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DPHIL HANDBOOK

FOR DOCTORAL STUDENTS AT THE RUSKIN SCHOOL OF ART

2020-2021

A WORKING GUIDE TO ESSENTIAL FACTS
A SET OF RULES AND REGULATIONS THAT DEFINE THE COURSE
AN EXPLANATION OF EXAMINATION CRITERIA
A SET OF HEALTH AND SAFETY REQUIREMENTS

Preface

This handbook applies to students starting as research students at the Ruskin School of Art during the academic year 2020-2021. Students starting in other years should refer to the handbook year of issue corresponding with their first year of study.

It is intended as both a source of information in its own right, and as a guide to other sources of information. Comments on the handbook are always very welcome and should be sent to the Graduate Studies Administrator (Heather Savage) at graduate@rsa.ox.ac.uk.

The University of Oxford is a large and complex institution but the Ruskin itself is small and intimate and, we hope, very friendly. This handbook is designed to assist you with navigation around the many administrative processes that you will encounter whilst studying for your DPhil.

Disclaimer
This handbook provides an informal description and interpretation of the *Examination Regulations*. However, students who have any specific circumstances or issues should consult the *Examination Regulations* preferably with the help of their Supervisors and Graduate Studies Administrator. Cases can sometimes arise which need to be referred to the University's Educational Policy and Standards Committee.

The *Examination Regulations* relating to this course are available at:
http://www.admin.ox.ac.uk/examregs/2020-21/rdftrsofart/.

Should there be a conflict between information contained in this handbook and the *Examination Regulations* then you should follow the *Examination Regulations* as they are the authoritative expression of the University rules and take precedence over the contents of this handbook. If you should have any concerns, please contact the Graduate Studies Administrator at graduate@rsa.ox.ac.uk.

The information in this handbook is accurate as at **October 2020**; however, it may be necessary for changes to be made in certain circumstances, as explained at http://www.ox.ac.uk/admissions/graduate/courses/changes-to-courses. If such changes are made, the School will publish a new version of this handbook together with a list of the changes and students will be informed.

Policies and Regulations
The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University Regulations, Codes of Conduct, and Policies available on the Oxford Student website: http://www.ox.ac.uk/students/academic/regulations.

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List of Acronyms Used Throughout the Handbook

BR	:	Bullingdon Road Building/Site
CoS	:	Confirmation of Status
DGS	:	Director of Graduate Studies
DPhil	:	Doctor of Philosophy (i.e. PhD)
DUS	:	Director of Undergraduate Studies
EdC	:	Education Committee
Exam Regs	:	Examination Regulations
GJCC	:	Graduate Joint Consultative Committee
GSO Forms	:	Graduate Studies Office Forms
GSA	:	Graduate Studies Administrator
GSC	:	Graduate Studies Committee
GSR	:	Graduate Supervision Reporting
H&S	:	Health and Safety
HAF	:	Head of Administration and Finance
HoS	:	Head of School
HS	:	High Street Building/Site
HT	:	Hilary Term
Hum Div	:	Humanities Division
LTS	:	Leave to Supplicate
ORA	:	Oxford University Research Archive
MFA	:	Master of Fine Art
MT	:	Michaelmas Term
PR	:	Probationer Research Status
RSA	:	Ruskin School of Art
ToS	:	Transfer of Status
TT	:	Trinity Term
VS	:	Visiting Speaker
VT	:	Visiting Tutors

Welcome from the Head of School and the Director of Graduate Studies

We are very happy to welcome you to the Ruskin School of Art and to our lively and diverse community of artists, art historians and art theorists. Although small we are mighty and you will be able to find others here, including students, staff, visiting speakers and tutors, with whom you can share ideas and from whom you can learn, both through informal interactions and more formally in the research seminars that take place throughout the year.

You will be supervised by, and have access to, people at the forefront of their field who will encourage and support you throughout your time at the Ruskin. We hope that you will take advantage of the many opportunities available in the School to help you develop outstanding research.

During these difficult times our professional and art practice staff will do everything in their power to ensure that your needs are met and to guide you through any administrative hurdles you encounter and any technical challenges you face on your progress through the DPhil programme.

But most of all we hope you find your experience here rewarding, exciting and enjoyable.

Kristen Kreider   *Jason Gaiger*
Head of School   *Director of Graduate Studies*

The Ruskin School of Art

The Ruskin School of Art introduced its DPhil programme in October 2006 in response to the growing demand for doctoral study in Fine Art. The programme offers two strands – in contemporary art making (through the 'practice-led' DPhil) and in contemporary art history and theory (through the DPhil by written thesis only). The exact specifications and requirements of these degrees are described in the relevant sections of the handbook.

The Ruskin Committee (convenes Tuesday, 6th week of each term)

Students at the Ruskin School of Art come under the jurisdiction of the Ruskin Committee which has responsibilities including:

(i)   Permitting changes of status, i.e., from PRS to DPhil students;
(ii)   Accepting a title change for a proposed DPhil thesis;
(iii)   Appointing a University Supervisor for each student;
(iv)   Granting suspensions of status;
(v)   Granting reinstatement of students whose status has lapsed;
(vi)   Granting dispensations from residence requirements;
(vii)   Permitting extension to the period within which a thesis may be submitted;
(viii)   Appointing examiners for DPhil candidates;
(ix)   Granting degrees to DPhil candidates on the basis of the examiners' reports;

These responsibilities are carried out according to the decrees and regulations published each year under the title *Examination Regulations (http://www.admin.ox.ac.uk/eamregs/).*

Both Undergraduate and Postgraduate Student Representatives may attend this Committee meeting for Unreserved Business matters only.

Graduate Studies Committee (GSC) (convenes Tuesday, 4th week of each term)

In practice most of the above responsibilities are delegated by the Ruskin Committee to the Graduate Studies Committee (GSC). This Committee is chaired by the Director of Graduate Studies (DGS) and the Secretary to the Committee is the GSA (Heather Savage). The Committee is comprised of approximately 10 members of the academic staff (including Head of School) and Head of Administration and Finance (HAF). The Postgraduate Students Representatives also attend the Committee for Unreserved Business.

Graduate Joint Consultative Committee (GJCC) (convenes once a term)

The Graduate Joint Consultative Committee (GJCC) is a postgraduate led committee that meets once a term to discuss matters relating to the postgraduate programme and to raise any issues that might need to be addressed. The DPhil and MFA representatives chair this meeting and both academic and administrative staff attend to discuss ongoing issues and concerns. A further opportunity to discuss graduate matters as a group with the DGS is offered in the context of the Research Seminars and by special appointment at other times.

The DPhil Representatives are elected on an annual basis. Your DPhil Representatives will contact you at the beginning of the new academic year to introduce themselves.

FUNDING OPPORTUNITIES

Your college should be your first point of contact for research fund requests. Should your college be unable to assist, you may be eligible to apply to the Ruskin's GSC. You should contact your GSA in the first instance so that the correct form and eligibility criteria may be sent to you. In any such application you will need to provide full details of requests submitted to your college, and any other bodies, and the outcomes of such requests. Subject to the availability of funding, the Committee may award support of up to £1000 in total across the three years (six years for part-time students) of fee-liability, to cover research and examination expenses. Grants for consumables will not be made. Applications should provide precise and detailed costings. The £1000 maximum may be awarded either in one year, or spread across two or more years. Candidates registered for the practice-led DPhil may also apply for a further grant of up to £500, up to but not beyond the fourth year of registration full-time, or eighth year part-time, to support the costs of the final exhibition for examination. Application forms

are available from your GSA.

A comprehensive guide to funding opportunities is provided by the Humanities Division. For detailed information see: http://www.ox.ac.uk/feesandfunding/

GENERAL INFORMATION FOR INCOMING DPHIL STUDENTS

DPhil Induction and Starter Information
A starter pack will have been sent to you by the Graduate Studies Administrator which contains information such as Induction Schedules, Course Timetables, Student Registration, etc.

If you did not receive this starter pack, please contact the Graduate Studies Administrator as soon as possible.

Studying for the DPhil
Students are responsible for their own academic progress. At Oxford the terms are short, and for this reason it is important that all course participants attend all their scheduled sessions. Students' work will be regularly monitored through tutorials, supervisions and regular staff discussion.

Access – Please see the separate guidance issued by the School's H&S Officer
Both the High Street and Bullingdon Road sites are open from first week to ninth week from Monday – Friday, 09:00 until 21:00. On Saturdays of weeks 1-8 during term both sites are open 09:00 until 13:00. Subject to the completion of mandatory induction activities, and with the agreement of the Head of School and the Health and Safety Officer, graduate students may be provided with additional hours of access to their studios, but not to workshops. Your University card provides access to Bullingdon Road and to High Street.

Studio Space – Please see the separate guidance issued by the School's H&S Officer
All studios in the School are located within shared spaces. Within these areas at any one time you will find multiple activities, a wide variety of materials and many interactions. Please be aware that, under Health and Safety considerations, you are not permitted to use aerosol spray paints within your studio space. You may use spray paints at Bullingdon Road but only after induction by Ruskin staff and in line with instructions. The Ruskin provides fire-proof units at the Bullingdon Road site for the storage of aerosol cans. Aerosols must not be brought onto the High Street premises.

Miscellaneous- Please see the separate guidance issued by the School's H&S Officer
At both High Street and Bullingdon Road water coolers are available for your use. Please ensure that any food wrappers, plastic bottles/cups or general waste are disposed of in the recycling bins and disposal units provided.

CONTACTS
Key Academic and Administrative Staff for DPhils

Graduate Studies Administrator
Heather Savage is the Graduate Studies Administrator (GSA) based in the High Street Office (graduate@rsa.ox.ac.uk), and should be contacted in the first instance on all post-graduate issues. Heather supports the MFA Course Leaders and works with the DGS to address the School's graduate academic administration, including admissions processes, on-course support and examinations. She is the first point of contact for all postgraduate enquiries.

Director of Graduate Studies
The Director of Graduate Studies (DGS) has general oversight of the Ruskin Graduate Programmes and their development. The DGS is available to provide academic advice to all graduate students and should be contacted if it has not been possible to resolve an ongoing difficulty. The Director of Graduate Studies (DGS) is Jason Gaiger (jason.gaiger@rsa.ox.ac.uk).

Please Note: before contacting the DGS you should consult, in the first instance, with the GSA (Heather Savage). The GSA, in most instances, will be able to assist you and will refer on any issues requiring the DGS's personal attention.

