This handbook applies to DPhil Criminology students and MSc Criminology and Criminal Justice students starting the course in Michaelmas term 2017. The information in this handbook may be different for students starting in other years.
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Introduction to the Handbook

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

This handbook supplements the Law Graduate Students’ Handbook 2017-18 which is also now available online through the faculty intranet at http://www.law.ox.ac.uk (this will be an important point of reference for research students in particular¹). It also supplements the University of Oxford Examination Regulations 2017 (the definitive guide regarding examinations) available online at http://www.admin.ox.ac.uk/examregs/, a copy of which is held in the Centre (amendments to the Regulations are published from time to time in the University of Oxford Gazette).

The Examination Regulations relating to this course are available on the Criminology Weblearn site. If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact Tracy Kaye tracy.kaye@crim.ox.ac.uk, GSA, or Julian Roberts Julian.roberts@crim.ox.ac.uk, Chair of Examiners.

The information in this handbook is accurate as at September 2017 however, it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges. If such changes are made the department will publish a new version of this handbook together with a list of the changes and students will be informed.

However, most of the information needed to chart your way through the MSc Criminology and Criminal Justice and, for those who continue their studies in Oxford, the MPhil and DPhil in Criminology and Criminal Justice are contained Professor Neil MacFarlane, Lester B Pearson Professor of International Relations and Fellow of St Anne’s College, has agreed to serve as Acting Head of Division from 1 October 2017 until 31 December 2017. If you spot any errors or inconsistencies in this document, please inform the Graduate Studies Administrator.

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

¹ Some sections of this handbook are taken directly from the Law Graduate Students’ Handbook 2016-17, which provides further details on many aspects of graduate research in Oxford.
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 MSc Criminology and Criminal Justice are admitted both by the Department and Faculty (in your case the Centre for Criminology and the Law Faculty), and by one of the Colleges or Halls. Hence, students benefit from University facilities (such as the Bodleian Library and the University Computing Service), from the department (which takes prime responsibility for students’ academic progress by appointing an Academic Supervisor and arranging teaching), and from their College.

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

Like all universities, Oxford has an active Student Union. For information about the Union see http://www.ousu.org.

Oxford has many student societies which welcome graduate students. Students who wish to join one or more of these societies should visit the Freshers’ Fair at the Examination Schools, High Street, during Week 0 of Michaelmas Term. You must have a ticket to attend the Fair which can be obtained through your College. The Oxford University Club provides a social and recreational venue intended to serve the University's academic staff, post-doctoral researchers, postgraduates, alumni, and those who have retired from academic or staff positions. As graduate students, you would be welcome to join this club and benefit from the social and sporting facilities. Further details can be found at http://www.club.ox.ac.uk (tel: (2)71044). Details of opportunities to play sport within the University can be found at http://www.sport.ox.ac.uk.

1.2 Colleges

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

The University has various support services for matters which cannot adequately be dealt with by either College or the Centre (see Section 26.3.4).

1.3 Education Committee
The University’s Education Committee shares with the divisions, faculties and departments, and with colleges, a range of responsibilities for the quality of teaching provided within the University and the standards of the degrees awarded by the University. These shared responsibilities should ensure that the institution has sound internal quality assurance systems and procedures for the assurance of quality and standards; that procedures are applied effectively at subject level to ensure the quality of individual programmes, and that both at institutional and subject level there are effective and regular means of reviewing the quality of programmes and the standards of awards and implementing any required changes and developments; and accurate, complete and reliable information about the quality of the University’s programmes and the standards of its awards.

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

1.4 Student Information: Support during your studies
Practical help, advice and support for graduates are provided by the Social Sciences Divisional Office and the Student Information Gateway (to be found at: http://www.ox.ac.uk/students/). The Student Information Gateway should be the first port of call for any enquiries regarding examinations, fees, funding, welfare, graduation, administrative arrangements relating to a graduate student’s academic career (e.g. transfers of status, extensions of time and supervision arrangements) and a host of other useful resources.

