Division and open to all doctoral students;
- Training provided by the University such as the Careers Service, IT Services, the Language Centre, and the Bodleian Library.

You are strongly encouraged to enter comments about your training directly into the relevant free text boxes within GSR on a termly basis. This will allow both you and your supervisor to have a record of your changing training needs and your development over time. You can also upload your review forms to GSR.

In addition, a number of courses are available from providers across the University:

- Bodleian Library provides training in information skills and information literacy.
- Careers Service runs courses, offers one-to-one sessions with a careers adviser, and information on jobs and internship opportunities.
- IT Learning Programme offers a range of courses on computing, software, coding, visualization, and data management.
- Language Centre offers specialist and difficult languages training, as well as a popular English for Academic Writing course for international students.

Language Learning and upskilling

The University of Oxford Language Centre provides a wide range of general and specialised courses in foreign languages and Academic English.

Law Faculty Statement of Provision for Graduate Research Students

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

You will have a name of a provisional supervisor or supervisors, normally as indicated in your offer letter. However, this may change on your arrival. The supervisor will have overall responsibility for the direction of your work on behalf of the Faculty. In your first term you should meet with your supervisor(s) not later than the second week of full Term; typically,

you should then expect to have individual meetings with your supervisor for one hour, one to three times each term, but the frequency may vary according to the time of year and according to the stage you are at in your research programme. Further information about the role of the supervisor is provided in Appendix a Research Supervision: a brief guide.

What induction arrangements will be made?

You will have Faculty induction before the beginning of your first term, when you will receive essential information and guidance. The main induction to the Faculty is provided in the two weeks preceding the start of Michaelmas Term. Other arrangements will be made for students starting at other times of the year. Your supervisor(s) will arrange more specialised induction subsequently, and you should make a particular effort to meet with your supervisor during your first weeks here to discuss your studies.

In addition, all students are invited to attend a Social Sciences Division induction event through the Social Sciences Doctoral Training Centre, which they are strongly encouraged to attend.

What workspace will be provided?

Workspace will be related to individual circumstances and the facilities available within the Faculty. There is a dedicated graduate reading room available in the Bodleian Law Library. This includes around 45 study spaces, many of which are equipped with an Ethernet socket. Wireless access is also available. Graduates are able to store their personal effects in lockers at the St Cross Building. Students in Socio-Legal Studies and Criminology will have access to workspace at the affiliated centres.

What IT support/ library facilities/ experimental facilities will be available?

The Faculty has its own IT provision and specialist IT support staff including an IT Support and Database Officer, and a Web Development and Support Officer. The Library Lecturer in Legal Research Skills also provides support in respect of IT-related research skills. You will have access to the Bodleian Law Library and the Social Sciences Library (in addition to other university libraries, and the centrally provided electronic resources) and experimental facilities are available where relevant. Training on how to use the Library's legal and journal database is jointly provided by the Law Faculty and the Bodleian Law Library. Training begins at induction and continues in special sessions through term, which are advertised online.

Which research seminars will be available?

You will have access to the seminars that the Faculty organises, and those which individual research groups or groups with common areas of interest organise for their own members and others within the Faculty. You will also have the opportunity to access seminars organised by other departments in areas relevant to your research area. Research students in law are allowed to attend BCL/MJur seminars as they wish. Students may also attend MSc in Criminology and Criminal Justice seminars.

What access to research funds will be available?

The Faculty has a number of studentships and other small grants for research students (for example, to assist with conference attendance or fieldwork expenses). The Law Faculty also runs a Graduate Travel Grant scheme, which is open only to research students who are either conducting empirical or archival research elsewhere in order to complete their degree, or who are presenting a chapter of their thesis at an academic conference. A small grant is typically available during the course of the academic year.

Will there be any additional costs associated with the programme?

An MPhil student whose thesis has been referred for re-submissions will be liable for fees (tuition and college) for the addition term. DPhil Students who have reached the end of their standard period of fee liability may be required to pay a termly University continuation charge. However, in some instances, a student's chosen research topic will mean that fieldwork or a research trip or trips are necessary/desirable, in which case there are likely to be additional travel and maintenance costs. In such circumstances, students can apply to the Graduate Travel Grant scheme referred to under 6 above.

What formal graduate skills training will be provided?

