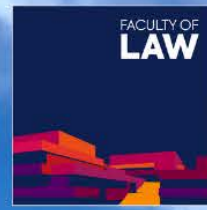


DPhil Criminology Handbook 2025-26



All Souls College 2025

COLLEGE

Centre for Criminology
DPhil Student Handbook 2025-26

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Introduction to the Handbook

Welcome to the University of Oxford, the Faculty of Law, and the Centre for Criminology. The Centre and the Law Faculty aim to provide a friendly and supportive environment in which to study. We hope that you will enjoy your time studying in Oxford and that you will find it a rewarding experience.

This handbook is accurate as at September 2025 and supplements the University of Oxford [Examination Regulations 2025-26](#) (the definitive guide regarding examinations) (amendments to the Regulations are published from time to time in the University of Oxford *Gazette*).

Most of the information needed to chart your way through the DPhil in Criminology are contained here. If you spot any errors or inconsistencies in this document, please inform the GSA, Abbie O'Regan gsa@crim.ox.ac.uk.

It is likely that the Student Handbook will provide the answers to most of your questions throughout the year. Please read it thoroughly and consult it during the year *before* contacting your Course Tutor, Academic Supervisor, the Director of Graduate Studies, or Graduate Studies Administrator with queries.

[Student Privacy Policy](#)

1. Organisation of the University

1.1 The University

Oxford University came into existence over 800 years ago, with the first colleges dating from the 13th century. By the middle of the 17th century most of the undergraduate colleges (initially for men only) had been established, with the colleges for graduate students not being established until the 20th century.

The University of Oxford is an integral part of Oxford city. There is no central campus, only individual colleges and departments, and the administrative centre (University Offices) at Wellington Square.

Like all graduate students in Oxford, those admitted to the DPhil in Criminology admitted both by the Department and Faculty (in your case The Centre for Criminology and the Law Faculty), and by one of the Colleges or Halls. Hence, students benefit from University facilities (such as the Bodleian Library, careers service and welfare), from the department (which takes prime responsibility for students' academic progress by appointing an Academic Supervisor and arranging teaching), and from their College.

Students working for higher degrees are an important and valued part of the University of Oxford, currently making up a quarter of the total student body. Oxford attracts scholars from all over the world, with approximately one third of graduate students coming from overseas. The University is committed to ensuring that graduate students find Oxford to be a stimulating environment academically and socially.

Like all universities, Oxford has an active [Student Union](#)

1.2 Colleges

Colleges are concerned with the academic success of their students. They aim to ensure that their students (particularly those new to Oxford and to the United Kingdom) are sufficiently well provided for in order to make the best academic use of their time; are properly housed; have adequate financial resources for their course of study; have opportunities to join in the social life of Oxford; and have access to cultural, sporting and leisure facilities. To these ends, Colleges generally appoint an advisor for each of their graduate students. You will normally be given the opportunity to meet your College Advisor at least once a term, but you should not hesitate to seek support at other times if needed. It is important to seek out your college advisor and utilize the resources and support your college makes available. You should generally look for advice from your College Advisor on all matters except those specifically connected with your course, further degrees, or your career plans, when you should turn first to your Academic Supervisor. However, non-academic matters will sometimes impact on academic progress and vice versa. In such cases you should communicate with both College and Academic Supervisors, who may – with your agreement – wish to discuss the matter together. If you do not feel able to approach either College or Academic Supervisor, you should talk to the Director of Graduate Studies for Research students Prof Mary Bosworth (MT25) or Prof Carolyn Hoyle (HT26 & TT26), or the Director of the Centre, Prof Rachel Condry, who will offer advice and support and, if necessary, refer you to another source of help.

The University has various support services for matters which cannot adequately be dealt with by either College or the Centre.

1.3 Education Committee

The University's Education Committee shares with the divisions, faculties, and departments, and with colleges, a range of responsibilities for the quality of teaching provided within the University and the standards of the degrees awarded by the University. These shared responsibilities should ensure that

the institution has sound internal quality assurance systems and procedures for the assurance of quality and standards; that procedures are applied effectively at subject level to ensure the quality of individual programmes, and that both at institutional and subject level there are effective and regular means of reviewing the quality of programmes and the standards of awards and implementing any required changes and developments; and accurate, complete and reliable information about the quality of the University's programmes and the standards of its awards.

Central to the quality assurance process is the communication of information between departments/faculties and divisions, between divisions and the Education Committee, and, of course, between all three and colleges and college representative bodies.

1.4 Student Information: Support during your studies

Practical help, advice and support for graduates are provided by the Social Sciences Divisional Office and the [Student Information Gateway](#). The Student Information Gateway should be the first port of call for any enquiries regarding examinations, fees, funding, welfare, graduation, administrative arrangements relating to a graduate student's academic career (e.g. transfers of status, extensions of time and supervision arrangements) and a host of other useful resources.

2. The Social Sciences Division

There are four academic divisions at the University of Oxford, with their main constituent units and (where applicable) sub-units: Humanities Division; Mathematical, Physical & Life Sciences Division; Medical Sciences Division; and the Social Sciences Division. The Faculty of Law is one of the units of the Social Sciences Division and has five sub-units: the Institute of European and Comparative Law, the Oxford Intellectual Property Research Centre, the Centre for Socio-Legal Studies, the Bonavero Institute for Human Rights and the Centre for Criminology. The Centre for Criminology is housed in the St Cross Building.

2.1 The Social Sciences Board

The Social Sciences Board has oversight of the organisation, development, and delivery of curricula in collaboration with the colleges, and oversight and development of the general context of research in the Social Sciences and in Law. It prepares five-year strategic plans and approves annual departmental budgets and operating statements. It is also responsible for the appointment and reappointment of academic staff, and the maintenance of educational quality and standards.

The Board has a membership drawn from across the division. Its work is supported by four committees: a Teaching Policy Committee and a Teaching Audit Committee, which approve new course proposals and changes to courses and ensure that educational standards are maintained; a Research Committee which co-ordinates funding and oversees research performance and facilities; and a Planning and Resources Committee which helps to support departments in sustaining their research effort.

2.2 The Centre for Criminology and the Faculty of Law

As an independent Centre within the Faculty of Law, responsibility for the organisation and delivery of the Criminology programmes is shared between the Centre's Board of Studies (hereinafter: "Board of Studies") and the two Directors of Graduate Studies, one for taught courses (DGS-T), who is Chair of the Board, and one for the research programmes (DGS-R). The Board meets in the ninth week of each term. The Law Faculty also carries out its responsibilities for graduate students through two Associate Deans of Graduate Studies (taught and research). They report to the Faculty's Graduate Studies Committee, which meets in first and sixth week each term and in the third week of the summer vacation. Student representatives attend meetings of the Graduate Studies Committee. In some cases, the Graduate Studies Committee has power to act; in others it makes recommendations to the Law Board, which is the governing body of the Law Faculty. The Law Board includes the Directors of Graduate Studies; most other members are elected from the Faculty, and student representatives attend its meetings. Its Chair, who usually holds office for three years, is the Dean of the Faculty. The

Law Board is responsible for administering and overseeing all teaching and examining in the Faculty, and for facilitating legal research. It meets twice a term in second and seventh week, and once during the summer vacation.

3. The Centre for Criminology

3.1 History and Current Orientation

It is now nearly sixty years since criminological teaching and research was established in Oxford by the first Reader in Criminology, Dr Max Grünhut. His successor, Dr Nigel Walker, established a Penal Research Unit in 1966, and in 1971 it became a department of the University. Three years after Dr Roger Hood was appointed to the Readership in 1973, the Penal Research Unit moved to Bevington Road and changed its name to the Centre for Criminological Research (CCR) to reflect the broader range of interests and research activities of its members. In 1991 the CCR became an integral department of the Law Faculty. Professor Hood retired in September 2003 and passed away in 2020. The Centre moved to Manor Road in August 2004 and to our present premises in the St Cross building in December 2016 and is now called the Centre for Criminology. In July 2005 Professor Ian Loader joined the Centre as its Director and as Professor of Criminology. In August 2012 Professor Carolyn Hoyle took over as its Director and in August 2017 Professor Mary Bosworth took the role as Centre Director. In September 2022, when Professor Bosworth's five-year tenure ended, the role of Director returned to Professor Ian Loader. Professor Rachel Condry has taken the Director role in 2025.

The Centre for Criminology is a leading site of social enquiry and graduate education in criminology and criminal justice, with staff and students committed to understanding and addressing contemporary public policy dilemmas across many domains of order, justice and control.

We understand criminology as a 'meeting place' – staff in the Centre are originally trained in history, law, politics and international relations, psychology and sociology. We treat criminology as a field of enquiry where questions of order, justice and control around the globe are brought into conversation with the larger concerns of the social sciences, and social and political theory, with such matters as de-colonialism, gender, political economy, race, and the futures of a climate-changed planet.

What issues do we work on?

Staff in the Centre are involved in scholarly research and policy engagement around the following topics and themes, as well as supervising doctoral research in these areas:

Criminalization

Criminal law, justice and border control; counter-terrorism; counter-extremism; preventive justice; state regulation of family life.

Justice

International/global criminal justice; transitional justice; youth justice; crime, justice and the family; well-being of criminal justice workers; ideologies in crime control.

Punishment

Death penalty in global perspective; prisons and incarceration; immigration detention; deportation; citizenship deprivation; prisoners' families; maternal imprisonment, children's rights; penal cultures and policy.

Security

Urban security and everyday life; policing and private security; the (dis)orders of automobility.

Victimization

Domestic violence and homicide; online harms; refugees; victims in international criminal justice.

More details about research in the Centre can be found on the research page of the [Centre of Criminology website](#).

Doctoral students at the Centre have conducted research on a wide range of topics. For example, recent doctorates have been awarded for theses on policing; prosecution; probation; the death penalty; the treatment and management of foreign nationals in prison; domestic violence; policing of modern slavery; immigration detention and deportation of women from Jamaica; the punishment of political prisoners; etc. Students at doctoral level often take empirical, theoretical, socio-legal, comparative or historical approaches to their topics.

Some of the topics currently being researched by our doctoral students include: policing of illicit antiquities; coercive control in intimate relationships; the gendered impact of prison on people's life after prison; mass incarceration at the global periphery; and collective punishment and systemic racism in joint enterprise. Please view a full list of [current DPhil students](#) and their research interests.