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

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

The Board has a membership drawn from across the division. Its work is supported by four committees: a Teaching Policy Committee and a Teaching Audit Committee, which approve new course proposals and changes to courses and ensure that educational standards are maintained; a Research Committee which co-ordinates funding and oversees research performance and facilities; and a Planning and Resources Committee which helps to support departments in sustaining their research effort. The Acting Head of the Social Sciences division is Professor Neil MacFarlane, Lester B Pearson Professor of International Relations and Fellow of St Anne’s College, from 1 October 2017 until 31 December 2017.
2.2 The Centre for Criminology and the Faculty of Law

As an independent Centre within the Faculty of Law, responsibility for the organisation and delivery of the Centre of Criminology’s programmes is shared between the Centre’s Board of Studies (hereinafter: “Board of Studies”) and the two Directors of Graduate Studies, one for taught courses (DGS), who is Chair of the Board, and one for the research programmes (DGS(R)). The Board meets in the ninth week of each term. The Law Faculty also carries out its responsibilities for graduate students through two Directors of Graduate Studies: the Director of Graduate Studies (research students), and the Director of Graduate Studies (taught courses). They report to the Faculty’s Graduate Studies Committee, which meets in first and sixth week each term and in the third week of the summer vacation. Student representatives attend meetings of the Graduate Studies Committee (see section 10). In some cases the Graduate Studies Committee has power to act; in others it makes recommendations to the Law Board, which is the governing body of the Law Faculty. The Law Board includes the Directors of Graduate Studies; most other members are elected from the Faculty, and student representatives attend its meetings. Its Chair, who usually holds office for three years, is the Dean of the Faculty. The Law Board is responsible for administering and overseeing all teaching and examining in the Faculty, and for facilitating legal research. It meets twice a term in second and seventh week, and once in the summer vacation.

3. The Centre for Criminology

3.1 History and Current Orientation

It is now over fifty 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 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. The Centre moved to its present premises in Manor Road in August 2004 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 Hoyle took over as its Director and in August 2017 Professor Mary Bosworth took the role as Centre Director.

The work of the Centre is organized into six clusters, or research themes, which its members are committed to building upon over the next several years, both in terms of research, writing and generating external income, and in terms of developing clusters of graduate students in these areas. The six main research themes are:

- Security, rights and justice
- Penal culture, policy and practice
- Politics, legitimacy and criminal justice
- Crime and the Family
- Victims
- Criminal Justice, Citizenship and Migration

More details about research in the Centre can be found at: https://www.law.ox.ac.uk/centres-institutes/centre-criminology/research

Doctoral students at the Centre have conducted research on a wide range of topics. For example, doctorates have been awarded for theses on policing; prosecution; probation; the death penalty; the policing of migration; the treatment and management of foreign nationals in prison; restorative justice; hate crime; domestic violence; crime and the media; resettlement regimes in prison; life imprisonment without parole; informal justice in Northern Ireland; surveillance; formal and informal dispute
resolution in the contemporary Russian economy; prolific offenders; the impact of Police and Crime Commissioners; the death penalty in China; persistent young offenders’ perceptions of community punishment, police professionalism in South Africa; etc. Students at doctoral level often take empirical, theoretical, socio-legal, comparative or historical approaches to their topics.

Among the topics currently being researched by our doctoral students: risk management approaches to suicide prevention in prisons and immigration removal centres; institutional responses to youth deviance and parenting styles; how neurocriminological evidence might shape attitudes towards punishment; the prison experience and coping mechanisms of the wrongfully convicted; the medicalization of the American death penalty; the experiences of Queer people in prison; Civil preventative Orders; human rights, policing and community confidence in Northern Ireland; adapting the organisation of policing to 21st century challenges; public responses to the police violence; models of Youth Justice; and police hiring practices. A full list of current DPhil students and their research interests can be found at https://www.law.ox.ac.uk/content/current-research-students

The Centre holds a regular seminar programme at All Souls College which all graduate students are expected to attend, and which attracts distinguished speakers from the international academic community, government and criminal justice agencies. Details are emailed at the start of each term, and can be found on the Centre’s website (http://www.crim.ox.ac.uk/index.php).

