



CENTRE FOR CRIMINOLOGY

DPhil in Criminology
Student Handbook 2026-2027



Centre for Criminology
DPhil in Criminology
Student Handbook 2026-2027

1.	Organisation of the University	1
1.1	The University	1
1.2	Colleges.....	1
1.3	Education Committee.....	2
1.4	Student Information: Support During Your Studies.....	2
2.	The Social Sciences Division.....	2
2.1	The Social Sciences Board.....	2
3.	The Centre for Criminology.....	3
3.1	History and Current Orientation	3
3.2	Administrative and IT Staff	4
3.3	Access to the Centre.....	5
3.4	Graduate Workspace	5
4.	Communication with Students.....	6
4.1	Email Lists	6
5.	Extracurricular Activities	6
5.1	Blogging.....	7
5.2	Graduate Justice Review	7
6.	Research Degrees at the Centre for Criminology	7
6.1	The DPhil.....	7
6.2	The MLitt.....	7
6.3	Pathways to the DPhil.....	8
6.4	Empirical Research Methods Courses	8
6.5	DPhil Programme – Seminar Series	8
7.	Key Stages of Research Degree	8
7.1	The PRS to DPhil/MLitt Route.....	8
7.2	Transfer from Probationer Research Student Status to DPhil.....	9
7.3	The Purpose of Transfer of Status.....	9
7.4	The Timing of Transfer of Status	10
7.5	How to Apply for Transfer of Status.....	10
7.6	The Transfer Assessment	11
7.7	Instructions to Assessors	12

7.8	Criteria for Success	13
7.9	Outcomes of Transfer of Status.....	13
7.10	Deferral of Transfer of Status	14
8.	Confirmation of DPhil Status.....	15
8.1	The Purpose of Confirmation of Status	15
8.2	The Timing of Confirmation of Status.....	15
8.3	How to Apply for Confirmation of Status.....	16
8.4	The Confirmation Assessment	16
8.5	Instructions to Assessors	17
8.6	Criteria for Success	18
8.7	Outcomes of Confirmation of Status	19
8.8	Deferral of Confirmation of Status	21
8.9	Appeals Against Unsuccessful Applications to Transfer or Confirm Status.....	21
9.	Submission of the Thesis	22
9.1	Submission of the DPhil Thesis	22
9.2	Preparation and Presentation of the Thesis	22
9.3	The Title of the Thesis	23
9.4	Application for Appointment of Examiners.....	23
9.5	Stage 2: Submission of the Thesis	23
9.6	Examination	24
9.7	Oxford Research Archive (ORA) and Digital Publication of Theses	27
10.	Suspensions, Extensions and Dispensations	29
11.	Research Environment.....	30
11.1	What Arrangements Will Be Put in Place for Supervising the Graduate's Work?...30	
11.2	What Induction Arrangements Will Be Made?	30
11.3	What IT Support Is Available?	30
11.4	Which Research Seminars Will Be Available?	31
11.5	What Access to Research Funds Will Be Available?	31
11.6	Will There Be Any Additional Costs Associated with the Programme?.....	31
11.7	What Formal Graduate Skills Training Will Be Provided?	31
11.9	The Centre for Criminology DPhil Programme.....	32
11.10	Researcher Integrity Training	33
11.10	The Research Ethics Policy/Process	33
11.11	What Arrangements Are in Place for Gaining the Views of Research Students? 33	

12.	Appointment of Supervisors for Graduate Research Students	34
12.1	The Supervisory Structure and Sources of Support	34
12.2	Frequency of Meetings	35
12.3	Change of Supervisor	35
12.4	Supervisors' Responsibilities	36
12.5	Research Students' Responsibilities	39
12.6	Supervisors' Responsibilities for Students Undertaking Fieldwork	41
12.7	Research Supervision Website	42
13.	Academic Integrity: Plagiarism / AI	42
13.1	Plagiarism Training	42
14.	Researcher Development	43
14.1	Your development as a Researcher	43
14.2	The Oxford training landscape	43
14.3	How do I find the training I need?	43
14.4	Skills Review and Development Needs Analysis	44
14.5	Developing teaching skills and experience	44
14.6	Doctoral Training in the Social Sciences	44
15.	Dispensation from Study Requirements	45
15.1	Extension of Time	45
15.2	Suspension of Status	47
15.3	Illness	48
16.	University Policy Statements and Codes of Practice	48
16.1	Supervision	48
16.2	University Procedure for Complaints and Appeals	48
16.3	Policy on Free Speech	49
17.	Teaching by Graduate Students	50
18.	University and Divisional Procedures for Research Ethics Review	50
19.	Equal Opportunities	51
19.1	Recruitment and Admissions	51
19.3	The Curriculum, Teaching and Assessment	51
20.	Equality, Diversity and Inclusion	51
20.1	Equality and Diversity at Oxford	51
20.2	Student Welfare and Support Services	52

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 an academically stimulating but also supportive environment in which to study. We hope that you will enjoy your time in Oxford and that you will find it a rewarding experience.

This handbook is accurate as of September 2026 and supplements the University of Oxford [Examination Regulations 2026-27](#) (the definitive guide regarding examinations) (amendments to the Regulations are published from time to time in the University of Oxford Gazette).

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 Academic Supervisor, the Director of Graduate Studies, or Graduate Studies Administrator with queries.

