UNIVERSITY OF OXFORD

SCHOOL OF ARCHAEOLOGY

NOTES FOR THE GUIDANCE OF
POSTGRADUATE STUDENTS IN ARCHAEOLOGY
(TAUGHT DEGREES)
2018-19

University Dates from 2018 to 2020 – Full Term (weeks 1 -8)*

Michaelmas 2018　　　　　　　　　　　Sunday 7th October to Saturday 1st December
Hilary 2019　　　　　　　　　　　　　Sunday 13th January to Saturday 9th March
Trinity 2019　　　　　　　　　　　　Sunday 28th April to Saturday 22nd June

Michaelmas 2019　　　　　　　　　　　Sunday 13th October to Saturday 7th December
Hilary 2020　　　　　　　　　　　　　Sunday 19th January to Saturday 14th March
Trinity 2020　　　　　　　　　　　　Sunday 26th April to Saturday 20th June

***Students should also ensure that they are available in Oxford the week before Full Term begins and the week after Full Term ends*

Useful Contacts

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Disclaimer

The Examination Regulations relating to these degrees are available online via the links provided. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact your appropriate Director of Graduate studies.

The information in this handbook is accurate as at 1st October 2018, however, it may be necessary for changes to be made in certain circumstances, as explained here. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed. The revised handbook will have a new version number. The most current version will always be available on the Archaeology website.

Welcome

Dear Student

As the Directors of Graduate studies, it is our pleasure to congratulate and welcome you on behalf of the School of Archaeology as the newest members of our dynamic community here within the University of Oxford.

We are excited to have you join the School of Archaeology and hope to see you benefit from and contribute to our broad community. The School enjoys collaborations with colleagues across many different departments and faculties, and it maintains direct associations with the University's outstanding libraries, museums, and regional heritage and commercial partners, ensuring further opportunities for student research, work experience and career advancement. In addition to the lively research seminar series, many convened by students, the Graduate Archaeological Society is run by students and offers its own seminar series, workshops, conferences and events. You will have received a welcome letter from them directly as part of your induction pack in addition to their direct welcome below.

We wish you all the best in your studies, and hope that your graduate course of choice will be fulfilling and enjoyable.

Dr Mike Charles and Dr Peter Stewart
Directors of Graduate Studies, School of Archaeology

Welcome to all new graduate students!

On behalf of Graduate Archaeologists at Oxford (GAO), we are excited to welcome you to the graduate archaeology community here at Oxford. GAO is a student-led organization that brings together students from both research and taught degrees in Archaeology, Classical Archaeology, and Archaeological Science at the University of Oxford.

GAO organizes Graduate Skills Seminar Series each term for graduate students as part of the program for the development of graduate skills, an Annual Postgraduate Conference (Dates and theme to be circulated via email), and various social events.

More information can be found on our facebook pages and we look forward to meeting you at Freshers' week!

Sydney Taylor
GAO President

1. INTRODUCTION

This handbook applies to students starting the following courses in Michaelmas term 2018:

Archaeology:
- Master of Studies (M.St.)
- Master of Philosophy (M. Phil.)

Classical Archaeology:
- Master of Studies (M.St.)
- Master of Philosophy (M. Phil.)

Archaeological Science:
- Master of Science (M.Sc.)
- Master of Studies (M.St.)

These Guidance Notes are revised annually and the information in this handbook may be different for students starting in other years. *Please always ensure you are consulting the appropriate Guidance Notes and Exam Regulations (see below) for the year in which you began your course.*

These notes are designed to give guidance on the issues that are likely to be most relevant to graduate students on the postgraduate taught courses, to introduce the procedures in which they may be involved, and to indicate the standard and scope of the work required for the various taught degree programmes. They are intended to be read in conjunction with the following key documents as relevant to each degree programme

- **Examination Regulations,** which lay out the list of formal requirements for each degree; and
- **Exam Conventions**, which provides details of how the degree is examined, including marking criteria and progression rules.

All active editions of the Examination Regulations are available online and Exam conventions are available via the School website. You should note both the general regulations affecting the degree course for which you are registered as well as the specific regulations made by the School of Archaeology. These documents are updated annually and those relevant for the current exam period are generally updated by January of the year of examination. Those that are published in the academic year in which you begin a degree are the ones that normally apply throughout its course.

The graduate support office can help advise on queries about these Guidance Notes or Examination Regulations and how they apply to you. College Tutors for Graduates can assist with more practical or financial issues (for example concerning residence and fee requirements).

Induction

The formal induction programme begins **Monday 1st October, 2018** and will run all week. The induction programme will consist of a variety of orientation and introductory sessions organised by each of your colleges and the School and details of dates, times and venues will be forwarded to you separately (both electronically and in hard copy to your college). In addition, the University offers University offers an undergraduate and graduate Orientation Programme for European and international students which for Social Science graduate students will be held on **Thursday 27th September, 2018** from 9.30am - 5.00pm, about which students will have received further information from their colleges. More information can also be found on these underlined [webpages.](#)

Course and option selection

The School will have arranged for you to meet the Course Director for your programme of study and your supervisor as part of its Induction Programme. You will also have an opportunity to meet other graduate students in various structured and social events throughout the week. It is advisable that you meet with as many relevant people as possible (the most important of which will be your supervisor) during this period to help inform your option choices. Ideally, the final decision should be taken before the end of the First (1st) Week of Full Term (which begins **Monday 8th October, 2018**) and the course specific induction events are intended to help you with this decision. In addition to course options within the degree for which you are registered, you are allowed (in accordance with the Exam Regulations for your programme) to take subjects offered in the other Archaeology Masters degrees, and if you are interested in taking subjects from other degrees you should arrange a time directly with these subject convenors during this week. The names of the individual subject convenors are listed on our webpages. If your supervisor is not available, or you are struggling to make contact with any subject convenor then you should contact the relevant Course Director or Director of Graduate Studies (listed at the front of this handbook) as soon as possible.

Libraries

Your supervisor will advise you about getting admitted as a reader in the relevant major libraries. Entrance to the main libraries, and to various other University facilities, is based on your University ID card (normally issued by your College). All archaeology students are automatically registered as readers at the Sackler Library and the Radcliffe Science Library. Any further queries can be direct to Helen Worrell, the Archaeology and Tylor Anthropology Librarian at the Bodleian Libraries (Helen.Worrell@Bodleian.ox.ac.uk). Depending on your subject specialism, you may find it useful to also register at the Balfour Library (Pitt Rivers Museum). There is also a small reference library for European and Roman Archaeology which is housed at the Institute of Archaeology, open to all.

Attendance at other university lectures

As a member of the University you are entitled to attend any university lecture or class, in any subject, provided it is not advertised as restricted to a specific group of candidates for special papers. You may be encouraged by your supervisors and tutors to attend some of the undergraduate lectures in relevant subjects. You may also wish to widen your expertise in non-archaeological subjects in this way. Links to all **Lecture lists** across the University can be found [here](#).

Prior to your arrival at Oxford, and following completion and return of your card form, your college will issue you with an **e-mail address** (givenname.familyname@college.ox.ac.uk). This is the default means of communication with supervisors, tutors and others within the University and you are expected to check this at least on a daily basis during term time.

Electronic submission requirements for assessed written work

Electronic submission was recently introduced by the School of Archaeology for all work submitted as part of its graduate taught courses (e.g. pre-set essays, dissertations, theses and practical reports). All such work should be submitted as a pdf document via the assignments' section on Weblearn **only** and **no longer** requires candidates to submit hard copies. It should be noted that the electronic submission software will automatically generate a similarity report using Turnitin and Boards of Examiners will use this tool to help identify potential cases of plagiarism for such submitted work. Students should avail themselves of the guidance on plagiarism and good academic practice (see Annex F) and ensure that others' work is properly attributed prior to submitting for assessment.

THE OXFORD CALENDAR

The terms at Oxford are known as Michaelmas, Hilary, and Trinity terms (often abbreviated as MT, HT and TT). The University refers to the eight weeks during which lectures and tutorials take place as "Full Term", although each Full Term is set within a longer period in which activities regularly take place and for which students should plan to be in attendance. This extended period includes the week before First Week (known as "Noughth Week") and Ninth Week. The dates of the Full Terms for the current year appear on the title page and have been published here for future years.

Regular university events, such as meetings, examinations, or submission deadlines, normally recur on a stated day of a stated week of each Full Term, or on a stated day of a stated week in a particular Full Term, so that you will frequently hear, and read below, of things happening in Fourth Week etc.

THE ORGANISATION OF THE COLLEGIATE UNIVERSITY

The organisation of Oxford University is complex and consists of the central University and colleges. The central University is composed of academic departments and research centres, administrative departments, libraries and museums. The 38 colleges are self-governing and financially independent institutions, which are related to the central University in a federal system. The collegiate system is considered to be the heart of the University's success, giving students and academics the benefits of belonging both to a large, internationally renowned institution and to a small, interdisciplinary academic community. The different roles of the colleges and University have evolved over time and more information about the structure of the collegiate University and what roles are currently played by whom can be found here.

A graduate student's college is treated as his/her official address for all university correspondence, so it is important to check your mailbox in college regularly, and to inform your college if you are away from Oxford.

2. THE GRADUATE STUDIES COMMITTEE

The School of Archaeology has overall responsibility for the organisation and teaching of the courses covered by this handbook. It manages this through its Graduate Studies Committee (GSC), with course- or subject-specific matters to the relevant sub-committees, all of which report to the GSC. The GSC is, therefore, the formal body within the School for dealing matters arising from the admission of graduate students, appointment of supervisors and examiners and other matters involving its graduate students that arise from time to time.

The Chair of the GSC is one of the Director of Graduate Studies for Classical Archaeology, currently **Dr Peter Stewart** or the Director of Graduate Studies for Archaeology and Archaeological Science, currently **Dr Mike Charles.** The secretary to the GSC will be one of the School's Graduate Administrators, and for 2018/19 will be **Barbara Morris**.

The committee's membership includes one student member (usually the President of the GAO, the student society for archaeology graduate students) who attends for unreserved business. The current student member is **Sydney Taylor**. GSC meetings are held on Tuesday of the *second* and *eighth* week of each term. The first meeting of each term will cover general matters affecting the degree courses and course- or subject-specific matters will be considered in sub-committee meetings held in eighth week.

3. COURSE-SPECIFIC INFORMATION

The following sections give a brief account of the various taught courses which supplement the information found in the Exam regulations and Exam Conventions.

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MASTER OF STUDIES IN CLASSICAL ARCHAEOLOGY (M.ST.)

SUMMARY OF COURSE CONTENT

Length of Course – 9 months

FHEQ level 7

The M.St. in Classical Archaeology offers candidates a wide range of periods (from Prehistoric Aegean to Byzantine), and of subjects, in two lists: three must be chosen for written examination. Candidates may also be granted permission to study appropriate topics in Classical Archaeology, or directly related to it, which are not on the lists, provided teaching is available. Those who are seeking a broader course may, if they wish, select as one of their three choices any suitable subject offered in any of the following M.St. courses subject to availability: Archaeology, Archaeological Science, Byzantine Studies, Classical Literature, Greek and Roman History, History of Art, Women's Studies.

Course aims, intended learning outcomes, and other course details are available for download on the course pages on the School of Archaeology website.

GENERAL SUMMARY

The M.St. course and the first year of the corresponding M.Phil. are identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see section on M.Phil. and the Examination Regulations). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

Lists of options are available online and recurring ones are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

M.St. candidates must choose three options including one period topic. Lists of specific and related options are provided for each degree, but candidates may, if they wish, choose one of their three options from the list for the M.St. in Archaeology or from the M.Sc. in Archaeological Science. They may also apply to study a subject not listed; this will normally be allowed, provided that the proposed subject is appropriate and that suitable teaching can be delivered. Students can therefore shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

You study two options from 'Schedule B', one each In Michaelmas Term and Hilary Term. These are each examined by a pair of 5,000-word essays submitted at the start of the following term (although a 10,000-word dissertation in lieu of one set of paired essays may be allowed for M.St. students only, if permission is granted by the GSC).

For the examination, your period topic must be chosen from 'Schedule A' (see Examination Regulations); this option is taught in Trinity term. This option will be examined by a traditional unseen

written paper, in 9th week of Trinity Term, in which you are asked to choose one picture question and three essay questions from a selection and to answer them all within three hours.

All candidates are required to attend a 15-minute viva voce examination towards the end of 9th week of Trinity Term, the subject of which is the written work submitted, and the script of the 3-hour exam sat earlier that week.

The Examination Regulations contain details of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The candidate, in consultation with the supervisor/option co-ordinator as relevant, will devise the pre-set essay titles and dissertation title. The proposed options need to be submitted for formal approval by the School of Archaeology, via its Graduate Studies Committee, before a student formally registers these using Student Self-Service in Week 8 of Michaelmas Term.

The Examination Conventions are the University's formal record of the specific assessment standards for the course, including marking criteria and progression rules, and are to be found on the course's Weblearn site. These are generally updated during Michaelmas Term once all the previous years' examiners' reports have been considered and will be updated by the start of Hilary Term 2019.