3.2 The Centre for Criminology teaching staff

Prof Mary Bosworth BA (Hons) (UWA), MPhil, PhD (Cantab)
Centre Director
Professor in Criminology and Fellow of St Cross College

Mary conducts research on punishment, incarceration and immigration detention with a particular focus on how matters of race, gender and citizenship shape the experience and nature of confinement. She has published widely on these issues as well as on qualitative research methods. Her books include Engendering Resistance: Agency and Power in Women’s Prisons (1999, Ashgate Press), The US Federal Prison System (2002, Sage), Explaining U.S. Imprisonment (2010, Sage), What is Criminology? (2011, OUP, co-edited with Carolyn Hoyle), The Borders of Punishment, (2013, OUP, co-edited with Katja Aas), Inside Immigration Detention (2014, OUP) and The Changing Contours of Criminal Justice (2016, OUP, co-edited with Carolyn Hoyle and Lucia Zedner). She is the UK editor-in-Chief of Theoretical Criminology, the Director of Border Criminologies (http://bordercriminologies.law.ox.ac.uk), and a founding member of the editorial boards of Race & Justice and the International Journal of Border Studies and Immigration. Mary is the co-founder and co-editor (with Katja Franko and Sharon Pickering) of Routledge Studies in Criminal Justice, Borders and Citizenship. In 2011 she was appointed to a concurrent Professorship in Criminology at Monash University, Australia. Mary is currently leading a series of research projects on border control including an ESRC-funded Knowledge-Exchange Fellowship, and, with Alpa Parmar, a study on Policing Migration funded by the John Fell, OUP fund. Mary is Director of the Centre for Criminology.

Dr Rachel Condry BSc (Hons), PhD (LSE)
Associate Professor of Criminology and Fellow of St. Hilda’s College

Rachel Condry joined the Oxford Centre for Criminology in 2010. She has previously been a lecturer in criminology at the University of Surrey, and a lecturer and British Academy Postdoctoral Fellow at the London School of Economics. Her research focuses broadly on the intersection between crime and the family. Rachel is the author of Families Shamed: The Consequences of Crime for Relatives of Serious Offenders (Willan, 2007). She is currently working on a number of topics including adolescent to parent violence, domestic homicide, and prisoners’ families.
Professor Carolyn Hoyle BA (Hons), MA, MSc, DPhil (Oxon)

Professor in Criminology and Fellow of Green Templeton College
Former Director of the Centre for Criminology
On sabbatical 2017-18


Dr Liora Lazarus BA (UCT), LLB (LSE), DPhil (Oxon)

Liora Lazarus is an Associate Professor in Law, and a Fellow of St. Anne’s College. Her primary research interests are in comparative human rights, security and human rights, comparative theory and comparative criminal justice.

Born and raised in South Africa, she studied African Economic History at the University of Cape Town and Law at the London School of Economics and Political Science. From 1994-95 she was a Fellow of the Max Planck Institute for Foreign and International Criminal Law, Freiburg, Germany. She came to Oxford in 1995 to write her doctorate at Balliol College, after which she went on to become a law fellow at St Anne's College.

Liora’s main academic focus is in the area of prisoners' rights, criminal justice and security and human rights. She teaches Comparative Criminal Justice, Security and Human Rights on the MSc in Criminal Justice and Criminology.

Her first book, Contrasting Prisoners' Rights, was published in 2004 and explored the constitutional and criminal justice cultures which formed the prisoners' legal status in Germany and the UK. In 2006, Liora widened her research field and co-edited Security and Human Rights with Benjamin Goold. She has focused on this area since then, publishing on a range of related aspects. She is currently engaged in a major research project on the relationship between security, human rights and the rule of law, work which began during her British Academy Mid-Career Fellowship, and was subsequently funded by the Oxford Martin Programme on Human Rights for Future Generations.