If you spot any errors or inconsistencies in this document, please inform the Senior Graduate Administrator (GSA), Abbie O'Regan gsa.crim.ox.ac.uk

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 Criminology are admitted both by the Department and Faculty (in your case, the Centre for Criminology and the Faculty of Law), and by one of the Colleges or Halls. Hence, students benefit from university facilities (such as the Bodleian Library, Careers Service and Welfare Services), from the Department (which takes primary 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

To ensure that students, particularly those who are new to Oxford and to the United Kingdom, are sufficiently supported to make the best academic use of their time, colleges attend to pastoral needs. They make sure that students are properly housed, have adequate financial resources for their course of study, have opportunities to participate in the social life of Oxford, and have access to cultural, sporting, and leisure facilities.

In pursuit of these aims, colleges generally appoint a College Advisor for each graduate student. Students will normally have the opportunity to meet their advisor at least once each term but are encouraged to seek advice or assistance at any other time if needed. It is important that students make use of their College Advisor and the wider support available through their college.

Typically, College Advisors focus on pastoral matters rather than concerns about academic progress, further study or career plans. For these academic matters, the first point of contact should be the Academic Supervisor. However, academic and non-academic issues can often affect one another. In that event, students are encouraged to communicate with *both* their College Advisor and Academic Supervisor, who may, with the student's agreement, discuss the matter together. If a student does not feel able to approach either of them, they should speak to

the Director of Graduate Studies for Research Students (DGS-R) – Professor Carolyn Hoyle – or to the Director of the Centre, Professor Rachel Condry, who can provide advice, support, and referral to additional sources of assistance if necessary.

The university also provides a range of support services for matters that cannot be adequately addressed by either the College or the Centre.

1.3 Education Committee

The University's Education Committee shares responsibility with the divisions, faculties, departments, and colleges for maintaining the quality of teaching and the academic standards of Oxford degrees. Together, these bodies ensure that the University has robust internal quality assurance systems and procedures, that these are effectively implemented at the subject level to maintain the quality of individual programmes, and that programmes and degree standards are reviewed regularly to support continuous improvement. They also ensure that accurate, complete, and reliable information is available regarding the quality of the university's programmes and the standards of its awards.

A key element of the quality assurance process is effective communication between departments and faculties, divisions, the Education Committee, colleges, and college representative bodies.

1.4 Student Information: Support During Your Studies

The Social Sciences Divisional Office and the [Student Information Website](#) provide practical advice and support for graduate students. The Student Information website serves as the primary point of contact for enquiries relating to examinations, fees, funding, student welfare, graduation, and administrative matters concerning a graduate student's academic career. It also provides access to a wide range of additional resources.

2. The Social Sciences Division

The University of Oxford comprises four academic divisions: the Humanities Division; the Mathematical, Physical and Life Sciences Division; the Medical Sciences Division; and the Social Sciences Division. The Faculty of Law is part of the Social Sciences Division (SSD) and consists of 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, located in the St Cross Building.

2.1 The Social Sciences Board

The Social Sciences Board oversees the organisation, development, and delivery of curricula in collaboration with the colleges, as well as the wider research environment across the Social Sciences and Law. Its responsibilities include preparing five-year strategic plans, approving annual departmental budgets and operating statements, appointing and reappointing academic staff, and maintaining educational quality and academic standards.

The Board is composed of members drawn from across the division and is supported by four committees. The Teaching Policy Committee and the Teaching Audit Committee are

responsible for approving new courses, overseeing changes to existing programmes, and ensuring that educational standards are maintained. The Research Committee coordinates research funding and oversees research performance and facilities, while the Planning and Resources Committee supports departments in sustaining and developing their research activities.

3. The Centre for Criminology

3.1 History and Current Orientation

It is now 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 its 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 assumed the role of 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 assumed the role of Director 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.

The Centre understands criminology as a “meeting place.” Staff members are trained in disciplines including history, law, politics and international relations, psychology, and sociology. Criminology is approached as a field of enquiry in which questions of order, justice, and control around the world are brought into conversation with broader concerns of the social sciences and social and political theory, including decolonialism, 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 across a broad range of topics and themes, while also supervising doctoral research in these areas.

Criminalization

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

Justice

International and global criminal justice; transitional justice; youth justice; crime, justice and the family; wellbeing of criminal justice workers; ideologies in crime control.

Punishment

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

Security

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

Victimisation

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

More details about the Centre's research can be found on the research pages of the [Centre for Criminology website](#).

Doctoral students at the Centre have conducted research on a wide range of topics. 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, the policing of modern slavery, immigration detention and the deportation of women from Jamaica, and the punishment of political prisoners, among many other subjects. Doctoral students typically adopt empirical, theoretical, socio-legal, comparative, or historical approaches to their research.

Current doctoral research focuses on a range of topics including experiences of migration control and borders as well as concepts of citizenship and their role in the justice system; state responses to wrongful convictions; surveillance technologies; policing in various jurisdictions; gender-based violence, including conflict-related sexual violence and online trafficking; gun violence; prison officers' culture; life imprisonment; capital punishment in Southeast Asia; the stigma experienced by prisoners' families; adolescent to parent violence; prosecutions for school truancy; alternatives to punishment in the youth justice system; drug courts; and experiences of urban transformations, gentrification and policing. Drawing on a range of methods, including interviews, quantitative data analyses as well as court ethnographies and 'black geographies', our students work in and on jurisdictions from around the world, such as Germany, the US, India, Bermuda, Malaysia, Singapore, Brazil, New Zealand, Palestine, and Taiwan.

3.2 Administrative and IT Staff

Abbie O'Regan	Senior Graduate Administrator	gsa@crim.ox.ac.uk
Angela Patterson	Criminology Centre Administrator and Events Coordinator	admin@crim.ox.ac.uk
IT Support Team		itsg-support@law.ox.ac.uk 01865 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

3.4.1 Workspace Within the Centre

Desks are available for use by research 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.