You will have the opportunity to attend a variety of skills training sessions offered by the Faculty, as appropriate to different stages of your graduate career, as well as training geared to your specific research needs, which will be agreed in consultation with your supervisor. The Law Faculty requires every research student to complete the Course in Legal Research Methods (though see below provisions for students in Criminology and Socio-Legal Studies). The course aims to assist research students in establishing a sound methodological base for their legal research and writing in its early stages. It is structured around discussions between graduate students and members of the Faculty. In addition, the Faculty offers a range of Research Methods Electives.

Students working in Criminology will instead take two out of three courses in empirical research methods ('Research Design and Data Collection', 'Social Explanation and Data Analysis' and 'Qualitative Methods') in place of the Course in Legal Research Methods; students working in Socio-Legal Studies will take the course in Theory and Method in Socio-Legal Research, which covers theoretical approaches as well as practical research skills such as use of databases and library resources.

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

For advanced research students who are interested in teaching, the Faculty runs an annual teacher training seminar. This seminar is mandatory for the faculty's Graduate Teaching Assistants (GTAs). For more information, visit the Law Faculty Graduate Teaching Assistantships webpage.

What opportunities exist for undertaking work experience or internships

There are no formal arrangements for work experience or internships though, depending on their research topics, students are often able to organise internships of one sort or another themselves.

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

Law Faculty seminars bring research students together with academic and other research staff to hear about and debate ongoing research, and to provide an opportunity for networking and socialising. Postgraduate research students in law participate in subject-specific discussion groups that are organized by graduate students and Faculty members and meet regularly each term. A member of the group presents work in progress or an outside speaker is invited to discuss a current project. Students can also attend general weekly research student lunches during term. These lunches, sponsored by the Faculty, provide research students another opportunity to present their work and also allow a forum for discussion of areas of common interest.

College:

Many colleges will be able to provide you with at least one year's accommodation. Generally speaking your college will provide meals throughout the year, but provision will vary from college to college, especially during vacations, and you will need to familiarise yourself with your college's detailed arrangements. In addition, there are usually self-catering facilities available in graduate accommodation. You will be a member of the Middle Common Room, or equivalent, of your college, which is the main social centre for graduates. The MCR provides a common room and usually organises a programme of social events throughout the year. The college will also provide a bar, some computing facilities and a library, and may often have dedicated funds for research (conference and field grants). It also represents the interests of its members to the college through an elected Committee or through elected representatives to College Committees. Again, details will vary from college to college. Graduates are also welcome to participate in all other social and sporting activities of the college. Please see individual college websites for further details about all aspects of college provision.

Central:

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

What arrangements are in place for pastoral and welfare support?

Faculty:

Within the Faculty, your supervisor, Associate Dean for Graduate Studies (Research) and Academic Administrator are all available to offer support or advise you on where to get appropriate support. The Faculty also has its own Graduate Administrator, who answers questions and advises on students' progress.

College:

There is an extensive framework of support for graduates within each college. Your college will allocate to you a College Advisor from among its Senior Members, usually in a cognate subject, who will arrange to see you from time to time and whom you may contact for additional advice and support on academic and other matters. In college you may also approach the Tutor for Graduates and/or the Senior Tutor for advice. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of graduate students. In some colleges, the Senior Tutor will also have the role of Tutor for Graduates. Each college will also have other named individuals who can offer individual advice.

Central:

The University provides a [Student Counselling Service], a [Disability Advice Service] and a [Careers Service].

What arrangements are in place for gaining the views of research students?

The Faculty's Graduate Studies Committee (GSC) has representatives for all of its taught courses; and one first-year research student representative and one DPhil representative. The representatives are elected by the categories of students whom they represent. The GSC meets twice a term and postgraduate students are given a chance to help shape the agenda and prepare papers for each meeting. They are active participants on the Committee and consult with their respective constituencies on issues of interest. Associate Dean for Graduate Studies -Research confers with the representatives, and also holds a termly party for all research students, at which they are invited to talk to him or her about their programme, or to arrange a meeting.

At divisional level, there is a PGR Discussion Forum, made up of student representatives from each department/faculty of the division. Issues raised by this body are reported to the division's Graduate Studies Committee. Research students in Law will be invited to elect a representative to this body. The views of research students are also sought by means of a centrally administered questionnaire, the Student Barometer, and the Faculty is also in the process of updating its research student questionnaire, by means of which research students will be able to comment on various aspects of research provision.