She has completed two public reports for the UK Ministry of Justice on balancing public protection with human rights, and on the relationship between rights and responsibilities. She also produced a major report, with Oxford colleagues, on the evolution of fundamental rights for the European Union Parliament. She has acted as an advisor to the UK Stern Review on Rape Complaints (2013), was asked to give evidence to the Parliamentary Modern Slavery Bill Committee (2014), and was part of an International Committee of Experts to the Basque Working Group on Treatment of Political Detainees (2014).
Liora co-founded and is actively involved in the work of Oxford Pro Bono Publico, and she has supervised a range of their reports. She is also an Associate of the Oxford Human Rights Hub. The influence of Liora's research in the public sphere was recently explored in an Oxford Impact Video on her work.

Liora is an Academic Affiliate of the Bonavero Institute of Human Rights at Oxford and a Member of Oxford’s Centre for Criminological Research. She sits on the Advisory Board of the Max Planck Encyclopedia of Comparative Constitutional Law. Liora founded and now acts as the series editor for the Hart Studies in Security and Justice. She was previously the book review editor of the European Human Rights Law Review, and continues to sit on the editorial board of the Journal of Human Rights Practice. She has held visiting fellowships at the Gilbert and Tobin Centre for Public Law at UNSW, Sydney; and a research association at the Faculty of Law, University of Cape Town. Outside of legal academia, Liora is an Associate Member of the Institute of Cultural Inquiry in Berlin.

**Professor Ian Loader LLB (Sheffield), MSc, PhD (Edinburgh), FRSA**  
*Professor of Criminology and Fellow of All Souls College*  
*Assistant Director of the Centre for Criminology*  
*Associate Dean (Research) Faculty of Law*

Ian Loader is Professor of Criminology and Professorial Fellow of All Souls College. Ian arrived in Oxford in July 2005 having previously taught at Keele University and the University of Edinburgh, from where he also obtained his PhD in 1993. He is a Fellow of the Royal Society for the Arts.

Ian is the author of six books, the most recent of which *Public Criminology?* was published by Routledge in 2010 (with Richard Sparks) and has recently been translated into Mandarin. He has also edited six volumes, including *Justice and Penal Reform* (with Barry Goldson, Steve Farrall and Anita Dockley, Routledge, 2016), *Democratic Theory and Mass Incarceration* (with Albert Dzur and Richard Sparks, Oxford UP, September 2016 ) and *The SAGE Handbook of Global Policing* (with Ben Bradford, Bea Jauregui and Jonny Steinberg) which is due to appear in July 2016. Ian has also published theoretical and empirical papers on policing, private security, public sensibilities towards crime, penal policy and culture, the politics of crime control, and the public roles of criminology.

Ian is currently working on a project – termed *A Better Politics of Crime* - concerned with different dimensions of the relationship between crime control and democratic politics. The first strand of work on this project was brought together in *Public Criminology?* The next key stage will be a monograph with the working title of *Ideologies and Crime Control* which is in the early stages of preparation. He also continues to research and write on policing and private security.

Ian is Editor-in-Chief of the *Howard Journal of Crime and Justice*. He has previously served on the Editorial boards of the *British Journal of Criminology* and *Theoretical Criminology*.

Ian was a member of the *Commission on English Prisons Today* from 2007-2009, and now chairs the Research Advisory Group of the Howard League for Penal Reform. He is co-convener, with the Police Foundation, of the *Oxford Policing Policy Forum* and is an Associate Fellow of the *Institute for Public Policy Research*. From 2011-2013 Ian was a member of the *Independent Commission on the Future of Policing* and part of the Editorial team which produced the Commission's *Report*. Ian has written columns for *The Guardian* and from time to time makes other contributions to public debate about crime and justice.
Dr Alpa Parmar BA (Hons) Social and Political Sciences (Cambridge), MPhil, PhD (Cantab)
Departmental Lecturer in Criminology