3.4.2 Libraries

While there are over 100 libraries across the University as a whole, including at your college, 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 e-journals, and an extensive collection of databases, archives and e-books. 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](#) is 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 three 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 several 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. See [Bodleian Law Library](#) online for further information on the opening times and services available.

Both the Social Science and the Law Library have bookable spaces. Students wishing to use these are welcome to book [online](#).

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 is 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 Souls 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](#).

5.1 Blogging

The Centre for Criminology, Border Criminologies, and the Death Penalty Research Unit run active blogs. While the Border Criminologies and the DPRU blogs cover related research, the Criminology blog primarily covers the All Souls Seminars. Students are encouraged to contribute posts, the main condition being that the blog post is grounded in your research. If you would like to write a blog about your research or one of the All Souls seminars, you are welcome to discuss it with the Centre Director, Rachel Condry at Rachel.condry@crim.ox.ac.uk, or your supervisor. Following that, please contact Centre Administrator Angela Patterson at admin@crim.ox.ac.uk to register your interest.

5.2 Graduate Justice Review

The Graduate Justice Review is a student-led, peer-reviewed journal based at the Centre for Criminology that aims to provide an accessible platform for graduate students and researchers to engage in dialogue on a range of topics related to criminology and criminal justice. Launching this year, the Review accepts submissions of academic pieces in the form of essays and articles, perspective and commentary pieces, as well as book reviews. If you are interested in contributing or joining the editorial team, visit: [Graduate Justice Review](#)

6. Research Degrees at the Centre for Criminology

6.1 The DPhil

The DPhil Criminology is offered as either a full-time three- to four-year degree or a part-time six- to eight-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 judgement bearing in mind what is reasonably to be expected of a capable and diligent student after two or at most three years of full-time study.

6.3 Pathways to the DPhil

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

6.4 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 as 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 DPhil Programme – Seminar Series

All first-year DPhil students are required to attend the DPhil Programme, a seminar series focusing on the intellectual foundations of conducting criminological research and on the further development of academic and professional skills. DPhil students in higher years and MPhil students are also welcome and encouraged to attend. In Trinity Term, students of all years are encouraged to participate, with three symposiums to allow first year, second year and third year DPhil candidates to present their work in progress to an audience of their peers and faculty, and receiving feedback about their work and presentation style.

7. Key Stages of Research Degree

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 the 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 or approval process, please contact Abbie at gsa@crim.ox.ac.uk.

7.1 The PRS to DPhil/MLitt Route

Year 1

First Term: Admitted as PRS.

Third Term: By the end of Week 4, apply 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

Fourth 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.

Sixth Term: DPhil students should normally apply for Confirmation of Status.

Year 3

Ninth Term: MLitt students must submit their thesis by the end of this term.

Ninth Term: DPhil Confirmation must be achieved by the end of this term, or students will no longer be registered at the University.

Tenth Term: Termly continuation fees will be charged from this term onwards.

Year 4

Twelfth 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.

7.2 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. They 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 transfer from PRS to DPhil status.

7.3 The Purpose of Transfer of Status

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

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

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

7.4 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 students and eight terms for part-time students.

However, departments and faculties are strongly encouraged by the University's Education Committee to require students to transfer status sooner. In the Centre for Criminology, Transfer of Status is normally required by the end of the third term for full-time PRS students and by the end of the sixth term for part-time PRS students.

7.5 How to Apply for Transfer of Status

Applications for Transfer of Status, or 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 the 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](#) and, where applicable, evidence of permission to submit an integrated/articles-based thesis (e.g. completed [GSO.31 SSD form](#)).

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, often a literature review: Part B, no more than 10,000 words*
5. *Timetable for completion*
6. *Reference List*
7. *Training Needs Analysis documentation*
8. *Research Integrity Training (advisable for Transfer and compulsory for Confirmation)*

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

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 approximately one-third of their 2,000-word allowance for a general description of their proposed thesis, explaining in connected prose what they hope to achieve and why it matters, and making clear what their key research questions or aims are.

It is useful, though not essential, to explain briefly how things currently stand in your field to show what advance you hope to make. Another section should address your planned methodological approach: how you will answer the research questions.

If you are planning to conduct empirical research, you should state what you will do, when and where you will do it, how you will gain access to the data needed 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 be bound by this at such an early stage and that there may be chapters which you are not yet able to describe with much clarity.

It is also useful to link the provisional contents page to a timetable for each stage of the thesis through to completion.

In preparing your materials for Confirmation of Status, towards the end of the second year, you will be expected to provide 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.

It should be written using the format for theses in the Faculty of Law, OSCOLA, if it is a legal thesis, or 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 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 written for a notional reader who is well informed and well-grounded in criminological or legal theory and practice, but not a specialist within your own field.

7.6 The Transfer Assessment

The DGS-R will appoint two assessors neither of whom will be the student's supervisor to read the transfer application materials and to interview the candidate (for both the first and second attempt if the student is referred back for revisions). The assessors will normally be academic

staff working in the University of Oxford; only in exceptional circumstances will external assessors 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 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 four weeks, though this may be longer during the vacation periods.

7.7 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, preferably within two weeks, to arrange a time for the interview, or to explain problems in doing so. Students may sometimes find it an anxious wait and may have good reasons for wanting the assessment completed as soon as possible. Students should let the Graduate Studies Administrator know if there is a problem in this respect at the time of application.