KEY DATES FOR M.ST. CLASSICAL ARCHAEOLOGY STUDENTS

DEADLINE	M.ST. CLASSICAL ARCHAEOLOGY
MICHAELMAS TERM	**Action required by students**
Week 7 (Fri, noon)	Proposed title of dissertation (*in lieu* of paired essays) due
Week 7 (Fri, noon)	Proposed subject choices due for consideration by GSC
Week 8 (Fri, noon)	Proposed essay titles for MT-taught subjects due
Week 8 (Fri, tbc)	Students register approved subjects using Student Self Service
HILARY TERM	
Week 1 (Mon, noon)	Essays from MT-taught subject uploaded to Weblearn
Week 8 (Fri, noon)	Proposed essay titles for HT-taught subjects due
TRINITY TERM	
Week 1 (Mon, noon)	Essays from HT-taught subject uploaded to Weblearn
Week 5 (Mon, noon)	Dissertation (*in lieu* of paired essays) uploaded to Weblearn
Week 9 (Mon, tbc)	Written examinations by unseen paper
Week 9 (Thurs or Fri)	Compulsory *viva voce* examination for all students (time tbc)

SUMMARY OF COURSE CONTENT

Length of Course – 1 year and 9 months

FHEQ level 7

The two-year M.Phil. in Classical Archaeology has as its first year the same course and same examination as the M.St. in Classical Archaeology: Candidates must pass this examination at a satisfactory level (see exam conventions for details of progression rules) to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to submit a pair of 5,000-word essays on one further subject, chosen from those listed for the M.St. in Classical Archaeology. An appropriate subject that is not listed may be approved instead, provided that teaching is available.

Course aims, intended learning outcomes, and other course details are available for download on the course pages on the School of Archaeology website.

GENERAL SUMMARY

The M.St. and the first year of the corresponding M.Phil. are virtually identical in content, and the same examination is taken by all candidates at the end of the year with only slight variation in certain choices concerning options and examination format (see section on M.St. and the Examination Regulations). The only difference is that M.Phil. students *may not* replace one pair of 5,000-word essays with a 10,000-word dissertation. You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.Lists of options are available online and recurring ones are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and it would be best to discuss your first and second choices for each term with your supervisor as soon as possible, so that you can discuss viability.

In the first year, candidates must choose three options, including one period topic, which are taught and examined in the same way as for the M.St. in Classical Archaeology (including a *viva*). Lists of specific and related options are provided for each degree, but candidates may, if they wish, choose one of their three options from the list for the M.St. in Archaeology or from the M.Sc. in Archaeological Science. They may also apply to study a subject which is not listed, which will normally be allowed, provided that the proposed subject is appropriate and that suitable teaching can be delivered. Students can therefore shape for themselves a broader or a more specialised Master's course in Classical Archaeology, according to personal preference and career plans.

During either the first or second term of the second year, candidates work on one further subject from the lists provided, examined by a pair of 5,000-word essays, but the rest of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic which you will develop in discussions with your supervisor. Further guidance on choosing your options should be sought from your supervisor if necessary, but generally speaking, as you will be researching and writing a

substantial thesis on a specific area in your second year, options which provide broader study for the whole of the first year will normally be more useful to you. All M.Phil. students are required to attend a *viva voce* examination towards the end of 9th week in their second year.

The Examination Regulations contain details of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The candidate, in consultation with the supervisor/option co-ordinator as relevant, will devise the pre-set essay titles and dissertation title. The proposed options need to be submitted for formal approval by the School of Archaeology, via its Graduate Studies Committee, before a student formally registers these using Student Self-Service in Week 8 of Michaelmas Term.

The Examination Conventions are the University's formal record of the specific assessment standards for the course, including marking criteria and progression rules, and are to be found on the course's Weblearn site. These are generally updated during Michaelmas Term once all the previous years' examiners' reports have been considered and will be updated for this year's exams by the start of Hilary Term 2019.

KEY DATES FOR M.PHIL. CLASSICAL ARCHAEOLOGY STUDENTS

DEADLINE	M.PHIL. CLASSICAL ARCHAEOLOGY	
MICHAELMAS TERM	**Action required by students**	**YEAR**
Week 7 (Fri, noon)	Proposed subject choices due for consideration by GSC	1
Week 8 (Fri, noon)	Proposed essay titles for MT-taught subjects due	1 and 2*
Week 8 (Fri, tbc)	Students register approved subjects using Student Self Service	1 and 2
HILARY TERM		
Week 1 (Mon, noon)	Essays from MT-taught subjects to be uploaded to Weblearn	1 and 2*
Week 8 (Fri, noon)	Proposed essay titles for HT-taught subjects due	1 and 2*
Week 8 (Fri, noon)	*Finalised* title of thesis due	2
TRINITY TERM		
Week 1 (Mon, noon)	Essays from HT-taught subject to be uploaded to Weblearn	1 and 2*
Week 6 (Fri, noon)	Thesis to be uploaded to Weblearn	2
Week 7 (Fri, noon)	*Proposed* title of 2nd year thesis and 2nd year subject due	1
Week 9 (Mon, tbc)	Written examinations by unseen paper	1
Week 9 (Thurs or Fri)	Compulsory *viva voce* examination for all students (time tbc)	1 and 2

*Second-year MPhil students will only take one paired essay subject in their second year which may be studied in either MT or HT.

MASTER OF STUDIES IN ARCHAEOLOGY (M.ST.)

SUMMARY OF COURSE CONTENT

Length of Course – 9 months

FHEQ level 7

In the one-year M.St. in Archaeology, candidates are required to choose three subjects for examination at the end of the year – a full list of options is available on the website (although not all options will be available each year). Candidates may also be granted permission to study appropriate subjects not on the list, provided teaching is available, while those seeking a broader course may, if they wish, make one of their three choices from the subject lists provided for the M.St. courses in Classical Archaeology or Archaeological Science.

Course aims, intended learning outcomes, and other course details are available on the School's webpages.

GENERAL SUMMARY

The M.St. course and the first year of the corresponding M.Phil. are exactly identical in content, and the same examination format is taken by all candidates (see section on M.Phil. and the Examination Regulations). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible.

Lists of available options can be found online at and are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and you should discuss with your supervisor your first and second choices for each term as soon as possible, so that you can discuss viability.

M.St. candidates must choose three options and candidates may, if they wish, choose one of their three options from the list for the M.St. in Classical Archaeology or from the M.Sc. in Archaeological Science. Students can therefore shape for themselves a broader or a more specialised Master's course in Archaeology, according to personal preference and career plans. Further guidance on choosing your options should be sought from your supervisor if necessary.

For the examination, one of your three options must be chosen from 'List A' (see Examination Regulations); this option is normally taught in Michaelmas Term. This option will be examined by a traditional unseen written paper, in which you are asked to choose three questions from a selection and to answer them all within three hours.

You will be also be required to submit a pair of 5000*-word essays for one of your remaining two options, and a 10,000*-word dissertation for the other.

The Examination Regulations contain details of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The candidate, in consultation with the supervisor/option co-ordinator as relevant, will devise the pre-set essay titles and dissertation title. The proposed options need to be submitted for formal approval by the School of Archaeology, via its Graduate Studies Committee, before a student formally registers these using Student Self-Service in Week 8 of Michaelmas Term.

The Examination Conventions are the University's formal record of the specific assessment standards for the course, including marking criteria and progression rules, and are to be found on the course's Weblearn site. These are generally updated during Michaelmas Term once all the previous years' examiners' reports have been considered and will be updated for this year's exams by the start of Hilary Term 2019.

Candidates may also be ask to attend a *viva voce* examination which will be held on Tuesday of Week 10 Trinity Term and about which they will be notified by the end of Week 9 of Trinity Term

*Not to exceed

KEY DATES FOR M.ST. ARCHAEOLOGY STUDENTS

DEADLINE	M.ST. ARCHAEOLOGY
MICHAELMAS TERM	**Action required by students**
Week 7 (Fri, noon)	Proposed subject choices due for consideration by GSC
Week 8 (Fri, noon)	Proposed essay titles for (non-Schedule A) MT-taught subjects due
Week 8 (Fri, time tbc)	Students register approved subjects using Student Self Service
HILARY TERM	
Week 1 (Mon, noon)	Essays from (non-Schedule A) MT-taught subjects uploaded to Weblearn
Week 1 (Fri, noon)	Proposed *provisional* dissertation title due
Week 8 (Fri, noon)	Proposed essay titles for HT-taught subjects due
TRINITY TERM	
Week 1 (Mon, noon)	Essays from HT-taught subjects uploaded to Weblearn
Week 1 (Fri, noon)	Proposed *final* dissertation title due
Week 6 (Fri, noon)	Dissertation uploaded to Weblearn
Week 9 (Mon, tbc)	Written examinations by unseen paper
Week 10 (Tues)	*Viva voce* examination for borderline candidates (time tbc)

MASTER OF PHILOSOPHY IN ARCHAEOLOGY (M.PHIL.)

SUMMARY OF COURSE CONTENT

Length of Course – 1 year and 9 months

FHEQ level 7

The two-year M.Phil. in Archaeology has as its first year the same course and same examination as the M.St. in Archaeology. Candidates must pass this examination at a satisfactory level to qualify for the second year of the M.Phil. In the second year, they are required to submit a thesis of up to 25,000 words on an approved topic, and to produce a pair of 5,000-word essays on one further subject, chosen from those listed for the M.St. in Archaeology. An appropriate subject that is not listed may be approved instead, at a candidate's request, provided teaching is available.

Course aims, intended learning outcomes, and other course details are available on the School's webpages.

GENERAL SUMMARY

The M.St. course and the first year of the corresponding M.Phil. are exactly identical in content, and the same examination format is taken by all candidates at the end of the year (see section on M.St. and the Examination Regulations). You will have to enter for the examination relating to the degree for which you were registered, but because of the similarity of the courses a transfer from one to the other, influenced perhaps by examination results, or by changes in career plans or available funding, may be possible. Lists of available options can be found online at and are included in the Examination Regulations. Please note that not all the courses listed may be available every year, and you should discuss with your supervisor your first and second choices for each term as soon as possible, so that you can discuss viability.

In the first year, candidates must choose three options including one core paper (List A). Candidates may, if they wish, choose one of their three options from the list for the M.St. in Classical Archaeology or from the M.Sc. in Archaeological Science. They may also apply to study a subject which is not listed, which will normally be allowed, provided that the proposed subject is appropriate and that suitable teaching can be provided. Students can therefore shape for themselves a broader or a more specialised Master's course in Archaeology, according to personal preference and career plans.

During the second year, candidates work on one further subject from the lists provided, but most of the time is devoted to the preparation of a thesis of up to 25,000 words on an approved topic which you will develop in discussions with your supervisor. Further guidance on choosing your options should be sought from your supervisor if necessary, but generally speaking, as you will be researching and writing a substantial thesis on a specific area in your second year, options which provide broader study for the whole of the first year will normally be more useful to you.

For the first year examination, one of your three options must be chosen from 'List A' (see Examination Regulations); this option is normally taught in the first term. This option will be examined by a

traditional unseen written paper, in which you are asked to choose three questions from a selection and to answer them all within three hours. You will be also be required to submit a pair of 5,000-word essays for one of your remaining two options, and a 10,000-word dissertation for the other.

The Examination Regulations contain details of how and when a candidate's choices must be notified, and when the various pieces of work must be submitted. In general, candidates, in close consultation with their supervisors, should make all choices of option and examination format as early as possible in Michaelmas Term so that they can begin work accordingly. The candidate, in consultation with the supervisor/option co-ordinator as relevant, will devise the pre-set essay titles and thesis title.

In the second year of the M.Phil., examination of the selected option is again by a pair of 5,000-word pre-set essays. The main element of the second year examination is the 25,000-word thesis.

Candidates may also be ask to attend a *viva voce* examination which will be held on Tuesday of Week 10 Trinity Term and about which they will be notified by the end of Week 9 of Trinity Term

KEY DATES FOR M.PHIL. ARCHAEOLOGY STUDENTS

DEADLINE	M.PHIL. ARCHAEOLOGY	
MICHAELMAS TERM	**Action required by students**	**YEAR**
Week 7 (Fri, noon)	Proposed subject choices due for consideration by GSC	1
Week 8 (Fri, noon)	Proposed essay titles for MT-taught subjects due	1 and 2[*]
Week 8 (Fri, tbc)	Students register approved subjects using Student Self Service	1 and 2
HILARY TERM		
Week 1 (Mon, noon)	Essays from MT-taught subjects uploaded to Weblearn	1 and 2[*]
Week 1 (Fri, noon)	Proposed *provisional* dissertation title due	1
Week 8 (Fri, noon)	Proposed essay titles for HT-taught subjects due	1 and 2[*]
TRINITY TERM		
Week 1 (Mon, noon)	Essays from HT-taught subjects uploaded to Weblearn	1 and 2[*]
Week 1 (Fri, noon)	Proposed *final* dissertation title due	1
Week 1 (Fri, noon)	Proposed *final* thesis title due	2
Week 6 (Fri, noon)	Dissertation (first year) uploaded to Weblearn	1
Week 6 (Fri, noon)	Thesis (second year) uploaded to Weblearn	2
Week 7 (Fri, noon)	Proposed 2nd year subject choice and *provisional* thesis title due	1
Week 9 (Mon, tbc)	Written examinations by unseen paper	1 and 2
Week 10 (Tues)	*Viva voce* examination for borderline candidates (time tbc)	1 and 2

[*]*Second year M.Phil. students will only take one paired essay subject in their second year which may be studied in either MT or HT.*

SUMMARY OF COURSE CONTENT

Length of Course – 12 months

FHEQ level 7

The course provides broad introductory training both for those with a first degree in archaeology who wish to undertake research of a scientific nature, and also to those previously trained in the sciences who wish to learn something of specifically archaeological problems, before applying their knowledge at a research level. The course can be taken either for its own sake, or as preliminary training for doctoral research.

*Course ai*ms, intended learning outcomes, and other course details are available on the School's webpages.

GENERAL SUMMARY

The M.Sc. course is comprised of three modules: *Principles and practice of scientific dating*, *Bio-archaeology*, and *Materials analysis and the study of technological change*. These may be colloquially referred to as Chronology, BioArch, and Materials, respectively. Formal instruction for these modules occurs during the first two terms. M.Sc. candidates generally take all three modules, but you may, if you wish, choose to replace ONE of these with an option from the M.St. in Archaeology (List A or B) or the M.St. in Classical Archaeology (Schedule B only). Further guidance on choosing such a substitution should be sought from your supervisor at the earliest opportunity.