3.2 Administrative and IT staff

Abbie O'Regan	Senior Graduate Administrator	gsa@crim.ox.ac.uk	274444
Angela Patterson	Criminology Centre Administrator and Events Coordinator	admin@crim.ox.ac.uk	274448
IT Support Team		itsupport@manor-road.ox.ac.uk	284240

3.3 Access to the Centre

Access to the Centre for Criminology is by University Card. The Centre is open between the hours of 09:00 and 22:00, Monday to Friday (term time), however, research students who have completed the out of hours access training can access it at other hours as well. For information regarding out of hours training please contact gsa@crim.ox.ac.uk. The [Social Sciences Library](#) is situated in the Manor Road Building, please check the library opening times online.

The St Cross Building and the Centre operate a strict NO SMOKING policy. Students should note that some research staff, research associates, visiting fellows and DPhil students have their desks in the open plan area so please respect their need for a quiet working environment when you are in the Centre.

3.4 Graduate workspace

3.4.2 Workspace within the Centre

Desks are available for use by DPhil students in the Open Plan area of the Centre, depending on availability, which may vary from year to year. For this purpose, DPhil and Law MPhil students are eligible if they are supervised by a member of the Centre and are working on a criminological topic, whether admitted by the Centre for Criminology or the Faculty of Law. Please ask Abbie about desk allocation.

3.4.3 Libraries

While there are over 100 libraries across the University as a whole, the Bodleian Social Science Library and the Bodleian Law Library will be the most useful libraries for you in Oxford.

Bodleian Social Science Library

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

The Bodleian Social Science Library offers over 300 workspaces, quiet study zones, group study rooms, study carrels, wireless networking and 56 PCs connected to the Bodleian Libraries network. Around 8 million volumes of Bodleian Libraries material are housed offsite, and can be ordered to this library. University members can also access online resources, including ejournals, and an extensive collection of databases and archives and ebooks. The online [Criminology guide](#) is an introduction to key resources available in the Bodleian. Inter-library loans are available and further information on the opening times and services available at the [Bodleian Social Science Library](#) are available online.

The Bodleian Law Library

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

The Law Library holds the Bodleian's collection of criminal law and the research collection for criminology. It also provides access to a number of online legal databases. The online guides to [Criminology](#) and [Criminal Law & Justice](#) are introductory overviews to all forms of resources available to students at Oxford.

The Bodleian's Official Papers collection is on the ground floor of the Bodleian Law Library. Among its collection of UK government publications are criminal statistics.

Neither the Bodleian Law Library nor Official Papers are lending collections, no items may be taken out. No food is allowed anywhere in the Bodleian libraries; water in secure drink bottles or hot drinks in keepcups are the only liquids permitted.

4. Communication with students

4.1 Email lists

Email is the most frequently used means of communication and it is expected that you will check your emails daily. You should use your Oxford (Nexus) account.

All graduate students will be automatically subscribed to the Law Faculty's graduate student email list (law-postgrads@maillist.ox.ac.uk) on arrival at Oxford. This is the faculty's principal means of communication with graduate students, and information about lectures, visiting lecturers, discussion groups, IT training, library hours, student elections and so on are distributed on this list. We will also automatically subscribe you to the Centre's research student email list (crim-research@maillist.ox.ac.uk) which will allow you to receive messages from the tutors and staff.

5. Extracurricular activities

The Centre arranges several events throughout the year to which all Criminology students, along with other members of the Centre, such as research officers and associates, are invited.

Students will have an opportunity to broaden their knowledge via the great number of lectures in other courses and public seminars offered by both the Centre and other departments and colleges within the University. Of particular interest and significance are the All Souls Criminology Seminar Series held on alternate Thursday afternoons from 15:00 – 17:00 in term time at All Soul's college. This series

attracts distinguished speakers from the international academic community, government and criminal justice agencies. Information about the seminars, as well as additional seminars which may be of interest, will be circulated via email and posted on the [Centre Website](#).

Blogging

The Centre for Criminology, Border Criminologies, and the Death Penalty Research Unit run active blogs. Students are encouraged to contribute posts, the main condition being that the Blog Post is grounded in your research. If you have an idea for a Blog based upon your research, you are welcome to discuss it with the Director or your supervisor.

In addition, if you would like to blog about one of our All Souls Seminar talks, please contact Centre Administrator, Angela Patterson admin@crim.ox.ac.uk to register your interest.

We also welcome other contributions to the Centre blog, the main condition being that the Blog Post is grounded in your research. If you have an idea for a Blog based upon your research, you are welcome to discuss it with Rachel Condry Rachel.condry@crim.ox.ac.uk, or your supervisor.

6. Research Degrees at the Centre for Criminology

6.1 The DPhil

The DPhil Criminology is offered as either a full-time 3-4 year degree, or a part-time 6-8 year degree. The DPhil entails researching and writing a thesis of between 75,000 and 100,000 words under the guidance of at least one supervisor who will be an acknowledged authority on the topic.

The thesis must make a significant and substantial contribution to its field. The examiners assess the contribution of the thesis having regard to “what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study.”

Students applying to the DPhil are not admitted directly to the full status of DPhil student, but to Probationer Research Student (PRS) status. Any student intending to study for an Oxford DPhil must spend a year as a 'Probationer Research Student' and then successfully complete a Transfer of Status assessment to become a full DPhil student (see below for more details).

6.2 The MLitt

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

6.3 Pathways to the DPhil

Most students will register as PRS students (having applied to the DPhil or MLitt in Criminology or Law).

6.3.1 The PRS to DPhil/MLitt Route

Year 1:	1 st Term:	Admitted as PRS.
	3 rd Term:	By the end of Week 4: Submit an application for transfer to DPhil/MLitt status. This application is known as the 'Transfer of Status' and successful applicants are then admitted to DPhil or MLitt status.
Year 2:	4 th Term:	Transfer of Status to DPhil/ MLitt must be achieved by the end of this term, or students will lose PRS status and will no longer be registered at the University.
	6 th Term:	DPhil students should normally submit an application for Confirmation of Status
Year 3:	9 th Term:	MLitt students must submit their thesis by the end of this term.
	9 th Term:	DPhil Confirmation must be achieved by the end of this term, or students will no longer be registered at the University.
	10 th Term:	Termly continuation fees will be charged from this term onwards.
Year 4:	12 th Term:	DPhil students must submit the final thesis before the end of this term. Students may, under exceptional circumstances, apply for extensions of registration of no more than one term at a time.

6.4 Empirical Research Methods courses

Those students who have completed the Research Design and Data Collection course as part of their Oxford Criminology MSc should complete a further methods course (either Quantitative Analysis for Social Sciences or Qualitative Methods) during their first two years as a PRS/DPhil candidate. Those who have not studied for the Oxford MSc or another ESRC recognised Master's course, should complete the Research Design and Data Collection course as well either Quantitative Analysis for Social Sciences or Qualitative Methods, under advice from their supervisor. For these methods courses, assignments are marked on a pass/fail basis for DPhil students.

6.5 Training Needs Analysis (TNA)

Each year - doctoral students should, with their supervisor, complete a Training Needs Analysis (TNA) form. The TNA gives the student and their supervisor an opportunity to consider whether the student requires additional training in research methods or professional development. It also records how the student is progressing through the pathways towards completion.

6.6 DPhil programme – seminar series

All first year DPhil students are required to attend the DPhil-Programme, a seminar series focussing on the intellectual foundations of conducting criminological research and on the further development of academic and professional skills. There are 4 sessions each term, and these are taught by members of the Centre of Criminology. DPhil students in higher years are also welcome and encouraged to attend.

6.7 DPhil research symposium

Each year a DPhil research symposium is held in Trinity Term. Here DPhil students in the higher years have an opportunity to gain practical experience by preparing a presentation, giving a presentation to an audience of their peers and faculty, and answering audience questions about their work. They also receive some written feedback on their presentation style after the symposium. All DPhil students are encouraged to attend.

7. Key Stages of Research Degree – The Transfer of Status

In this and the following sections the key stages that you must pass through during your research degree are outlined. Depending on the type and structure of your research course, these will include Transfer of Status, Confirmation of Status, and submission of thesis. These three milestones provide structure to the DPhil programme. It is your responsibility to submit applications within the deadline. If you are unclear on any part of the submission/approval process, please contact Abbie gsa@crim.ox.ac.uk.

7.1 Transfer from Probationer Research Student Status to DPhil

The first milestone is the 'Transfer of Status': by the end of week 4 of your third term as a PRS, and by week 4 of your sixth term for part-time students you need to apply to transfer to full DPhil status. This requires successful completion of the Qualifying Test in which your project and your achievements so far are assessed by two faculty assessors (at least one of whom will be from the Centre for Criminology) who will read your written submission and then arrange an interview with you. You may, in exceptional circumstances, and with the support of your supervisor, apply to defer the date of PRS to DPhil status.

7.2 The Purpose of Transfer of Status

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

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

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

The formal Regulations for Transfer of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee "[Policy and Guidance on Research Degrees](#)".

Students who have been granted leave to supplicate for the degree of Master of Philosophy (MPhil), where the subject of the Masters thesis is in the same broad field as the research proposed for the DPhil., may progress directly to DPhil. status with the Transfer of Status assessment waived. This is subject to the Director of Graduate Studies review and is not automatic.

7.3 The Timing of Transfer of Status

The Examination Regulations state that PRS status can be held for a maximum of four terms for full time and eight terms for part time PRS. However, Departments and Faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner, and in the

Centre for Criminology Transfer of Status is normally required by the end your third term for full time PRS and by the end of your sixth term as a part time PRS.

7.4 How to Apply for Transfer of Status

Applications for Transfer of Status (QT) should be made using the online Transfer of Status application accessible via the My Student Record tab in [Student Self Service](#).

Students are required to complete and submit the form online and to upload supplementary information on development of both research specific and personal and professional skills during their time as a PRS. Students are also required to indicate whether their work requires research ethics approval and to provide evidence that they have successfully completed the University's online [researcher integrity training](#) course.

In addition, students will be required to submit the following, if appropriate:

1. Thesis Title
2. Thesis Outline
3. Research Proposal (Part A - no more than 2,000 words)
4. Written Work (Part B – no more than 10,000 words)
5. Timetable for Completion
6. Literature Review
7. Bibliography
8. Presentation of work at a research seminar
9. Training Needs Analysis documentation
10. Evidence of attendance of subject specific courses
11. Research Ethics Forms
12. Data Protection Notes
13. Health and Safety Forms (e.g. for Fieldwork)
14. Subject Specific Materials

Once the student submits the application, it will then be considered by the student's supervisor. Supervisors are asked [in consultation with their student] to suggest names of appropriate assessors and their willingness to act.