Code of Practice on Supervision

Appointment of supervisors for Graduate Research Students: The supervisory structure and sources of support

Patterns of supervision differ in the Social Sciences Division according to the nature of the subject or research project. In some subjects there is typically a sole supervisor; others may have two or more supervisors (particularly those with an interdisciplinary element), with one designated as the "primary supervisor".

Departments and faculties should ensure that expectations with regard to the supervisor role, including regular meetings with students, are spelled out clearly in course handbooks and are understood by all supervisors. In the case of joint supervision, the respective roles and responsibilities of the supervisors concerned should be clearly established from the outset, (for example, managing responsibility for fieldwork).

The department or faculty shall ensure that each graduate student has access to one or more named persons to whom they can turn for support, such as a Department Adviser, the head of the relevant research group, or the Director of Graduate Studies. Where there is a sole supervisor, these other sources of support, and the arrangements for providing cover during the absence of the supervisor referred to at 3 below, are especially important.

Students should also expect to be able to approach a college adviser, appointed by the student's college (the college advisor must not be the same person as the department supervisor). The college may also have procedures in place to monitor the overall wellbeing of graduate research students, including a discussion of academic reports. If the college identifies any concerns which might impact on the academic progress of the student concerned, and which may not already have been recognised in departmental/faculty reports, it may refer these in confidence to the Director of Graduate Studies in the department/faculty concerned, who will take appropriate action.

Who can supervise?

1. Someone of sufficient standing to be able to operate with credibility on behalf of the department/faculty.
2. Someone who has sufficient experience to be able to provide appropriate guidance to the student about the necessary procedures and, in particular, the academic expectations associated with an Oxford doctorate in their subject area.
3. Someone who is able to undertake the tasks assigned to the supervisor in the Education Committee Policy on Research Degrees including integrating them into the national and international network in their subject.
4. Someone who has sufficient security of tenure to make it likely that they will see the student's research through to successful conclusion (particular care should be taken when appointing supervisors for part-time research degrees).
5. In accordance with the University's Policy concerning relationship between students and staff relationships between a doctoral supervisor and their student are prohibited.

The primary supervisor

A student may have one or more supervisors.

The primary supervisor shall normally be:

- A member of staff based in the student's home department (including college fellows) on a permanent contract and who is an Associate Professor, Reader, or Professor, OR
- A researcher based in the student's home department with an independent fellowship that lasts for the duration of the student's degree.
- Members of staff who meet one of the above criteria but who are employed an open-ended contract may also act as a primary supervisor where the department has a reasonable expectation that their employment will last for the duration of the student's degree, and there is confidence that an appropriate alternative supervisor could be appointed should the postholder leave before the completion of the student's degree.

The primary supervisor will be currently engaged in research in the relevant discipline(s) so as to ensure the direction and monitoring of the student's progress is informed by up-to-date subject knowledge, methods, and research developments.

Nobody should be appointed as the primary supervisor if it is known at the time of appointment that they will not be in post for the normal duration of the student's programme.

A person appointed to supervise alongside the primary supervisor shall normally be:

- An Associate Professor, Reader or Professor.
- A member of research staff who is grade 8 or above.
- An independent research fellow (those with fellowships secured from an external learned society, research council or equivalent). The fellow should have at least three years' experience as a postdoctoral researcher before becoming a supervisor.
- A postdoctoral researcher with at least three years of experience of research.
- A Department Lecturer at grade 8 or above who is research-active and has at least three years of experience of research.
- An employee of an external organisation who has both a relevant doctorate (or equivalent research expertise) in the subject of the student's DPhil, and who has at least three years of experience of working in research and development.

A postdoctoral researcher who has done less than three years' postdoctoral research should not normally be appointed as a supervisor, however, this should not preclude informal support as part of a supervisory team.

For a student following an interdisciplinary DPhil who has two equally senior supervisors in two different departments, there should still be a single primary supervisor, who will be based in the department where the student is registered for administrative purposes. For the purposes for signing off Transfer, Confirmation and submission forms, the primary supervisor should liaise with their counterpart in the other department, and where this is any disagreement between the two, the DGS in the department where the student is registered will make the final decision.

A candidate should not be admitted if there is no suitable specialist supervision available.

Responsibilities of the supervisor

Supervisors must recognize and accept the responsibilities both to the student and to the relevant department, faculty and division implicit in the supervisory relationship as set out in section 4.4 of the *Policy on Research Degrees*. This includes complying with the *Policy concerning relationships between students and staff*.