For the examination, each of the three modules will be examined by a traditional unseen written paper, in which you are asked to choose three questions from a selection and to answer them all within two hours (i.e., three two-hour exams). You will also be required to submit one pre-set essay of 10,000 words on a topic pre-arranged with your supervisor. If you had substituted an Archaeology or Classical Archaeology option for one of the modules, you would only sit a written exam for the two main modules in which you had participated; your third non-science option would be examined by a pair of 5,000-word pre-set essays, and you would submit a further 5,000-word pre-set essay on a topic pre-arranged with your supervisor.

After these examinations are complete, candidates write a dissertation of no more than 20,000 words on a research area or topic, selected in consultation with your supervisor and approved by the Chair of Examiners for Archaeological Science.

The final marks received on the course are broken down as follows:

- Where all three main modules are taken, each written exam carries 15% of the mark, the 10,000-word essay 15%, and the dissertation 40%.

- Where another option is taken in lieu of a main module, each written exam carries 15% of the mark, the numerical average of the two pre-set essays for the third option carries 20%, the 5,000-word pre-set essay carries 10%, and the dissertation 40%.

There may also be a *viva voce* examination after the submission of the dissertation; this may be to discuss your written papers, your dissertation, or both.

KEY DATES FOR M.ST. AND M.SC. ARCHAEOLOGICAL SCIENCE STUDENTS

DEADLINE	M.SC. and M.ST. IN ARCHAEOLOGICAL SCIENCE	
MICHAELMAS TERM	**Action required by students**	**Degree**
Week 7 (Fri, noon)	Proposed subject substitutions due for consideration by GSC	both
Week 8 (Fri, tbc)	Students register approved subjects using Student Self Service	both
HILARY TERM		
Week 6 (Fri, noon)	Proposed title of Archaeological Science essay due	both
Week 6 (Fri, noon)	Proposed title of Archaeological Science practical project due	M.St. only
Week 6 (Fri, noon)	Proposed title of Archaeological Science dissertation due	M.Sc. only
TRINITY TERM		
Week 1 (Mon, noon)	Pre-set Essay in Archaeological Science uploaded to Weblearn	both
Week 2 (various, TBC)	Two hour written examinations	both
Week 9 (Fri, noon)	Practical project report uploaded to Weblearn	M.St. only
13th September, 2019 (noon)	Dissertation uploaded to Weblearn	M.Sc. only

SUMMARY OF COURSE CONTENT

Length of Course – 9 months

FHEQ level 7

The course provides broad introductory training both for those with a first degree in archaeology who wish to undertake research of a scientific nature, and also to those previously trained in the sciences who wish to learn something of specifically archaeological problems, before applying their knowledge at a practical level.

GENERAL SUMMARY

The M.St. course is comprised of three modules: *Principles and practice of scientific dating*, *Bio-archaeology*, and *Materials analysis and the study of technological change*. These may be colloquially referred to as Chronology, BioArch, and Materials, respectively. Formal instruction for these modules occurs during the first two terms. M.St. candidates generally take all three modules, but you may, if you wish, choose to replace ONE of these with an option from the M.St. in Archaeology (List A or B) or the M.St. in Classical Archaeology (Schedule B only). Further guidance on choosing such a substitution should be sought from your supervisor at the earliest opportunity.

For the examination, each of the three modules will be examined by a traditional unseen written paper, in which you are asked to choose three questions from a selection and to answer them all within two hours (i.e., three two-hour exams). You will also be required to submit one pre-set essay of 10,000 words on a topic pre-arranged with your supervisor. If you had substituted an Archaeology or Classical Archaeology option for one of the modules, you would only sit a written exam for the two main modules in which you had participated; your third non-science option would be examined by a pair of 5,000-word pre-set essays, and you would submit a further 5,000-word pre-set essay on a topic pre-arranged with your supervisor.

In addition to these requirements you will write a 5,000-word report on a practical project selected in consultation with your supervisor and approved by the Chair of Examiners for Archaeological Science.

The final marks received on the course are broken down as follows:
- Where all three main modules are taken, each written exam carries 20% of the mark, the 10,000-word essay 20%, and the practical report 20%.
- Where another option is taken in lieu of a main module, each written exam carries 20% of the mark, the numerical average of the two pre-set essays for the third option carries 30%, the 5,000-word pre-set essay carries 10%, and the practical project report 20%.

Candidates must present themselves for an oral examination if required by the examiners. This may be on the candidate's written paper, essay or report, or all three.

See table on previous page for a summary of key dates for M.St. in Archaeological Science students.

4.   NOTIFICATION OF OPTIONS

You should pay particular attention to the deadlines by which you must submit your choices of options, dissertation titles and mode of examination, for approval either by the GSC or the chairman of Examiners. Your supervisor's approval of all these choices is required before they are submitted to the GSC.   Such choices will be collected via online forms and links will be circulated by the graduate support office. The dates for all these notifications are given in the Exam Regulations and are summarised for each degree in the course-specific information in . The timetable must be adhered to; ***missing the deadlines may lead to penalties such as late entry fees.***

5.   TEACHING AND SUPERVISION

(See also). Every student has a supervisor appointed by the GSC before the student's arrival in Oxford. In choosing a supervisor, the GSC will naturally try to choose someone whose interests and expertise match those of the student, but if in the light of further knowledge a change seems appropriate, this is usually possible. Students will recognise that there are University limits on the numbers of graduate students an individual may supervise, and so it may not always be possible to have their first choice of supervisor. In selecting a supervisor the Committee will normally ensure that they are an appropriately qualified member of the academic staff of the School of Archaeology. In rare instances it may be appropriate for supervision to be provided by someone who does not hold such a post, for example where specialist input is required from an individual employed at another academic institution. In such cases, an academic member of the School of Archaeology will be appointed by the GSC to act as a co-supervisor.

Supervisors are responsible for guiding all aspects of a student's studies (and may also be a useful source of advice on other matters). Amongst other things, they will advise on choosing options, the availability of useful lectures or language courses, thesis or dissertation topics, and the best way in which to prepare this. Students will normally see either their supervisor or another staff member for weekly or fortnightly tutorials during term time (depending on which options are taken).

Teaching is in the form of lectures (where numbers permit), tutorials, classes, and seminars. For the M.St. and M.Sc. in Archaeological Science, strong emphasis is placed on practical work in the lab. For the other taught graduate degrees, tutorials and small classes, usually involving one to four or five students and a staff member, are the main means of teaching. This is because there are many subjects for which there are no specific lecture courses – most obviously, where an option has been specially arranged for a particular student. The tutorials are usually based on discussion of an essay written by the student during the preceding week, after reading suggested by the supervisor or option co-ordinator. Since the examinations are largely essay-based, it is important that students, particularly those from different academic backgrounds, should be aware of expectations in essay-writing, and should have sufficient practice to meet them. But there is a good deal of flexibility in the way in which tutorials may be arranged, and also in the precise topics dealt with.

While the supervisor or option coordinator (as relevant) will make sure that topics do not stretch too widely in tangent, students are expected to suggest topics or areas of particular interest. With only a maximum of 24 tutorials available during the year it is clearly not possible to cover every aspect of every option in this way, and students are expected to do a good deal of additional and self-directed

reading. Supervisors and option co-ordinators should be able to provide bibliographical help in such areas. While the range of choice of format in the examinations means that complete coverage of a broadly specified subject is not vital, students are urged to study their chosen topics as widely as time allows. Oxford offers superb opportunities in this regard, which students may not experience again; the most should be made of it.

The supervisor reports to the University termly on the progress of a graduate's work: this report is viewed by the Director of Graduate Studies and the student's college. This takes place electronically (see Annexe B for more detailed notes on the Graduate Supervision System). Graduates will be alerted by email to the opening of the reporting cycle each term, and are expected to submit reports of their own progress before the supervisor reports are completed. For further comments on supervisors and supervision, see [Section 17](#) and [Annexe B](#).

Oxford Full Terms are short, but graduate students must expect to spend a considerable proportion of the vacations studying, and in many cases, most obviously for the M.Sc. dissertation in Archaeological Science, that may mean staying in Oxford. Vacation time is also required for the production of pre-set essays. Supervisors can usually be consulted during vacations, if they are in Oxford. They may themselves, however, be away from Oxford at conferences or on fieldwork.

6. PRE-SET ESSAYS

You will develop pre-set essay titles in consultation with the relevant option co-ordinator. The essays should require the presentation of an argument, not merely description or setting out the present state of knowledge. They should be sufficiently narrowly defined to allow close study of the primary evidence for the topic and its secondary literature, as well as critical discussion of both and since the word count includes any catalogue or similar evidence, subjects requiring them are not suitable.

The two essays should be chosen to cover different aspects/periods of the subject being studied. Their titles, approved by the supervisor or course co-ordinator, must be notified to the relevant Chair of Examiners by the date given in the regulations. Once notified, titles can only be changed with the permission of the Graduate Studies Committee.

Your supervisor/option co-ordinator will provide some bibliographic references on your chosen topic, and comment on a first draft of the essay, indicating further reading if necessary. The supervisor should not approve the final version, which should be a test of the candidate not the supervisor. Non-native English speakers will be helped with written English by their supervisors/option co-ordinators. They may also have the English checked (**but not re-written**) by a fellow student. Any such help should be acknowledged at the end of the essay. No other assistance is allowed, and plagiarism (unacknowledged use of other people's work, published or unpublished) is liable to lead to immediate failure in the degree.

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Students are encouraged, where appropriate, to make use of tables and figures in their essays (and certainly in their dissertations), as these can be a very efficient way of conveying information, as well as providing good practice for future academic work. Tables and figures should be numbered and referred to in the text. When taken from published works, they should be cited as one would for direct quotations.

Essays should be double spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. In general, the format should be kept simple. The use of section-headings within an essay is recommended as a good way of structuring material and arguments, but further sub-headings generally are better avoided. Essays will be judged mainly on their clarity and content, but the presentation should follow good academic practice (see Referencing). Notes or text references are expected, and a bibliography listing the main works consulted is essential. Illustrations should be limited to those essential for clarity, and should be referred to at the appropriate points in the text. A maximum of 15–20 is suggested for each essay, and good photocopies/scanned images are sufficient.

Each essay should be accompanied by a statement of the number of words in the text and notes (but excluding the Bibliography), and all submissions on Weblearn include a declaration that it is the candidate's own work. Essays will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit.

WORD LIMITS FOR PRE-SET ESSAYS (5,000 WORDS)

- **Text, footnotes, catalogues and gazetteers** are **included** in the word count.
- **Bibliography and captions** are **excluded** from the word count.

There should be a simple cover, showing the degree and subject for which the essay is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It *must not* show the candidate's name, college, or supervisor's name. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

7.   DISSERTATIONS, THESES AND REPORTS

Dissertation, report, and theses titles must be submitted on time according to the relevant degree timetable as set out in the exam regulations. For the M.Phil. second-year thesis, you do not need to notify the title formally until your first Trinity Term, but you should nevertheless decide on its subject area, at least by the end of Michaelmas Term of your first year, so that if the thesis research requires travel during the Long Vacation, you can plan it in time to apply for grants. Useful advice on the choice of thesis topic is given in Section 8; the subject for an M.Phil. thesis, and even more for an M.St. dissertation, must be much narrower than would be the case for a doctoral one, to allow for the much shorter time available. **Discussion with the supervisor is essential from the earliest stage.**

There is useful information about thesis presentation in general in Section 8 below. The final stages of preparation always take longer than expected, so do not leave seemingly minor matters such as the checking of references to the last minute. Remember, however, that although a clear and functional

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presentation is required, the thesis is primarily judged on its content, not its appearance. No amount of flashy illustration can compensate for a weak argument.

Dissertations should be double spaced with a minimum font size of 11 and a minimum margin of 2.5cm on all sides. There should be a simple cover, showing the degree and subject for which the thesis, dissertation or report is submitted, the title as approved, and the candidate's examination number; the word count should also be given. It must NOT show the candidate's name, college, or supervisor's name. Please also take care to use your candidate number (available to you when you log onto Student Self Service) and NOT your student number.

WORD LIMITS FOR DISSERTATIONS, THESES AND REPORTS

The word limits specified for dissertations, theses and reports cover text and notes, but exclude the bibliography and for theses and dissertations, any descriptive catalogue. Theses, dissertations and practical reports should be accompanied by a signed statement of the number of words in the text and notes (but excluding the bibliography), and all submissions on Weblearn include a declaration that it is the candidate's own work. Dissertations, theses and reports will be penalised by up to 1 mark for every 2% (or part thereof) by which they exceed the specified word limit. Please note that all references and footnotes should be included in the word count.

8.   THESES

WORD LIMITS

The Examination Regulations specify for the M.Phil. a thesis limit of 25,000 words. These are maximum limits, and shorter theses are acceptable if they cover the necessary ground. The word limits include footnotes and appendices, but exclude bibliography and descriptive catalogue or similar factual material. Extensions to the word limit are not allowed and there is no option to apply for one. It is therefore important, especially in the later stages, to know how many words you have actually written. It is surprising how often theses estimated, or announced, as 'just under 25,000 words' turn out to contain 40,000 words or more. The consequent last-minute adjustments are not always easy to make, and can provide avoidable anxiety to student and to supervisor. Examiners can refuse to examine a thesis of excessive length, and may require it to be shortened.