Advice on the Materials you Submit for the Transfer of Status'

Part A The statement must map out a thesis which will make a significant and substantial contribution to its field, and the proposed work must fit comfortably within your remaining two or, at most, three years. Many candidates use up about a third of their 2,000 word allowance in a general description of their proposed thesis, saying in connected prose what they hope to achieve and why it matters, making clear what your key research questions or aims are. It is a good thing, though not essential, to be able to say briefly how things stand in your field, so as to show what advance you hope to make. Another section should deal with your planned methodological approach: how you will answer the research questions. If you are planning on conducting empirical research, you should state what you will do, when, where and how you will gain access to the data you will need to answer your research questions, and any ethical issues raised by your proposed methods. The remainder of the word allowance can usefully be devoted to a provisional contents page, showing the titles of the chapters and giving a short account of what each will do. Everyone understands that you cannot at this early stage be bound by this, also that there may be some chapters which you are not yet able to describe with much clarity. Feel free to say that that is the case, if it is so. If you can outline the reasons for your uncertainty, so much the better. It is good to link this provisional contents page to a timetable. You need not go into great detail, but it is sensible to say roughly where you hope to be after one more year and how long

you have set aside for writing up your final version. When it comes to Confirmation of Status towards the end of the second year, you will be asked for a more detailed schedule leading to completion.

Part B This essay of under 10,000 words should be a substantial piece of written work which will generally be intended to form part of the proposed thesis. It is typically a literature review and/or a theoretical framework for the thesis and should be written using the format for theses in the Faculty of Law (OSCOLA) if it is a legal thesis, or using the Harvard system if it is more criminological. Your crucial task in the essay is to show the reader that you can carry out the sustained argument that will be needed to accomplish the project you propose in your Part A statement. The best way to do that is usually to engage in an important part of the argument that the DPhil will present. The assessors will look to Part B for evidence that you have mastered the craft of serious criminological writing and that you can conduct a complex argument in an orderly, structured and lucid manner. The argument should be clear and cogent, and not written so as to be intelligible only to a tiny number of insiders. Keep in your sights a notional reader who is well-informed and well-grounded in criminological or legal theory and practice but not an insider within your own particular field.

7.5 The Transfer Assessment

The DGS-R will appoint two assessors neither of whom will be the student's supervisor (they will normally be academic staff working in the University of Oxford; only in exceptional circumstances will external assessors be appointed) to read the transfer application materials and to interview the candidate (for both the first, and if required, second attempt). It is permissible for the same assessor to be used for both transfer and Confirmation of Status, and this person may also act as the internal examiner for the DPhil. viva voce examination.

Students should normally expect to be interviewed within 4 to 6 weeks of submitting their transfer application, though this may be longer during the vacation periods due to availability of the assessors. The transfer assessment is a formal requirement, but the interview is not an official examination or viva, and sub fusc is not worn. The assessors will write a joint report and submit recommendations to the Board of Studies. Following their interview, students should normally expect to hear the outcome of their assessment within 4 weeks, though this may be longer during the vacation periods.

7.6 Instructions to Assessors

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

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to DPhil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An application to transfer to DPhil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years (6 – 8 for part time students). However, the assessors should judge the submissions in the light of the fact that they usually reflect just 2 or 3 terms work (and just 6 or 7 terms for part-time students) and are made at the early stages of the research project. The written work will not necessarily be, or read like, a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard.

The research proposal and thesis structure need not be completely finalised, but the student should have clearly defined ideas of what the research questions are and have possible ways to answer them.

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

Significant differences of opinion between the assessors will be adjudicated by the DGS-R and/or Board of Studies, in consultation with the assessors and supervisors.

7.7 Criteria for Success

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

- All required coursework materials have been submitted
- The candidate has attended all required methods courses and submitted all required methods coursework (and passed, if this is a requirement of the course)
- Competence in both written and spoken English
- The aims of the research are realistic and focused
- Evidence of wide reading and critical analysis
- Appropriate methodology and research techniques are proposed
- Limitations to the research are addressed
- It is clear how the research will develop for a DPhil.
- There is a suitable timetable for the research
- The candidate demonstrates the progression of an argument
- The candidate shows a scholarly and rigorous approach to research issues
- The research topic and treatment meet the Division's ethical standards
- The written work and interview show that the candidate has a good overall knowledge and understanding of the subject
- The University has adequate facilities (including supervision) to enable the research to progress
- The student is capable of carrying out advanced research
- The proposed schedule of work can be completed within three or at most four years (six to eight for part time students) for the DPhil.

7.8 Outcomes of Transfer of Status

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

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

(ii) Revision of application – The assessors may request further minor clarifications before making a first recommendation. In such cases it should be possible to complete the additional work within the current term of assessment. This would typically not involve another interview.

(iii) Referral for a second attempt at transfer (with or without a further interview) – This should normally involve the same assessors and take place within one term of the first attempt. If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt. This extension of PRS status does not affect the total amount of time permitted for registration on the DPhil. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at transfer being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor. Referral should not necessarily be seen as a failure, it may simply represent attempts to ensure that the student's work is enhanced so that it is set on the best possible course.

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

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

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

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

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

7.9 Deferral of Transfer of Status

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

In exceptional cases only, an extension of PRS status may be granted beyond six terms (or eight terms for part time students).

Applications for such extensions require the approval of the University's Education Committee for formal dispensation from the *Examination Regulations*. Students should contact Abbie gsa@crim.ox.ac.uk for details of the application process. Any extensions to PRS status do not affect the overall time permitted for registration on the DPhil.

8. Confirmation of DPhil Status

8.1 The Purpose of Confirmation of Status

The next milestone in a DPhil comes with the Confirmation of Status. The Confirmation of Status process allows the student to have an assessment of their work by two assessors, other than the supervisor(s). If Confirmation of Status is approved, this is an indication that, if the work on the thesis continues to develop satisfactorily, submission within the course of three further terms (six for part time students) might reasonably be expected. It should be noted that a successful completion of Confirmation of Status provides an indicator only of readiness for submission, not of the final outcome of the examination of the thesis.

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

The formal Regulations for Confirmation of Status are set out in the general regulations of the *Examination Regulations*, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee "[Policy and Guidance on Research Degrees](#)".

8.2 The Timing of Confirmation of Status

The Examination Regulations state that students must have their status confirmed within nine (eighteen for part-time) terms of their admission as a graduate student and not normally earlier than the sixth term (twelfth for part-time). Students should also normally achieve Confirmation of Status no less than three months before submission of their thesis.

The Confirmation of Status process enables the student to have an assessment of his or her work by one or more assessors, other than the supervisor(s). For this to be of benefit, sufficient time should be allowed for assimilation of the experience and feedback from confirmation before submission takes place. For this reason, there should be a gap between completion of Confirmation of Status and submission, normally of not less than three months.

8.3 How to Apply for Confirmation of Status

Applications for Confirmation of Status should be made using the on-line Confirmation of Status application accessible via the My Student Record tab in [Student Self Service](#). Students are required to complete and submit the form online, and include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken, e.g. presentation of posters, attendance at conferences etc. Students are also required to state whether their work required research ethics approval (and if appropriate, was

granted). Students are also required to provide evidence that they have successfully completed the University's online researcher integrity training course (unless already provided when applying for Transfer of Status).

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

1. A statement giving the title of the thesis, and summarising each component chapter in approximately 100 words per chapter;
2. An overview of the intended thesis, of approximately 1,000 words, stating how much of the thesis is complete and how much remains to be done (with an estimate of the probable date of completion);
3. A piece of written work, which shall normally be two chapters together comprising 20,000-30,000 words in length and intended to form part of the thesis;
4. A timetable for completion;

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

8.4 The Confirmation Assessment

The DGS-R will appoint two assessors neither of whom will normally be the student's supervisor to read the confirmation assessment and interview the candidate. Assessors will normally be academic members of staff working in the University of Oxford. Where appropriate expertise is not available internally, one or more external assessors may be appointed. It is permissible for the same assessor to be used for both transfer and Confirmation of Status, and this person may also act as the internal examiner for the DPhil viva voce examination.

Students should normally expect to be interviewed within four to six weeks of submitting their application, though this may be longer during the vacation periods due to availability of the assessors. Students may sometimes find it an anxious wait and may have good reasons for wanting the assessment completed as soon as possible. While the Confirmation assessment is a formal requirement, the interview is not an official examination and so *sub fusc* is not worn. The assessors will write a report and submit recommendations to the Board of Studies. Following their interview, students should normally expect to hear the outcome of their assessment within four weeks, though this may be longer during the vacation periods.

8.5 Instructions to Assessors

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

An applicant for Confirmation of Status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, but if the student can satisfy the assessors at interview that matters will improve, this should not be a reason to decline recommending Confirmation of Status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a DPhil. thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than presenting a judgemental verdict. Dismissive or aggressive

remarks are not appropriate. If it is unclear during the assessment how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

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

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

Significant differences of opinion between the assessors will be adjudicated by the DGS-R and/or Board of Studies, in consultation with the assessors and supervisors.

8.6 Criteria for Success

An applicant for Confirmation of Status should be close to having a complete thesis plan, and the work submitted should be close to reading as complete thesis chapters. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, however if at interview the student can satisfy the assessors that matters will improve, this might not be a reason to decline recommending Confirmation of Status. The work should be presented in a scholarly fashion and should be essentially of the standard expected of a DPhil thesis in the final examination, though it is not expected that every footnote and cross-reference should yet be in place.

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

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

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

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

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

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

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

Significant differences of opinion between the assessors will be adjudicated by the DGS-R and/or Board of Studies, in consultation with the assessors and supervisors.

8.7 Outcomes of Confirmation of Status

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

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

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

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

Referral may simply represent attempts to ensure that the student’s work is enhanced so that it is set on the best possible course and should not necessarily be seen as a failure. However, a referral will of course be very disappointing to a student and may take some time to come to terms with, especially if the assessors’ comments are highly critical. Most students who do then go on to successfully

complete the DPhil see the comments in retrospect as helpful, having given them the opportunity and incentive to make substantial improvements to the thesis and to avoid the risk of a more time-consuming referral of the final thesis.

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

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

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

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

8.8 Deferral of Confirmation of Status

If a student is unable to apply for Confirmation of Status within the prescribed number of terms permitted by the *Examination Regulations* they must apply for a deferral of Confirmation of Status, otherwise their student status will lapse and their name will be removed from Register of Graduate Students. It is possible to apply for a deferral of Confirmation of Status for up to three terms, as long as the total number of terms from admission as a graduate research student does not exceed twelve.