Where there is more than one supervisor, the primary supervisor is responsible for:

- ensuring that there is agreement between all supervisors on how they will work together, and how they will communicate with the student(s) they are supervising.
- ensuring that students have the opportunity to attend the minimum number of meetings prescribed in the *Frequency of meetings* section below.
- overall academic progress and pastoral needs.
- signing progression forms.

Supervisors must complete Graduate Supervision Reporting (GSR) and ensure that any concerns regarding a student's progress are discussed with the student and recorded in writing (particularly if there are concerns prior to the Transfer of Status or Confirmation of Assessment assessment).

If supervising an externally funded student (e.g. UKRI funding), supervisors must support students to submit within their funded period and must engage with the requirements stipulated by the funder, which may include attending training or briefing sessions and supporting the student's development needs analysis.

Fieldwork

Supervisors have particular responsibilities to student who are undertaking fieldwork. Specific duties are:

- being aware of relevant University Safety Policies and Departmental procedures.
- considering the health and safety implications of any research proposal.
- ensuring their students have received training appropriate to their needs.
- ensuring that risk assessments have been made and the safety provisions relating to the work exist and have been discussed with those doing it.
- ensuring that suitable arrangements are in place for regular contact to provide support and checks on the student's welfare while they are away.
- reviewing arrangements with the student after the fieldwork to identify any problems and learn any lessons.

University policies relevant to fieldwork are:

- Overseas Travel
- Safety in Fieldwork
- Student Placements
- Supervisor responsibilities
- Health and Safety Management responsibilities

Each department has its own arrangements and procedures to implement these policies.

Training available for students:

Central University - Overseas Travel and Fieldwork | Safety Office

Social Sciences Division - The division **Researcher Development** website (DPhil students | Social Sciences Division) includes Fieldwork Safety Training as one of the courses it offers.

Training and mentorship for supervisors

Appropriate support and training will be given to new supervisors and all appointees new to supervision are required to undertake the online supervision course developed by the Division in association with the CTL.

For members of academic staff in their initial period of office, departments will appoint a Mentor who will, amongst their other duties, provide advice, support, and guidance on

teaching, and supervision of research students. New academic staff will also have access to general support and advice from the Director(s) of Graduate Studies in their department/faculty. The supervision record of a new member of academic staff is included in the review prior to appointment to retiring age, and a high standard of supervision is expected.

Training for those supervising fieldwork is available at Fieldwork and overseas travel supervisors.

Departments may also organise briefing and discussion sessions for their supervisors.

Quality assurance for supervision

Departments should put in place mechanisms to ensure that the quality of supervision is not put at risk as a result of the excessive volume and range of other duties assigned to individual supervisors.

Normally Associate Professors will supervise **four students**, and Associate Professors with Tutorial Fellowships and joint (cross-departmental) post-holders will supervise **three students** (the notional maxima being eight and six respectively).

These norms and notional maxima are based on sole supervision and, where staff are engaged in joint supervision, would be adjusted to reflect the level of commitment involved. In addition, the norms may also need to be adjusted where staff take up significant research or administrative posts (including departmental and/or college officer roles) in terms of both their capacity to supervise new students and any impacts on their current supervisory load.

The Division emphasizes the importance of adhering to the UK Quality Code for Higher Education indicators of sound practice in the provision of supervision, which state that higher education providers will:

- appoint supervisors with the appropriate skills and subject knowledge to support and encourage research students, and to monitor their progress effectively.
- ensure each research student has a supervisory team containing a main supervisor who is the clearly identified point of contact.
- ensure that the responsibilities of research student supervisors are readily available and clearly communicated to supervisors and students.
- ensure that individual supervisors have sufficient time to carry out their responsibilities effectively.

Frequency of meetings

The Division normally expects a full-time research student to have a minimum of nine one-hour meetings (or equivalent) per year (part-time students pro rata). Where possible, meetings should be held face-to-face, but may also be held virtually e.g. via MS Teams with the agreement of both the supervisor and student. In particular, supervisors are asked to take a flexible approach when scheduling meeting and setting deadlines for students with disabilities and/or caring responsibilities.

In addition, students with more than one supervisor may request at least one meeting with all of their supervisors together per year.

The frequency of meetings may vary according to the stage of the research programme. It follows that, alongside their other duties, a supervisor should be able to provide this typical level of support for each of their research students.