Head of School
Kristen Kreider is the Head of School (kristen.kreider@rsa.ox.ac.uk) and is available to provide academic advice should difficulties arise that cannot be resolved by contacting the Director of Graduate Studies.

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

The Ruskin's teaching staff also includes around 15 to 20 Visiting Tutors (VTs) in any given academic year. VTs are, in the large majority of cases, practitioners often working from London studios They visit the School to provide teaching for an agreed number of days each term. They can be contacted via pigeon-hole in the High Street main office or via email: *firstname.surname@rsa.ox.ac.uk*.

Ruskin Administration and Support Team

The High Street Office is open Monday-Friday, 09:00 to 17:00. –***this may be changed in short notice***

Richard Sykes is the Head of Administration and Finance (HAF) at the Ruskin. Duties include personnel and financial management, as well as oversight of academic and student administration and premises management. He is also available to discuss any matters you wish to raise in confidence.

Jon Roome is the Electronic Media Specialist, which includes the role of IT manager. Jon is also the School's Health and Safety Officer and is based at Bullingdon Road.

Simon Lewis is the Ruskin's Senior Technician who works at Bullingdon Road to support students in the studio work and workshop needs.

Matthew Terry, Technician, is also based at Bullingdon Road and works with Simon and Jon and, on occasion, at the High Street studios as well.

Laura Unwin is the Ruskin's Librarian and works part-time during each academic term, on Mondays and Thursdays. Laura manages the library collections, can advise on new materials in the Ruskin library and assist with information about other University libraries.

Ruth McGuire is the Ruskin's Finance Officer and works in the office on Wednesday and Thursday only. She processes orders and expenses forms, and addresses other departmental financial responsibilities.

Emergency Contact Numbers:
University Security Services Emergency Number (24 hrs):   01865 (2) 89999
University Security Services General Enquiries (24 hrs):   01865 (2) 72944

Your Contact Details
We need to know how to get in touch with you. Whenever possible we will do so by use of your university email address, and you are asked to use this for all your Ruskin-related email communications. It is also helpful if we have a mobile number for you, so it is important that you update your details on the Student Self Service as and when changes occur.

IMPORTANT DATES

Term Times
Michaelmas Term 2020   Sunday, 11 October 2020 – Saturday, 05 December 2020
Hilary Term 2021   Sunday, 17 January 2021 – Saturday, 13 March 2021
Trinity Term 2021   Sunday, 25 April 2021 – Saturday, 19 June 2021

Graduate Progression and Applications Deadline
Graduate forms are available on the Student Gateway:
http://www.ox.ac.uk/students/academic/guidance/graduate/progression

The appropriate GSO forms should be completed by your supervisors and your College Tutor for Graduates before approval may be given by DGS. A new electronic system has been introduced so please check with the GSA as she will be able to issue you with the correct guidance.

Students who wish to have applications considered (e.g. Transfer of Status, Research/Materials Grant, the appointment of examiners, etc.) should ensure that their applications are processed by the dates given below.

If, however, students are not ready to submit their applications for Transfer or Confirmation by the dates below, they will be required to apply for a deferral (GSO.2b or GSO.14b) and this should be submitted to Heather Savage as soon as possible.

For further information regarding the actual process for Transfer of Status and Confirmation of Status please refer to the relevant sections in this handbook.

Deadlines
**The following dates are for full-time students only; part-time students should contact the GSA for confirmation of their submission dates

Transfer of Status: Monday, 10 May 2021 (Monday, Week 3, Trinity Term)
or with Supervisor Support: Monday, 4 October 2021 (Monday, Week 0, Michaelmas Term)

Confirmation of Status: Friday, 21 April 2023 (Friday, Week 8, Hilary Term)

Applicants should note that the Graduate Studies Committee does not meet over the summer, i.e., between the end of Trinity Term and the beginning of Michaelmas Term. Applications for appointment of examiners and examiners' recommendations for awards of degrees may not always be processed during this period – please contact the GSA, Heather Savage, for advice.

Weekly Information and the Online Calendar
Events and information change and develop very rapidly in the RSA, and you need to keep up to date. The best way to do this is via email and the web. You are also reminded to check the online calendar, where you will find all the dates of events, visitors and activities that go on in the School. You should check it daily. There are various ways in which you can see the calendar.

Follow the links to the calendar from the home page of the Ruskin website: http://www.rsa.ox.ac.uk

Many calendar applications that you may use on your own computer allow you to subscribe to other calendars that use the same format.   This means that details will be automatically updated to your own calendar. You can subscribe to the Ruskin calendar using a link provided on the Ruskin website.

If you are having any problems setting this up or need further explanation, please contact Jon Roome: 01865 (2) 83899 or email: jon.roome@rsa.ox.ac.uk

Research Ethics (including CUREC)
The University is committed to ensuring that its research involving human participants is conducted in a way that respects the dignity, rights, and welfare of participants, and minimises risk to participants, researchers, third parties, and to the University itself. All such research needs to be subject to appropriate ethical review.

The University and the School regards research integrity as a core value and has a longstanding commitment to ensuring that it is embedded in its research culture and activity. The University's *Academic Integrity in Research: Code of Practice and Procedure* states that all its researchers, be they staff, students or visitors, are expected to

maintain the highest standards of rigour and integrity in all aspects of their research. To facilitate this, the University and therefore the School is guided by the Central University Research.

It is very important that no research is undertaken until ethical clearance has been granted. Retrospective clearance cannot be granted, and the lack of ethical clearance will reduce the integrity of your work, pose reputational damage to the School and University and will likely hinder your ability to publish.

If you have ANY concerns about ethics approval for your research and study or you are unsure if you require ethics approval please contact Heather Savage (Graduate Studies Administrator) as soon as possible.

All CUREC forms submitted for research by Postgraduate Students must be sent to the Graduate Studies Administrator who will arrange for the Director of Graduate Studies to assess the forms in the first instance.

*Please note that the Ruskin is unable to support any research after the submission of your work in June and will therefore be unable to sign or approve any CUREC forms that fall outside the duration of your course.

COMMUNICATION
Policy for Email Address Usage
We expect everyone in Humanities Division to use an **ox.ac.uk** email for University business.

Why is using an Oxford address preferable?
- It will enhance your credibility. An Oxford email address provides greater status when seeking out collaboration opportunities or attempting to recruit volunteers for studies.
- Oxford email addresses provide a stronger brand for individual faculties, thus increasing their standing in the minds of others.
- Using the University's email, rather than other email address providers, reduces the risk of infringing GDPR and thus potentially jeopardising our research income due to negative publicity with funding bodies. It also reduces the risk of incurring a financial penalty from the Information Commissioner's Office. Using unauthorised email accounts can result in compromising commercially sensitive or confidential University information. There are issues around retention and retrieval of the data with a third party data processor who may well be outside the EEA.
- It is your official University email address and will be included on a variety of circulation lists and used for official communications. Some messages could relate to crisis situations where immediate receipt is vital.
- It is more likely to be received as a genuine communication.
- It would reduce the risk of being lost in Junk mail.

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

ruskin-dphilstudents@maillist.ox.ac.uk

ruskin-allstudents@maillist.ox.ac.uk

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

Please note that misuse of the mailing lists will result in your removal from that list and that this removal maybe permanent dependant on the severity of the situation.

Mailing lists are used for the internal communication of news, events and official School business and are designed to be flexible in facilitating communications, while maintaining the security and availability of technology resources, and maintaining consistency and appropriateness of message content and appearance.

Please be mindful when sending emails to a mailing list. The university has a set of guidelines that must be adhered to. ***Please note that students should not use the mailing list to forward information that should be distributed by staff members.*** Please have a look at this link before making your first post: http://help.it.ox.ac.uk/email/netiquette/index

Since it is necessary to subscribe to a mailing list in order to be able to send messages to it, all staff are subscribers. You should bear this in mind and if you want to mail to groups of students only, you will need to compile your own mailing lists.

Social Media Guidance
Social Media can bring enormous benefits and opportunities to an academic community. There is, however, an inherent risk involved in using social media, in that it is an instantaneous and far reaching form of communication; inappropriate use has the potential to cause serious, and sometimes unexpected and long-term, consequences.

The University and the School encourages you to engage, collaborate and innovate through social media; however, wherever and whenever you do this, you must be aware of the potential impact on you and other users.

Social media is any online interactive tool which encourages participation, interaction and exchanges, such as blogs, discussion forums, instant messaging and any website that allows public commenting or posting. When using social media it can be tempting to speak and act in a way we wouldn't face-to-face. Remember that innocently intended comments posted online may be misconstrued, as the written word can lack the nuances of face-to-face interaction.

IT Services have published some helpful guidance on etiquette involving the use of email and on newsgroups, much of which will be applicable for social media as well: http://help.it.ox.ac.uk/email/netiquette/index.

Consequences of posting inappropriate material
Be careful not to post confidential material online without permission. This might be personal confidential information about an individual or information which is confidential for professional reasons.

Using social media to post offensive comments, images or other content may be a breach of the Code of Discipline under Statute XI and could result in disciplinary action by the Proctors. Remember that various civil and criminal laws apply to content posted online.

Civil claims that could be brought include actions for defamation, harassment, breach of intellectual property rights, fraudulent misrepresentation or breach of confidence. Criminal offences that could occur online include harassment, stalking, hate crimes, coercive or controlling behaviour, disclosing private sexual images without consent, blackmail, malicious communications and terrorism offences.

Be careful not to infringe copyright by posting others' content online (photographs, text, videos, music, etc.) without ensuring that you have permission to do so. This includes checking the terms of any licence – for example, you may need to credit the author and/or link to the licence.

If you are posting an image of a logo or trademark, always check that you have permission to do this. You may have the photographer or designer's permission, but not necessarily that of the owner of the logo/trademark. You should also consider checking the terms and conditions of social media accounts and/or websites before uploading material as by doing so you may be releasing ownership rights and control of content.

The University is not responsible for, and does not hold any ownership of, any content posted on social media by its students. When posting online there may be circumstances in which you risk giving the impression that you are speaking on behalf of the University or your department. If in doubt, you should consider adding a disclaimer to make it clear that you are posting in a personal capacity.

Noticeboards, Student Post and University Messenger
There are a number of notice boards at HS and BR with details of forthcoming exhibitions, notices, and other events across the University, including external prizes, seminars and trips. The notice boards in the RSA are used for sign-up sheets for departmental group events or small workshops, and photo galleries of students in the department.

Contact numbers for tutors and all emergency numbers are also displayed on these boards, as well as a list of key dates for each term in RSA's calendar.