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

To apply for a deferral of Confirmation of Status, a student will need to complete an online application accessed via Student Self Service. The application will then be considered by the student's supervisor and College. The DGS-R will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If Confirmation of Status is not achieved within nine terms of admission as a graduate student, or approval given for a deferral of Confirmation of Status, their status will lapse.

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

8.9 Appeals against unsuccessful applications to transfer or confirm status

If you wish to contest the outcome of your transfer or confirmation application and process, either on procedural or academic grounds, you should firstly discuss the matter with your DGS-R. If this is not

satisfactorily resolved, you, your college or your supervisor should put an appeal directly to the Proctors who can decide whether procedures were correctly followed – but cannot challenge the academic judgment of assessors.

9. Submission of the Thesis

9.1 Submission of the DPhil Thesis

The final milestone in the DPhil journey is, of course, submission and examination of the thesis. This is a process, rather than an event, and students should be aware that the process described below can take some months. Further information can be found on the university [research examinations](#) website.

9.2 Preparation and Presentation of Thesis

- Every thesis must have a title page, containing your name, college and department, the title and any sub-title, and the degree for which the thesis is being submitted.
- Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page.
- The word limit of the thesis is 75,000 minimum and 100,000 maximum words. The number of words to the nearest 100 must be stated on the cover the thesis, and this number must be less than the prescribed limit.
- Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the pages where the chapters and first-level sub-headings begin.
- Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. Those tables must be indexed, so that each entry shows on what pages the case or statute in question is mentioned. The tables must appear at the beginning of the thesis, after the title page, the abstract, and the table of contents (in that order).
- A bibliography must appear at the end of the thesis. It need not be indexed.
- An index is not required. If there is one, it must come after the bibliography.
- All footnotes and appendices are included in the word count. The abstract, the table of contents, the table of cases, the table of statutes, the bibliography, any headers or footers, and any index are not included in the word count.
- The thesis must be written in English.
- The thesis must be formatted to A4 paper size.
- The thesis must be word-processed using size 12 font, with a margin of 32 to 38 mm on the left hand side. Variations of font size may be used for headings, sub-headings, and footnotes.
- The lines in the main text must be double spaced (8mm).
- The first line of every paragraph must be indented unless the paragraph immediately follows a heading or sub-heading, or an indented footnote.
- Quotations must use single inverted commas, saving double inverted commas for use for quotes within quotes. Quotations longer than two lines must be presented as a double-indented, single-spaced paragraph with no further indentation of the first line. Such double-indented quotations must not use quotation marks.
- Endnotes must not be used. Footnotes must be internally single spaced with double spacing between the notes.
- The thesis would ordinarily be expected to comply with [OSCOLA](#) (the Oxford Standard for Citation of Legal Authorities) if it is based on library research and frequently cites case and legislation. A criminology thesis that is based on empirical research and more broadly sociological can use Harvard or another standard for citation. You should consult your supervisor on which standard to use.

9.3 The Title of the Thesis

The exact title has to be approved, and the thesis must be submitted under the approved title. However, it is relatively easy to obtain permission for a modification. There is an online form for seeking this permission via your Student Self Service. Do not make the title too long. It is the business of your first few pages, not of the title, precisely to define your project and make clear what questions will and will not be addressed. Think of your title as the title of a book.

9.4 Stage 1: Application for Appointment of Examiners

As you approach completion of your thesis you have to apply for the appointment of examiners with the online form via your Student Self Service. The system will automatically advise your supervisor, and then your college that you have submitted the application. You and your supervisor have a say in the choice of the examiners. In all cases, two examiners will be needed, one from Oxford and one external. The form asks for suggestions, and for alternative suggestions for both the internal and external examiners. It would be a rare case in which those suggestions were not accepted, and the Board of Studies would be unlikely to appoint others without first consulting with the supervisor, who in turn would be likely to consult you.

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

9.5 Stage 2: Submission of the Thesis

The deadline for submissions is the last day of the vacation which follows the term in which the thesis is due to be submitted.

- You will be required to submit the official copy of your thesis for examination digitally via Student Self Service. The typewritten part(s) of any thesis must be saved in PDF format.
- Examiners may still request a hard copy of the thesis from the Examination Schools and this will be arranged and paid for centrally by the Submissions and Research Degrees Team. The minimum time between both examiners receiving the official copy of the thesis and a viva date remains at 4 weeks (as referred to under 'the oral examination or viva' section of the [Research examinations](#) web page).
- All students are required to deposit a digital copy of their thesis with the Bodleian Libraries. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into [ORA](#) after **Leave to Supplicate (LTS)** has been granted.

All research students submitting for the first time are required to submit their thesis electronically through RTDS. Students submitting a thesis following major corrections should also submit through RTDS. To graduate at a degree ceremony you will need to submit an electronic copy to the Oxford University Research Archive (ORA) a minimum of five working days prior to your graduation date. If access to your thesis needs to be restricted, a hard copy of your thesis will still need to be submitted to the Exam Schools. Further details are available on the [Research Examinations](#) website.

9.6 Examination

9.6.1 Timing

The internal examiner from Oxford will contact you to arrange the date of the viva. In the normal course of events you might expect the examiners to have fixed the date for the viva within four weeks from submission. The viva usually takes place within eight to ten weeks of submission, though this could be longer if you submit at the end of Trinity term. Do not hesitate to contact the Research Degree Office if you think something has slipped up. It is extremely important that the examiners should be able to contact you in the period after submission. Please provide accurate contact information and this should include email and phone numbers. If examiners cannot contact you, a very long delay can ensue.

Examining a thesis is hard work and requires the examiners to clear a substantial amount of time. You cannot reasonably expect to have your viva within a month of the examiners receiving your thesis, but, if you have a good reason for needing a viva as early as possible, you can say so when you apply for examiners to be appointed. It is then sometimes possible to fix dates in advance. If you want to do this, apply for the appointment of examiners well ahead of the actual submission. Once again, be sure that all relevant people know where to contact you.

9.6.2 The Viva: A Public and Inescapable Event

The viva is a public event. You have to wear *sub fusc*, and so also does the internal (Oxford) examiner and any members of the University who come to spectate. Occasionally people do come. They are usually people who expect to go through the same process themselves and want to see what it is like. The final viva is inescapable, in the sense that, however clear the examiners think they are as to their likely recommendation, they are obliged to conduct the oral examination. You cannot get your degree unless you have undertaken your viva. Your supervisor can advise you on preparing for the viva.

The purpose of the oral examination is three-fold;

- (i) to enable the examiners to assure themselves that the thesis is the candidate's own work.
- (ii) to give the candidate an opportunity to defend the thesis and to clarify any obscurities in it;
- (iii) to enable the examiners to assess the candidate's general knowledge in their particular field of learning.

Take your own copy of your thesis with you to your viva (this can be a digital copy on a laptop). The viva will normally be held in Oxford, but in exceptional circumstances, normally affecting the ability of the external examiner to take part in an Oxford-based oral examination, application may be made to the relevant board for special permission to hold the examination via video conference with the external examiner concerned.

9.6.3 The Recommendation of the Examiners

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

9.6.4 Outcomes of the examination

Here is a detailed account of the recommendations and of related regulations for [DPhil Examinations](#)

There are several possible outcomes of the DPhil viva:

Having completed the examination of a candidate for the first time, the examiners may make any one of recommendations (i), (ii), or (iv) below only. Having completed the examination of a candidate who has revised and re-submitted his or her thesis, the examiners may make any one of recommendations i – vi

The recommendations are:

- i. Award of the DPhil. [possibly with minor or major corrections]
- ii. Reference back [for revision] for DPhil. or award of the M.Litt./ M.Sc. (as the thesis stands or subject to minor corrections) as the student may choose
- iii. Reference back [for revision] for M.Litt./ M.Sc. only
- iv. Reference back [for revision] for DPhil. or [for revision] for the degree of M.Litt./M.Sc. as the student may choose
- v. Award of M.Litt./ M.Sc. (possibly with minor corrections)
- vi. Outright failure

For a first DPhil. examination, examiners may only select from recommendations (i), (ii), or (iv); for a subsequent examination, examiners may select any one of 1-6. Examiners shall bear in mind that their judgement of the substantial significance of the work should take into account what may reasonably be expected of a capable and diligent student after three or at most four years of full-time study in the case of a full-time student, or eight years in the case of a part-time student.

9.6.5 Minor corrections

If the examiners are satisfied that the candidate's thesis is of sufficient merit to qualify for the degree but consider, nevertheless, that before the thesis is deposited the candidate should make minor corrections (which are not sufficiently substantial to justify reference back for re-examination and which should be capable of completion within one month), the candidate must correct the thesis to the assessors satisfaction before they submit their report. The candidate has one calendar month from the date of receipt of the list of minor corrections from the examiners to complete and submit the corrections.

9.6.6 Major corrections

If the examiners are satisfied that the candidate's thesis is of sufficient potential merit to qualify for the degree but consider that before the thesis is deposited the candidate should make major corrections (which are not sufficiently substantial to justify reference back for re-examination and which should be capable of completion within six months), the candidate has six calendar months from the date of receipt of the list of major corrections from the examiners, to complete and submit the corrected thesis. The six months deadline applies to both full-time and part-time students equally. To satisfy the examiners on resubmission it is vital that the candidate read their report carefully and follow their recommendations as closely as possible. The examiners will tell the candidate, in writing, exactly what parts of the thesis require to be rewritten and why. After resubmission there may or may not be a second viva.

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

- (a) the original recommendation is now fully substantiated;
- (b) the work as submitted still requires minor corrections prior to confirmation of the original recommendation and a further one month may be allowed for this from that date;

(c) the work as now submitted still requires major corrections prior to confirmation of the original recommendation and a further six months may be allowed for this from that date.

9.7 Oxford Research Archive (ORA) and Digital Publication of Theses

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

All students following the DPhil, MLitt or MSc (by Research) are required to deposit a digital copy of their thesis with the Bodleian Libraries. Please be aware that this is a condition for award of the degree and it is enforced. The digital copy should be deposited into ORA after Leave to Supplicate (LTS) has been granted.

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read the important information about the deposit of, and access to, digital theses on the ORA website and includes:

- Legal requirements and author responsibilities
- When to deposit the digital copy of your thesis
- How to deposit the digital copy of your thesis
- Options for open access and usage licenses. Authors can request embargoes for theses, or parts of theses, through the dispensation from consultation process, for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons
- Information about file formats, fonts and file sizes

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

9.7.1 Third party copyright

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

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

9.7.2 Dispensation from consultation of your thesis – The Bodleian Libraries and ORA

The Social Sciences Division strongly supports open access to, and wide dissemination of, theses produced by its students. Your thesis is original research that adds to the existing body of published academic research. The University is committed to ensuring that the "University of Oxford supports

researchers to ensure the widest possible access to research outputs” as detailed in the University of Oxford’s [Open Access Publications Policy](#).