CHOICE OF M.PHIL. THESIS SUBJECT AND TITLE

The choice of a thesis subject and title is normally the result of a continued process of discussion and amendment in which students and supervisors play a joint role. Relatively few titles are directly 'assigned' by supervisors, who will usually prefer to make suggestions in the light of a student's research interests, temperament and style of work, as these become clearer. The title should define the subject of a thesis clearly, positively and without pretension, indicating its limits where necessary and should not be expressed vaguely or in any way likely to mislead examiners as to the actual contents of the thesis. An acceptable title will usually indicate both the material used and the problem studied (e.g. 'Late Bronze Age ornament types in Britain and Scandinavia: their significance for trade'). It should not be too narrow (e.g. 'Analysis of lead-glazed ceramics from the Littlemore Kiln site'), or too broad ('Greek Bronzes'), or mix incongruous categories of evidence ('Tripolitanian burial practices

in the reign of Trajan'). The list of graduate students issued yearly by the School of Archaeology will offer examples of titles previously approved by the GSC. The Bulletin of the Institute of Classical Studies in London publishes annual lists of all classical theses currently being written in the UK, and other lists appear from time to time.

Extensions of time cannot be granted. It is good advice to make a complete outline plan for a theses from the start, regardless of how provisional the design has to be. The longer term project should be broken down into attainable sections and students should always know why they are reading or writing what they are (which is by no means intended to exclude the exploratory instinct or simple curiosity from a graduate student's motivation).

STRUCTURE AND CONTENT OF A THESIS

A thesis normally consists of a *Preface* (including any *Acknowledgements*), followed by a *Table of Contents* listing with page numbers the titles of all chapters and their sub-divisions, lists of figures, plates and/or tables, and a list of abbreviations if necessary, followed by the main text. The thesis should be divided into chapters, each with a clear descriptive title. It is useful to add a brief *Conclusion* indicating the general results, and possible future implications of the research; and there should be a well organised *Bibliography* at the end. Practical guidance on these matters will be provided by supervisors, and graduates are recommended also to learn from the methods of presentation employed in reputable scholarly publications, such as Oxford Monographs in Classical Archaeology and Oxford University School of Archaeology (OUSA) Monographs. More particular guidance on the presentation of written work is provided below. It is better to aim at a plain and simple format, without all the elaborations of a professionally printed book, especially since the latter, to be successful, take up inordinate time.

A data file may be included as a supplement to a thesis, but may not normally be a substantive part of it. This is partly because examiners will not necessarily read the thesis beside a computer, but more importantly because a successful thesis is supposed to remain permanently consultable in the Bodleian. Past experience suggests that neither the hardware nor the software of today is likely to be still available in twenty years. If the nature of your research seems likely to require a data file as an essential part of the thesis, you should discuss this with your supervisor well ahead of submission, since special permission will have to be obtained from a central university body.

9.   FORMATTING AND PRESENTATION OF WRITTEN WORK

It is incumbent upon graduate students to ensure that their submitted work meets the standards of proper English. Examiners cannot be expected to act as copy-editors and proofreaders; and thesis examiners are at liberty to mark a thesis partially on grounds of inadequate presentation. Candidates who are not native speakers are encouraged to ask a native speaker for assistance (with the English style, *but not the content*) if required.

Arguments should be coherently structured, and presented in clear prose. Spelling should be accurate, grammar correct, and punctuation careful and consistent. There is no excuse for omitting diacritics in non-English words. Remember that a spell-check program will not call attention to words which, while incorrectly spelt or mis-typed, are still actual words: 'then' without the final letter is still a word, 'the', and 'this' without the first letter is 'his'. Make sure also that by moving text you have not breached

logical structure (e.g. by 'see below' referring to something which now appears above, or by referring to a figure or table that is no longer in the chapter). Be careful to remove incomplete sentences and alternative versions.

It is impossible to emphasise too strongly the importance of saving work frequently and of making copies. It is extraordinarily easy to lose a lot of work by a careless or casual stroke of a key, and it is a matter of basic insurance always to have a current backup copy of any work that is in progress.

REFERENCING

References should use a clear and consistent format that suits the writer and the subject, such as the 'Oxford system' or the more compact and direct (but less informative) Harvard system (author and date). ***It is strongly suggested that Archaeological Science students follow the system used by the Journal for Archaeological Science***. Systems of reference are for use, not ostentation, and the writer of a piece of academic work should aim for what is convenient to the writer, consistent, and clear to the reader. For the Harvard system a bibliography listing *all* references cited in the text in alphabetical order of authors must be provided, but for the Oxford system a subject bibliography, subdivided where appropriate, may be more useful than a single unclassified list.

The 'Oxford system' involves providing all the bibliographic details in a footnote the first time a reference is cited; subsequent citations use an abbreviated form of the reference, also in footnotes. The terms 'op. cit.' and 'ibid.' should be used only when it is absolutely clear from the immediate context which source is being indicated, without the reader being required to hunt back for several pages in order to find out. If using the 'Oxford system', you should give for articles: author (with initials), title of article, abbreviated title of periodical, volume and year (where appropriate), and for books: author or editor (with initials), title, place and date of publication. Article titles are normally given in inverted commas, and book and periodical titles in italics.

Abbreviations may conveniently follow those in any suitable and well-known periodical, and should be chosen and used consistently from the first. They will often be supplemented by abbreviations for much-cited works, and a running list of these should be maintained. All abbreviations used must be explained in a List of Abbreviations. A full account of the more traditional conventions is given in *New Hart's rules: adapted from The Oxford guide to style* by R.M. Ritter, Rosemary Roberts, (Oxford University Press 2005), but any well-edited book in a relevant subject will give guidance.

The 'Harvard system' gives the author and date, and where relevant, page numbers, in parentheses in the main text, keyed to a list of references at the end of the work that includes all works cited in the text. One can simplify this further by placing that information in footnotes rather than in parentheses in the main text; this avoids cluttering up the text with parenthetical references which disturb the flow of reading like 'speed bumps in the prose', and this is preferable.

Moreover, since this is a more concise referencing system than the Oxford system, it saves on words, which can be important if you are to keep within set word limits. Again, a list of all references cited must be provided. In the footnote, cite references by author and date. Put a space (not a comma) between the author's surname and the date; and put a comma (not a semi-colon) between the year and the page numbers. Doing this means you are less likely to get confused with other punctuation when sometimes references in footnotes become parts of larger sentences.

If you cite multiple references in the same note, order them either alphabetically, or, better, chronologically (this helps to show the development of the literature on the topic cited). Separate multiple references in the same note with semi-colons (this is why you don't put a semi-colon between the year and the page numbers).

E.g.: Smith 1995, 45; Jones 1996, 147; 1998, 93.

Footnotes, whether these are preferred to the Harvard system of reference or used in addition to it, should be kept under control, and designed so as to give essential support to the text but not to pursue discussions that would be better integrated with it; nor should they be exploited in order to permit the inclusion of irrelevant digressions (it will be appreciated that published work does not always set the best example in this respect). **Remember that footnotes count within the word limit for pre-set essays, dissertations, and M.Phil. theses.** Clarity is more important than sheer mass of references, or the appearance of a quasi-scientific exhaustiveness. Relevant background material which is not in itself controversial need not be exhaustively documented, point by point. There is no need to cite every single work that has been consulted, so long as the important references are given and the reader gains access through these to earlier or subsidiary publications. Nor is it necessary to list well known general or reference works on every occasion on which they have been used, nor to repeat long and cumbersome titles, nor alternative paginations of articles that have been printed more than once; such cases can be listed and, where appropriate, a general acknowledgement and short title can be indicated in the bibliography or list of abbreviations and used in the notes.

Number all your footnotes throughout in a single sequence, using Arabic numerals (1, 2, 3; not i, ii, iii); don't start again at 1 for each chapter. In English usage (and contrary to e.g. French or Italian practice), footnote markers go after punctuation, thus:

A statement that needs support;[3] and another one.[4]

Not:

A statement that needs support[3]; and another one[4].

Put full stops at the end of footnotes.

Illustrations should support the arguments, and so be of good quality, clear with all labels legible. They should have clear captions identifying what is shown (for an object or image, the following might be included: object, material, subject [if a representation], provenance, date, current location), and the source of each illustration should be given at the end of each caption, or in a separate list of illustrations. All illustrations, whether photographs, drawings, maps, charts etc. should be numbered in a single list of Figures.

Tables are NOT Figures: they should be numbered in their own sequence of Tables. They should have clear captions identifying what the table shows and giving the source of the data used. Tables are included within the word count of a piece of submitted work. It is not acceptable to scan a table from a separate source in an attempt to omit it from the word count.

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Order the bibliography list alphabetically by author's surname, and then chronologically for multiple works by the same author. Be consistent in the formatting of the bibliography. To facilitate use of the author-date system, start each entry with the author's surname, then initials, then the year of publication in parentheses. Italicise book titles, and titles of journals (underlining originated as an instruction in a hand-written document to put something in italics, so should have no place in word-processed documents). For example:

Moritz, L. A. (1956) Vitruvius' water-mill. *The Classical Review* New Series 6: 193-6.

Moritz, L. A. (1958) *Grain mills and flour in classical antiquity*. Oxford, Oxford University Press.

Morizot, P. (1991) Le reseau de communications de la IIIe Légion de Lambêse au Sahara à travers l'Aurès. In C. Lepelley (ed.) *L'armée et les affaires militaires. 113e Congrès national des Sociétés savantes, Strasbourg 1988, Actes du IVe Colloque International sur l'histoire et l'archéologie de l'Afrique du Nord* vol. 2: 409-26. Éditions du C.T.H.S., Paris.

Morizot, P. (1996) L'emploi d'éléments "préfabriqués" comme technique africaine de construction. In M. Khanoussi, P. Ruggeri and C. Vismara (eds) *L'Africa Romana. Atti del XI convegno di studio, Cartagine, 15-18 dicembre 1994* vol. 2: 915-22. Ozieri, Editrice Il Torchietto.

Murray, W. H. (1984) The ancient dam of the Mykitas Valley. *American Journal of Archaeology* 88.2: 195-203.

Naval Intelligence Division (1945) *Tunisia* (Geographical Handbook Series B.R. 523). Oxford, H.M.S.O.

10.   PLAGIARISM

These guidelines apply equally to essays, dissertations, theses, and any other work you may write throughout your graduate career. There is more advice on the [University website](#) at and the University's Academic good practice a practical guide is available at [Annexe F](#).

I.   Plagiarism is the use of material appropriated from another source or from other sources with the intention of passing it off as one's own work. Plagiarism may take the form of unacknowledged quotation or substantial paraphrase. Sources of material include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others. The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties, possibly including disqualification from the examination process. You should be aware that there are now sophisticated electronic mechanisms for identifying plagiarised passages.

II.   Your work will inevitably involve the use and discussion of critical material written by others with due acknowledgement and with references given. This is standard critical practice and can be clearly distinguished from appropriating without acknowledgement material produced by others and presenting it as your own, which is what constitutes plagiarism.

III. A thesis, dissertation or essay is essentially your view of the subject. While you will be expected to be familiar with critical views and debates in relation to the subject on which you are writing, and to discuss them as necessary, it is your particular response to the theme or question at issue that is required.

IV. If you read primary texts that you will be discussing, it is a good idea to find your own examples of episodes, themes, arguments, etc in them that you wish to discuss. If you work from your own examples, you will be much less likely to appropriate other people's materials.

V. When you are taking notes from secondary sources:
    a. Always note author, title (of book or journal, and essay or article title as appropriate), place of publication (for books), and page numbers.
    b. If you copy out material word for word from secondary sources, make sure that you identify it as quotation (by putting inverted commas round it) in your notes. This will ensure that you recognise it as such when you are reading it through in preparing your thesis.
    c. At the same time always note down page numbers of quoted material. This will make it easier for you to check back if you are in doubt about any aspect of a reference. It will also be a necessary part of citation (see 6 below).

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

VII. Example:

This is a passage from P. Zanker, *The Power of Images in the Age of Augustus* (University of Michigan Press, Ann Arbor 1988), p. 210-11, discussing the sculptural programme in the Forum Augustum:

*'But the most original and suggestive aspect of the whole program was that the counterpart to this Julian family portrait gallery, to the right of the temple, was a row of carefully selected great men of Rome (*summi viri: Historia Augusta, Alexander Severus 28.6*). These stood beside Romulus and the kings of Rome in the opposite colonnade. The juxtaposition of the two portrait galleries thus justified the position of the princeps' family in the new Rome by proclaiming its unique historical importance. The reality of competition between Rome's leading families stretching back for centuries, all the ups and downs, and the relative insignificance of the Julii from the fourth to the second centuries B.C. were all thereby utterly obscured. In this version, the Julii had always been Rome's most important family, for this family would produce her savior. A similar interpretation was already to be found in the poetry of Virgil.'*

Plagiarism:

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*'Augustus' sculptural programme in his Forum is very interesting. Along the colonnade to the left of the temple were statues of Augustus' ancestors, the Julian family. The most important aspect was that a row of carefully selected great men (*summi viri*) were placed opposite the statues of the Julian family, in the colonnade to the right of the temple. Next to them were Romulus and the kings of Rome. This juxtaposition justified the position of the princeps' family in the new order by proclaiming its unique historical importance. The line of statues of the Julian family made it look as though Augustus came from a line of important historical figures going right back to Aeneas, even though some of them had really been insignificant; they were instead equated with the great heroes of Roman history. Virgil's poetry shows a similar view of history.'*

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

Legitimate use of the passage:

'The sculptural programme in the Forum Augustum played an important part in Augustus' self-projection aimed at legitimating his rule. At one end of the Forum stood the Temple of Mars Ultor; the flanking colonnades held lines of statues and the exedrae within them contained statues of Romulus and Remus to the right of the temple, and Aeneas and Ascanius/Iulus to the left. Zanker points out that the juxtaposition of the ancestors of the gens Iulia *on the left side and the line of Rome's past heroes or* summi viri *on the right set up a historical equation for the viewer, suggesting that all of Augustus' ancestors were themselves great men and that the* gens Iulia *was always the leading family of Rome.[1] But the programme does more than merely proclaim the greatness of Augustus' ancestors within the context of a history stretching back to the mythical past; as with the* Fasti triumphales *and* Fasti consulares*, it emphasises Augustan continuity with the history of the Republic, supporting Augustus' claim to have restored the Republic and glossing over the transition to monarchical rule. In Virgil's* Aeneid *(Book VI, lines 756-853) Anchises shows Aeneas an analogous parade of the great men of Roman history, from mythical figures through the great Republican heroes up to Augustus and other members of his family. Virgil died in 19 B.C. and the Forum was not dedicated until 2 B.C.; conceivably therefore the sculptural programme could have been directly inspired by the Aeneid, but it is perhaps more likely that both the Aeneid's procession of heroes and the Forum Augustum reflect a common ideology developed in circles close to Augustus.'*

[1] P. Zanker, The Power of Images in the Age of Augustus (Ann Arbor 1988): 210-11.