At HS, tutors have pigeonholes in the main office. Student mail sent to the RSA is forwarded to their colleges. The University messenger system, the University's internal mail-service, collects and delivers to the RSA daily. Mail for this service can be left in the office.

Study and Residence Requirements (Divisional Guidelines)
The residence limit for full-time graduate students (other than those studying part-time) is twenty-five miles from Carfax Tower. Research students may be granted dispensation from this requirement if it is necessary for them to carry out academic work elsewhere. If you wish to seek dispensation, contact the GSA.

COURSE DETAILS

Aims and Objectives of the Doctoral Programme
The Ruskin Doctoral Programme is designed to support research in contemporary art making (through the practice-led DPhil) and contemporary art history and theory (through the DPhil by written thesis only). By its very nature this work often tends to be interdisciplinary and doctoral research conducted at the Ruskin is informed by research conducted in a number of other disciplines across the Humanities, Sciences and Social Sciences. In general, the programme supports interdisciplinary research by cultivating and maintaining strong links with other University Departments (including but not exclusively the Department of History of Art, the postgraduate programme in Film Studies, School of Pathology, Departments of Astrophysics, Biochemistry, Physiology, Anatomy and Genetics, Department of Education, and also the Museums of Science, Natural Science, the Ashmolean and the Pitt Rivers). The programme seeks to contribute at an international level to the definition of the nature of the Doctorate in Contemporary Art. It provides an exceptional research environment that enables contemporary artists, writers and art historians to work closely together in a world-leading, research-intensive university. The programme's intimate size and its dedication to contemporary art practice and theory is central to its stimulating and dynamic cross-disciplinary structure.

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

A series of specifically designed 'Ruskin Research Seminars' complement the students' independent research by offering an opportunity to present research projects, both studio and theoretical. The research seminars take place every week and follow a small workshop format in which students can present new research work in innovative and experimental ways.

Graduate Supervision
A Brief Guide to Research Supervision

The role of the Supervisor(s) is to:
- Establish a timetable of regular meetings for detailed discussion of your progress (these meetings should happen regularly throughout the year)

- Agree a research plan and programme of work, and to establish clear academic expectations and milestones
- Write a report on your progress at the end of each term on the Graduate Reporting System (GRS)
- Ensure you are aware of the formal requirements in relation to transfer and confirmation of status and final submission, and help you incorporate these into your plan of work
- Discuss with you subject-specific and general research skills required for your doctoral studies; work with you to identify areas where you require additional training to develop these and other skills; advise you on how these needs may be met, assess your skills development and training requirements at least once a year
- Inform the DGS of any concerns about your progress
- Assist and encourage you to participate in the wider academic community
- Ensure that you are aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations, guidance on plagiarism, and lecture lists
- Ensure that you are aware of the relevant guidelines and advice for students undertaking fieldwork

The role of the Student is to:
- Attend induction sessions arranged by the School, Bodleian Libraries and IT Services
- Meet with your Supervisor(s) regularly and take note of their advice and guidance
- Draw up a research plan and timetable of work in consultation, with your supervisor(s), and to keep relevant records of all aspects of your work
- Produce a detailed report on your progress at the end of each term, using GSR – there are sections for the student and Supervisor to complete
- Inform the Supervisor(s) immediately of any circumstance which might lead to interruption of study
- Attend appropriate classes, lectures and seminars
- Be aware of relevant University guidelines and regulations, e.g. student handbook, Examination Regulations guidance on plagiarism, and of any ethical or legal issues, Health and Safety requirements, or intellectual property issues arising from your research
- Work with your supervisor(s) to pursue opportunities to engage with the wider academic community at University, national and international levels.

Assessment: Transfer and Confirmation of Status
Link to University Policy and Guidance for postgraduate research students:
https://www.ox.ac.uk/students/academic/guidance/graduate/research/status/DPhil

There are three stages in obtaining the degree of DPhil: Probationer Research Student (PRS) status, DPhil status, and confirmed DPhil status.

Transfer (ToS) and Confirmation (CoS) of Status are formal assessment procedures. During the first year of study, Probationer Research Students are required to attend lectures, seminars, and classes within the University as directed by their supervisor(s). Students will also undertake foundation work related to their research area. They are then required to transfer status from PRS to DPhil status. Following a further period of research, students can confirm their status by undergoing the final official evaluation process before submission.

The detailed requirements for ToS and CoS are set out in the Examination Regulations. Please consult these carefully.

Full time PRS students are expected to transfer to full DPhil status in the third or fourth term of their degree. In the case of part-time students, applications for transfer should normally be made by the end of the sixth term.

Following transfer to DPhil status, CoS should normally take place in the eight term of full-time study.

Students must give notice of their intention to apply for ToS and CoS to the GSA. Application for transfer (including all the submitted material) should be submitted no later than the third week of the third term and accompanied by a report from the student's supervisor(s). (Upon the recommendation of the supervisor(s), a student may be permitted to submit their material for transfer no later than Monday of the week before full

term in the fourth term.) It is advisable to start the process well in advance, bearing in mind that the relevant form requires the signature of both the supervisor(s) and the College Tutor for Graduates before it reaches the GSA.

Requirements for Transfer from Probationer Research Status (PRS) to DPhil status
Criteria for Success
For Transfer of Status to be approved, the student will need to be able to show that their proposed thesis and its treatment represents a viable topic and that their written work and interview show that they have a good knowledge and understanding of the subject. In addition, the assessors will judge the application against the following criteria:

- The student has followed and completed their prescribed courses of study
- The student has undertaken preparatory research (and, where applicable, studio work) to the satisfaction of their supervisor(s)
- The proposed research topic is acceptable and that they are competent to undertake it
- In the case of those intending to offer studio practice as part of their final submission that the proposed work to be undertaken is of sufficient substance.
- Limitations to the research are addressed
- There is a suitable timetable for research
- The student is capable of carrying out advanced research
- The written work and interview show that the candidate has a good overall knowledge and understanding of the subject
- The proposed schedule of work can be completed within three or at most four years for the DPhil (six to eight years for part-time DPhil students)

Candidates for Transfer of Status should submit:
1. an application form (GSO.2 – a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance).
2. a brief statement (1,000 words) on the topic of their research and the manner in which they propose to treat it. This should be accompanied by:

EITHER

    (A) For the Degree of DPhil (by written thesis only) an essay of about 5,000 words relevant to the topic proposed for the thesis.

OR

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

Applications for transfer must be accompanied by a report from the student's supervisor(s) and include all supporting materials.

On receiving the submission the GSC or the DGS on behalf of the GSC shall appoint two assessors, both of whom shall consider the submitted material, and conduct the oral examination. The two assessors are asked to report back to the GSC. When considering thesis proposals for transfer, the GSC wishes to be assured:

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

If your application is not successful, you may reapply to transfer on one further occasion. You should contact your supervisor immediately to discuss your second attempt at Transfer. This second attempt should normally involve the same assessors and take place within one term of the first attempt. 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. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt being submitted.

If a student fails ToS after two applications s/he shall cease to hold the status of PRS student and her/his 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 procedure.

Instructions to Assessors
Assessors 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 should let the GSA know if there is a problem in this respect at the time of application.

Assessors are asked to consider whether the student is capable of carrying out advanced research, and whether the subject of the thesis/studio work and the manner of its treatment proposed by the student are acceptable for transfer to DPhil status. Assessors should judge the application against the criteria for success defined above. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and therefore strengthen their proposed research topic. 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 in 3-4 years (6-8 years for a part-time student). However, the assessors should judge submissions in light of the fact that they usually reflect a year's work and are made at the early stages of the research project. The written work should not be judged by the standards expected in 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 the research questions are, and have 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 the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

Significant differences of opinion between the assessors will be adjudicated by the DGS and/or GSC in consultation with the assessors and the supervisors.

Requirements for Confirmation of DPhil Status
All doctoral students are required to confirm DPhil status.

The Confirmation of Status (CoS) process allows the student to have an assessment of their work by two assessors, to give a clear indication of whether or not it would be reasonable to consider submission within the course of a further three terms, if work on the thesis/studio work continues to develop satisfactorily. However, successful confirmation of status should not be seen as being explicitly linked to the final outcome of the examination of the thesis.

The confirmation assessment is different to the transfer assessment. The assessors will be focusing on how the research/studio work is progressing, the quality of the work and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate progress in the development of the thesis, so that submission will be achieved within three or at most four years (or six to eight years for part-time students). In doing so, they are required to ensure that the student is not attempting to deal with an unnecessarily large amount of material. The student should benefit from independent assessment of her/his work and should receive authoritative comments and suggestions on problems and how to address them. The assessors maybe able to provide guidance on how to better present the material, or on the use of concepts or

methods. Even if the thesis/studio work is in good shape, the assessors may often stimulate valuable improvements to it. However, the assessors may also identify any weaknesses which may compromise the final submission. 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. Finally, the interview is a good opportunity to prepare for the *vive voce* examination of the final submission.

Applications for Confirmation of Status should normally be made by the end of the eighth term as a research student at Oxford, and CoS must be completed by the end of the ninth term at the very latest; or, in the case of part-time students, normally by the end of the eighteenth term (and must be completed by the end of the twenty-fourth term).

A DPhil status student will cease to hold such status unless it is confirmed within the specified period stated above. Confirmation of Status must be successful before DPhil examiners can be appointed.

Every student seeking Confirmation of Status should make a submission consisting of:
- an application form (GSO.14 – a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance).

and EITHER

(A)   For the Degree of DPhil (by written thesis only) a thesis title, together with an outline of the thesis, and an essay of about 6,000 words on the current state of the student's research, or a portion of the thesis of comparable length.

OR

(B)   For the Degree of DPhil (for those intending to offer studio practice as part of the final submission) a portfolio or exhibition of studio work, accompanied by statement of future plans and an essay on a related topic (3,000 words).

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

Criteria for Success
For confirmation to be approved, the student will need to be able to show that the research/studio work is already accomplished, shows promise of the ability to produce a satisfactory thesis/work on the intended topic, the work submitted for assessment is of the standard expected of a DPhil in the final exam and that the thesis/studio work can be completed within at most four years from admission.

The assessors will judge the submission against the following criteria:
- (i)   potential original contribution to the field of study
- (ii)   evidence of scholarly and lucid approach to the research issues
- (iii)   ability to write in a clear and coherent manner, with due attention to presentation
- (iv)   clear indication of how the research/studio work is being developed into a thesis
- (v)   clear timetable for the completion of the research
- (vi)   the ability to articulate and defend the argument in the interview
- (vii)   draft chapters are of the quality expected for a final DPhil thesis

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

Instructions to Assessors
Assessors 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 should let the GSA know if there is a problem in this respect at the time of application.