Departments are responsible for making appropriate arrangements to cover for a supervisor's absence on leave or for other reasons, and should ensure that students are not disadvantaged by appointing a supervisor who is about to go on leave.

Change of supervisor

Where a student's research changes focus such that their current supervisor may no longer be the most appropriate person to provide guidance on the revised topic, the department/faculty, in consultation with the supervisor concerned, should consider whether or not an additional or alternative supervisor should be appointed. It should be noted that such a change of research focus is unusual, and requires prior permission from the department or faculty concerned.

Where a student feels that there are good grounds for contemplating a change of supervisor, this should first be discussed with the supervisor concerned, or if this seems difficult, with the appropriate Head of Department, Director of Graduate Studies or their deputies, or the college adviser.

If this involves concerns over the quality of supervision, students should be encouraged to seek to resolve the matter by informal means where possible, but should be made aware of the University's formal complaint procedures.

Annexe A

Supervisor checklist

This document provides a checklist of the main areas of responsibility of supervisors:

General responsibilities

- provide academic leadership to the student, and clarification of expectations.
- advise the student about all aspects of the research programme: standards, planning, literature, sources, attendance at classes/ lectures, techniques and skills.
- undertake a regular Training/Development Needs Analysis/Skills Review with the student.
- (where acting as a co-supervisor or part of a supervisory team) co-ordinate advice and guidance, and ensure that respective responsibilities (such as managing fieldwork etc.) are clear both to academic colleagues and to the student.
- avoid absence on leave without appropriate temporary supervision having been arranged for the student. [Leave will not normally be approved without such arrangements being in place.]
- have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training (see the section B11 of the UK Quality Code: Quality-Code-Chapter-B11).

Meetings and feedback

- arrange an initial meeting with the student as soon as possible at the beginning of the degree, and agree with the student expected frequency, format and duration of future meetings, and arrangements for contact when either the supervisor or student is away from Oxford;
- meet with the student regularly (normally a minimum of nine one-hour meetings (or equivalent) per year)) and agree the expected speed for the return submitted work with feedback and constructive criticism;
- where students have more than one supervisor, they may request at least one meeting with all of their supervisors together per year;
- contact the student ahead of return from suspension and arrange to formally meet as soon as possible upon the student's return to study;
- always arrange a meeting with the student as soon as possible upon his/her return from fieldwork;
- keep written records of the meetings to ensure both student and supervisor are clear on action to be taken and to help in monitoring progress;
- consider providing dedicated time in supervision meetings to discuss any personal issues or external commitments which may be impacting on the students' academic progress.

Student Research

- assist the student in defining the topic of research which can be completed and written up within the prescribed period;
- advise at an early stage on research design and the effective collection and storage of data;
- provide an overview and guidance on the structure of the completed thesis and guide the student through to timely completion;
- give guidance on:
  (i)   the nature of research and the standard expected (including advice on presentation and writing style);
  (ii)   the planning of the research, literature and sources;

(iii) attendance on appropriate research training and professional skills training courses, including fieldwork safety courses;
(iv) techniques that may be needed;
(v) other sources of advice and expertise;
(vi) ethical issues, and the procedures for seeking ethical approval through the Social Sciences and Humanities Inter-Divisional Research Ethics Committee (IDREC), where appropriate;

- ensure that the student is aware of, and has taken appropriate action with respect to:
  (i) any ethical, research integrity and legal issues connected with the research and data storage;
  (ii) any health and safety issues connected with the research, including lab-based research and/or fieldwork (see Annexe C – Supervisors' responsibilities for students undertaking fieldwork). This includes identifying and ensuring appropriate risk assessment and training;
  (iii) issues concerning intellectual property;
  (iv) issues related to third party copyright for the hard copy and digital thesis;
  (v) issues concerning conflicts of interest (Conflict of Interest Policy | Research Support)
  (vi) the need to avoid plagiarism and to be aware of University guidance on plagiarism (see also information about what plagiarism is and how to avoid it)