This version uses an acknowledged paraphrase of part of the passage in forming a wider argument, with some fresh ideas and developing the point about Virgilian poetry which Zanker made only in passing. (The footnote is sound scholarly practice, but its omission would not be a matter of plagiarism, as the source is indicated in the text.)

Students for the M.St., M.Sc. and M.Phil. should make sure that their names are entered for the appropriate examination by the due date as notified to them by Student Self Service (usually the end of Michaelmas Term). More information, including provisional examination and entry dates can be found on the University's Examination Entry pages.

Students should refer to the Oxford Students website for alternative examination arrangements.

Examinations for the M.St. and M.Sc. in Archaeological Science usually take place in the second week of Trinity Term, but the results are not available until after the report or dissertation has been assessed; any viva will also be held at this final stage.

The examinations for the Master's degrees in Classical Archaeology and in Archaeology usually take place in the ninth week of Trinity Term with the written papers early in the week and any oral examination at its end (in the case of Classical Archaeology Master's degrees) or on the Tuesday of the following week (in the case of Archaeology Master's degrees). Results are usually available early in the following week and will be notified directly to each student via Student Self Service.

The examinations are usually held in the Examination Schools and academic 'subfusc' must be worn. Please note that these dates may be subject to change. For further information on the examination timetables please click here.

The written papers for Archaeological Science last two hours; those for Classical Archaeology and Archaeology last three hours. Written exams usually require three or four essays to be chosen from a selection of at least three times as many questions. Some papers may require comment on photographs or on actual objects, and some may be divided so as to require answers on different parts of the subject. The nature and layout of the papers of traditional style is best understood by looking at previous examination papers on the same subjects; past papers since 2000 can be found on OXAM (Oxford Examination Papers Online). Where there are no past papers (e.g. for a specially devised option), papers on similar subjects will provide a good guide, and discussion with your supervisor will also be helpful.

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website.

EXAMINATION CONVENTIONS

The standard required for a pass in any of the Master's degree examinations is roughly that of an Upper Second Class Honours degree, but with greater maturity. Poorer performance in one paper may be balanced by better performance in another, but any thesis must itself reach the required standard. A Distinction (roughly equivalent to the standard of a First Class Honours degree, but with greater maturity) may be awarded for the M.St. and M.Phil., but not for the M.Phil. Qualifying Exam (good work in which counts towards a Distinction in the M.Phil. as a whole). An M.Phil. candidate whose

performance in the second year examination does not merit the M.Phil. will be offered an M.St. degree, on the basis of the first year's work. A candidate who fails the M.Phil. or M.St. examination may be permitted to take it again, but not more than once.

The Examination Conventions are available on the School of Archaeology Weblearn site for each degree. They are updated every Michaelmas Term when the previous year's examiners reports are reviewed and any recommended changes for the forthcoming year can be incorporated. Updated Exam Conventions for the current year are expected to become available by the start of Hilary Term.

12.   SCHOOL OF ARCHAEOLOGY PRIZES

The School of Archaeology gives an annual prize to the Masters' student in each of Archaeology, Classical Archaeology and Archaeological Science. In each case, the Board of Examiners will decide to whom the prize should go, based on academic performance throughout the year.

13.   SPONSORED PAID SUMMER INTERNSHIPS WITH OXFORD ARCHAEOLOGY

The School of Archaeology, together with Oxford Archaeology, offers a small number (normally 1-2) of summer internships of 4 to 6 weeks, for students who successfully complete the M.St. degree in Archaeological Science, Archaeology, or Classical Archaeology, or for M.Phil. candidates in Archaeology or Classical Archaeology at the end of their first year. Students on the M.Sc. in Archaeological Science will be working on their dissertations during this time, and thus may not apply for the internship. These provide an opportunity for students to gain experience working for Oxford Archaeology, the UK's largest independent archaeological practice. The internships, which will be based in Oxford and are each supported by a £1,000 bursary, will involve carrying out post-excavation assessment and analysis to a professional standard, for which interns will receive training and supervision. Candidates are selected on the basis of their academic performance and aptitude, although preference is given to M.Phil. candidates and those staying on to do a D.Phil. in the School of Archaeology.

14.   ILLNESS OR UNEXPECTED IMPEDIMENTS

Should you become unwell, and are likely to miss a tutorial or other type of class, email the person you are scheduled to meet with. If you become seriously ill, or another unexpected impediment arises to the point where you believe you may not be well enough or able to produce assessed work or attend an exam, it is **very important that you contact both your supervisor and your college as soon as possible**. In case of a long-term illness or other problem, suspension of status, not necessarily for a whole year, may be possible, even in some cases retrospectively. For more information about Student Health in general, see the University's dedicated webpage.

Examiners must be made aware **through the candidate's college** of any illness that occurs shortly before, or during, the examinations, so that they can take it into account. A student unable through illness to sit the examinations at all may be able to sit them at a later date.

15.   ADMISSION TO A RESEARCH DEGREE IN ARCHAEOLOGY AFTER COMPLETING A MASTER'S DEGREE

Students wishing to apply for Probationary Research Students (PRS) status after completing an M.St., M.Sc. or M.Phil. may apply using the standard re-admission form via Student Self Service. Please see this page for further information. Applications will be considered alongside those of external candidates using the same application deadlines.

The application deadlines used by Archaeology are November, late January and March. See these deadline dates here. Please note that students wishing to be considered for UK Research Council Awards (AHRC and NERC), Clarendon Awards, and most other sources of funding, must apply at the latest by the January deadline.

Your thesis or dissertation topic should be chosen with transfer to a research degree in mind, and discussion of a suitable research proposal should begin in the first term at Oxford. All students who are accepted for the D.Phil. *after* completing an M.St., M.Sc. or M.Phil. will be registered as Probationary Research Students and will be required to undertake Transfer of Status and Confirmation of Status (these are assessments of your research undertaken by two academics other than your supervisor, and which serve to provide a clear indication of the direction your work is taking).

Transferring students should note that the fees and residence requirements for a completed M.Phil. course may be offset against the corresponding requirements for the D.Phil. In satisfactory cases, the GSC will offer conditional admission to PRS status. After the M.St./M.Sc./M.Phil. exams the GSC will make a final decision on the basis of satisfactory performance in the exams, and, in cases of doubt, on a review of supervisors' and assessors' reports. Candidates will be expected to achieve at least a mark of 65 and to show promise of becoming successful research students.

16.   PROBLEMS AND COMPLAINTS

The University, the Social Sciences Division and the School of Archaeology all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent. Where such a need arises, an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below) is often the simplest way to achieve a satisfactory resolution.

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

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

COMPLAINTS

If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with one of the Directors of Graduate Studies (Dr Peter Stewart for Classical Archaeology or Dr Mike Charles for Archaeology or Archaeological Science). If you feel unable to

approach one of those individuals, you may contact the Head of Department (Prof. Julia Lee-Thorp). The officer concerned will attempt to resolve your concern/complaint informally.

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

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

ACADEMIC APPEALS

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

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

17.   SUPERVISORS AND SUPERVISION

Supervisors are appointed by the GSC, which will always try to appoint a supervisor whose research and teaching interests are in the appropriate field. The Committee will, of course, welcome (and encourages) prior consultation between graduates and prospective supervisors. In selecting a supervisor the Committee will normally ensure that they is an appropriately qualified member of the established academic staff of the University (a postholder). Shared supervision between two members of the School of Archaeology, or between one such member and a member of another Faculty or Department can be arranged where appropriate. In rare instances it may be appropriate for supervision to be provided by someone who does not hold an established post within the University of Oxford, for example where specialist input is required from an individual employed at another academic institution. In such cases someone holding an established post within the University of Oxford will be appointed by the GSC to act as a co-supervisor.

Changes of supervision are normally made where a student needs more specialised care in a particular area of the research, or when a supervisor may be temporarily away from Oxford, and in other such circumstances. Transfers may also be made in cases where difficulties in personal relations prevent productive supervision, and graduates should make any such problem known to the Director of Graduate Studies or to their College adviser, if they find themselves in this situation. If, following discussions with one or both these individuals, it is decided that a change of supervisor is necessary, then the Director of Graduate Studies (or the Deputy Director if the matter concerns the Director) will follow the matter up. Graduates should bear in mind that in formalising the change, the Office will need to determine that neither the current nor the prospective supervisor has any major objections to the proposed new arrangement.

Frequency of supervision varies, depending on, among other things, the progress of a graduate's work and the stage it has reached. At the beginning and end of every term is a reasonable minimum. In areas well served by seminars and similar activities, supervisors and graduate students will of course meet more frequently and informally than in areas not so served, but in all cases a student should always feel able to make an appointment to discuss any problem that arises. Since many of the applications submitted to the GSC require the formal support of supervisors, and since references may be required from them at unpredictable times, it is imperative that students keep in regular contact with their supervisors whilst in residence, and when working away from Oxford keep them fully informed on the progress of their work, and of where they can be reached.

However, particularly in the case of the one-year taught degrees, you may find that your supervisor is not actually involved in your teaching, due to the options you have selected. In such cases, the role of your supervisor is more pastoral in nature – that is to say, they should meet with you to make sure that all is well with you and that you are progressing well with your work (much as your College adviser will). In such instances the role of the Course Convenors (those teaching the options you selected) becomes much more immediate, and it is the Convenor that you should be in regular contact with, especially at the very beginning of your degree.

The supervisor reports to the University termly on the progress of a graduate's work: this report is viewed by the Director of Graduate Studies and the college of the graduate. This takes place electronically (see Annexe B for more detailed notes on the Graduate Supervision System). Graduates will be alerted by email to the opening of the reporting cycle each term, and are expected to submit reports of their own progress, their training needs and any training undertaken before the supervisor reports are completed.

All graduates are also invited to submit annually a report of their own on their progress and any problems they have met. These 'self-assessment' reports go to the President of the GAO who will collate them, identify issues of general relevance and raise them at the next meeting of the GSC. Any comments or suggestions of general relevance will be discussed by the GSC, and (where appropriate) will be followed up by the GSC and the School of Archaeology. If students have specific concerns they would rather raise directly with the Director of Graduate Studies they should do so.

Supervisors are consulted by the GSC on the choice of assessors and examiners, but cannot themselves serve as assessors or examiners for those they supervise. In general, the most serious problem facing graduate students is likely to be that of the relative isolation in which they often work, combined with the long-term nature of their projects. Students can do much themselves to counter this isolation by attending (as indeed is expected) the seminars and classes provided, as well as special lecture series, without a narrow insistence on what is directly 'relevant' to their course of study but with a genuine desire to extend their range and general knowledge of their chosen field. At these events students can mingle with others, including senior academic staff; discussion with both other graduates and established senior scholars is essential if the most is to be made of the chosen subjects being studied.

18.   FINANCIAL ASSISTANCE

Information about graduate student funding can be found on the website. There is an Ask a Question facility on the website. Information may also be sought from your College Office.

MAINTENANCE FUNDING

In general, funds for maintenance are harder to obtain than grants to assist travel and research. The University's *Committee on Student Hardship* considers applications arising from unexpected financial difficulty and contact your college for further information. The criteria are strict and the Committee requires applicants to have applied to other possible sources for assistance. College graduate scholarships are hotly competed for, and are awarded on academic merit, not on need, though some colleges also have hardship funds for their own students.

TRAVEL AND RESEARCH GRANTS

a. There are **various trust funds** in different subject areas, listed annually in the *University Gazette*. The terms of these are set out in the *Gazette Supplement on University Scholarships, etc.*, which is published in October. Those most useful to archaeology students are these:

b. The **Meyerstein Fund**, administered by the Archaeology Graduate Studies Committee, makes annual awards for archaeological research, especially travel costs to graduate students in all branches of Archaeology. Guidance will be circulated during the middle of Michaelmas Term with a deadline in December. The fund is limited and awards are unlikely to exceed a few hundred pounds or to run to more than one round of applications in a year, since there are many applicants to satisfy.

c. The **Craven Committee** considers applications for grants towards necessary travel and research relating to Classical antiquity, including **Classical Archaeology**, and will also consider applications from doctoral students in Archaeology or Archaeological Science whose material falls within its remit. Applications should normally be made in the 0th week of Hilary Term. The Craven Committee also offers one- and two-year Travel Scholarships in all fields of Classics (including Classical Archaeology), worth up to £6000, to graduate students whose research involves considerable research travel. Applications must contain a sample of written work and interviews are held. Any enquiries about the Craven awards should be directed to the Finance Officer at Classics.

d. The Barclay Head Fund, administered by the Committee for the School of Archaeology, makes awards for research in ancient numismatics. The *Barclay Head Prize* is awarded annually by the same committee for an essay of sufficient merit in the field of ancient numismatics. Submissions for consideration should be sent as single pdf files to pgt-support@arch.ox.ac.uk by the end of Trinity Term.

e. Research funding opportunities for travel/conferences/essay prizes can be found using the University's subscription to **Research Professional**. More information about this and how to access or run searches can be found here.

f. Another good source of funding opportunities and other useful resources can be found through the pages on the [British Archaeological Jobs and Resources website](#).