Assessors are asked to consider the submitted work against the criteria listed on page 16.

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 the student's work, as well as any concerns about the student's progress and suggestions for the research going forward.

Significant differences of opinion between the assessors will be adjudicated by the DGS and/or GSC in consultation with the assessors and the supervisors.

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

- *Successful confirmation* – accompanied by suggestions and advice for future progress.
- *Referral for a second* **and final attempt at confirmation** – this should normally involve the same assessors and take place within one term of the first attempt. 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 the final submission. 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.
  Referral may simply represent an attempt 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 will 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 avoid the risk of a far more costly and time-consuming referral of the final thesis.
- *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 graduate register.
- *Removal from the Student Register* – the assessors felt that that work presented for a second attempt at CoS was not strong enough to approve or to transfer to MLitt. If a student fails CoS after two applications s/he shall cease to hold the status of student and her/his 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 procedure.

Changes to the Research Project's Title or Topic

You may find as you proceed with your research that you need to modify your title or alter your proposed project in important respects. All such changes should be made in full consultation with your supervisor(s). If you need to alter your title, you need to return a GSO.6 form (a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance) to the GSA who will refer it to the GSC in the term before you apply for the appointment of examiners.

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

Extensions of Time
The normal time allotted for the completion of a DPhil thesis, twelve terms, is in each case from the term of admission as a PRS student. Students are expected to complete within that time. If you find that you are unable to finish your thesis within these limits, you may apply to the GSC not later twelfth term for an extension; such an application must be supported by your supervisor(s) and your college and will be approved only in exceptional circumstances. You should complete a GSO.15 - a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance. The Committee can award up to a total of six further terms for the DPhil (three terms for part-time students), but in each case is willing only to grant a maximum of three terms at a single application. Students who have reached the end of their allotted time are removed from the register of graduates, and you should bear in mind that this will have serious implications such as, for example, your entitlement to a University card, or your exemption from council tax. Students may subsequently apply for reinstatement. A new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance.

Suspension of Status
With the support of your college and supervisor, you may apply for suspension of status for a specified period. A GSO.17 should be completed (a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance). If the application is approved, you will not be liable to pay fees during the period of suspension and you will not be entitled to supervision or to use University facilities such as libraries. At the end of a period of suspension you should complete a GSO.17a (a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance).

The GSC is prepared to consider applications for suspension on the following grounds:

i) where you are effectively prevented from pursuing your course of study in circumstances which are outside your control, and where there are good grounds for believing that you will be able to resume work within a reasonable period (e.g. maternity/paternity leave, cases of unforeseeable financial difficulty, unexpected domestic crises, and physical or mental incapacity).
Note: Where suspension of status is required on the ground that the candidate has unforeseeable financial difficulties, the committee will require certification from the candidate's college that it was fully satisfied, when the candidate was first admitted, that his or her financial position was at that time sufficiently secure to enable him or her to complete his or her studies, but that since then an unforeseeable deterioration has occurred which makes it impossible for him or her to continue his or her studies for a limited period. An increase in university fees will not normally be regarded as a sufficient ground for granting suspension of status.

ii) where it is desirable that you should give up your work for a limited period either:
    1. to concentrate on some other project which cannot reasonably be deferred until your postgraduate work is completed (e.g. in order to acquire some ancillary qualification); or
    2. to take up temporary work which is likely to be relevant to your subsequent career and the opportunity for which is unlikely to recur.

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

The GSC also wishes to make clear that candidates are expected to endeavour to complete their studies within the normal time limits for the course in question and it is, therefore, not prepared to consider applications for

suspension merely on the ground that a candidate wishes to engage, for personal reasons, in some other activity and then return to his or her postgraduate work at some later date.

Final Submission
For students commencing in or after the 2015-16 academic year, the final submission consists in

EITHER

> (A) For the Degree of DPhil, a thesis of up to 80,000 words, including notes and appendices, but excluding acknowledgements, bibliography, glossary, image captions and table of contents

OR

> (B) Subject to points (i-iv) below, for the Degree of DPhil, a thesis of art practice that makes an original contribution to knowledge and comprises (a) a portfolio of artwork that is documented by textual material and photographic and/or other images including labels or notes of explanation, and (b) a written component of up to 20,000 words, including all such textual documentation, labels and notes of explanation, as well as footnotes, endnotes and appendices, but excluding acknowledgements, bibliography, glossary, image captions and table of contents

In the case of those candidates offering a thesis of art practice:

> (i) For the purpose of these regulations, "portfolio" means a body of original artwork that may take the form of one or more objects, images, environments, performances, texts, virtual or conceptual works, or any comparable form as agreed between the candidate and his/her supervisor.
>
> (ii) This body of work should be accompanied by documentation of high technical standards and theoretical sophistication that is sufficiently comprehensive as to fully record and communicate all aspects of the artwork where it is not possible to include the artwork itself within the written dissertation.
>
> (iii) The candidate will also prepare a presentation of the body of original artwork, which the assessors will view in situ in advance of the oral examination, or in exceptional cases review on the basis of the documentation provided. This presentation may take the form of an exhibition, performance, screening, demonstration or any comparable form as agreed between the candidate and his/her supervisor. The supervisor will ensure that the assessors view this presentation, which may take place in a different venue from, and on a day prior to, the oral examination. There should normally be no more than three terms between the dates of the viewing and the oral examination.
>
> (iv) In conducting the oral examination, the assessors will be concerned to establish that the argument of the additional written component has been clearly presented in relation to the artwork, and that the artwork has been set in its relevant theoretical, historical, technical and/or critical context.

In exceptional circumstances, candidates may apply for permission to submit a written component that exceeds the specified word limit. An application for permission to exceed the limit should be submitted to the DGS with a detailed explanation and statement of the amount of excess length requested, and with a covering letter from the supervisor.

You should observe these regulated limits, and remember that examiners may return a thesis that is over length for abridgement. If you want to exceed the word limit, you should apply, in writing, to the DGS in the term before you expect to submit your thesis at the latest, stating the number of words required, why you need this extension, and enclosing a letter of support from your supervisor.

Please see Appendix 1 for details on formatting and presenting your thesis. These guidelines should be followed carefully. See also the notes in GSO.20a (a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance) which contains advice about the presentation of theses and the examination process. You should bear in mind that most graduates find that the last stages of a thesis take longer than they had expected. Ensure that your supervisors

see the final version of your thesis, have plenty of time to review it and make suggestions, and that you also have time to incorporate them. When you come to the last stages, you should consult your supervisors about your expected date of submission and the appointment of two examiners (usually one is from the University of Oxford and the other is from another institution). Your supervisors will suggest names of suitable examiners, along with alternatives in case the original choices are unable to act. ***Do not approach possible examiners yourself***. You should then complete an Appointment of Examiners form (GSO.3 - a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance) and return it to the GSA in order for it to be approved by the GSC.

It is advisable to do this some weeks before your anticipated submission date to avoid delay as the process can take some time, but the GSO.3 can be returned at the same time as the thesis is submitted. However, a thesis will not be sent out by the Examination Schools until both examiners have formally agreed to examine. Therefore, please bear in mind, if a GSO.3 form and thesis are submitted on the same date, the thesis will **NOT** be sent out to the examiners until these preliminaries have been completed. You must also indicate on the form the date by which you intend to submit, this date may in no case be later than the last day of the vacation immediately following the term in which you make application for the appointment of examiners. It is important to keep to this date, as your examiners will have scheduled time to read and report on your thesis. If you wish to ask for an early viva, it is essential that you apply in good time for the appointment of examiners (e.g. by the first week in Trinity Term if you plan to submit by 1 August and wish for a viva by 1 September); you should remember that such an application may well mean that the examiners most suitable for your thesis may not be available.

Please note that you are not permitted to submit a copy of your thesis directly to the examiners.

You should also include the thesis consultation form and thesis cataloguing form (GSO.3a and GSO.26 – a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance)

In the case of those offering studio practice as part of the final submission, both examiners will view the portfolio or exhibition of studio work prior to the oral examination. The supervisor will ensure that the assessors view the studio work. This may take place in a different venue from, and on a day prior to the oral examination. There should normally be no more than three terms between the dates of the viewing and the oral examination.

Early Viva (incorporated into the GSO.3 form)
If an early viva is required, this should be clearly indicated on the GSO.3 form. A viva may not be held less than one calendar month after the date of submission or after the date on which the examiners have agreed, whichever is the later.

Regulations for Students Admitted to the DPhil before 2015
Students who were admitted to the DPhil before the 2015-16 academic year should refer to the Regulations for the year of their admission. However, students who wish to be examined under the Regulations in place from 2015-16 onwards can apply individually to the GSC and to Education Committee (EdC). Students should submit a request outlining their reasons for being examined under the new Regulations, accompanied by a letter of support from their supervisor, by email to the GSC via Heather Savage (graduate@rsa.ox.ac.uk). The request will then be reviewed by the GSC and, if approved by the GSC, by EdC for final approval.

All such applications for examination under the revised Regulations need to be made prior to the student's Confirmation of Status.

Students whose request to be examined under the new Regulations has been approved by the EdC will need to notify their examiners of that approval. When students apply for the appointment of examiners on the GSO.3 form (a new electronic system is being introduced so please check with the GSA before starting to complete a form as she will be able to issue you with the correct guidance), they should indicate under section 2.4 that the application to be examined under the new Regulations was approved.

Notification of Results
After the viva the examiners will write a report giving recommendations to the Ruskin Committee. (Please note that this does not apply to candidates with Minor Corrections). After the Report has been approved the Research Degree Examination Office will notify candidates of the outcome in writing.

For candidates with minor corrections only - the Examiners give a list of the required amendments directly to the candidate who has one month to make the necessary changes and submit the work back to the Examiners for their approval. After the minor corrections have been approved the report is sent to the Ruskin Committee for their approval.

Complaints in Relation to Higher Degrees involving Research
All complaints must be directed to the Proctors (customarily the Senior Proctor). Complaints sent to the School will be forwarded immediately to the Proctors. All complaints must be made in writing: Proctors Office, University Offices, Wellington Square, Oxford, OX1 2JD. Please see the information contained in this link: http://www.admin.ox.ac.uk/proctors/ and page 45 of this handbook.