A record of your thesis will be created in ORA which includes details such as your thesis title, abstract, author name and supervisor. Once your deposit has been reviewed and processed by ORA staff your thesis file will also be made available to download via ORA.

If you wish to place an embargo on all or parts of your thesis file you will need to apply for dispensation from consultation.

(i) Authors may apply for dispensation from consultation of the electronic copy of the thesis deposited in ORA (and/or of the thesis deposited in the Bodleian or other University Library) if there is good reason for such a request. Reasons for requesting dispensation might include Intellectual Property considerations: that consultation or reproduction would put at risk confidential material or invalidate an application for a patent on a product or process described in a thesis. Students are advised to be particularly mindful of the terms of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis.

(ii) Dispensation will always be granted (a) in cases where confidentiality has been made a condition of access to materials that are subsequently incorporated in a thesis and (b) for material where copyright is held by a third party and permission to disseminate it via the Internet has not been granted by the copyright holder. Current students should apply for dispensation by completing the on-line application form available from [student self-service](#).

If you need to apply for a dispensation having completed your course, you should apply for dispensation by completing the GSO.3C form available on the [Graduate Forms website](#).

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

9.7.3 Funder requirements

The length of embargo that can be applied to your work may be dictated by a [funder or sponsor](#).

The Terms and Conditions of Research Council Training Grants require that metadata describing the thesis should be lodged in ORA as soon as possible after leave to supplicate has been granted, and for the full text version to be available within a maximum of twelve months.

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

9.7.4 Journal articles included within the thesis

Authors sometimes include published journal articles within their theses. Authors needing to include such articles as part of the e-thesis can make the article freely available only in compliance with copyright and any sponsor permissions.

9.7.5 Plagiarism

Making the thesis open access increases its visibility, gains recognition for the author and certifies them as author of the work. It can also give rise to concerns about increased risk of plagiarism. However, when work is available open access, plagiarism is easier to detect (by using a web search engine).

9.7.6 Publication of your DPhil thesis

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

10. Suspensions, Extensions and Dispensations

The Criminology Board of Studies has power to 'stop the clock' on the DPhil by granting a suspension of status. If for any good reason you are temporarily not able to study, you may apply by completing the relevant forms via your Student Self Service.

The Board can grant a maximum of six terms' suspension. Suspension is different from extension. Extension allows more time. Suspension stops the clock. Students in receipt of scholarships (particularly ESRC scholarships) should ensure that they also secure the permission of the scholarship body for the suspension of time.

In exceptional circumstances, DPhil students may also apply for extensions of time for anything up to six terms. No more than three terms of extension be granted at any one time. Forms for applying for extension of time can be found via your Student Self Service portal. **Students should be clear that extensions are not an entitlement** and will only be approved if there is felt to be good cause for granting the extra time and if the application has the support of the student's supervisor and college (the same applies for suspension of status). Students in receipt of non-ESRC scholarships should ensure that they also secure the permission of the scholarship body for the extension. Students in receipt of ESRC scholarships should note that the ESRC does not approve extensions of time other than in the most exceptional circumstances, and failure to submit by the prescribed four year deadline for full time DPhil students and eight year deadline for part time DPhil students may lead the ESRC to withdraw future funding for Criminology students.

For those who feel they require a suspension or extension there are two guiding principles. The first is that provided you do have a genuine and strong reason for needing the dispensation it will probably be possible for you to get it. The second is that your chances of getting the help you need will be greatly improved if you talk to someone about it well before the rules governing these processes come into play. Take advice early. You can talk to your supervisor about it or to your college advisor, or, if that is not appropriate in your case, you can go straight to the DGS-R or Abbie.

11. Research Environment

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

You will have a named supervisor(s), normally as indicated in your offer letter, who will have overall responsibility for the direction of your work on behalf of the Centre. In your first term you should meet with your supervisor(s) not later than the second week of full term; typically, you should then expect to have individual meetings with your supervisor, usually for about one hour one to three times each term, but the frequency may vary according to the time of year and according to the stage you are at in your research programme. (For a full account of a supervisor's responsibilities and those of the student, see Section 12.4 below).

11.2 What induction arrangements will be made?

You will attend a student induction arranged by the Centre for Criminology, before the beginning of your first term, when you will receive essential information and guidance.

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

11.3 What workspace will be provided?

If you would like to be allocated a desk for use in the Centre, please contact Abbie.

11.4 What IT support is available?

The Centre and the wider Law Faculty share IT provision and specialist IT support staff with the Social Sciences building. The Library Lecturer in Legal Research Skills also provides support in respect of IT-related research skills. You will have access to the Bodleian Law Library and the Social Sciences Library (in addition to other university libraries, and the centrally provided electronic resources). Training on how to use the Library's legal and journal database is jointly provided by the Law Faculty and the Bodleian Law Library. Training begins at induction and you can contact the library team for further training sessions on law.library@bodleian.ox.ac.uk.

11.5 Which research seminars will be available?

You will have access to the seminars that the Centre and wider Faculty organises, and those which individual research groups or groups with common areas of interest organise for their own members and others within the Faculty. You will also have the opportunity to access seminars organised by other departments in areas relevant to your research area. If you wish to attend MSc in Criminology and Criminal Justice seminars please speak to Abbie before the start of the term in which the seminars will take place.

Criminology and Law Faculty seminars bring research students together with academic and other research staff to hear about and debate on-going research, and to provide an opportunity for networking and socialising. Postgraduate research students also participate in subject specific discussion groups that are organized by graduate students and Faculty members and meet regularly each term.

11.6 What access to research funds will be available?

The Faculty has a number of studentships and other small grants for research students, including those in Criminology (for example, to assist with conference attendance or fieldwork expenses).

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

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

Further information is available from the **Student Funding Officer** – [Olga Pavlova](#). The Law Faculty also runs a Graduate Travel Grant scheme, which is open only to research students who are either conducting empirical or archival research elsewhere in order to complete their degree, or who are presenting a chapter of their thesis at an academic conference. A small grant is typically available during the course of the academic year.

11.7 Will there be any additional costs associated with the programme?

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

11.8 What formal graduate skills training will be provided?

The Department offers research methods training on the following courses: Qualitative Methods, Quantitative Analysis for Social Sciences and Research Design and Data Collection

You will have the opportunity to attend a variety of skills training sessions offered by the Faculty, as appropriate to different stages of your graduate career, as well as training geared to your specific research needs, which will be agreed in consultation with your supervisor.

Under the auspices of the [Social Sciences Doctoral Training Centre](#), there are also opportunities to access advanced and specialist research training provided elsewhere in the division and University. Further information on these opportunities is available on the Research Methods hub page of the DTC Website, and you can enrol via the Student Enrolment System. The Social Sciences Division organises an Academic and Professional Development Programme covering a range of relevant generic transferable skills and which research students are encouraged to attend. Details of the programme are available via the Student Enrolment System (SES).

Information about training and other courses offered across the University is available through the [University's Graduate Training](#) site. This site provides information about transferable skills development for research students and research staff at Oxford University

11.9 The Centre for Criminology DPhil Programme

The Criminology DPhil programme is offered by the Centre for Criminology to develop academic and transferable skills and assist you in your journey towards submission of your thesis. It is mandatory to complete both modules during the first year of your DPhil.

Michaelmas Term: Intellectual foundations, will help you to engage with the intellectual foundations of criminology and interdisciplinary approaches in order to assist you in developing theoretical and conceptual frameworks for your own projects.

Hilary Term: Academic Development, will help you with your academic development and navigate the milestones of your doctoral work.

Trinity Term: Finding your voice, and to give you opportunities to present your own work ‘in progress’ and learn to critique the work of your peers.

The Faculty of Law and Social Sciences Division offer skills training as appropriate to different stages of the graduate career. There are also opportunities to access advanced and specialist research methods training.

11.10 Researcher Integrity Training

The UK Concordat to Support Research emphasises the need for researchers to undertake appropriate training in research integrity. In Hilary term 2020 the University’s Research and Innovation Committee agreed introductory research integrity training should be made compulsory for all University researchers, including postgraduate research students. Successful completion of the course requires a mark of 90% in a test. Upon successful completion, researchers receive an emailed certificate of completion as evidence of having taken this.

All postgraduate research students admitted from Michaelmas term 2021 are required to successfully complete the [online Research Integrity training course](#) and are asked to provide evidence when applying for Transfer of Status (if applicable). Students are also required by regulation to have successfully completed the training before Confirmation of DPhil Status can be approved, and must submit their certificate as part of their application for before Confirmation of DPhil Status (unless already provided as part of their application for Transfer of Status).

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

The Centre’s Board of Studies, which meets once a term, has student representatives from the MSc and the DPhil programmes. These representatives will also be invited to attend the Law Faculty's Graduate Studies Committee, which also has representatives for all of its taught courses; and one first year research student representative and one DPhil representative. The representatives are elected by the categories of students whom they represent. They are active participants on the Board and consult with their respective constituencies on issues of interest.

12. Appointment of supervisors for Graduate Research Students

12.1 The supervisory structure and sources of support

All students will have one or two academic supervisors to guide their work. The majority of students in Criminology have only one supervisor as this is a small department. However, some will have a second supervisor and others (such as those on ESRC funding) might have a departmental advisor as well as their supervisor. Students can also draw on the DGS-R as a source of advice or support.

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

The primary supervisor shall normally be:

- A member of staff based in the Centre for Criminology on a permanent contract.
- The primary supervisor will be currently engaged in research in the relevant discipline(s) so as to ensure the direction and monitoring of the student's progress is informed by up-to-date subject knowledge, methods, and research developments.

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

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

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

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

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

12.2 Frequency of meetings

We normally expect a research student to have between three and nine one-hour meetings (or equivalent) per year.

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

The frequency of meetings may vary according to the stage of the research programme and while the student is away from Oxford—on fieldwork, for example—meetings can be virtual, by Teams, and other communication can be by email.

Appropriate arrangements to cover for a supervisor's absence on leave or for other reasons should be made by the supervisor in advance of any leave in order that students are not disadvantaged by having a supervisor who is on leave. Where such plans cannot be made in advance, the DGS-R will make the necessary arrangements.