Assessors are invited to consider whether the student is capable of carrying out advanced research, and that the subject of the thesis and the manner of its treatment proposed by the student are acceptable for transfer to DPhil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than presenting a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An application to transfer to DPhil. status must provide evidence that the applicant can construct an argument, can present material in a scholarly manner, has a viable subject to work on, and can be reasonably expected to complete it in 3-4 years (6-8 years for a part-time student).

However, the assessors should judge the submissions in light of the fact that they usually reflect only two or three terms' work, or six or seven terms for part-time students, and are made at an early stage 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 appear 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 about the research questions and possible ways to answer them.

The joint assessors' report should be one to two 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.

7.8 Criteria for Success

For Transfer of Status to be approved, the student will need to show that their proposed thesis and treatment represent a viable topic and that their written work and interview demonstrate 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 where this is a requirement of the course.*
- *The candidate demonstrates competence in both written and spoken English.*
- *The aims of the research are realistic and focused.*
- *There is 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 into 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, or six to eight years for part-time students, for the DPhil.*

7.9 Outcomes of Transfer of Status

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

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

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

(iii) Referral for a second attempt at transfer – This should take place within one term of the first attempt (or within 2 terms for part-time students) and normally involve the same assessors. A fresh application form should be completed and an interview should always be held. If the first attempt is made in the fourth term or later of PRS status, a one-term extension of PRS status is automatically granted to allow the second attempt, or up to 2 terms for part-time students. 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 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.

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

(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 s/he 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, s/he shall cease to hold the status of a PRS student and his/her name shall be removed from the Register of Graduate Students. In such circumstances, informal counselling, often involving the student's college, should be an integral part of the procedures.

7.10 Deferral of Transfer of Status

Any student who has not applied to transfer status by the end of their fourth term (or eighth for part-time students) will be required to attend a formal academic review meeting involving their supervisor(s) and Director of Graduate Studies (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 (or twelve terms for part-time students) 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 (or one to four terms for part-time students) by completing an online application accessed via [Student Self Service](#). The

application will then be considered by the student's supervisor and College, with the final decision being made by the DGS-R.

In exceptional cases only, an extension of PRS status may be granted beyond six terms (or twelve 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 their Graduate Studies Administrator 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 Confirmation of Status process allows the student to have an assessment of his/her work by two assessors, to give a clear indication of whether it would be reasonable to consider submission of the DPhil within the course of a further three terms, if work on the thesis continues to develop satisfactorily. However, successful confirmation of status should not be seen as being explicitly linked to the final outcome of the examination of the thesis.

The confirmation assessment is different to the transfer assessment. The assessors will be focusing on how the research is progressing, the quality of the draft chapters, and on the plan for completion. The assessors will therefore be looking to ensure that the student is making the appropriate amount of progress in the development of the thesis, so that submission will be achieved within three or at most four years (or six to eight years for part-time students). 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 his/her work and should receive authoritative comments and suggestions on problems and how to address them. The assessors may be able to provide guidance on how to better present the material, or on the use of concepts or methods. Even if the thesis is in good shape, the assessors may often stimulate valuable improvements to it. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. Overall, this process should provide a good opportunity to prepare for the viva voce examination of the thesis. However, the confirmation assessment is a rigorous process and may produce some critical comments. These can be difficult to hear, and you should seek support from your supervisor or the DGS-R if you wish to discuss the process or the outcome of the interview.

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 Division. Further information is also available in the [Education Committee's Policy and Guidance on Research Degrees](#).

8.2 The Timing of Confirmation of Status

8.2.1 Students who entered the DPhil. as a Probationer Research Student

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

8.2.2 Students who progressed to the DPhil. from an MPhil.

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

8.3 How to Apply for Confirmation of Status

Applications for confirmation of status should be made using the online Confirmation of Status application accessible via the My Student Record tab in [Student Self Service](#). The application form can also be accessed through the [Graduate Forms](#) webpage, where a link is available to the Student Self Service. Students are required to complete and submit the form online, and include details of any research specific and/or personal and professional skills acquired, or further training needed in, and 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 and, where applicable, evidence of permission to submit an integrated/articles-based thesis (e.g. completed GSO.31 SSD form), unless already provided when applying for Transfer of Status.

In addition, students will be required to submit or 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, normally comprising two chapters and totalling 20,000–30,000 words, intended to form part of the thesis.*
- 4. A timetable for completion.*

Once the student submits the application, it will be considered by the student's supervisor. Supervisors are asked at this point, in consultation with their student, to suggest the 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 to read the confirmation assessment materials and interview the candidate (for both the first and second attempt if the student is referred back).

The assessors will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed. It is permissible for the same assessor to be used for both Transfer and Confirmation of Status, and this person may also act as the internal examiner for the DPhil viva voce examination.

Students should normally expect to be interviewed within four to six weeks of submitting their application, although this may take longer during vacation periods because of assessor availability.

Students may sometimes find this an anxious wait and may have good reasons for wanting the assessment completed as soon as possible.

Although the confirmation assessment is a formal requirement, the interview is not an official examination, and subfusc is therefore 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, although this may take longer during 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, preferably within two weeks, to arrange a time for the interview, or to explain problems in doing so. Students may sometimes find it an anxious wait and may have good reasons for wanting the assessment completed as soon as possible. Students should please let the Graduate Studies Administrator know if there is a problem in this respect at the time of application.

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

The joint assessors' report should at least 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 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

For confirmation of status to be approved, the student will need to be able to show that the research already accomplished shows promise of the ability to produce a satisfactory thesis on the intended topic, the work submitted for assessment is of the standard expected of a DPhil. thesis in the final exam, the bulk of any fieldwork has been completed, and the analysis is well developed, and the research schedule is viable so that the thesis can be completed within three, or at most four, years from admission.