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

DPhil, MLitt and MSc (by Research) Degrees
All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit both a hardbound and a digital copy of their thesis with the Bodleian Libraries. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into ORA at http://ora.ox.ac.uk after Leave to Supplicate (LTS) has been granted. Students who commenced these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

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

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

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

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

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. e-mail or letter). Authors should contact ORA staff (ORA@bodleian.ox.ac.uk) if they are unsure. A useful template to keep track of permissions for use of third party

copyright materials is available for download at: http://ox.libguides.com/aecontent.php?pid=435474&sid=3564761

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

The Humanities Division – Restricted access arrangements
Whilst the Humanities Division strongly supports open access to, and wide dissemination of, theses produced by its students, access to the full text of digital theses can be restricted unless requirements of funding bodies require open access to be provided earlier (see below). When completing the ORA online deposit form authors should therefore indicate whether they would like an embargo (currently a choice of one year or three years) or to make their thesis available immediately. 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 Ruskin School of Art will 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 Ruskin School of Art may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.

Authors can also choose to override any requested embargo and make their thesis open access, either at the time of deposit or at any time during the embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk . It is not recommended for those planning to publish their research as a book or article to make their thesis openly available in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted when it expires, and it is the responsibility of the author to apply for an extension, prior to expiry, if required. **No reminder will be sent** by the Department/Faculty, the Bodleian Libraries or ORA staff, and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

If you are in receipt of **research funding** the following may apply:

The Terms and Conditions of Research Council Training Grants (https://www.ukri.org/files/legacy/news/training-grants-january-2018-pdf/) require that metadata describing the thesis should be lodged in ORA as soon as possible after leave to supplicate has been granted, and for the full text version to be available within a **maximum of twelve months**. The Division has therefore agreed that the full-text of RCUK-funded students' theses should be made available within one year of leave to supplicate being granted.

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

Dispensation from consultation of your thesis – The Bodleian Libraries and ORA
(i) Authors may apply for dispensation from consultation beyond the end of an embargo period (or other period specified by their funding body) of the copy of the thesis deposited in the Bodleian or other University Library **and/or** of the electronic copy of the thesis deposited in ORA if there is good reason for such a request. Reasons for requesting dispensation might include Intellectual Property considerations: that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.
(ii) Dispensation will always be granted (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. Current students should apply for dispensation by completing the on-line application form available from student self-service:

https://www.ox.ac.uk/students/selfservice

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

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

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

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

Journal articles included within the thesis
Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright and any sponsor permissions. See www.sherpa.ac.uk/romeo.php 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.

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Departmental Statement of Provision for Postgraduate Research Students

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

Different arrangements apply in the case of 'practice-led' (studio) and 'by thesis-only' (history/theory) DPhils respectively. Practice-led DPhils will generally be assigned a practice supervisor and a theory supervisor. History/theory DPhils will be assigned one and in some cases two supervisors. In exceptional cases, external supervision arrangements will be made, always with the additional co-supervision of an internal supervisor. Students typically meet with their supervisors once or twice a term during the period of study; but arrangements will vary in response to individual needs, depending also on whether the emphasis in any given term lies on theory or practice. These meetings are likely to take place more frequently during the earlier stages of your research programme.

2. *What induction arrangements will be made?*

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

3. *What workspace will be provided?*

Shared studio space can be provided for all full-time practice-led DPhil students.

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

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

5. *What research seminars will be available?*

The DPhil Research Seminars run on Tuesday afternoons every term. The seminar format encourages graduate researchers to present their research projects and receive extensive feedback by the entire group during the discussion. Supervisors are invited to attend their students' presentation. The Ruskin's Visiting Speaker series takes place on Thursday afternoons every term and is open to the entire School and other Departments. It offers a larger forum for invited external speakers to present their latest research, with opportunities for tutorials in addition to the presentation. Graduate researchers have access to all other research seminars taking place at the School, and open research seminars throughout the University. Your supervisor will discuss with you when you begin your programme, and subsequently, which would be the most appropriate for you to attend.

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

The Research Seminars address a variety of basic research skills. In addition, specialised training sessions will be organised throughout the year responsive to student demand.

7. *What opportunities will be available for developing and practising teaching skills (for second- and third- year graduate students)?*

The Ruskin runs an annual programme, called Preparation for Learning and Teaching at Oxford (or PLTO), that

introduces students to teaching and learning in contemporary art. PRS students are especially encouraged to attend. Please note that completion of PLTO is required before you can be admitted to the School's 'Graduate Teaching Register'. Once included on this Register you may have opportunities for paid teaching within the School. This period of teaching will be restricted to the period of study between completion of ToS and CoS. Should you wish to teach you should first consult with your supervisors and make early contact with the GSA. International students should be mindful of their Visa status which may limit their access to paid employment. Students undertaking PLTO should inform the GSA at the start and completion of the programme. Please see further details later in this Handbook.

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

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

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

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

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

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

Central: The University provides a Student Counselling Service:
http://www.ox.ac.uk/students/welfare/counselling

School: Within the School, your supervisor(s), DGS and the GSA are all available to offer advice. The GJCC provides a channel through which graduate students' views and concerns can be discussed and brought to the attention of the School's main governing body, the Ruskin Committee.

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

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

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

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

All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your faculty or the Division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

If you have any complaints about the supervision you are receiving, you should raise this with the DGS. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be released to your supervisor(s) for completion and will also be visible to the DGS and to your College Advisor. When the supervisor sections are completed, you will be able to view the report, as will the relevant DGS and your college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor(s)).
To access GSR, please visit http://www.admin.ox.ac.uk/studentsystems/gsr/. You will be able to log on to the site using your single sign-on details. Full details of how to use the site are provided at the on-line help centre. However, should you need additional support, please contact the GSA in the first instance

Learning Resources

University Libraries
The Ruskin School of Art, as a department of the University of Oxford, benefits from excellent library provision.

The Bodleian Library
The Oxford University Libraries, centred around the Bodleian, are the UK's largest academic library collection. The integrated library service of the University of Oxford comprises of nearly 40 libraries, many offering borrowing rights. The Bodleian Library (https://www.bodleian.ox.ac.uk) is a copyright library and has long collected copies of all works published in the United Kingdom, in addition to an extensive range of foreign publications. Please note that the Bodleian is a reference library; items are not available for loan.

Sackler Library
The Sackler Library, is one of the Bodleian Libraries' principal research libraries with collections focusing (broadly) on the study of archaeology and the ancient world, art and architectural history.

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

The Ruskin School of Art Library *Please see the separate guidance issued by the School's H&S Officer*

The Ruskin has its own specialised in-house library of more than 6,500 volumes, comprising of lending and reference collections, both of which include written material on art history, art theory, art techniques, human anatomy, exhibition catalogues and artists' monographs. The Ruskin Library has a particular focus on twentieth-century and twenty-first century materials, complementing the research collections of the Bodleian and Sackler Libraries.

The Ruskin holds around 20 sets of art journals and more than 2,000 art-related pamphlets. The library is fully integrated into the University's electronic circulation system and the Ruskin Library terminals offer full access to the electronic resources of the Oxford University, most notably The Grove Dictionary of Art, ARTbibliographies, the ARTstor Digital Library, The Bibliography of the History of Art, The Design and Applied Arts Index, Art Abstracts, and e-Journals (including JStor), among numerous others.

The Ruskin Librarian

Laura Unwin is the Ruskin Librarian her normal working hours are Monday and Thursday 09:30-14:30 (weeks 0-9). She is here to help so please email her at: laura.unwin@rsa.ox.ac.uk with any enquiries during term-time. Please GSA during the vacation period.

Library Opening Hours

Monday – Friday:	09:00 - 17:00	(weeks 0)
Monday – Friday:	09:00 - 21:15	(week 1-9)
Saturday:	09:00 - 13:15	(weeks 1-8)
Closed Sunday.		

The Ruskin Library is open during term-time only and is closed during vacations.

Library Loan Information

All Ruskin students may borrow from the main library and use the reference collection.
Items can be located through the SOLO online catalogue at: http://solo.bodleian.ox.ac.uk
The Ruskin Library works on a self-service issue system. Any books being taken out must be scanned at the computer terminal situated in the main library, a Bodleian card is required for this process. (All DVD boxes are empty, so please request the item from the librarian before scanning the barcode).
In summary, the library loan information including renewals and fines is:

Item Loan Type	Number of items	Loan Period	Renewals	Fines for Late Returns
Standard Loan	6	14 days	6 times	20p per day
Short Loan	2	3 days	6 times	£1 per day
DVDs	1	7 days	N/A	£1 per day

Please note, all returns should be placed in the white book bin situated in the main library.
Books not taken out of the main library should please be replaced on the re-shelving shelf and not re-shelved by the reader. Items from the reference library should not be removed from the library. These should be placed on the re-shelving trolley after viewing.

Any Ruskin Library fines will be removed from your student deposit at the end of the academic year.

Electronic Information Resources

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

SOLO (Search Oxford Libraries Online): http://solo.bodleian.ox.ac.uk gives access to the largest electronic resources in any UK university, including the option of cross-searching many of our collections

OxLIP+: https://libguides.bodleian.ox.ac.uk/az.php is the Oxford Library Information Platform, gateway to all the University's extensive databases, electronic reference works, e-books and e-journals, which allows cross-searching

Oxford Art Online: http://www.oxfordartonline.com/ allows you to search a number of extremely useful resources: the Grove Dictionary of Art, the Oxford Companion to Western Art, Concise Oxford Dictionary of Art Terms, and the Encyclopaedia of Aesthetics.

Copac: http://copac.ac.uk/ is the main library catalogue for (almost) all UK libraries.

Suncat: http://suncat.ac.uk/ provides locations to journals throughout the UK, and links to articles and tables of contents.

Research Seminars and Lecture Lists
The Ruskin website is regularly updated to include information on the DPhil research seminars and Visiting Speakers' talks. Please consult the School lecture list every term.

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

There is also an Oxford-wide events list available at http://www.ox.ac.uk/events-list

IT Resources
For advice on the use of the Ruskin's IT facilities contact Jon Roome (jon.roome@rsa.ox.ac.uk)

For IT courses run by the Oxford University Computing Services see
http://www.it.ox.ac.uk/want/course
You are encouraged to make use of these resources in order to establish good basic research and presentational skills (e.g. bibliographic tools, PowerPoint presentations, etc.)