12.3 Change of supervisor

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

Where a student feels that there are good grounds for contemplating a change of supervisor, this should first be discussed with the supervisor concerned, or if this seems difficult, with the DGS-R or, if this is difficult, with the DGS-T. Students considering this may also wish to seek support from their college adviser.

If this involves concerns about the quality of supervision, students should be encouraged to try resolving the issue informally where possible, but should also be made aware of the University's formal complaint procedures.

12.4 Supervisors' Responsibilities

The following is a checklist of the main areas of responsibility of supervisors:

General responsibilities

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

Meetings and feedback

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

- consider providing dedicated time in supervision meetings to discuss any personal issues or external commitments which may be impacting on the students' academic progress;
- be flexible when scheduling meetings to accommodate disabilities and/or caring responsibilities.

Student Research

- assist the student in defining the topic of research which can be completed and written up within the prescribed period;
- advise at an early stage on research design and the effective collection and storage of data;
- provide an overview and guidance on the structure of the completed thesis and guide the student through to completion;
- give guidance on:
 - the nature of research and the standard expected (including advice on presentation and writing style);
 - the planning of the research, literature and sources;
 - attendance on appropriate research training and professional skills training courses, including fieldwork safety courses;
 - techniques that may be needed;
 - other sources of advice and expertise;
 - ethical issues, and the procedures for seeking ethical approval through the Social Sciences and Humanities Inter-Divisional Research Ethics Committee (IDREC), where appropriate.
 - refer the student to the University's Research Practice Guidance (at [Research Practice Guidance | University of Oxford](#)) and encourage them to take the introductory Research Practice Training modules (at [Research Practice Training | University of Oxford](#)).
- ensure that the student is aware of, and has taken appropriate action with respect to:
 - any ethical and legal issues connected with the research and data storage;
 - any health and safety issues connected with the research, including lab-based research and/or fieldwork. This includes identifying and ensuring appropriate risk assessment and training;
 - issues concerning intellectual property;
 - issues related to third party copyright for the hard copy and digital thesis;
 - issues concerning conflicts of interest ([Conflict of Interest Policy | Research Support \(ox.ac.uk\)](#))
 - the need to avoid plagiarism and to be aware of [University guidance on plagiarism](#) .

Student progress, monitoring and performance

- assist the student to work within a planned framework and timetable;
- monitor the student's ability to write a coherent account of his or her work in good English;
- review student feedback and make termly reports on the student's work using Graduate Supervision Reporting (GSR), including reviewing and updating training requirements. The supervisor should discuss the contents of the report with the student;
- provide the student with regular information as to the student's progress, and, where problems arise, provide guidance and assistance in relation to necessary, corrective action;
- provide relevant information on students' attendance, academic progression, and performance to the department;

- assist the student with the preparation, time-table and submission of material relating to applications for Transfer of Status, and for Confirmation of Status, and to provide appropriate feed-back, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination procedures and requirements;
- advise the student on the timing of submission of the thesis and consult with the student in order to make recommendations for the appointment of examiners;
- to encourage the student to apply for any adaptations needed in response to disabilities ahead of milestones assessments or the final oral examination.

Resources

- ensure that the student is familiar with the research facilities and activities of a department or faculty;
- advise as appropriate on financial support available, for example, funding for conferences, field trips, or other research travel;
- encourage the student to obtain knowledge and information about career opportunities;
- alert the student, where necessary to other services provided within the University, for example, health, disabilities, and counselling.

Development and training

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

12.5 Research students' responsibilities

General responsibilities

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

Meetings and feedback

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

Research

- define the area of research, complete the literature review, acquaint him/herself with the background knowledge needed, and produce a timetable for the completion of the research project;
- write a clear and detailed research proposal prior to embarking on the research for the thesis;
- abide by the University's requirements with regard to plagiarism, and the legal, ethical, and health and safety guidelines related to her/his research;
- prior to embarking on empirical work or fieldwork (data collection):
 - i. seek approval from the supervisor;
 - ii. where research involves human subjects, seek ethical approval via her/his department/faculty and complete the University ethical approval form(s) for submission to the Social Sciences and Humanities Inter-divisional Research Ethics Committee (IDREC) prior to undertaking data collection;
 - iii. Undertake any necessary risk assessments and obtain travel insurance, and agree a plan to remain in contact with the supervisor;
 - iv. where necessary, apply in good time for a disclosure through the Disclosure and Barring Service (DBS) if the research involves working with children and/or vulnerable adults.

Progress, monitoring and performance

- in consultation with the supervisor, establish a clear timetable and programme work which is kept under regular review, and keep relevant records of all aspects of the work;
- submit written material in sufficient time to allow for comments and discussion;
- engage actively in the review process and play an active role in planning and reviewing progress;
- seek out and follow the regulations applying to the research programme, and seek clarification, where necessary;
- provide regular reports on progress where these are required (and at least once a year for the supervisor), and to inform the supervisor immediately of any circumstance which might lead to interruption of study;

- with the support of the supervisor, complete the assessed written assignments required as part of the research training programme and submit them by the dates specified;
- ensure that the standard of his or her written and spoken English is of the necessary standard for the submission of a thesis;
- allow sufficient time for writing up and pay particular attention to final proof reading;
- decide when he or she wishes to submit the thesis for examination, having provided the supervisor with sufficient time to comment on the final draft and having taken account of the supervisor's opinion;
- (where the student feels that there are good grounds for contemplating a change of supervision arrangements) discuss this with the existing supervisor, or, if this presents difficulty, with another appropriate officer in the Centre (see above) or with a college adviser.

Resources

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

Development and training

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

12.6 Supervisors' responsibilities for students undertaking fieldwork

Overview

Fieldwork

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

Responsibility

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

Specific duties of Supervisors are to:

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

12.7 Research Supervision Website

The [Research Supervision](#) website is a useful source of information for research students and research supervisors alike, providing information re:

- DPhil students
- Being a supervisor
- Stages of the doctorate
- Examination
- Research environment
- National and international context

As part of these sections, explanations are provided of Oxford's policies and practice with links to University policy documents, downloadable tools and ideas for both supervisors and students, links to further national and international websites, examples of good practice, listings and links to some of the research literature on doctoral study, including links to journal articles which the University has on subscription.

13. Academic integrity: good practice in citation, and the avoidance of plagiarism

Section 7.7 of the [University Student Handbook](#) sets out the University policy on plagiarism.

You should also read the [Proctors' Disciplinary Regulations for University Examinations](#), which make clear that:

- you must indicate to the examiners when you have drawn on the work of others, using quotation marks and references in accordance with the conventions of your subject area
- you must not present as your own work material generated by AI
- other people's original ideas and methods should be clearly distinguished from your own
- the use of other people's words, illustrations, diagrams etc. should be clearly indicated regardless of whether they are copied exactly, paraphrased or adapted material you have previously submitted for examination, at this University or elsewhere, or published, cannot be re-used – including by drawing on it without referencing it, which constitutes 'autoplagerism' – unless specifically permitted in the special Subject Regulations.

The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors on-line essay banks, essay-writing services, and other potential sources of material. It reserves the right to

check samples of submitted essays for plagiarism. Although the University strongly encourages the use of electronic resources by students in their academic work, any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions.

If, during the academic year, you are in any doubt about what constitutes plagiarism please seek further advice from the Director of Graduate Studies.

14. Researcher Development

14.1 Your Development as a Researcher

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

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

- Research methods training within your department.
- Training open to doctoral students across the social sciences via the Research Methods Hub.
- An Academic and Professional Development Programme (APDP) organised by the Social Sciences Division and aimed at doctoral students and early career researchers.
- Training offered by University providers such as the Careers Service, IT Services and Bodleian Library.
- Advanced and specialist research methods training offered at other UK universities via the ESRC's Advanced Training Network (ATN).

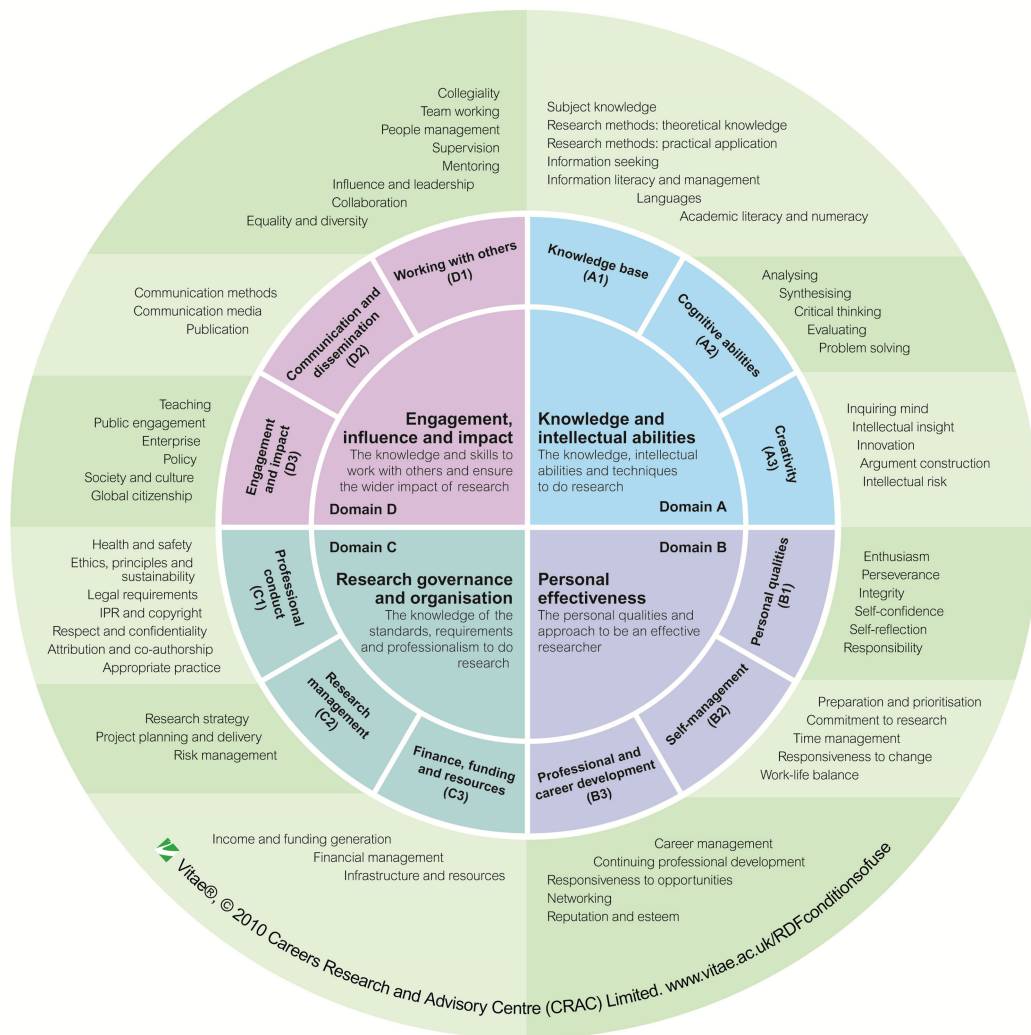
14.2 Vitae Researcher Development Framework

Early in your career at Oxford, you should aim to familiarise yourself with the Researcher Development Framework (RDF). The RDF, created by Vitae from interviews with researchers, is used by universities across the UK to guide researcher learning and development (see Figure 2). The RDF brings together key skills, knowledge, behaviours and attitudes relevant to researchers. You can use the RDF to reflect on the multifaceted nature of research and to help you think strategically about your developmental aims, needs and aspirations as a researcher, and plan your steps towards them by assessing and developing the skills and attributes you will need.