Student progress, monitoring and performance

- assist the student to work within a planned framework and timetable;
- monitor the student's ability to write a coherent account of his or her work in good English;
- review student feedback and make termly reports on the student's work using Graduate Supervision Reporting (GSR), including reviewing and updating training requirements. The supervisor should discuss the contents of the report with the student – in particular, any concerns should be discussed with the student before being flagged in GSR;
- provide the student with regular information as to the student's progress, and, where problems arise, provide guidance and assistance in relation to necessary, corrective action;
- provide relevant information on students' attendance, academic progression, and performance to the department;
- assist the student with the preparation, timetable and submission of material relating to applications for Transfer of Status, and for Confirmation of Status, and to provide appropriate feedback, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination procedures and requirements;
- advise the student on the timing of submission of the thesis and consult with the student in order to make recommendations for the appointment of examiners;
- to encourage the student to apply for any adaptations needed in response to disabilities ahead of milestones assessments or the final oral examination;

Resources

- ensure that the student is familiar with the research facilities and activities of a department or faculty;
- advise as appropriate on financial support available, for example, funding for conferences, field trips, or other research travel;
- encourage the student to obtain knowledge and information about career opportunities;

- alert the student, where necessary, to other services provided within the University, for example, health, disabilities, and counselling;

Development and training

- assist the student during the course of the first term, and at least annually thereafter, with the identification and subsequent development of skills for subject-specific research training and for personal and professional purposes, including advice on teaching opportunities and appropriate training and ensure that the Training/Development Needs Analysis/Skills Review is uploaded onto GSR or submitted through Canvas.
- encourage the student to attend the Divisional student induction event provided through the Grand Union Doctoral Training Partnership and the appropriate courses offered through Divisional Skills Training Programme.
- pursue opportunities for the student to take part in the intellectual life of the department and to discuss his or her work with peers and others in the wider academic community (including the presentation, and possible publication, of research outcomes where relevant) at divisional, university, national and international level.

Discussion prompts for first meetings with students

To help clarify mutual expectations and establish good communication between supervisors and students, it may be useful to consider the following questions:

Research Direction

- How much direction do you expect to provide as a supervisor?
- How much direction does your student expect you to provide?

Knowledge and skills

- What skills do you expect your student to have or to acquire? (Use the Training/Development Needs Analysis/Skills Review document to support this discussion.)

Time-management and meetings

- How often do you expect to meet with your students and how?
- How much time do they expect from you?
- Are there any considerations which should be taken into account regarding disabilities and/or caring responsibilities?

Feedback and constructive criticism

- How often do you expect to receive work from students?
- What sort of feedback will you provide?
- What are your student's expectations?

Turnaround times

- How quickly do you expect to provide feedback on work that students have submitted?
- How quickly does your student anticipate you being able to provide feedback?

Communication between meetings

- What medium do you prefer to communicate with students: by phone, MS Teams/Skype, email, in writing?
- How quickly do you expect to respond to messages from students?

- What do they prefer and expect?

Expectations for written work

- Do you expect to receive students' work all at once, or in smaller chunks?
- Do you expect their drafts to be 'works in progress' or more polished pieces?
- At what intervals do you expect students to submit work?
- Would you prefer to receive documents in hard copy or electronically?

Annexe B

Research student checklist

This document provides a checklist of the main areas of responsibility of research students:

General responsibilities

- an obligation to act as a responsible member of the University's academic community*;*
- responsibility for his or her own research activity, for satisfying the requirements of the DPhil programme, and for giving the necessary time and effort to the programme;
- responsibility for the direction of and innovation in the research project as it develops, with the support of the supervisor(s);
- responsibility for reviewing skills and training needs on a regular basis with the support of the supervisor(s), undertaking any training agreed with the supervisor and department(s) concerned, and uploading completed Training/Development Needs Analysis/Skills Review documents on GSR or Canvas;
- responsibility for working with his or her supervisor(s), other staff and colleagues to maximise progress in his/her research degree.

Meetings and feedback

- attend an initial meeting with the supervisor as soon as possible at the beginning of the degree, and agree with the supervisor the expected frequency and duration for future meetings (including any considerations which need to be taken into account due to disabilities and/or caring responsibilities), and arrangements for contact when either the supervisor or student is away from Oxford;
- where more than one supervisor is appointed, request to meet with all supervisors together at least once per year;
- arrange to meet with the supervisor as soon as possible upon return from fieldwork or suspension;
- discuss and agree with the supervisor the most appropriate model of supervision, the type of guidance/comment which is most helpful, and the expected speed for feedback on written work;
- recognize the demands made on a supervisor's time and the need to prepare adequately for meetings and to observe deadlines;
- accept the importance of constructive criticism within the supervisory relationship, and seek a full assessment of the strengths and weaknesses of any work;
- keep a written record of discussions with the supervisor, and give full weight to any suggested guidance and corrective action proposed;