Alpa arrived in Oxford in 2013, prior to which she held a British Academy Postdoctoral Fellowship at Kings College London. Alpa’s PhD research at Cambridge examined perceptions of Asian Criminality in the UK. Her current research focuses on the intersection of race and the criminal justice system and she has conducted empirical research on stop and search practices and counter-terrorist policy and the criminalization and securitization of British Asians. Alpa’s current research is on the policing of migrants in England and Wales and she is also conducting life history interviews with Black and Asian offenders/desisters. Alpa is an associate director of Border Criminologies, hosted at the Centre for Criminology. She has recently published on intersectionality and criminology (Theoretical Criminology 2017), Criminology and the Silence of Race (Changing Contours of Criminal Justice, 2017 OUP) and has a forthcoming co-edited volume in January 2018 titled Race, Criminal Justice and Migration Control: Enforcing the Boundaries of Belonging (Bosworth, Parmar and Vazquez, OUP).

Professor Julian Roberts MA, PhD
Professor of Criminology and Fellow of Worcester College
Chair of Examiners


Professor Lucia Zedner MA, DPhil, FBA
Senior Research Fellow, All Souls College and Professor of Criminal Justice, Faculty of Law

Lucia became a member of the Centre for Criminology in 1988 when she was a Prize Research Fellow at Nuffield College. After spending five years at the London School of Economics, she returned to Oxford and to the Centre in 1994 as a Law Fellow at Corpus Christi College. In 2016 she took up a Senior Research Fellowship at All Souls College. She has been Professor of Criminal Justice since 2005 and Conjoint Professor at the Faculty of Law, University of New South Wales since 2007. She was elected a Fellow of the British Academy in 2012 and an Overseas Fellow of the Australian Academy of Law in 2015. Her publications include: Women, Crime and Custody in Victorian England (1991); Child Victims (with Jane Morgan, 1992); The Criminological Foundations of Penal Policy, co-edited with Andrew Ashworth (2003); Criminal Justice (2004), Crime and Security (2006), co-edited with Benjamin Goold, Security (2009), Principles and Values in Criminal Law and Criminal Justice, co-edited with Julian Roberts (2012), Prevention and the Limits of the Criminal Law (2013), co-edited with Andrew Ashworth and Patrick Tomlin, Preventive Justice, with Andrew Ashworth (2014), and Changing Contours of Criminal Justice, co-edited with Mary Bosworth & Carolyn Hoyle (2016), as well as many articles on

3.3 Postdoctoral Research Fellows, Research Officers, Research Associates and Academic Visitors

The Centre currently comprises Research Officers employed on research projects in the Centre, Research Associates who retain active links with the work of the Centre, and scholars from other institutions who are visiting the Centre during 2015-2016. They are as follows:

**Post-doctoral Research Fellows**

**Dr Francesca Menichelli.**

Francesca is a British Academy Postdoctoral Fellow at the Centre for Criminology. She obtained a PhD in urban studies from the University of Milano-Bicocca in May 2012 after carrying out research on police-run open-street CCTV systems in Italy. Before moving to Oxford, she was a Research Associate on the Technology and Democracy project, part of the Cambridge Centre for Digital Knowledge at the Centre for Research in the Arts, Social Sciences and Humanities at the University of Cambridge. Previously, Francesca was also a postdoctoral researcher in the faculty of law and criminology at Vrije Universiteit Brussel, where she worked on the EU-funded FP7 project PRISMS. She is interested in mechanisms of social control, urban regulatory regimes and models of governance, policing and comparative research and she draws her theoretical references from political sociology and political geography, surveillance studies and criminology.