Applications for grants must normally be directly related to the work for your degree, and be accompanied by realistic estimates of the costs involved and a letter of support from your supervisor. A brief written report is normally required on completion of the project. Most colleges offer limited grants to assist graduate students with travel (ask your Tutor for Graduates or College adviser for details). The Meyerstein and Craven Committees expect applicants to have applied also to their colleges for assistance with travel costs.

19. FIELDWORK AND HEALTH AND SAFETY

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

PREPARATION

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

TRAINING

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

Departmental course (run annually)
- **Fieldwork safety awareness session** covering personal safety, risk assessment and planning tips. All students carrying our fieldwork are expected to attend this.

[DTC courses (run termly)](#)

- **Preparation for Safe and Effective Fieldwork**. A half day course for those carrying out social science research in rural and urban contexts which includes a student led session on practical interviewing.
- **Fieldwork in Practice**. A student led course on negotiating the practical aspects of fieldwork.
- **Secondary trauma workshops.** For research on traumatic or distressing topic areas.

Safety Office courses
- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A full day course geared to expedition based fieldwork.

Useful Links
- More information on fieldwork can be found here and here.

20.   GENERAL INFORMATION

SCHOOL PREMISES AND FACILITIES

1-2 SOUTH PARKS ROAD
The most recent addition to the School's broad footprint is situated at 1-2 South Parks Road. Those based here include academic and research staff, students and is also the home of the main administrative centre of the School (although administrative staff spend time regularly at the main sites so as to maintain levels of support across the School). There are lecture and seminar rooms with modern AV and Skype facilities as well as a common room where all members of the School are welcome. There are permanent high-powered stations set up for GIS work, and the building also offers a specialist Archaeomaterials room with microscope facilities and research space available to book by individuals at times where their project require prolonged periods of intense microscope use.

INSTITUTE OF ARCHAEOLOGY, 34-36 BEAUMONT STREET
Situated at 36 Beaumont Street, between the Ashmolean Museum and the Sackler Library, the Institute of Archaeology houses academic, research and administrative staff as well as more lecture and seminar rooms. In common with the offices at South Parks Road, the site is open to students and staff throughout the working day, and therefore serves as a centre where all can meet, and in particular in its grand library. The offices at Beaumont Street also contain important archives of the School.

RESEARCH LABORATORY FOR ARCHAEOLOGY AND THE HISTORY OF ART, DYSON PERRINS BUILDING, SOUTH PARKS ROAD
The Research Laboratory (or RLAHA), located in the same building as the School of Geography and the Environment in the main University science area off South Parks Road, houses the main archaeological science facilities within the University. It has recently undergone a series of refurbishments and investment in new equipment and facilities due for arrival in 2019.

CLASSICS CENTRE AND FACULTY OF CLASSICS OFFICES
The Ioannou Centre for Classical and Byzantine Studies, 66 St. Giles, houses the offices of several staff in Classical Archaeology, and provides space for many lectures and seminars in Classical Archaeology and Ancient History. It also houses various classical research projects and the secretariat of the Classics faculty. It has a common room, computer areas, a large lecture theatre, and various seminar rooms.

ASHMOLEAN MUSEUM

The Museum with its lecture room is of relevance to many areas of archaeology, with important Egyptian, classical, medieval, and Asian collections. The Cast Gallery (accessed through the Museum) is also important for the teaching of Greek and Roman Archaeology. The museum has a very rich supply of teaching collections and will find the curatorial staff ready to help you in whatever way they can.

PITT RIVERS MUSEUM

The ethnographic and archaeological collections of the Pitt Rivers Museum (access through the University Museum in Parks Road) are of world-wide scope and international importance. Its staff offices, and also the *Balfour Library*, with major holdings of books, periodicals and archive material in prehistoric archaeology and anthropology, are reached from South Parks Road, opposite Rhodes House.

GRIFFITH INSTITUTE

The Griffith Institute, housed within the Sackler Library, is a research institute primarily for the study of Egyptology, but also for Near Eastern Archaeology. It houses the offices of teaching staff in Egyptology, holds substantial Egyptological archives, and publishes the *Topographical Bibliography of Ancient Egyptian Hieroglyphic Texts, Reliefs and Paintings*.

THE UNIVERSITY'S *LANGUAGE CENTRE*, 12 WOODSTOCK ROAD

The Language Centre specialises in teaching a working knowledge of Modern Languages to those not specifically studying them. It provides classes designed to help graduate students acquire a reading knowledge of languages relevant to their research, including the improvement of English for non-native speakers. Early enrolment is advised, as some of these classes are very popular. The Centre also possesses a very wide range of learning resources and its facilities are available free of charge to any member of the University. For more information visit their website.

UNIVERSITY IT SERVICES

The *University IT Services* (13 Banbury Road) provides a wide range of IT services, focusing on those that are best provided on a centralised basis (the core networks, expensive peripherals, IT training, mail and other information servers) together with general IT services for those students whose needs are not met within their department or college.

SEMINARS AND LECTURES

Graduate students are welcome to attend any lectures given for undergraduate courses, for example Archaeology and Anthropology. Lecture Lists giving times places and subjects are available on-line here. The Classics lecture list is available here. The lecture lists also include any classes for graduates and lecture courses not related to a particular degree. Occasional special lectures (e.g. by visiting scholars) are advertised in the *University Gazette*, and these are almost always open to everybody.

All departments hold research seminars, as do many groups of researchers with common research interests. Of interest to archaeologists are the seminars in Classical Archaeology, usually held on Mondays in HT, MT and normally TT at 5.00 at the Ioannou Centre for Classical and Byzantine Studies; as well as various seminars in Archaeological Science, Quaternary archaeology, Archaeobotany,

Medieval archaeology, Barbarian archaeology, Roman and Greek archaeology, and other more sporadic seminars. Details of such seminars are listed in the *University Gazette*, especially in the issues appearing in Week 0, Week 1 and Week 2 of Full Term, see the on-line *University Gazette*. Additional seminars, or changed details, will also appear on the Archaeology web page, and as far as possible on departmental notice boards. Although every effort is made to circulate information between departments, you may find lectures or seminars of interest on the notice boards and lecture lists of other departments. Details are also sent out by E-mail.

SKILLS AND RESEARCH TRAINING

A programme of skills and research training will be available, normally in Michaelmas and Hilary Terms, organised both through the Social Sciences Division and the School of Archaeology with input from and the assistance of the GAO. These events are meant specifically for research students who are expected to attend, although Masters Students can also attend. Skills and research training events will be advertised on notice boards along with other lectures and seminars.

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

OTHER

STUDENT WELFARE AND SUPPORT

Personal problems where advice is needed, whether they arise from work or some other cause, should in most cases be brought in the first instance to the attention of supervisors and/or College advisers and Tutors for Graduates, who will often be able to help or recommend where next to turn. Every college has their own systems of support for students, please refer to your College handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support are available more widely in the University are available from the Oxford Students website, including in relation to mental and physical health and disability.

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.

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.

A range of services led by students are available to help provide support to other students, including the peer supporter network, the OUSU Student Advice Service and Nightline. For more information visit their website.

OUSU also runs a series of campaigns to raise awareness and promote causes that matter to students. For full details visit the OUSU website.

There is a wide range of student clubs and societies to get involved in.

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PARENTAL LEAVE

Please see the University policy on student maternity, paternity and adoption leave online.

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." Equality Policy (2013).

Oxford is a diverse community with staff and students from over 140 countries, all with different cultures, beliefs and backgrounds. 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, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief and sexual orientation. Visit our website for further details or contact us directly for advice 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: http://www.admin.ox.ac.uk/eop/harassmentadvice

There is range of faith societies, belief groups, and religious centres within Oxford University that are open to students. For more information visit:

http://www.admin.ox.ac.uk/eop/religionandbelief/faithsocietiesgroupsorreligiouscentres

EMPLOYMENT AND THE CAREERS SERVICE

Graduate students are advised to give consideration in good time to their employment prospects when they leave Oxford. The Careers Service of the University, with offices at 56 Banbury Road, website http://www.careers.ox.ac.uk tel. [2]74646, can help graduate students to evaluate the most appropriate career prospects, both academic and non-academic. Teaching appointments and Research Fellowships offered by Oxford Colleges and by some other universities are advertised in the *Oxford University Gazette* published each Thursday in Full Term, and usually also in the national press. Details of these appointments are also often sent by the advertising body to the Institute of Archaeology.

UNDERGRADUATE TEACHING

There may be limited opportunities for graduate students of appropriate experience to teach undergraduates reading for degrees in Archaeology & Anthropology, Classical Archaeology & Ancient History, or Classics. If you wish to teach, you should read Annexe C. Whilst the GSC is keen to

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encourage this activity, graduate students must not allow it to hinder progress on their academic work.

UNIVERSITY POLICIES AND REGULATIONS THAT APPLY TO STUDENTS

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

http://www.ox.ac.uk/students/academic/regulations/a-z

PAID WORK GUIDELINES

The University has a policy on the amount of paid work that should be undertaken, please see http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork

UK Research Council Awards (AHRC and NERC) provide support for UK and EU (fees only) graduate students in Archaeology; they are not available to students from elsewhere. AHRC awards are available to students in Archaeology and Classical Archaeology, but not in Archaeological Science, which is covered by NERC. They are provided through the block grant partnership scheme and administered within the university by the Humanities Division. Information is available from the Humanities website. There is no separate application form; all eligible applicants are considered provided they meet the late January deadline. AHRC awards fall into three main categories, one of which is relevant to Taught course applicants in the School of Archaeology: The Research Preparation Master's Scheme for students intending to proceed to doctoral study, who are undertaking a Master's course that will prepare them for doctoral study. Continuation of the award is subject to the University reporting to the AHRC that your progress is satisfactory.

University of Oxford Clarendon Awards are open to all prospective graduates in the School of Archaeology (Archaeology, Classical Archaeology and Archaeological Science), regardless of discipline and country of origin. Awards can be made to students who are undertaking a Master's course that will prepare them for doctoral study. Clarendon awards are provided by OUP, and administered by the divisions. There is no separate application form; all eligible applicants are considered provided they meet the late January deadline.

Four times a year (at the end of each term and at the end of the summer vacation), your supervisor(s) will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR) and which is a replacement for the previous Graduate Supervision System (GSS)). This functionality will be available to you within your Student Self Service. Within this system, you are expected to contribute to your termly supervision reports by reviewing and commenting on your own academic progress, any skills training you have undertaken or may need to 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 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 taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study.

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 department 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 problems concerning the supervision you are receiving, you should raise this with your Director of Graduate Studies (DGS) and not the supervision reporting system.

Students are asked to report in weeks 7/8/9 of term as well as at the end of the long vacation. 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 your DGS and to your College Advisor. When the supervisor's sections are completed, you will be able to view the report, as will your DGS and your college advisor. The DGS is responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

Automated GSR email notifications will be sent at the start of each reporting window which will include everything students and academics need to get started in GSR.

The Committee for the School of Archaeology is keen to help graduate students to take up opportunities to gain experience in teaching through giving tutorials to undergraduates. However, the organisation of tutorial teaching is a college matter, and is paid for by the colleges to which the undergraduates being taught belong. The Committee has no power to assign undergraduates to particular graduate students who want to teach. It should be noted that graduate students are not normally allowed to teach other graduate students.

Any graduate student intending to teach for the Archaeology & Anthropology or Classical Archaeology & Ancient History degrees **is required** to take a half-day course on tutorial teaching, organised by the School of Archaeology usually held in Trinity Term. Anyone planning to teach for the archaeology options in Classics is also strongly advised to attend this course. Information about this course will be sent to all archaeology graduate students. It is highly recommended that, if you have any interest in teaching, you take this course in your first year. Graduate students are also normally expected to have completed their Transfer of Status before they begin teaching.

If you wish to undertake tutorial teaching you should then consult your supervisor for approval and to discuss for which undergraduate courses you would be qualified to teach, and how much teaching you could do without interfering with your thesis work. The supervisor should write a letter saying what subjects you may teach, and for how many hours. You must not undertake teaching, or change the amounts arranged, without your supervisor's permission. The Committee for the School of Archaeology, in line with the regulations for UK Research Council-funded graduate students, has ruled that you may not spend more than six hours a week on undergraduate teaching, this amount of time to include any preparation of teaching and marking of written work.

The next step is to make sure your name is on the appropriate register of graduate students willing to undertake teaching. The main areas where teaching opportunities exist are in the Classical Archaeology component of Classics, and in the Classical Archaeology & Ancient History, and Archaeology & Anthropology BA degrees. For the first two there is an on-line Teaching Register where you can indicate which papers you are available to teach for

The archaeological papers for Classical Mods and for the first year of Classical Archaeology & Ancient History are: Homeric archaeology and early Greece 1550-700 BC, Greek vases, Greek sculpture, and Roman architecture; and for Greats: The Greeks and the Mediterranean world *c.* 950-500 BC; Greek archaeology and art *c.* 500-300 BC; Hellenistic Art and Archaeology, 330 – 30 BC; Art under the Roman empire, AD 14-337; and Roman archaeology: Cities and settlement under the Empire. In addition Classical Archaeology and Ancient History Finals has papers in the archaeology of Minoan Crete, 3200-1000 BC, Etruscan Italy, and Mediterranean Maritime Archaeology. The full range of papers and options in the Archaeology & Anthropology and Classical Archaeology & Ancient History degrees is set out in the relevant syllabus booklets available on the appropriate website.

1. **Introduction**

The following suggestions are intended for those tackling picture questions in exam papers that involve classical art and archaeology. Depending on the subject of your paper and on the category of item shown in any given picture question, not all of the suggestions and aspects covered below will be equally applicable. The guidelines offer ways of approach, aspects that might be discussed, and a sequence in which they might be addressed. Others are possible.