The RDF has four Domains, each of which incorporates three Subdomains. Each Subdomain is broken down further into Descriptors. Descriptors are the key skills, knowledge, behaviours and attitudes that researchers learn, develop or improve as they progress in their work.

At Oxford, our researcher development training is tagged with RDF Domains and Subdomains to make it clear how the training relates to specific parts of the Framework. It is important to recognise that the RDF is holistic. Over time, you should aim to develop across all four Domains and to integrate your experience, development and learning.

Figure 2: [The Vitae Researcher Development Framework](#)

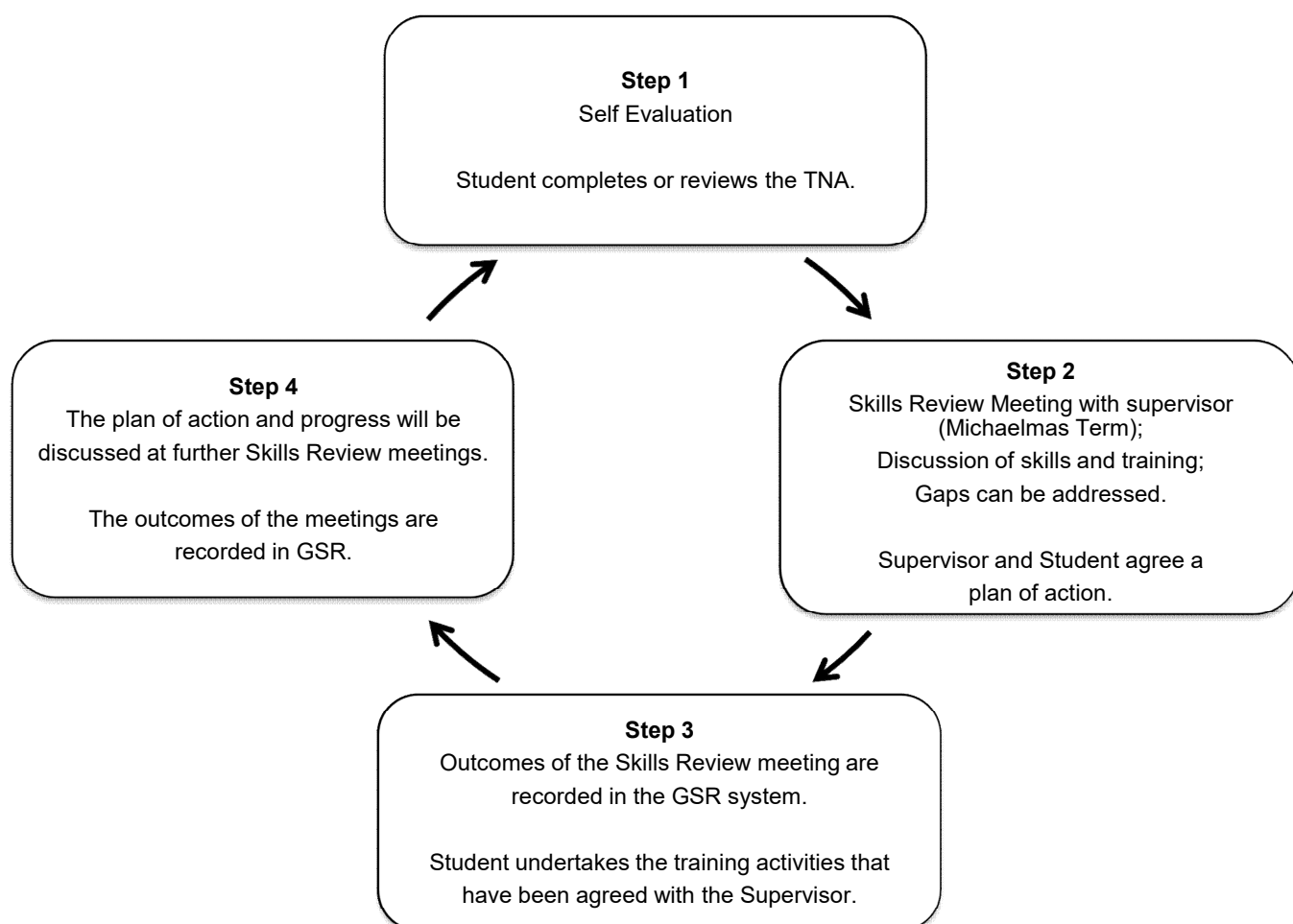


14.3 Skills Review and Training Needs Analysis

As a doctoral student, you will have the opportunity to engage with a variety of research and skills training as appropriate to different stages of your graduate career. During your time as a research student, you are encouraged to draw on a process known as Training Needs Analysis to think strategically about your ongoing development as a researcher and professional and to take advantage of the variety of training on offer.

As Figure 3 shows, training needs analysis is an iterative process:

Figure 3: The iterative process of Skills Review and Training Needs Analysis



Working together, you and your supervisor will formalise your bespoke researcher development plan through yearly Training Needs Analyses. Please see the [Training Needs Analysis \(TNA\)](#) form used by the Grand Union Doctoral Training Partnership (DTP), of which Oxford is part. It is strongly recommended that all research students, including those not funded by the ESRC, maintain an up-to-date TNA throughout their programme of study.

Students may also wish to consult [Vitae](#) which is a site funded by the UK Research Councils dedicated to the professional development of doctoral researchers and research staff. It provides useful information on courses, publications as well as other online resources.

Alternatively—or, perhaps alongside your departmental TNA—you and your supervisor may wish to use Vitae’s interactive downloadable RDF Planner to plan your development as a researcher. This planner (an Excel document) is structured according to the Domains, Subdomains and Descriptors of the RDF and lets you chart your development across different phases in each of the skills, knowledge, behaviours and attitudes that are characteristic of excellent researchers.

Whichever document you choose to use to record your training needs and development as a researcher—departmental TNA, RDF Planner, or both—you are encouraged to upload your

document(s) to the GSR System on a regular basis, and at least once a year. In addition, you can also enter comments about your training directly into the relevant free text boxes supplied within GSR. This will allow both you and your supervisor to have a record of your changing training needs and your development over time.

14.4 Doctoral Training in the Social Sciences

Doctoral Training in the Social Sciences is synonymous with the [Grand Union Doctoral Training Partnership \(DTP\)](#). The DTP is part of a UK-wide network funded by the Economic and Social Research Council (ESRC). The DTP is not a single physical place, but rather a coordinating hub for training in research methods and academic and professional development across the University of Oxford, the Open University, and Brunel University. All social sciences doctoral students have access to the training on offer.

14.5 Fieldwork Safety and Training

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.

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 also 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.

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 (annually)

- Fieldwork safety awareness session covering personal safety, risk assessment and planning tips. All students carrying out fieldwork are expected to attend this.

Social Sciences Division Researcher Development Fieldwork Training (termly)

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

Safety Office courses [Training A-Z | Safety Office \(ox.ac.uk\)](#) (termly)

- Emergency First Aid for Fieldworkers.
- Fieldwork Safety Overseas: A half day course geared to expedition-based fieldwork, which covers planning and preparation, managing safety, including personal safety in the field, and how to deal with emergencies

- Fieldwork and overseas travel risk assessment for fieldworkers and travellers: A pre-recorded online training presentation
- Travel insurance presentation for fieldworkers and overseas travellers
- The Fieldwork Initiative to stop sexualised trauma training

15. Dispensation from study requirements

15.1 Extension of time

Research courses

DPhil students are expected to submit their thesis within 3-4 years of starting their doctoral research. DPhil status will be lost if the thesis is not submitted within twelve terms of admission as a research student, and the student will no longer be a registered student at the University (that is, twelve terms net of any suspensions of status). MLitt students are expected to submit within 2-3 years of starting the course, and their 'time limit' for submission is nine terms, net of any suspensions permitted. In exceptional circumstances, and with the approval of both college and supervisor, students may apply for extensions of time – up to six terms for MLitt students, and up to nine terms for DPhil students. Forms for extension of time, suspension of status (described below) and various other purposes can be found on the [graduate forms](#) website.

A doctoral student ordinarily has a maximum of 6 terms of PRS status followed by 6 terms of DPhil status, to make up a total of 12 terms to complete the doctorate. An extension of time can be granted to either PRS or DPhil status, and allows the student to continue to actively study with full student status and access to all University and College facilities.

(i) PRS Status

If a student attempts Transfer of Status in their sixth term of PRS status, they are automatically granted a one term extension of PRS status to make a second (and normally final attempt) to Transfer. This extension to PRS status does not affect the overall amount of time permitted for the doctorate, and so the student would have 7 terms of PRS status followed by 5 terms of DPhil status. In exceptional cases, if a student has not been able to attempt Transfer of Status within the 6 terms of PRS status, an application for extension of PRS status may be submitted, subject to approval by the supervisor(s), College, DGS-R, and the University Education Committee as this requires dispensation from the *Examination Regulations*. Again, this extension to PRS status does not affect the total amount of time permitted to complete the doctorate, and should only be used in exceptional circumstances.

(ii) DPhil Status

A doctoral student is permitted by Regulation to apply for a maximum of 6 terms of extension after completion of the normal 12 terms permitted for the doctorate. (For part-time students, only 3 terms of extension are permitted). These 6 terms are independent of any extensions granted to PRS status. These extensions of time require the approval of the supervisor(s), College, and DGS-R/GSC. In exceptional circumstances, further terms of extension may be requested beyond the permitted 9 terms. However, these would require the additional approval of the University Education Committee.