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

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

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

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

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

SKILLS DEVELOPMENT, EMPLOYABILITY AND CAREERS SUPPORT

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

1. *Humanities Researcher Development and Training Programme*

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

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

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

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

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

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

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

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

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

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for

your research through the Graduate Fund, or participate in the annual Public Engagement with Research Summer School

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

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

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

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

2. Support for Research Students from the Careers Service

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

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

How to get involved
The **researcher pages** (www.careers.ox.ac.uk/researchers) on the main Careers Service website contain a wealth of information on what other researchers have done, tips on how to develop your careers thinking and links to useful resources. The **Resources Room** in the Careers Service building (56 Banbury Road, open 09:00 to 17:00, Monday to Friday) stocks leaflets, briefings and relevant career-related matters, including books on securing work in the academic job market and other sectors, or negotiating a change in direction.

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

* All DPhil students are automatically issued a CareerConnect account, research staff can easily create a free account by following the instructions here. Contact reception@careers.ox.ac.uk if you need assistance in accessing CareerConnect.

If you are looking to boost your skill set, consider taking part in the Researcher Strategy Consultancy, which provides early career researchers with an opportunity to develop the core employability skills required for independent consulting in any field or a transition into analytical, business or policy roles in the public and private sector.

Research students are also eligible for the fantastic opportunities to explore different work sectors, and roles offered through our **summer internships** and **micro-internships** programmes; see the Internships Office pages (https://www.careers.ox.ac.uk/the-internship-office/) for more information on these.

Unsure where to begin or how to use your time here most effectively? A **one-to-one conversation with a Careers Adviser** may help! Come and discuss your personal career plans, aspirations and worries in a confidential setting: appointments can be made via CareerConnect.

For an overview of the services available to researchers at the university, download this leaflet or call in at the Careers Service and pick up a copy.

Preparation for Learning and Teaching at Oxford (PLTO)
The Ruskin runs an annual programme, called Preparation for Learning and Teaching at Oxford (or PLTO), that introduces students to teaching and learning in contemporary art. PRS students are especially encouraged to attend.

Faculties produce teaching registers with details of graduate students and Research Staff who are interested in undertaking teaching, indicating their areas of interest and expertise; successful completion of both the PLTO course and the transfer of status assessment are the prerequisites for inclusion on the Ruskin's teaching register.

Successful completion of the PLTO requires students to take part in 2 or 3 of the following modes of teaching, as led by a Ruskin staff member:

(a) training sessions on leading group critiques, with further practical demonstration and the opportunity to lead crits through the Ruskin's well-developed critique programme

(b) sessions on art history and theory teaching that cover an introduction to the curriculum, essays and examining, course design, and teaching strategies, with further opportunities to observe teaching at tutorials

(c) sessions dedicated to individual studio tutorials, focusing on Oxford's renowned one-to-one teaching methods, which are the cornerstone of undergraduate teaching in the Ruskin's undergraduate programme.

After each PLTO session, graduate students and supervising staff members will discuss teaching strategies and best practice appropriate to each mode of teaching.

Teaching opportunities in the studio and history/theory components of the BFA may be offered throughout the year for DPhil students who are on the Ruskin's teaching register. Please speak with your supervisor, the DGS or the relevant BFA tutor for further information about applying for one of these teaching opportunities.

Please note that unless a completed DPhil Teaching Register Form is received by the GSA (Heather Savage) you will NOT be paid for any teaching you may undertake.

Further Training – Developing Learning and Teaching
Following successful completion of the PLTO, DPhil students may wish to continue their training in teaching skills by undertaking the Developing Learning and Teaching programme (DLT) offered by the Humanities Division. The DLT is a way of making the most of your first teaching experiences in UK higher education. If completed in full, it leads to an award that is recognised at universities across the UK: Associate Fellow of the Higher Education Academy (HEA). Faculties may arrange mentored teaching opportunities, or you may need to arrange them for yourself.

DLT involves:
- Doing a little teaching
- Observation of others' teaching
- Mentoring by an academic in your faculty
- Reading a small amount of educational literature

- A portfolio of 2500-5000 words, made up of items of your choice
- The Developing Learning and Teaching Handbook and reading material for the seminars are available on the Humanities training area on <u>Weblearn</u> (which requires you to log in using your single sign-on username and password). More information on the programme is available via the Oxford Learning Institute
- website: <u>http://www.learning.ox.ac.uk/teaching/programmes/dlt/</u>

Qualified DPhil students (those between transfer and Confirmation of Status who have gone through PLTO training) have various opportunities to teach at the Ruskin: group crits, art history and theory tutorials, and studio tutorials. Of these, only group crits - a staple of art school teaching worldwide- are regularly offered to DPhils, while art history and theory tutorials are organised ad hoc, and studio tutorials are to be self-organised. Further, there are different arrangements for payment, as described below:

Group Critiques
You may take part in three or more per year, as coordinated by Martina Schmuecker. You will be paid approximately £25/ hour by the Ruskin for your participation, as group crits are a core teaching provision to Ruskin BFAs. You will be paired with Ruskin teaching staff member (VT or permanent faculty) to co-lead the group critique together.

Art history and theory tutorials
There are various opportunities for tutorial teaching both through the History of Art department (for students following the Ruskin's second year course) and, less regularly, at the Ruskin itself (for students designated as needing extra help by faculty). These depend on the match between the student's topic and your area of research. For tutorials provided for the Ruskin you will be paid approximately £25/ hour for your time, provided arrangements have been agreed in advance with the GSA and HAF. Any tutorial teaching undertaken for the History of Art Department will need to be agreed – including hourly rate – with appropriate staff in the History of Art Department. Other opportunities exist for tutoring visiting students (for example American junior-year-abroad students); the Ruskin is sometimes notified of these by colleges, but you may also make your own enquiries with Senior Tutors in colleges.

Seminars/Workshops
You may propose open seminars or workshops for BFAs, based on your prior canvassing of interest among BFAs. You may submit a proposal to the DGS and HAF for one, or – if working collaboratively - a mini-series of up to four seminars/workshops. If approved, you will be paid £25/ hour (pro rata if team-teaching) for the seminar time itself. In order to run, a seminar must attract a minimum number of participants. Please consult the GSA.

Studio tutorials
You are welcome to self-organise tutorials with any interested BFA students, and to designate these as teaching on your CV. As this is not 'core teaching' at the Ruskin (VTs and permanent faculty must be primary tutors), nor faculty-requested 'top-up teaching,' you will not be paid for your time. We hope that, rather, these kinds of tutorials or studio visits become part of the Ruskin's culture: a source of teaching experience but also collegiate exchange.

Finally, a reminder that in order to teach you will need:

*to be between Transfer and Confirmation of Status;
*to have filed your teaching registration form with Heather in the office;
*to have completed the PLTO training (at least two of the three offered sessions).

If you are to be paid for your teaching (group crits or art history and theory tutorials), you will further need:

*to contact the office (Reception) for the casual teaching form to complete (this is additional to the teaching registry form) and

*to bring in your passport for copying for Right to Work check, unless you've made a recent previous claim for payment (in which case a message to the HAF to check your engagement remains current is likely to suffice).

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

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

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

The Equality and Diversity Unit also supports a broad network of harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: edu.web.ox.ac.uk/harassment-advice
There are a range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit: edu.admin.ox.ac.uk/religion-and-belief-0
Student Welfare and Support Services
The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das
The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling
While working remotely due to the pandemic, the Disability Advisory Service and the Counselling Service are both offering virtual consultations.

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

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

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

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

University Hardship Fund
The Committee on Student Hardship makes awards on the grounds of unforeseeable hardship and may provide help in the form of a grant or loan, depending on the applicant's circumstances. Awards to successful applicants

are made on the basis of a comparison of a student's finances for the current academic year with University estimates of finances required. The Committee meets on a termly basis but will not normally consider more than one application per student per year, unless there have been significant changes in that student's circumstances. Awards generally do not exceed £2000. All students registered for a degree at the University are eligible to apply to the Committee.

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

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

Further information at: http://www.ox.ac.uk/students/fees-funding/ and http://www.ox.ac.uk/students/fees-funding/assistance/hardship

International Student Advisory Service
This University service offers orientation programmes and further advice on visa and immigration-related matters to international students. On their website, you will also find information on study abroad opportunities. See www.ox.ac.uk/students/international_students/

Childcare services
Full information available at: http://www.admin.ox.ac.uk/eop/child

COMPLAINTS AND APPEALS PROCEDURES
The University, the Humanities Division and the Ruskin School of Art all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

1.   However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.

2.   Nothing in this guidance precludes 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). This is often the simplest way to achieve a satisfactory resolution.

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

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

Complaints

6.   If your concern or complaint relates to teaching or other provision made by the Ruskin, then you should raise it with the DGS. The DGS will attempt to resolve your concern/complaint informally.

7.   If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the University Student Handbook commonly known at the Proctors and Assessor's Memorandum and the relevant Council regulations [http://www.admin.ox.ac.uk/statutes/regulations/]

8.   If your concern or complaint relates to teaching or other provision made by your college, then 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.

Note that complaints about the Ruskin's facilities should be made to the Head of Administration, Richard Sykes. If you feel unable to approach either the DGS or the HoA you may contact the Head of School.

Academic appeals

9.　　An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

10.　　For the examination of research degrees, or in relation to transfer or Confirmation of Status, your concern should be raised initially with the DGS. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.

11.　　Please remember in connection with all the cases in paragraphs 5 - 7 that:

　　(a)　　The Proctors are not empowered to challenge the academic judgment of examiners or academic bodies.
　　(b)　　The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
　　(c)　　On no account should you contact your examiners or assessors directly.

12.　　The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.

STYLE AND FORMAT OF YOUR ESSAYS AND DISSERTATION
Examination Regulations
Read carefully the regulations given in Exam Regs for the preparation and submission of theses. They are University regulations and must be complied with.

Word limits
The word limits stated include footnotes, bibliography and appendices.

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

Butcher, J. Copy-editing: the Cambridge Handbook for editors, authors, and
publishers. 3rd ed. Cambridge: Cambridge University Press, 1992.
Gibaldi, J. MLA Handbook for Writers of Research Papers, Theses, and Dissertations.
6th ed. New York: Modern Language Association of America, 2003.
Hart's Rules for Compositors and Readers at the University Press, Oxford. 39th ed.
Oxford: Oxford University Press, 1983.
Modern Humanities Research Association. MHRA Style Book: Notes for Authors,
Editors and Writers of Theses. 5th ed. London, 1996.
The Oxford Writers' Dictionary. Oxford: OUP, 1990.
University of Chicago Press. A Manual of Style. 14th ed. Chicago: University of
Chicago Press, 1996.