2. **Not primarily an identification test**

A crucial sentence in the rubric governing all picture questions says they 'will not necessarily be of things of which you are expected to have prior knowledge'. In other words, the pictures may show familiar things that you quickly recognise, or they may equally show things that you are unlikely to have seen before. There are so many objects that some candidates might have come across, others not, that Examiners are not thinking in terms of what should or should not be recognised. Thus, identification is not the main point of the picture question. Examiners want to see you bring wide knowledge of the subject to bear in assessing a single specific example, and to see how you can use a specific example to make telling general points.

3. **Aspects, headings**

The following headings and aspects might be covered, some briefly, some more fully, as relevant.

A: TITLE. Give a brief summarising title to your answer. If you recognise the item, give its familiar name and state quickly anything else you can remember of its material, subject, date, provenance, and current location: 'Artemision Zeus. Bronze statue, c. 470-60 BC, from Cape Artemision. Athens, National Museum'. If you don't recognize the item, give a plain descriptive title, perhaps mentioning a preliminary assessment of its broad date and likely place of manufacture, if you know them, which you might come back to in your discussion: 'Athenian black-figure cup, 6th century BC'. 'Marble portrait bust of bearded man, 2nd century AD'. After the title, you might need to say what kind of picture you have been set: photo, photo detail, drawing, reconstruction. Drawings of sites and buildings are of course different: state plan, restored plan, elevation, section, reconstruction.

B: OBJECT (material, scale, function). What is it? What kind of object or structure is shown? Of what material is it made? Gold earring, silver drinking cup, bronze helmet, terracotta statuette, marble temple. What was its function, what was it for? Often this is self-evident (helmet, earring) or obvious enough to be quickly stated: 'black-figure krater for mixing wine and water', 'marble grave stele', 'amphitheatre for gladiatorial games and beast hunts'. Sometimes function requires discussion: a marble statue might be, for example, a cult, votive, or funerary figure, or a piece of Roman villa decor. Function might lead to discussion of contexts of use and to the effect of such an object in a sanctuary, cemetery, or villa.

C: SUBJECT (iconography). If the item is figured, what does it represent? Give a brief description of the subject, its iconography: pose, action, clothes, hairstyle, action, attributes of a statue; the action,

participants, subject of a narrative scene. How do you recognise the figure(s), what is the action, occasion, setting represented, how is the story told? For non-figured artefacts and structures, briefly describe their form and main components: 'a pebble mosaic floor with alternating black and white lozenge pattern', 'an engaged tetrastyle Ionic tomb facade with brightly painted red and blue pediment and akroteria'.

Learn and use the appropriate professional terminology -- for example, for pot shapes or parts of classical buildings. This is not exclusionary jargon but a way of being accurate and concise. In describing a temple, 'amphiprostyle' is shorter and clearer (once you have learned it) than 'has columned porches on both short ends but no columns on the long sides'. If you do not recognise the subject or the building type, you will spend longer here providing a careful description of what you see. Remark on any interesting details - show you have really looked at the object.

D: STYLE (with technique, date, place). How is the subject represented? How is the figure styled, and how was the object or structure made? This can be shorter or longer, but the key is to find good descriptive words and to find one to three parallels or comparanda between or beside which the item in question can be placed. From this process you should make an assessment of place and date of manufacture. Style and technique are usually among the most time- and place-specific aspects. Do not be more precise than you can sustain from your knowledge or than the category of object in question can sustain. Remember that not all things can be dated or placed with equal precision. Sometimes we may say confidently 'Corinthian aryballos, c. 650 BC'. Other times we must be broad: 'marble statue, probably 4th century BC'. If unsure, give a broad specification.

Any points of interest that you know or can see in the picture that relate to technique, craft, or manufacturing can be discussed with style. They are often closely connected to stylistic effect, and often carry indications of date. For example, *whiteground lekythoi* with 'second' white belong 480-450 BC. Roman portraits with drilled eyes belong after c. AD 130.

E: SIGNIFICANCE. If you have recognised the object or have been able quickly to diagnose its function, subject, date, and place, you will spend most time on this aspect. You will score higher the more you can make your points come out of observation or assessment of the specific item in question. You might think about the object's significance in relation to one or more of the following overlapping questions. How typical or unusual is it? How well does it fit into a larger category? If not typical now, how unusual was it in antiquity? Remember that few things that survive can have been unique. What was the original effect of the object compared to the state we see it in now? What needs to be restored -- limbs, attributes, attachments, colours, pedestal, base, explanatory inscription? What were the contexts of use -- public, private, political, religious, in public square, sanctuary, house, andron, bedroom, grave? How was the object used and how do the contexts of use affect our assessment of it?

What was the social level of the object, who commissioned and paid for it, with what target audience in mind? How might the object's social level affect our assessment? For example, temple projects could be aimed at the whole community, while private funerary monuments might be aimed at a particular social group. What kinds of things would ancient viewers/users do or say around this object, image, or structure? What ideas, priorities, or values did it articulate for its user group? What kinds of scholarly interpretation have been proposed for this object or for the category to which it belongs?

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Do you agree with them, find them persuasive? What weaknesses do they have? Are other views possible, better? What do you think is the important point?

4. Sample A: item recognised

Artemision Zeus. Bronze statue, over life-size, c. 470-60 BC, from the sea off Cape Artemision (N. Euboea). Athens, National Museum.

The statue was probably a major votive in a sanctuary. It represents a naked and senior god, in striding pose, left arm held out, aiming, right arm bent holding a missile (now missing). The missile was either a trident (for Poseidon) or a thunderbolt (for Zeus). The best parallels in small bronzes from the late archaic and early classical periods (good example in Berlin) as well as the latest scholarship all suggest a thunderbolt and Zeus. The square head, regular features, and above all the long hairstyle wound in a plait around the head, visible in the back, indicate a senior god (rather than hero or mortal). The strong, simplified features, the hard-muscled body, and the organic pose and proportions all indicate a date in the 460s alongside the Olympia sculptures. The large eyes, now missing, were inlaid and were vital to the effect of the figure.

The statue belongs in the period after the Persian Wars, when the hard, new realistic- looking style we know as 'Severe' was created in big votive figures like this one, set up in sanctuaries of the gods often as thank offerings paid for from Persian-war booty. The figure is a powerful fifth-century-BC visualisation of a warring Hellenic divinity --imperious, all-seeing, potentially devastating. It belongs in the same environment as the Riace bronzes, the Olympia pediments, and the statuesque figures on the large pots of the Niobid Painter and his group.

5. Sample B: item not recognised

Reconstruction drawing of terrace sanctuary. Probably central Italian. Probably later second or first century BC.

The drawing shows a huge raised platform (c. 130 by 70 m, according to scale), terraced against a steep slope that falls away to the left (north). The terrace is supported here on tall, buttressed substructures that are cut away in the drawing to show they are made up of parallel, probably concrete vaults. The mouth of a tunnel emerges from the substructure and is shown as a road or passageway (?) running under the terrace from front to back.

The terrace is enclosed on three sides by complex triple-aisled, two-storeyed stoas or portico buildings. The drawing seems to show these stoas have three aisles at terrace or ground level, stepped back to two aisles in the upper storey -- an architectural configuration hard to parallel(?). The temple is shown as prostyle hexastyle (its architectural order is not specified in the drawing) set on a tall podium with a tall flight of steps at the front only. In front of the temple, the terrace is open and looks out over the surrounding country.

The massively engineered temple platform suggests a terrace sanctuary of the late Republic, like those at Praeneste and Terracina, built in central Italy in imitation of (and in competition with) hellenistic terraced sanctuaries such as those at Kos, Lindos, and Pergamon. The scale, concrete vaulting, strict axiality of the plan, and the prostyle design of the temple are all typical Italian-Roman features -- as also is the small theatre sunk into the front of the terrace. The money and ideas for such sanctuaries

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came from the new business and cultural opportunities opened by the Roman conquest of the Hellenistic east.

6. Conclusion

Your task is to use careful description and relative comparison to make the item shown speak or look as it did for its ancient audience and users. You need to use your knowledge of the subject to create a useful context for it and so bring out its significance. Don't guess, and equally if you know what the item is, don't waste time pretending you don't recognise it! Both are counterproductive. A good Type B answer will score highly even for a well-known monument: it is the quality of the answer not identification that counts. Conversely, a Type B answer that only pretends not to recognise the thing and 'deduces' what it is (a) will be easily spotted, and (b) will not score more highly than one that immediately says what the item is.

In short – if you do not know what it is, don't guess – look, describe, compare, deduce!

Formative assessment does not contribute to the overall outcome of your degree and has a developmental purpose designed to help you learn more effectively. Summative assessment does contribute to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study. Feedback on formative and summative assessment is an important element of all Oxford's Masters programmes and may be provided informally and/or formally. Feedback on formative assessment e.g. course essays/assignments, should provide guidance on academic writing, will indicate areas of strength and weakness in relation to an assessment task, and will provide an indication of the expectations and standards towards which students should be working. Feedback on summative assessment e.g. theses and dissertations, should provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

In response to students' comments, policy about the provision of feedback on formative and summative assessment has been enhanced. In addition to informal feedback, all students on taught Masters programmes can expect to receive formal written feedback on at least one designated piece of formative assessment during their first term or very early in the second term of the course. Students will also receive formal written feedback on any dissertation or thesis of 5000 words or over, submitted in the final term of the course.

Students can expect to receive informal feedback on their progress and on their formatively assessed work. In the M.St. and M.Phil. Archaeology and Classical Archaeology you will receive written feedback from the option tutor on all the weekly work you submit during term as a formative assessment, and also have the opportunity to discuss the work orally in a tutorial or small class. In the M.Sc. and M.St. Archaeological Science feedback will also be given on some trial examination questions.

In the School of Archaeology students studying for the Masters in Archaeology and in Classical Archaeology, will receive formal written feedback from their option tutor on the drafts of their pre-set essays during Michaelmas or early Hilary Term. Students will receive formal written feedback on their dissertation/thesis submitted in the final term of their course via a short report from the Examiners within two weeks of the final meeting of the relevant Examination Board.

The following text is a reproduction of the University's "[Academic good practice a practical guide.pdf](#)".

ACADEMIC GOOD PRACTICE – A PRACTICAL GUIDE

The principles of academic good practice go beyond understanding and avoiding plagiarism, although this is a key part of ensuring the academic integrity of your work. This section contains information and advice on attaining academic good practice, including managing your time efficiently, developing good reading and note taking skills and the importance of referencing correctly.

While the guidance is primarily aimed at undergraduates, much of it is relevant to graduate students, particularly those with limited experience of academic writing. Graduate students should complete the online courses referenced as part of their graduate skills training portfolio. Some students from overseas may face particular difficulties when embarking on study at Oxford. Time constraints mean this can be a particular problem for students on one-year Master's courses. There are many resources available for students whose first language is not English, detailed in this section.

It is advisable that you also consult your subject handbook and course tutor for specific advice relevant to your discipline.

DEVELOPING GOOD PRACTICE

There are many elements to academic good practice, not just the ability to reference correctly. All students will benefit from taking the 'Avoiding Plagiarism' courses available via the Skills Hub on WebLearn which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it. Graduate students can complete the online courses as part of their graduate skills training portfolio.

Any student seeking advice on academic writing and plagiarism should consult their tutor, who will be happy to help. Your subject handbook may contain useful advice in addition to that given below.

TIME MANAGEMENT

You should aim to study in a regular pattern, perhaps by working a set number of hours a day. Make sure you allow sufficient time to plan and write your assignment so that you do not have to work into the small hours of the morning. The 'essay crisis' might be an Oxford tradition, but you are unlikely to produce your best work this way. For more information, watch the 'Short guide to managing your time' on the Oxford Students website.

READING SKILLS

Rather than starting the book on page one and working through it in a linear fashion, look first for key terms relating to your topic, read the beginnings and endings of chapters, and find summaries of the main arguments. You will then be primed with a sense of the argument and structure of the book

when you come to read it through properly. This should help you both to read more quickly and to engage more closely with the author's main ideas.

NOTE-TAKING

It is helpful to develop a more strategic approach to note-taking than simply writing down everything that looks important. Read the chapter or article once through quickly without taking any notes. Having obtained the gist of the argument you will be much more discriminating in the notes you make on a second, slower reading.

Remember to include full citation details for all your sources and ensure that you note down the page number of each argument or quote that you select. Try to confine yourself to the main points, making it clear when you are quoting verbatim by enclosing the material in quotation marks. It is best to summarise the arguments in your own words as this helps you to understand them and avoids close paraphrasing, which can lead to inadvertent plagiarism.

When taking notes in a lecture, try to distinguish the speaker's main points and note them, together with any useful supporting evidence. Don't try to record verbatim. Some people find drawing a 'mind map' beneficial – this is a symbolic representation of the lecturer's points, joined by lines indicating connections and their relative importance.

CITATION

Giving credit to the authors of the ideas and interpretations you cite, not only accords recognition to their labours, but also provides a solid theoretical basis for your own argument. Your ideas will gain credence if they are supported by the work of respected writers.

Transparent source use allows you to situate your work within the debates in your field, and to demonstrate the ways in which your work is original. It also gives your reader the opportunity to pursue a topic further, or to check the validity of your interpretations.

When writing you should consider the ways in which your work depends upon or develops from other research and then signal this with the appropriate citation. Make clear your reasons for citing a source. When paraphrasing an idea or interpretation you must ensure that your writing is not too closely derived from the original, and you must also acknowledge the original author.

REFERENCING

There are numerous referencing systems in use across the University, but there should be clear instructions about referencing practice in your subject handbook. Your tutor can direct you to an appropriate style guide, while there is also a range of software that you can use to keep track of your sources and automatically format your footnotes and bibliography (for example, EndNote, Reference Manager, ProCite).