Students must also show that they are able to present and defend their work in English. In addition, the assessors will judge the application against the following criteria:

8.6.1 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 demonstrate the potential for the thesis to make a significant and substantial contribution to its field of study and to comment on how clearly this is evidenced.

They should consider how clearly the thesis's goals are stated and whether the thesis clearly defines its contribution by reference to a thorough review of the prior literature.

In doing so, 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, or eight years in the case of a part-time student.

8.6.2 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.

8.6.3 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 research techniques required for advanced academic enquiry.

8.6.4 English Language

For students who are non-native English speakers, assessors should also indicate their view of the student’s ability to present and defend the work in English.

8.7 Outcomes of Confirmation of Status

The assessors may recommend one of five outcomes, which must be considered and approved by the Board of Studies, 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 take place within one term (or two for part-time students) of the first attempt and normally involve the same assessors. A fresh application form should be completed, and an interview should always be held. If the first attempt is made in the final term permitted, a one-term extension (up to two terms for part-time students) 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 (or twenty-four for part-time students), the extension is counted as one of the potential six terms of extension of time permitted under the general regulations. The assessors should provide clear guidance on what needs to be done to improve the application before the second attempt at confirmation is submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

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

(iv) Transfer to the MLitt

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

(v) Reject the Application

- The assessors cannot recommend confirmation of status, or transfer to the lower award. This exceptional outcome should only be used if the quality of the student's work has regressed to below the standard previously achieved for transfer of status.
- At the first attempt at confirmation only options (i)-(iii) should be chosen. At the second attempt, options (i), (ii), (iv) or exceptionally (v) should be considered. The 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 his/her student status will lapse, and his/her name will be removed from the Register of Graduate Students. In such circumstances, informal counselling, often involving the student's college, should be an integral part of the procedures.

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

It should normally include:

- *A summary of the points raised in the interview*
- *Feedback on the written work submitted before the interview*
- *Comments on the positive aspects of the student's work*
- *Any concerns about the student's progress*
- *Suggestions for the research going forward*

As with the Transfer assessment, the assessors should aim to provide constructive criticism and advice to the student, identifying and addressing deficiencies and thereby strengthening the

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 if the proposal is excessively 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.

8.8 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 the Register of Graduate Students.

It is possible to apply for a deferral of Confirmation of Status for up to three terms, provided that the total number of terms from admission as a graduate research student does not exceed twelve.

Any student considering applying for a deferral of Confirmation of Status will be required to attend a formal academic review meeting involving their supervisor or supervisors and the 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 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 assess the application for deferral, considering 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 is not given for a deferral of Confirmation of Status, the student's status will lapse.

In exceptional cases only, a 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 first discuss the matter with your DGS-R.

If the matter is not satisfactorily resolved, you, your college or your supervisor should submit an appeal directly to the Proctors. The Proctors can decide whether procedures were correctly followed but cannot challenge the academic judgement of the assessors.

9. Submission of the Thesis

9.1 Submission of the DPhil Thesis

The final milestone in the DPhil journey is, of course, the submission and examination of the thesis. This is a process rather than a single event, and students should be aware that the process described below can take several months.

Further information can be found on the [University's research examinations website](#).

9.2 Preparation and Presentation of the Thesis

- Every thesis must have a title page containing your name, college and department, the title and any subtitle, 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 and must appear immediately after the title page.
- The word limit of the thesis is a minimum of 75,000 words and a maximum of 100,000 words. The number of words, rounded to the nearest 100, must be stated on the cover of the thesis, and this number must be below the prescribed maximum.
- Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal subdivisions. It must be indexed to the pages on which the chapters and first-level subheadings begin.
- Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. These tables must be indexed so that each entry shows the pages on which the case or statute is mentioned. The tables must appear at the beginning of the thesis, after the title page, abstract and table of contents, in that order.
- A reference list must appear at the end of the thesis. It need not be indexed.
- An index is not required. If one is included, it must come after the reference list.
- All footnotes and appendices are included in the word count. The abstract, table of contents, table of cases, table of statutes, reference list, headers, 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 32–38mm on the left-hand side. Variations in font size may be used for headings, subheadings and footnotes.
- Lines in the main text must be double spaced, at 8mm.

- The first line of every paragraph must be indented unless the paragraph immediately follows a heading, subheading or indented quotation.
- Quotations must use single inverted commas, with double inverted commas reserved for quotations within quotations.
- Quotations longer than two lines must be presented as a double-indented, single-spaced paragraph with no further indentation of the first line. These double-indented quotations must not use quotation marks.
- Endnotes must not be used. Footnotes must be internally single spaced, with double spacing between individual 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 cases and legislation.
- A criminology thesis based on empirical research and taking a more broadly sociological approach may use Harvard or another standard citation system. You should consult your supervisor about which citation standard to use.

9.3 The Title of the Thesis

The exact title must 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 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. It is very important that you should be contactable by email during this phase. 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 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 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 must 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:

1. to enable the examiners to assure themselves that the thesis is the candidate's own work;
2. to give the candidate an opportunity to defend the thesis and to clarify any obscurities in it;
3. to enable the examiners to assess the candidate's general knowledge in their 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 result.

9.6.4 Outcomes of the Examination

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.*

9.6.7 Post-outcome suspension

Under the University's PGR Examination Regulations, students whose **first thesis submission was on or after 12 October 2025** may be eligible to apply for a **post-outcome suspension** following certain examination outcomes.