Research

- define the area of research, complete the literature review, acquaint him/herself with the background knowledge needed, and produce a timetable for the completion of the research project;
- write a clear and detailed research proposal prior to embarking on the research for the thesis;
- abide by the University's requirements with regard to plagiarism, and the legal, ethical, and health and safety guidelines related to her/his research;
- prior to embarking on empirical work or fieldwork (data collection):
    (i)   seek approval from the supervisor;
    (ii)   where research involves human subjects, seek ethical approval via her/his department/faculty and complete the University ethical approval form(s) for submission to the Social Sciences and Humanities Inter-divisional Research Ethics Committee (IDREC) prior to undertaking data collection;

  (iii) undertake any necessary risk assessments and obtain travel insurance well in advance of the proposed trip, and agree a plan to remain in contact with the supervisor;

  (iv) where necessary, apply in good time for a disclosure through the Disclosure and Barring Service (DBS) if the research involves working with children and/or vulnerable adults.

Progress, monitoring and performance

- in consultation with the supervisor, establish a clear timetable and programme work which is kept under regular review, and keep relevant records of all aspects of the work;
- submit written material in sufficient time to allow for comments and discussion;
- engage actively in the review process and play an active role in planning and reviewing progress;
- seek out and follow the regulations applying to the research programme, and seek clarification, where necessary;
- provide regular reports on progress where these are required (and at least once a year for the supervisor), and to inform the supervisor immediately of any circumstance which might lead to interruption of study;
- with the support of the supervisor, complete the assessed written assignments required as part of the research training programme and submit them by the dates specified;
- ensure that the standard of his or her written and spoken English is of the necessary standard for the submission of a thesis;
- allow sufficient time for writing up and pay particular attention to final proof reading;
- decide when he or she wishes to submit the thesis for examination, having provided the supervisor with sufficient time to comment on the final draft and having taken account of the supervisor's opinion;
- (where the student feels that there are good grounds for contemplating a change of supervision arrangements) discuss this with the existing supervisor, or, if this presents difficulty, with another appropriate officer in the department, faculty or with a college adviser.

Resources

- make positive use of University, departmental/faculty, and college teaching and learning facilities;
- make appropriate use of any guidance available relating to the student's career after successful completion of a research degree.

Development and training

- attend the required courses/training, and other appropriate courses and research training as agreed with the supervisor;
- make full use of opportunities to engage in the intellectual life of the department/faculty and the wider academic community;
- make appropriate use of opportunities for personal and professional development.

Annexe C

Supervisors' responsibilities for students undertaking fieldwork

Overview

Fieldwork

The University has a legal duty of care to its students undertaking fieldwork. University Policies and Procedures are in place to set out how this duty of care is to be discharged. These procedures require that risks are assessed and proportionate measures and arrangements put in place to mitigate those risks to an acceptable level.

Responsibility

Supervisors play a key role in this process in terms of a) ensuring risk assessments are carried out b) ensuring their students are properly prepared for their fieldwork, as well as c) bringing their own experience and knowledge to guide, advise, assess and check arrangements. All University employees have a legal duty to take reasonable care for the safety of those affected by their [the employees] acts or omissions. Employees, and students, are therefore expected to comply with the University's health and safety policies. A key requirement for field trips is careful planning to reduce the likelihood or impact of something going wrong. Supervisors must therefore be able to demonstrate this planning by ensuring assessments are in place, appropriately prepared, documented where necessary, reviewed and authorised.

Specific duties of Supervisors are to:

➢ Be aware of relevant University Safety Policies and Departmental procedures.
➢ Consider the health and safety implications of any research proposal.
➢ Ensure their students have received training appropriate to their needs.
➢ Ensure that risk assessments have been made and the safety provisions relating to the work exist and have been discussed with those doing it.
➢ Ensure that suitable arrangements are in place for regular contact to provide support and checks on the student's welfare while they are away.
➢ Review arrangements with the student after the fieldwork to identify any problems and learn any lessons

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Relevant university policies, training courses and further information /resources can be found at:

Practical guide for fieldwork supervisors

More information on fieldwork (useful links and information)

Fieldworker experiences case studies

University policy statement on Overseas travel and Safety in fieldwork