(iii) Reinstatement

If a student has not previously used all of their terms of extension but does not apply to extend their status and instead allows their student status to lapse, then they can apply at a later date for reinstatement to the Register, and this requires the approval of the supervisor(s), College, and DGS-R/GSC. If a student has used all 6 terms of extension and has subsequently had their student status lapsed, they may apply for reinstatement for one term only in which to submit their thesis. This requires the approval of the supervisor(s), College, DGS-R and the University Education Committee.

Research Council-funded students should check the regulations of the Research Council in question in respect of extensions but should note that in most instances, Research Councils will not permit extensions of time and that failure by such students to submit their theses within the normal time period can have serious implications for future Research Council funding of Criminology students.

15.2 Suspension of status

Since students are expected to complete a graduate taught course within the time-scale of the course in question, suspensions of status are rare. If a student cannot work for a particular reason, e.g. illness, family circumstances, financial hardship, then application for suspension of status can be sought, for not less than one and not more than three terms at any one time.

A doctoral student may apply for a maximum of 6 terms of suspension of time, and this requires the support of the supervisor(s), College and the DGS-R. In exceptional cases, additional terms may be requested, but these need the additional approval of the University Education Committee as dispensation from the *Examination Regulations* is required. Suspension of status is normally granted where the student is not able to actively study. This can be due to a variety of reasons, but the most common is on health-related/personal grounds (including maternity leave). Other less common reasons include taking paid employment, taking a degree at another institution or other financial-related reasons. Suspensions are not required while a student is undertaking fieldwork away from Oxford or taking part in an internship as part of their studies (though an application for dispensation from residence may be needed). When a student suspends, the clock stops, and the student returns from suspension at the point when they departed. Normally students do not have access to University/College facilities (including libraries) whilst suspended as it is assumed they are not studying (though e-mail access is commonly retained to allow the student to keep in touch with their supervisor(s) etc). Suspension of status can only be granted while a student still has status available to return to, i.e. a student cannot suspend status after their twelfth term of the doctorate unless they has also had an extension of time granted.

Research council-funded students should check with their funding body for their regulations on suspension of status, which might not be the same as the University's and should ensure that they also seek permission for suspension of status from the Research Council itself.

15.3 Illness

Students whose work is unavoidably interrupted for any significant period due to illness should consider applying for a suspension of status until the following academic year. A student whose illness is not serious enough, or of too short duration to justify suspension of status, may, nevertheless, feel that it is likely to have an adverse effect on their performance in the examination. In this case they must ask their **College** Senior Tutor (not Academic Supervisor) to inform the University Proctors who, with sufficient evidence (including a doctor's report) have the option, at their discretion, of writing to the examiners and asking that the candidate's illness be taken into account. Candidates should not write directly to the Proctors or seek advice on this process from the Director of Graduate Studies. Your College Secretary should be able to further advise you on this matter. Extensions to essay or dissertation deadlines are granted only in exceptional cases where there is sufficient evidence that illness has made impossible the successful completion of the written work. Again, students who wish to apply for an extension of a deadline must apply to the Proctors through their College.

16. University Policy Statements and Codes of Practice

16.1 Supervision

The role of the Academic Supervisor or Doctoral Supervisor is to guide and advise the student throughout his or her course of study. However, postgraduate students are expected to work independently most of the time and not seek help from supervisors at every juncture.

Students do not normally seek help or advice from their Academic Supervisors on matters concerning fees, accommodation, childcare, or other personal issues not directly related to academic/course matters. They seek support from their College Advisors for these 'domestic' matters.

Students will normally meet their Academic Supervisors at the beginning and end of Michaelmas, and at the end of Hilary and Trinity Terms. This will usually be a fairly short meeting, unless the student has problems which he or she wishes to discuss. In addition to these meetings, students can contact their supervisor at any time during term if they have problems or concerns which they feel cannot wait until the next scheduled meeting. Likewise, supervisors might proactively arrange an additional meeting during term if they have pressing concerns about a student's progress. Supervisors are only available during vacation time (when they have research commitments, and when many are out of Oxford) to respond to serious academic problems.

16.2 University procedure for complaints and appeals

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

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

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

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

Complaints

If your concern or complaint relates to teaching or other provision made by the Centre, then you should raise it with the DGS-R. If your concern relates to the course as a whole, rather than to teaching or other provision made by Centre, you should raise it with the Centre Director. Complaints about departmental facilities should be made to Abbie.

If you feel unable to approach one of those individuals, you may contact the Dean, Professor John Armour (dean@law.ox.ac.uk) who will attempt to resolve your concern/complaint informally.

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

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

Academic appeals

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

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your 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.

If you still have concerns, you can make a formal appeal to the Proctors who will consider appeals under the [University Academic Appeals Procedure](#).

16.3 Policy on free speech

[Free speech](#) is the lifeblood of a university.

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

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

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

17. Teaching by graduate students

Teaching opportunities within the Faculty of Law and the Centre for Criminology are available to all students who have successfully completed their first year of a research degree (and are therefore no longer on PRS status) and have taken the Law Faculty's "Preparing to Learn and Teach at Oxford" Seminars. For information on teaching opportunities in the Law Faculty please see the Law Graduate Students' Handbook. There is an opportunity for DPhil students to gain valuable teaching experience by leading the revision tutorials for the MSc Core Courses. It may not be possible each year to offer teaching opportunities to all eligible doctoral students and preference will be given to students in the final year of their thesis. Further details on the organisation of the revision tutorials will be emailed to relevant students at the start of the year.

18. University and divisional procedures for research ethics review

It is a formal requirement that all research involving human participants should be subject to ethical review. It is now the expectation – and in some cases formal requirement – of funding bodies that all research involving human participants is subject to an ethical review process. Moreover, researchers, and indeed participants themselves, are now recognising the importance of ethical scrutiny. Most other universities are following a similar course, and it is important that this University is committed to ensuring that its research activities involving human participants are conducted in a way which respects the dignity, rights, and welfare of participants, and which minimises risk to participants, researchers, third parties, and to the University itself. This requirement will affect some students who are considering interviewing, for example. Further information can be sought from the Director for Graduate Studies (Research) and the [CUREC website](#).

19. Equal opportunities

19.1 Equal Opportunities Statement (Students)

The University of Oxford and its colleges aim to provide education of excellent quality at undergraduate and postgraduate level for able students, whatever their background. In pursuit of this aim, the University is committed to using its best endeavours to ensure that all of its activities are governed by principles of equality of opportunity, and that all students are helped to achieve their full academic potential. This statement applies to recruitment and admissions, to the curriculum, teaching and assessment, to welfare and support services, and to staff development and training.
[Equality and Diversity Unit](#).

19.2 Recruitment and admissions

Decisions on admissions are based solely on the individual merits of each candidate, their suitability for the course they have applied to study, assessed by the application of selection criteria appropriate to the course of study. Admissions procedures are kept under regular review to ensure compliance with this policy. We seek to admit students of the highest academic potential. All selection takes place without regard to gender, marital status, race, ethnic origin, colour, religion, sexual orientation, social background or other irrelevant distinction. Applications from students with disabilities are considered on exactly the same academic grounds as those from other candidates. We are committed to making arrangements whenever practicable to enable such students to participate as fully as possible in student life. Details of these arrangements can be found on the [University Admissions](#) site, and information will be provided on request by colleges or by the University Disability Coordinator.

None of the above shall be taken to invalidate the need for financial guarantees where appropriate.

19.3 The curriculum, teaching and assessment

Unfair discrimination based on individual characteristics (listed in the statement on recruitment and admissions above) will not be tolerated. University departments, faculties, colleges and the central quality assurance bodies monitor the curriculum, teaching practice and assessment methods. Teaching and support staff have regard to the diverse needs, interests and backgrounds of their students in all their dealings with them.

20. Equality, Diversity and Inclusion

20.1 Equality and Diversity at Oxford

“The University of Oxford is committed to fostering an inclusive culture which promotes equality, values diversity and maintains a working, learning and social environment in which the rights and dignity of all its staff and students are respected. We recognise that the broad range of experiences that a diverse staff and student body brings strengthens our research and enhances our teaching, and that in order

for Oxford to remain a world-leading institution we must continue to provide a diverse, inclusive, fair and open environment that allows everyone to grow and flourish.” University of Oxford [Equality Policy](#)

The [Equality and Diversity Unit \(EDU\)](#) works with all parts of the collegiate University to develop and promote an understanding of equality and diversity and ensure that this is reflected in all its processes. The EDU also supports the University in meeting the legal requirements of the Equality Act 2010, including eliminating unlawful discrimination, promoting equality of opportunity and fostering good relations between people with and without the ‘protected characteristics’ of age, disability, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, sex and sexual orientation.

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

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

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

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

If you have experienced bullying or harassment, you are encouraged to seek support and advice. The University has approximately 490 trained harassment advisors available to support you as part of its [Harassment Advisors’ Network](#).

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

20.2 Equality, Diversity and Inclusion at the Faculty of Law

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

All our activities are led by the Associate Dean for Equality and Diversity, [Professor Ignacio Cofone](#), with the support of the Equality, Diversity and Inclusion Officer (EDI Officer), [Clara Elod](#), and overseen by the [Equality and Diversity Committee \(EDC\)](#), which reports directly to the Law Board. EDC meets twice a term, on Tuesdays of Weeks 4 and 8, and **all meetings are open to students**, with no reserved business. If you would like to raise an item for discussion, you can do so directly by emailing the [EDI Officer](#) or contacting your [student representative](#) on the Committee. Every year, at

least three student representatives join the Committee (one from each degree type: undergraduate, and postgraduate taught and research).

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

20.3 Student Welfare and Support Services

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

The Disability Advisory Service (DAS) can provide information, advice, and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit [Disability | University of Oxford](#).

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: [Counselling and mental health | University of Oxford](#).

The Sexual Harassment and Violence Support Service provides a safe space for you to be heard, with advisors offering free support and advice to any current student who has been impacted by sexual harassment or violence. All specialist caseworkers at the service are trained to support you at your pace, non-judgementally and in confidence. For more information, visit: [Sexual Harassment and Violence Support Service | University of Oxford](#).

A range of services led by students are available to help provide support to other students, including the peer supporter network, the Oxford SU's Student Advice Service and Nightline. For more information visit: [Peer Support | University of Oxford](#).

Lastly, the Faculty has trained mental health first aiders and harassment advisors whom students may contact for advice. They can be found at [Mental Health First Aiders | Faculty of Law](#) and [Harassment Advice | Faculty of Law](#).