Students receiving an outcome of **major corrections (with or without re-examination)** or **reference back** may apply for a period of post-outcome suspension of **between four and fifty-two weeks** before completing the required corrections.

A separate post-outcome suspension route is also available for **parental leave**, irrespective of examination outcome.

Applications must be submitted through the University's **On-Course Applications (OCA)** system. Students should discuss any intended application with their supervisor and contact the Graduate Studies Administrator if they require advice on eligibility or the application process.

Please note that students examined under the new PGR Examination Regulations are **not eligible** to apply for an **Extension of Time** for completing minor or major corrections.

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. email 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 online application form available from Student Self Service.

If you need to apply for a dispensation having completed your course, you should apply for dispensation by completing the [GSO.3c form 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 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 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. 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. An extension allows more time. A 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.

If you feel that you have a genuine and strong reason for needing a dispensation, talk to someone about it well before the rules governing these processes come into play. Take advice early from your supervisor or to your college advisor, or, if that is not appropriate in your case, from 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) no 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 programme 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 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.

11.4 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 can attend 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 ongoing research, and to provide an opportunity for networking and socialising. Postgraduate research students also participate in subject-specific discussion groups that are organised by graduate students and Faculty members and meet regularly each term.

11.5 What Access to Research Funds Will Be Available?

The Law Faculty has scholarships to supports many postgraduate students. Details of these scholarships and of college scholarships for which law students are eligible can be found on the Law Faculty website.

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

11.6 Will There Be Any Additional Costs Associated with the Programme?

A DPhil student whose thesis has been referred for resubmission will be liable for fees (tuition and college) for the additional 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.

11.7 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.

To find what you need, start by looking at [the Social Sciences Researcher Development website](#) for a full programme of the courses and opportunities the Division offers to doctoral students, and a curated list of relevant courses and resources from across the University.

The termly programme ('term card') is published on the website and circulated to registered DPhil students by email early in the week before term starts ('Week 0') and booking opens on the Thursday of the week before term starts. All Researcher Development events are free of charge to doctoral students.

Division will send a weekly newsletter to all doctoral students during term-time, with updates and new events.

In addition, several courses are available from providers across the University:

- Bodleian Library <http://libguides.bodleian.ox.ac.uk/workshops> provides training in information skills and information literacy.
- Careers Service <http://www.careers.ox.ac.uk> runs courses, offers one-to-one sessions with a careers' advisor, and information on jobs and internship opportunities.
- IT Learning Programme <http://www.it.ox.ac.uk/do/training-and-facilities> offers a range of courses on computing, software, coding, visualization, and data management.
- Language Centre <http://www.lang.ox.ac.uk/> offers specialist and difficult languages training, as well as a popular English for Academic Writing course for international students.

You can also find external research methods events and resources on the website of the National Centre for Research Methods (NCRM): <http://www.ncrm.ac.uk/training/>.

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 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 therefore agreed that introductory research integrity training should be made compulsory for all University researchers, including postgraduate research students.

The University's introductory research integrity training course can be accessed via: [Integrity training](#)

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

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

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

11.10 The Research Ethics Policy/Process

Research projects involving human participants, human tissue, or data from which individuals could be identified must undergo ethical review managed centrally by the Central University Research Ethics Committee (CUREC) and submitted digitally via the [Worktribe](#) platform. For more information on the requirements and the processes involved, see the Faculty page on '[Research Ethics Considerations and Approval](#)' and the [university research ethics policy](#).

From October 2026, a new Law Faculty Research Ethics Committee (FREC) will begin taking primary responsibility for Faculty ethics review (previously managed by the Social Sciences and Humanities Interdivisional Research Ethics Committee).

Timing: Applications and approvals must be finalised before any fieldwork or data collection begins.

The Worktribe Ethics System is an online system for routing managing and tracking ethics applications. The platform allows supervisors and departmental approvers, typically the directors of graduate studies, to review, comment on, and endorse applications prior to formal committee consideration. The principal investigator, who will typically be the primary supervisor of a research student, assumes ultimate responsibility for the ethical standards and the conduct recorded within the Worktribe submission.

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 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. Most 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 advisor, appointed by the student's college (the college advisor must not be the same person as the department supervisor). The college may also have procedures in place to monitor the overall wellbeing of graduate research students, including a discussion of academic reports. If the college identifies any concerns which might impact on the academic progress of the student concerned, and which may not already have been recognised in 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 student's home department on a permanent contract and who is an Associate Professor, Reader, or Professor, OR
- A researcher based in the student's home department with an independent fellowship that lasts for the duration of the student's degree.
- Members of staff who meet one of the above criteria but who are employed on an open-ended contract may also act as a primary supervisor where the department has a reasonable expectation that their employment will last for the duration of the student's degree, and there is confidence that an appropriate alternative supervisor could be appointed should the postholder leave before the completion of the student's degree.

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

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

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

- An associate professor, reader or professor.
- A member of research staff who is grade 8 or above.

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

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

For a student following an interdisciplinary DPhil who has two equally senior supervisors in two different departments, there should still be a single primary supervisor, who will be based in the 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 there is any disagreement between the two, the DGS-R in Criminology will make the final decision.

12.2 Frequency of Meetings

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

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

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

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

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 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 advisor.

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

12.4 Supervisors' Responsibilities

Supervisors must recognise and accept the responsibilities both to the student and to the relevant department, faculty and division implicit in the supervisory relationship as set out in section 4.4 of the [Policy on Research Degrees](#). This includes complying with the Policy concerning relationships between students and staff, and being familiar with the University's [Harassment policy](#) (including undertaking the [Harassment in Higher Education](#) online training, which is compulsory for all staff).