Notes and Bibliography: Sample CitationsThe following examples illustrate citations using the Chicago Manual of Style's notes and bibliography system.

Examples of notes are followed by examples for how to cite the source in a bibliography.

For more details and many more examples, see Chapter 14 of The Chicago Manual of Style.

The purpose of source citations

Ethics, copyright laws and courtesy to readers require authors to identify the sources of direct quotations or paraphrases and of any facts or opinions not generally known or easily checked. Conventions for documentation vary according to scholarly discipline, the preferences of publishers and authors and the needs of a particular work. Regardless of the convention being followed, the primary criterion of any source citation is sufficient information either to lead readers directly to the sources consulted or, for materials that may not be readily available, to positively identify the sources used, whether these are published or unpublished, in printed or electronic form.

Basic structure of a note

A footnote or an endnote generally lists the author, title, and facts of publication, in that order. Elements are separated by commas; the facts of publication are enclosed in parentheses. Authors' names are presented in standard order (first name first). Titles of larger works (e.g., books and journals) are italicised; titles of smaller works (e.g., chapters, articles) or unpublished works are not italicised, but are enclosed in quotation marks.

Footnotes and endnotes—an overview

As their name suggests, footnotes appear at the foot of a page. In a journal, endnotes appear at the end of an article; in a book, at the end of a chapter or, more commonly, at the back of the book. Authors can work with whichever form seems most convenient, though notes should be created with a word processor's note function to facilitate renumbering when notes are added or deleted.

Basic structure of a bibliography entry

In a bibliography entry, the elements are separated by full stops rather than by commas; the facts of publication are not enclosed in parentheses; and the first-listed author's name, according to which the entry is alphabetized in the bibliography, is usually inverted (last name first). As in a note, titles of larger works (e.g., books and journals) are italicised; and titles of smaller works (e.g., chapters, articles) or unpublished works are enclosed in quotation marks but not italicised.

Format and placement of bibliography

A bibliography arranged in a single alphabetical list is the most common and usually the most reader-friendly form for a work with or without notes to the text. All sources to be included—books, articles, dissertations, papers—are alphabetically arranged in a single list by the last names of the authors (or, if no author or editor is given, by the title or a keyword readers are most likely to seek). In a printed work, a bibliography is normally placed at the end.

Placement of note number

A note number should generally be placed at the end of a sentence or at the end of a clause. The number normally follows a quotation (whether it is run in to the text or set as an extract). Relative to other punctuation, the number follows any punctuation mark except for the dash, which it precedes.

> "This," wrote George Templeton Strong, "is what our tailors can do".[1]

> The bias was apparent in the Shotwell series[3]—and it must be remembered that Shotwell was a student of Robinson's.

A note number normally follows a closing parenthesis.

> (In an earlier book he had said quite the opposite.)[2]

Multiple citations and multiple references

A note number cannot reappear out of sequence; the substance of a note that applies to more than one location must be repeated under a new note number. To avoid such repetition, especially for a longer discursive note, a

cross-reference may be used.

18. See note 3 above.

Although more than one note reference should never appear at a single location (such as [5, 6]), a single note can contain more than one citation or comment.

Citations plus commentary

When a note contains not only the source of a fact or quotation in the text but related substantive material as well, the source comes first. A full stop usually separates the citation from the commentary. Such comments as "emphasis mine" are usually put in parentheses.

11. Shakespeare, Julius Caesar, act 3, sc. 1. Caesar's claim of constancy should be taken with a grain of salt.
12. Little, "Norms of Collegiality", 330 (my italics).

Substantive notes

Substantive, or discursive, notes may merely amplify the text and include no sources. Such notes may augment any system of documentation. When a source is needed, it is treated as in the following example:

1. Ernst Cassirer takes important notice of this in Language and Myth (59–62) and offers a searching analysis of man's regard for things on which his power of inspirited action may crucially depend.

Citations taken from secondary sources

To cite a source from a secondary source ("quoted in . . .") is generally to be discouraged, since authors are expected to have examined the works they cite. If an original source is unavailable, however, both the original and the secondary source must be listed.

1. Louis Zukofsky, "Sincerity and Objectification," Poetry 37 (February 1931): 269, quoted in Bonnie Costello, Marianne Moore: Imaginary Possessions (Cambridge, MA: Harvard University Press, 1981), 78.

Chicago-Style Citation Quick Guide
This material is derived from the following source, which you can also consult:
http://www.chicagomanualofstyle.org/tools_citationguide.html

Book

One author

Notes:
1. Michael Pollan, The Omnivore's Dilemma: A Natural History of Four Meals (New York: Penguin, 2006), 99–100.
2. Pollan, Omnivore's Dilemma, 3.

Bibliography:
Pollan, Michael. The Omnivore's Dilemma: A Natural History of Four Meals. New York: Penguin, 2006.

Two or more authors

Notes:
1. Geoffrey C. Ward and Ken Burns, The War: An Intimate History, 1941–1945 (New York: Knopf, 2007), 52.
2. Ward and Burns, War, 59–61.

Bibliography:
Ward, Geoffrey C., and Ken Burns. The War: An Intimate History, 1941–1945. New York: Knopf, 2007.

For four or more authors
List all of the authors in the bibliography; in the note, list only the first author, followed by et al. ("and others"):
1. Dana Barnes et al., Plastics: Essays on American Corporate Ascendance in the 1960s . . .
2. Barnes et al., Plastics . . .

Editor, translator, or compiler instead of author
Notes:
1. Richmond Lattimore, trans., The Iliad of Homer (Chicago: University of Chicago Press, 1951), 91–92.
2. Lattimore, Iliad, 24.

Bibliography:
Lattimore, Richmond, trans. The Iliad of Homer. Chicago: University of Chicago Press, 1951.

Editor, translator, or compiler in addition to author

Notes:
1. Gabriel García Márquez, Love in the Time of Cholera, trans. Edith Grossman (London: Cape, 1988), 242–55.
2. García Márquez, Cholera, 33.

Bibliography:
García Márquez, Gabriel. Love in the Time of Cholera. Translated by Edith Grossman. London: Cape, 1988.

Chapter or other part of a book

Notes:
1. John D. Kelly, "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War", in Anthropology and Global Counterinsurgency, ed. John D. Kelly et al. (Chicago: University of Chicago Press, 2010), 77.
2. Kelly, "Seeing Red", 81–82.

Bibliography:
Kelly, John D. "Seeing Red: Mao Fetishism, Pax Americana, and the Moral Economy of War". In Anthropology and Global Counterinsurgency, edited by John D. Kelly, Beatrice Jauregui, Sean T. Mitchell, and Jeremy Walton, 67–83. Chicago: University of Chicago Press, 2010.

Chapter of an edited volume originally published elsewhere (as in primary sources)

Notes:
1. Quintus Tullius Cicero, "Handbook on Canvassing for the Consulship", in Rome: Late Republic and Principate, ed. Walter Emil Kaegi Jr. and Peter White, vol. 2 of University of Chicago Readings in Western Civilization, ed. John Boyer and Julius Kirshner (Chicago: University of Chicago Press, 1986), 35.
2. Cicero, "Canvassing for the Consulship", 35.

Bibliography:
Cicero, Quintus Tullius. "Handbook on Canvassing for the Consulship". In Rome: Late Republic and Principate, edited by Walter Emil Kaegi Jr. and Peter White. Vol. 2 of University of Chicago Readings in Western Civilization, edited by John Boyer and Julius Kirshner, 33–46. Chicago: University of Chicago Press, 1986. Originally published in Evelyn S. Shuckburgh, trans., The Letters of Cicero, vol. 1 (London: George Bell & Sons, 1908).

Preface, foreword, introduction, or similar part of a book

Notes:
1. James Rieger, introduction to Frankenstein; or, The Modern Prometheus, by Mary Wollstonecraft Shelley (Chicago: University of Chicago Press, 1982), xx–xxi.

2. Rieger, introduction, xxxiii.
Bibliography:
Rieger, James. Introduction to Frankenstein; or, The Modern Prometheus, by Mary Wollstonecraft Shelley, xi–xxxvii. Chicago: University of Chicago Press, 1982.

<u>Book published electronically</u>
If a book is available in more than one format, cite the version you consulted. For books consulted online, list a URL; include the date that you accessed the book online. If no fixed page numbers are available, you can include a section title or a chapter or other number.

Notes:
1. Jane Austen, Pride and Prejudice (New York: Penguin Classics, 2007), Kindle edition.
2. Philip B. Kurland and Ralph Lerner, eds., The Founders' Constitution (Chicago: University of Chicago Press, 1987), accessed 28 February 2010, http://press-pubs.uchicago.edu/founders/ .
3. Austen, Pride and Prejudice.
4. Kurland and Lerner, Founder's Constitution, chap. 10, doc. 19.

Bibliography:
Austen, Jane. Pride and Prejudice. New York: Penguin Classics, 2007. Kindle edition.
Kurland, Philip B., and Ralph Lerner, eds. The Founders' Constitution. Chicago: University of Chicago Press, 1987. Accessed 28 February 2010. http://press-pubs.uchicago.edu/founders/ .

Journal article

<u>Article in a print journal</u>
In a note, list the specific page numbers consulted, if any. In the bibliography, list the page range for the whole article.

Notes:
1. Joshua I. Weinstein, "The Market in Plato's Republic", Classical Philology 104 (2009): 440.
2. Weinstein, "Plato's Republic", 452–53.

Bibliography:
Weinstein, Joshua I. "The Market in Plato's Republic". Classical Philology 104 (2009): 439–58.

<u>Article in an online journal</u>
Include a DOI (Digital Object Identifier) if the journal lists one. A DOI is a permanent ID that, when appended to http://dx.doi.org/ in the address bar of an Internet browser, will lead to the source. If no DOI is available, list a URL. Include the date you accessed the journal.

Notes:
1. Gueorgi Kossinets and Duncan J. Watts, "Origins of Homophily in an Evolving Social Network", American Journal of Sociology 115 (2009): 411, accessed 28 February 2010, doi:10.1086/599247.
2. Kossinets and Watts, "Origins of Homophily", 439.
Bibliography:
Kossinets, Gueorgi, and Duncan J. Watts. "Origins of Homophily in an Evolving Social Network". American Journal of Sociology 115 (2009): 405–50. Accessed 28 February 2010. doi:10.1086/599247.