Be meticulous when taking notes: include full citation details for all the sources you consult and remember to record relevant page numbers. Citation practice varies but, depending on the type of text cited (book, conference paper, chapter in an edited volume, journal article, e-print, etc.) the elements of a reference include:

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- author
- title of the book or article
- title of the journal or other work
- name of the conference
- place of publication
- date of publication
- page numbers
- URL
- date accessed.

When using e-print archives you should bear in mind that many contain articles which have not yet been submitted for peer review. It is good practice to review the later, published versions for important changes before submitting your own extended essay or dissertation.

It is sensible to get into the habit of referencing all your work so that you learn the techniques from the start. Leaving all the footnotes until the week your dissertation is due is a recipe for disaster. One of the best ways to learn referencing practice is to imitate examples in your subject, and to seek advice from your tutor in cases of difficulty.

RESEARCH AND LIBRARY SKILLS

You will attend an induction session at your subject library as part of your orientation as a new student. Specialist librarians offer advice on both print and electronic holdings as well as bibliographic search tools. In some subjects training sessions are provided for those embarking on independent research. Your course handbook may contain information on e-resources of particular relevance to you.

Subject libraries also provide induction and training sessions in catalogue and specialist database searching, online bibliographic tools and other electronic resources. Ask your tutor or subject librarian for details. Small group and individual tuition can usually be arranged. The Bodleian also has a wide range of scholarly electronic resources.

INFORMATION LITERACY

It is important to develop your IT skills while at university and there are many resources to help you to do so. In addition to software training provided by IT Services, there is a wide range of information skills training available through the Oxford University Library Services, including practical Workshops in Information Skills and Electronic Resources (WISER). You may register for free taught courses or pursue online self-directed courses at your own pace. Visit the IT Services website.

INTERNATIONAL STUDENTS

On-course support: If you experience difficulties do not delay seeking out sources of support and guidance. You should approach your course director or supervisor to discuss your needs. Develop your academic writing skills through practice and ask for detailed feedback on your work. Ensure that you follow scrupulously the source use and referencing conventions of your discipline, even if they vary from those you have used before.

The Language Centre: There are resources available at the Language Centre for students whose first language is not English. Students who are non-native speakers of English are offered courses in English for Academic Studies. Within this programme, courses in Academic Writing and Communication Skills are available.

There are also more intensive courses available, including the Pre-Sessional Course in English for Academic Purposes. This is a six-week course open to students embarking on a degree course at Oxford University or another English-speaking university. There are resources for independent study in the Language Centre library and online English teaching tools available through the Language Centre website. There are many resources available at the Language Centre for students whose first language is not English.

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 acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

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

FORMS OF PLAGIARISM

Verbatim (word for word) quotation without clear acknowledgement

Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. 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.

CUTTING AND PASTING FROM THE INTERNET WITHOUT CLEAR ACKNOWLEDGEMENT

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.

PARAPHRASING

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 if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, 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.

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. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references 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 (for example, Bradshaw, D. Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

FAILURE TO ACKNOWLEDGE ASSISTANCE

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, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

USE OF MATERIAL WRITTEN BY PROFESSIONAL AGENCIES OR OTHER PERSONS

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you even with the consent of the person who has written it. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

AUTO-PLAGIARISM

You must not submit work for assessment that you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly.

WHY DOES PLAGIARISM MATTER?

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. 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.

WHY SHOULD YOU AVOID PLAGIARISM?

There are many reasons to avoid plagiarism. You have come to university to learn to know and speak your own mind, not merely to reproduce the opinions of others - at least not without attribution. At first it may seem very difficult to develop your own views, and you will probably find yourself paraphrasing the writings of others as you attempt to understand and assimilate their arguments. However it is important that you learn to develop your own voice. You are not necessarily expected to become an original thinker, but you are expected to be an independent one - by learning to assess critically the work of others, weigh up differing arguments and draw your own conclusions. Students who plagiarise undermine the ethos of academic scholarship while avoiding an essential part of the learning process.

You should avoid plagiarism because you aspire to produce work of the highest quality. Once you have grasped the principles of source use and citation, you should find it relatively straightforward to steer clear of plagiarism. Moreover, you will reap the additional benefits of improvements to both the lucidity and quality of your writing. It is important to appreciate that mastery of the techniques of academic writing is not merely a practical skill, but one that lends both credibility and authority to your work, and demonstrates your commitment to the principle of intellectual honesty in scholarship.

WHAT HAPPENS IF YOU ARE THOUGHT TO HAVE PLAGIARISED?

The University regards plagiarism in examinations as a serious matter. Cases will be investigated and penalties may range from deduction of marks to expulsion from the University, depending on the seriousness of the occurrence. Even if plagiarism is inadvertent, it can result in a penalty. The forms of plagiarism listed above are all potentially disciplinary offences in the context of formal assessment requirements.

The regulations regarding conduct in examinations apply equally to the 'submission and assessment of a thesis, dissertation, essay, or other coursework not undertaken in formal examination conditions but which counts towards or constitutes the work for a degree or other academic award'. Additionally, this includes the transfer and confirmation of status exercises undertaken by graduate students. Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional plagiarism in this context means that you understood that you were breaching the regulations and did so intending to gain advantage in the examination. Reckless, in this context, means that you understood or could be expected to have understood (even if you did not specifically consider it) that your work might breach the regulations, but you took no action to avoid doing so. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

If plagiarism is suspected in a piece of work submitted for assessment in an examination, the matter will be referred to the Proctors. They will thoroughly investigate the claim and call the student concerned for interview. If at this point there is no evidence of a breach of the regulations, no further disciplinary action will be taken although there may still be an academic penalty. However, if it is concluded that a breach of the regulations may have occurred, the Proctors will refer the case to the Student Disciplinary Panel. More information on disciplinary procedures and appeals is available from Student Conduct.

If you are suspected of plagiarism your College Secretary/Academic Administrator and subject tutor will support you through the process and arrange for a member of Congregation to accompany you to all hearings. They will be able to advise you what to expect during the investigation and how best to make your case. The OUSU Student Advice Service can also provide useful information and support.

DOES THIS MEAN THAT I SHOULDN'T USE THE WORK OF OTHER AUTHORS?

On the contrary, it is vital that you situate your writing within the intellectual debates of your discipline. Academic essays almost always involve the use and discussion of material written by others, and, with due acknowledgement and proper referencing, this is clearly distinguishable from plagiarism. The knowledge in your discipline has developed cumulatively as a result of years of research, innovation and debate. You need to give credit to the authors of the ideas and observations you cite. Not only does this accord recognition to their work, it also helps you to strengthen your argument by making clear the basis on which you make it. Moreover, good citation practice gives your reader the opportunity to follow up your references, or check the validity of your interpretation.

DOES EVERY STATEMENT IN MY ESSAY HAVE TO BE BACKED UP WITH REFERENCES?

You may feel that including the citation for every point you make will interrupt the flow of your essay and make it look very unoriginal. At least initially, this may sometimes be inevitable. However, by employing good citation practice from the start, you will learn to avoid errors such as close paraphrasing or inadequately referenced quotation. It is important to understand the reasons behind the need for transparency of source use.

All academic texts, even student essays, are multi-voiced, which means they are filled with references to other texts. Rather than attempting to synthesise these voices into one narrative account, you should make it clear whose interpretation or argument you are employing at any one time - whose 'voice' is speaking.

If you are substantially indebted to a particular argument in the formulation of your own, you should make this clear both in footnotes and in the body of your text according to the agreed conventions of the discipline, before going on to describe how your own views develop or diverge from this influence.

On the other hand, it is not necessary to give references for facts that are common knowledge in your discipline. If you are unsure as to whether something is considered to be common knowledge or not, it is safer to cite it anyway and seek clarification. You do need to document facts that are not generally known and ideas that are interpretations of facts.

DOES THIS ONLY MATTER IN EXAMS?

Although plagiarism in weekly essays does not constitute a University disciplinary offence, it may well lead to College disciplinary measures. Persistent academic under-performance can even result in your being sent down from the University. Although tutorial essays traditionally do not require the full scholarly apparatus of footnotes and referencing, it is still necessary to acknowledge your sources and demonstrate the development of your argument, usually by an in-text reference. Many tutors will ask that you do employ a formal citation style early on, and you will find that this is good preparation for later project and dissertation work. In any case, your work will benefit considerably if you adopt good scholarly habits from the start, together with the techniques of critical thinking and writing described above.

As junior members of the academic community, students need to learn how to read academic literature and how to write in a style appropriate to their discipline. This does not mean that you must become masters of jargon and obfuscation; however the process is akin to learning a new language. It is necessary not only to learn new terminology, but the practical study skills and other techniques which will help you to learn effectively.

Developing these skills throughout your time at university will not only help you to produce better coursework, dissertations, projects and exam papers, but will lay the intellectual foundations for your future career. Even if you have no intention of becoming an academic, being able to analyse evidence, exercise critical judgement, and write clearly and persuasively are skills that will serve you for life, and which any employer will value.

Borrowing essays from other students to adapt and submit as your own is plagiarism, and will develop none of these necessary skills, holding back your academic development. Students who lend essays for this purpose are doing their peers no favours.

UNINTENTIONAL PLAGIARISM

Not all cases of plagiarism arise from a deliberate intention to cheat. Sometimes students may omit to take down citation details when taking notes, or they may be genuinely ignorant of referencing conventions. However, these excuses offer no sure protection against a charge of plagiarism. Even in cases where the plagiarism is found to have been neither intentional nor reckless, there may still be an academic penalty for poor practice.

It is your responsibility to find out the prevailing referencing conventions in your discipline, to take adequate notes, and to avoid close paraphrasing. If you are offered induction sessions on plagiarism and study skills, you should attend. Together with the advice contained in your subject handbook, these will help you learn how to avoid common errors. If you are undertaking a project or dissertation you should ensure that you have information on plagiarism and collusion. If ever in doubt about referencing, paraphrasing or plagiarism, you have only to ask your tutor.

EXAMPLES OF PLAGIARISM

There are some helpful examples of plagiarism-by-paraphrase and you will also find extensive advice on the referencing and library skills pages.

All students will benefit from taking the online courses which have been developed to provide a useful overview of the issues surrounding plagiarism and practical ways to avoid it.

The following examples demonstrate some of the common pitfalls to avoid. These examples use the referencing system prescribed by the History Faculty but should be of use to students of all disciplines.

SOURCE TEXT

From a class perspective this put them [highwaymen] in an ambivalent position. In aspiring to that proud, if temporary, status of 'Gentleman of the Road', they did not question the inegalitarian hierarchy of their society. Yet their boldness of act and deed, in putting them outside the law as rebellious fugitives, revivified the 'animal spirits' of capitalism and became an essential part of the oppositional culture of working-class London, a serious obstacle to the formation of a tractable, obedient labour force. Therefore, it was not enough to hang them – the values they espoused or represented had to be challenged.

(Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213. [You should give the reference in full the first time you use it in a footnote; thereafter it is acceptable to use an abbreviated version, e.g. Linebaugh, The London Hanged, p. 213.]

1. Although they did not question the inegalitarian hierarchy of their society, highwaymen became an essential part of the oppositional culture of working-class London, posing a serious threat to the formation of a biddable labour force. (This is a patchwork of phrases copied verbatim from the source, with just a few words changed here and there. There is no reference to the original author and no indication that these words are not the writer's own.)

2. Although they did not question the inegalitarian hierarchy of their society, highwaymen exercised a powerful attraction for the working classes. Some historians believe that this hindered the development of a submissive workforce. (This is a mixture of verbatim copying and acceptable paraphrase. Although only one phrase has been copied from the source, this would still count as plagiarism. The idea expressed in the first sentence has not been attributed at all, and the reference to 'some historians' in the second is insufficient. The writer should use clear referencing to acknowledge all ideas taken from other people's work.)

3. Although they did not question the inegalitarian hierarchy of their society, highwaymen 'became an essential part of the oppositional culture of working-class London [and] a serious obstacle to the formation of a tractable, obedient labour force'.1 (This contains a mixture of attributed and unattributed quotation, which suggests to the reader that the first line is original to this writer. All quoted material must be enclosed in quotation marks and adequately referenced.)

4. Highwaymen's bold deeds 'revivified the "animal spirits" of capitalism' and made them an essential part of the oppositional culture of working-class London.1 Peter Linebaugh argues that they posed a major obstacle to the formation of an obedient labour force. (Although the most striking phrase has been placed within quotation marks and correctly referenced, and the original author is referred to in the text, there has been a great deal of unacknowledged borrowing. This should have been put into the writer's own words instead.)

5. By aspiring to the title of 'Gentleman of the Road', highwaymen did not challenge the unfair taxonomy of their society. Yet their daring exploits made them into outlaws and inspired the antagonistic culture of labouring London, forming a grave impediment to the development of a submissive workforce. Ultimately, hanging them was insufficient – the ideals they personified had to be discredited.1 (This may seem acceptable on a superficial level, but by imitating exactly the structure of the original passage and using synonyms for almost every word, the writer has paraphrased too closely. The reference to the original author does not make it clear how extensive the borrowing has been. Instead, the writer should try to express the argument in his or her own words, rather than relying on a 'translation' of the original.)

NON-PLAGIARISED

1. Peter Linebaugh argues that although highwaymen posed no overt challenge to social orthodoxy – they aspired to be known as 'Gentlemen of the Road' – they were often seen as anti-hero role models by the unruly working classes. He concludes that they were executed not only for their criminal acts, but in order to stamp out the threat of insubordinacy. (This paraphrase of the passage is acceptable as the wording and structure demonstrate the reader's interpretation of the passage and do not follow

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the original too closely. The source of the ideas under discussion has been properly attributed in both textual and footnote references.)

2. Peter Linebaugh argues that highwaymen represented a powerful challenge to the mores of capitalist society and inspired the rebelliousness of London's working class. (This is a brief summary of the argument with appropriate attribution.)

1 Linebaugh, P., The London Hanged: Crime and Civil Society in the Eighteenth Century (London, 1991), p. 213.

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