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

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

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

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

Meetings and Feedback

Supervisors should:

- 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, including written feedback on drafts of chapters;

- where students have more than one supervisor, they may request at least one meeting with all 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

Supervisors should:

- 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 Interdivisional 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, timetable and submission of material relating to applications for Transfer of Status, and for Confirmation of Status, and to provide appropriate feedback, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination procedures and requirements;
- advise the student on the timing of submission of the thesis and consult with the student 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

Supervisors should:

- 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

Supervisors should:

- 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 completing termly reports in 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;
- recognise 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 regarding plagiarism, AI, and the legal, ethical, and health and safety guidelines related to her/his research;
- prior to embarking on empirical work or fieldwork (data collection):
 1. seek approval from the supervisor;
 2. 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 Interdivisional Research Ethics Committee (IDREC) prior to undertaking data collection;
 3. undertake any necessary risk assessments and obtain travel insurance, and agree a plan to remain in contact with the supervisor;
 4. 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 advisor.

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

Fieldwork

Supervisors have responsibilities to student who are undertaking fieldwork. Training for those supervising fieldwork is available at [Fieldwork and overseas travel supervisors | Safety Office](#)
Specific duties are:

being aware of relevant University [Safety Policies and statement of safety organisation](#), and Departmental procedures;

- being aware of the requirement to follow the University's [Ethical Fieldwork Code of Conduct](#);
- considering the health and safety implications of any research proposal;
- ensuring their students have received training appropriate to their needs;
- ensuring that risk assessments have been made and the safety provisions relating to the work exist and have been discussed with those doing it;
- ensuring that suitable arrangements are in place for regular contact to provide support and checks on the student's welfare while they are away;
- reviewing arrangements with the student after the fieldwork to identify any problems and learn any lessons.

University policies relevant to fieldwork are:

- [Health and safety policies and statement of safety organisation](#)
- Ethical Fieldwork Code of Conduct – [Best Practice Guidance | Research Support \(ox.ac.uk\)](#)
- Overseas Travel - [Overseas Travel and Fieldwork | Safety Office](#)
- Safety in Fieldwork - [Safety in Fieldwork | Safety Office](#)
- Student Placements - [Student Placements | Safety Office](#)
- Safety Office intranet site - [Overseas Travel and Fieldwork](#) Each department has its own arrangements and procedures to implement these policies.

Training available for students:

- Central University - [Fieldwork Safety Overseas | Safety Office](#)

- Social Sciences Division - The division Researcher Development website ([DPhil students | Social Sciences Division \(ox.ac.uk\)](#)) includes Fieldwork Safety Training as one of the courses it offers.

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: Plagiarism / AI

Information about what plagiarism is, and how you can avoid it can be found on the [university plagiarism website](#) and the [University Student Handbook](#).

Students should note that:

- you must indicate when you have drawn upon the work of others by using quotation marks and references in accordance with the conventions of your subject area;
- other people's original ideas, arguments and methods must be clearly distinguished from your own;
- the use of other people's words, illustrations, diagrams and other material must be clearly acknowledged, whether copied directly, paraphrased or adapted;
- work previously submitted for examination at this University or elsewhere, or previously published, must not be re-used without appropriate acknowledgement. Re-use without referencing constitutes **autoplagerism (self-plagiarism)**, unless specifically permitted under the relevant Subject Regulations.

Use of Artificial Intelligence (AI)

Please note that the University's rules on plagiarism prohibit the **unauthorised use of artificial intelligence (AI)** in examinations and summative assessments.

Please see the university [policy for using generative AI in research](#).

13.1 Plagiarism Training

The university offer an [Avoiding Plagiarism Programme](#) with refreshed guidance on using sources, referencing and generative AI. You simply register through the university training platform [COSY](#).

14. Researcher Development

14.1 Your development as a Researcher

As a doctoral student in the social sciences, you are expected to develop your expertise in relevant research methods and techniques, as well as a range of professional skills, during your programme. The training and experience will help your research and improve the prospects of employment in the field of your choosing following completion of your DPhil.

14.2 The Oxford training landscape

Oxford is a decentralized university, so the content you need may be provided by a range of training bodies within the university (and beyond).

Most students find their training programme is some combination of:

- research methods training within your department, and other departments as appropriate;
- researcher development courses and opportunities delivered by the Social Sciences Division and open to all doctoral students;
- training provided by the University such as the Careers Service, IT Services, the Language Centre, and the Bodleian Library;
- specialist advanced courses offered by external providers.

14.3 How do I find the training I need?

You are likely to want to extend and develop the research training that your department offers or expects you to undertake. To find what you need, start by looking at the Social Sciences Researcher Development website for a full programme of the courses and opportunities the Division offers to doctoral students, and a curated list of relevant courses and resources from across the University.

The termly programme ('term card') is published on the website and circulated to registered DPhil students by email early in the week before term starts ('Week 0') and booking opens on the Thursday of the week before term starts. All Researcher Development events are free of charge to doctoral students.

We send a weekly newsletter to all doctoral students during term-time, with updates and new events.

In addition, several courses are available from providers across the University:

- Bodleian Library <http://libguides.bodleian.ox.ac.uk/workshops> provides training in information skills and information literacy.