Article in a newspaper or popular magazine
The following examples show the more formal versions of the citations. If you consulted the article online, include a URL; include the date you accessed the article. If no author is identified, begin the citation with the article title.

Notes:
1. Daniel Mendelsohn, "But Enough about Me", New Yorker, 25 January 2010, 68.
2. Sheryl Gay Stolberg and Robert Pear, "Wary Centrists Posing Challenge in Health Care Vote", New York Times,

27 February 2010, accessed 28 February 2010, http://www.nytimes.com/2010/02/28/us/politics/28health.html

3. Mendelsohn, "But Enough about Me", 69.

4. Stolberg and Pear, "Wary Centrists".

Bibliography:

Mendelsohn, Daniel. "But Enough about Me". New Yorker, 25 January 2010.

Stolberg, Sheryl Gay, and Robert Pear. "Wary Centrists Posing Challenge in Health Care Vote". New York Times, 27 February 2010. Accessed 28 February 2010. http://www.nytimes.com/2010/02/28/us/politics/28health.html .

Book review

Notes:

1. David Kamp, "Deconstructing Dinner", review of The Omnivore's Dilemma: A Natural History of Four Meals, by Michael Pollan, New York Times, 23 April 2006, Sunday Book Review, http://www.nytimes.com/2006/04/23/books/review/23kamp.html .

2. Kamp, "Deconstructing Dinner".

Bibliography:

Kamp, David. "Deconstructing Dinner". Review of The Omnivore's Dilemma: A Natural History of Four Meals, by Michael Pollan. New York Times, 23 April 2006, Sunday Book Review. http://www.nytimes.com/2006/04/23/books/review/23kamp.html .

Exhibition Titles

Titles of world's fairs and other large-scale exhibitions and fairs are capitalised but not italicised. Smaller exhibitions (e.g., at museums) and the titles of exhibition catalogues (often one and the same) are italicised.

the Great Exhibition of the Works of All Nations; the Great Exhibition of 1851; London's Crystal Palace Exhibition; the exhibition

the World's Columbian Exposition; the New York World's Fair

the Century-of-Progress Expositions (included more than one fair)

but

A remarkable exhibition, Motor Cycles, was mounted at the Guggenheim Museum.

We saw the exhibition Ansel Adams at 100 when visiting the Museum of Modern Art.

We decided to buy the catalogue Ansel Adams at 100, by John Szarkowski.

Thesis or dissertation

Notes:

1. Mihwa Choi, "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty" (PhD diss., University of Chicago, 2008).

2. Choi, "Contesting Imaginaires".

Bibliography:

Choi, Mihwa. "Contesting Imaginaires in Death Rituals during the Northern Song Dynasty". PhD diss., University of Chicago, 2008.

Paper presented at a meeting or conference

Notes:

1. Rachel Adelman, "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition" (paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana, 21–24 November 2009).

2. Adelman, "Such Stuff as Dreams".

Bibliography:

Adelman, Rachel. "'Such Stuff as Dreams Are Made On': God's Footstool in the Aramaic Targumim and Midrashic Tradition". Paper presented at the annual meeting for the Society of Biblical Literature, New Orleans, Louisiana,

21–24 November 2009.

Website
A citation to website content may be styled as in the examples below. Because such content is subject to change, include an access date or, if available, a date that the site was last modified.

1. "Google Privacy Policy", last modified 11 March 2009, http://www.google.com/intl/en/privacypolicy.html .
2. "McDonald's Happy Meal Toy Safety Facts", McDonald's Corporation, accessed 19 July 2008, http://www.mcdonalds.com/corp/about/factsheets.html .
3. "Google Privacy Policy".
4. "Toy Safety Facts".

Bibliography:
Google. "Google Privacy Policy". Last modified 11 March 2009. http://www.google.com/intl/en/privacypolicy.html .

McDonald's Corporation. "McDonald's Happy Meal Toy Safety Facts". Accessed 19 July 2008. http://www.mcdonalds.com/corp/about/factsheets.html .

Blog entry or comment
Blog entries or comments may be cited formally in the following way. There is no need to add pseud. after an apparently fictitious or informal name. (If an access date is required, add it before the URL; see examples elsewhere in this guide.)

Notes:
1. Jack, February 25, 2010 (7:03 p.m.), comment on Richard Posner, "Double Exports in Five Years?," The Becker-Posner Blog, 21 February 2010, http://uchicagolaw.typepad.com/beckerposner/2010/02/double-exports-in-five-years-posner.html .
2. Jack, comment on Posner, "Double Exports".

Bibliography:
Becker-Posner Blog, The. http://uchicagolaw.typepad.com/beckerposner/ .

E-mail or text message
E-mail and text messages may be cited formally in the following way:

Notes:
1. John Doe, e-mail message to author, 28 February 2010.

Bibliography:
Doe, John. E-mail message to author. 28 February 2010.

ACADEMIC GOOD PRACTICE AND PLAGIARISM
What is plagiarism?
Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgment. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

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

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

Students will benefit from taking an online course which has been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

Why does plagiarism matter?

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

What forms can plagiarism take?

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

Not just printed text!

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.
For further information, visit:
http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

THE FORM OF YOUR THESIS ON SUBMISSION –

Presentation of Theses and Abstracts – Style and Format (from Monday Week 1 Michaelmas Term 2019)

- Your thesis must be submitted online via the Research Thesis Digital Submission (RTDS) application. The typewritten part of the thesis must be saved as a pdf. Additional files (images, recordings, annexes etc. should be saved to a single zip file and uploaded under "Additional Documents".
- Your thesis must be submitted in English, apart from quotations and recognized technical formulae, or where the Divisional or Faculty Board has determined otherwise.
- Your thesis may be scanned with text-matching software (either iThenticate or TurnItIn) should the examiners question the authenticity of the work, but such theses will NOT be saved to the software databases.
- Pages of the thesis must be numbered.
- Include an abstract with each copy of your thesis (generally after the Contents page in the thesis).
- Include a title page with each copy of your thesis, giving your full name, college, thesis title and your degree.
- The main body of your thesis should be in double spacing with quotations and footnotes in single spacing.
- Portrait would usually be expected, landscape maybe permitted by agreement with the relevant board.
- Select an easily readable font, such as Times New Roman or Arial.
- Font size 12pt is preferred, but a minimum font size 11pt is recommended for text and 10pt for footnotes.
- You should allow a margin of 3 to 3.5 cm on the left-hand edge of each page. Footnotes should normally be placed at the bottom of each page. Where they are given at the end of each chapter or at the end of the thesis, two separate unbound copies of footnotes should also be presented, for the convenience of the examiners.
- Fine Art candidates offering studio practice as part of their submission must submit, together with the written portion of their thesis, documentation in appropriate form of the form of the exhibition or portfolio of works to be examined. Wherever possible, this documentation should be either be included with the written portion of the thesis or as an additional material and uploaded to RTDS. Where this is not possible, items should be submitted to the Research Degrees Team, Examination Schools, High Street, Oxford, OX1 4BG.
- Candidates with a maximum submission date of Friday 0 Wk MT2019 (i.e. last day of TT 2019) will not be permitted to submit under the new regulations. Any candidate who has a later maximum submission date and wishes to submit under these new regulations may do so from Monday 1Wk MT2019 but this will count as an MT2019 submission and cannot be backdated to TT2019.

Submission of Examiners' Copies of Your Thesis (From Monday Week 1 Michaelmas Term 2019)

- 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.

- If your thesis title has changed, it is your responsibility to request approval of the new title on your GSO.3 form. The GSO.3 form should be completed by yourself, your supervisor and your college and submitted to your Graduate Studies Assistant. Hand the form in prior (by four to six weeks) to the submission of the thesis where possible. The examiners have to be approved by the relevant board and the examiners' formal acceptance received before a link to download the thesis can be sent out.
- Hard copies of your thesis may only be requested by your examiners from the Research Degrees Team. The minimum time between both examiners receiving the official digital copy of the thesis and a viva date remains at four weeks (as referred to under the 'the oral examination or viva' section below).
- You can access RTDS via the Research Theses Digital Submission website. Full guidance on the functionality and instructions on how to submit your thesis using RTDS can be found in the Quick Reference Guide for Students.
- Examiners are required to return the examiners' joint report within one month of the date of the candidate's viva or the receipt of the completed minor corrections.
- Candidates with a maximum submission of Friday 0Wk MT2019 (i.e. last day of TT2019) will not be permitted to submit under the new regulations. Any candidate who has a later submission date and wishes to submit under these new regulations may do so from Monday 1Wk MT2019 but this will count as an MT2019 submission and cannot be backdated to TT2019.

LOCAL RULES CONCERNING THE LAND, BUILDINGS, SERVICES AND FACILITIES AT 74 HIGH STREET AND 128 BULLINGDON ROAD, OXFORD: PLEASE SEE THE SEPARATE GUIDANCE ISSUED BY THE SCHOOL'S H&S OFFICER

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

1. It is forbidden to climb on roofs or buildings.

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

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

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

5. In the interest of safety, smoking is never permitted in the School buildings at BR or HS. This includes the area outside the entrance to BR and the steps of the HS building. From 7 January 2019 the prohibition has been extended to cover the use of electronic cigarettes or similar devices ('vaping').

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

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

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

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

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

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

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

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

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

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

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

Fire
Fire alarms are fitted throughout the School. Fire extinguishers are stationed in all buildings and staff and students are required to familiarize themselves with their location.   Fire alarms are tested every week at BR on Monday mornings, and at the HS on Friday mornings. Tests last just a few seconds. If the alarm rings at any other time, or lasts longer than a few seconds you should follow the building evacuation procedures. Fire drills are conducted periodically , when you should follow the building evacuation procedure.

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

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

UNIVERSITY CODE OF CONDUCT FOR USING IT FACILITIES

The University regulations relating to the use of Information Technology facilities can be found at: http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml

COMPLAINTS IN RELATION TO HIGHER DEGREES INVOLVING RESEARCH

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

Making a complaint

1. All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Complaints sent to faculty boards or the Graduate Studies Office should be forwarded immediately to the Proctors. Graduate students may request a meeting with one of the Proctors or a senior member of the Proctors' Office staff to discuss procedures or matters of concern before deciding whether to make a formal complaint.

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

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

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

4. Where a complaint relates to the conduct of an examination or other procedure for academic assessment, notice of the receipt of the complaint will be sent to the chairman of the relevant faculty board, the responsible officer of the candidate's college, and the candidate's supervisor(s).

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

Investigating a complaint: the candidate

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

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

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

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

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

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

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

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

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

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

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

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

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