- Careers Service <http://www.careers.ox.ac.uk> runs courses, offers one-to-one sessions with a careers advisor, and information on jobs and internship opportunities.
- IT Learning Programme <http://www.it.ox.ac.uk/do/training-and-facilities> offers a range of courses on computing, software, coding, visualization, and data management.
- Language Centre <http://www.lang.ox.ac.uk/> offers specialist and difficult languages training, as well as a popular English for Academic Writing course for international students.

You can also find external research methods events and resources on the website of the National Centre for Research Methods (NCRM): <http://www.ncrm.ac.uk/training/>.

14.4 Skills Review and Development 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 Development Needs Analysis (DNA) to think strategically about your ongoing development as a researcher and professional and to take advantage of the variety of training on offer.

Working together, you and your supervisor will formalise your bespoke researcher development plan through yearly Development Needs Analyses (DNA). Students funded through the Grand Union Doctoral Training Partnership (DTP) are required to complete the annual Development Needs Analysis (DNA) form. Other doctoral students are also strongly encouraged to maintain an up-to-date record of their researcher development throughout their programme.

It is strongly recommended that all research students maintain an up-to-date Development Needs Analysis or equivalent researcher development record throughout their programme of study.

You are encouraged to upload relevant documentation to the GSR System on a regular basis and at least once each year. You may also enter comments directly into the relevant sections of GSR to maintain a record of your developing training needs and researcher development over time.

14.5 Developing teaching skills and experience

As a second- or third-year doctoral student, you may wish to attend the [Preparation for Teaching and Learning at Oxford \(PLTO\)](#), which introduces teaching in higher education.

Alternatively, you may attend the Divisional Introduction to Learning and Teaching at Oxford which runs every term and is advertised on the [Social Sciences Researcher Development website](#).

14.6 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.

14.6.1 ESRC-funded Students

Students funded through the Grand Union Doctoral Training Partnership (DTP) are required to fulfil additional training and development requirements as part of their studentship.

These include:

- completion of an annual Development Needs Analysis (DNA) alongside the student's termly progress reports;
- completion of any additional research methods training required by the studentship;
- completion of a compulsory placement during the DPhil.

The placement forms part of the ESRC-funded doctoral training programme and provides **an additional three months of stipend funding together with up to £1,000 of additional funding towards placement costs**, subject to current DTP funding arrangements.

Placements should provide mutual benefit to both the student and the host organisation. There is no expectation that the host organisation will provide financial support, although hosts may choose to contribute where placements incur additional costs.

Students are encouraged to discuss their training and development needs with their supervisor at an early stage of the DPhil and should normally aim to complete, or at least have planned, their placement by the end of the second year of study.

For students undertaking collaborative studentships, the placement does not need to be undertaken with the collaborating organisation, although this is permitted. Placements must be distinct from the student's DPhil research and should not be directly related to the doctoral thesis. Academic placements are permitted provided they constitute a separate project.

Placements are normally expected to be **UK-based**. Overseas placements may be approved where they provide skills or experience that would not otherwise be available within the UK. Students considering an overseas placement should discuss their plans with their supervisor and the DTP at an early stage.

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 six terms of PRS status followed by six terms of DPhil status, to make up a total of twelve 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 seven terms of PRS status followed by five terms of DPhil status.

In exceptional cases, if a student has not been able to attempt Transfer of Status within the six 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 six terms of extension after completion of the normal twelve terms permitted for the doctorate. (For part-time students, only three terms of extension are permitted).

These six 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 nine 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 six 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.

Students examined under the University's current PGR Examination Regulations should note that an Extension of Time is not available for completing minor or major corrections following examination. Eligible students should instead apply for a **post-outcome suspension** through the University's On-Course Applications (OCA) system where appropriate.

15.2 Suspension of Status

Since students are expected to complete a graduate taught course within the timescale 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 six 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 cannot 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 email 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 have 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.

16. University Policy Statements and Codes of Practice

16.1 Supervision

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

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

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

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

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 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, rather than to teaching or other provision made by the Centre, you should raise it with the Centre Director.

Complaints about departmental facilities should be made to the Graduate Studies Administrator.

If you feel unable to approach one of those individuals, you may contact the [Dean, Professor John Armour](#) 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 provisions 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.

Relevant information is provided by the University on:

[Code of Practice on Freedom of Speech](#)

[Freedom of Speech complaints procedure](#)

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 minimizes 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 DGS-R and the [Research and Innovation OxIntranet](#).

19. Equal Opportunities

19.1 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 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](#)

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

consideration. The university does not tolerate any form of unlawful discrimination, bullying, harassment or victimisation and has policies such as [the harassment policy](#) and [statute XI](#) which outline the appropriate conduct expected of all staff and students within the University.

The [Equality and Diversity Unit](#) works with all parts of the collegiate University to develop and promote an understanding of equality, diversity and inclusion, and ensure that our policies comply with the relevant legal and regulatory requirements. This aligns closely with the updated, Code of Practice on Freedom of Speech Compliance published by the University. The code reflects the requirements of the Higher Education (Freedom of Speech) 2023, which came into force on 1 August 2025 and the Office for Students' regulatory advice 24 which also came into force on 1 August 2025.

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](#).

The Faculty also has an Equality, Diversity and Inclusion Officer, [Beverley Harry](#), who students and Faculty may contact for advice.

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 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 your student experience at the University and assist with organising disability-related study support.

The Law Faculty itself has two Disability Contacts:

[Paul Burns, Head of Academic Administration](#)

[Joanna McKenna, Academic Administrator for Undergraduate Studies](#)



www.law.ox.ac.uk/centre-criminology



gsa@crim.ox.ac.uk



St Cross Building, St Cross Road, Oxford, OX1 3UL



CENTRE FOR
CRIMINOLOGY