**Dr Julia Viebach**

Julia currently holds a position as a Leverhulme Trust Early Career Fellow and is a Junior Research Fellow at Mansfield College. Previously, she worked as Development Career Lecturer and as a Postdoctoral Fellow in the ESRC Knowledge Exchange Project "Ways of Knowing After Atrocity" at the Centre. Before she came to Oxford, Julia was a research fellow at the Center for Conflict Studies at University of Marburg in Germany and did consultancy work for the German government and development aid organisations. Julia obtained her doctorate from University of Marburg. Her doctoral research explored how societies and particularly survivors of mass atrocities deal with the legacies of this uncanny past through memorial practices and commemoration. Focused on the case of Rwanda her thesis is both an empirical enquiry into the linkage between memorialisation and transitional justice in Rwanda as well as the development of a broader theoretical concept of how societies and individuals alike come to terms with a traumatic past. Currently Julia works on her project ‘Atrocity’s Archives: The Remnants of Transitional Justice in Rwanda’. The project investigates ad compares the archival narratives that emerge from the Rwandan Gacaca archival documents and those of the International Criminal Court for Rwanda. Her research is concerned with the ways narratives of the harm committed emerge, the ways trauma is silenced and how the underlying assumptions of the Gacaca courts and the ICTR are addressed in the archival texts.

**Dr Gabrielle Watson**

Gabrielle Watson is a Leverhulme Early Career Fellow at the Centre for Criminology and Postdoctoral Research Fellow at Christ Church, Oxford. Her research, on ‘keywords’ and criminal justice, considers how institutionally-approved terms such as ‘courtesy’, ‘tolerance’, ‘fairness’, ‘decency’, ‘humanity’ and ‘respect’ shape the practice of policing and imprisonment. The project aims to offer a challenging corrective to current criminal justice scholarship which, at best, gestures towards the significance of our linguistic choices for those we seek to police and punish.
Gabrielle was recently awarded a DPhil from the University of Oxford, with a thesis on *Respect and Criminal Justice* written under the supervision of Professor Ian Loader. She also holds an MSc in Criminology and Criminal Justice with Distinction from the University of Oxford, for which she was awarded the Roger Hood Prize for the best performance, and an LLB with First Class Honours from the University of Edinburgh. She was formerly an ESRC Scholar at the Centre for Criminology and Martin Senior Scholar at Worcester College, Oxford.

**Dr Roxana Willis**

Roxana is a British Academy Postdoctoral Fellow at the Centre for Criminology and a Junior Research Fellow in Law at University College. Her research examines the intersection of social class, mental disorder, and youth offending. Before starting postdoctoral research, Roxana obtained a DPhil in Law from the University of Oxford, an LLM in International Economic Law from the School of Oriental and African Studies, University of London, and an LLB in Law with European Legal Studies from the University of Kent at Canterbury. In addition to research, Roxana has co-founded a pro bono law chambers in Cameroon, sponsored by Allen and Overy, and managed several international mental health public engagement projects. Roxana’s teaching interests include criminal law, crime policy, land law, and jurisprudence.

**Research Associates**

- Ana Aliverti, University of Warwick
- Andrew Bates, Thames Valley Probation
- Ben Bradford, University College London
- Jamie Bennett, Governor HMP Grendon & Springhill
- Ros Burnett, former Reader in Criminology, Oxford
- Don Ferencz, Visiting Professor at Middlesex University School of Law and the Convenor of the Global Institute for the Prevention of Aggression
- Andriana Fili, independent researcher working with Dr Bosworth
- Fernanda Fonseca Rosenblatt, Professor of Law at the Catholic University of Pernambuco (Brazil)
- Penelope Gibbs, The Prison Reform Trust
- Benjamin Goold, University of British Columbia
- Roger Hood, Emeritus Professor, All Souls College
- Peter Neyroud, University of Cambridge
- Gosia Pearson, European Commission
- Sharon Pickering, Monash University
- Sharon Shalev, Research Associate, London School of Economics
- Hindpal Singh Bhui, HM Inspectorate of Prisons
- Marie Tidball, Research Associate
- Federico Varese, Dept. Sociology, University of Oxford
### Academic Visitors

#### Michaelmas Term

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Gemma Birkett</td>
<td>City University</td>
<td>11-Sep – 11 Dec 2017</td>
</tr>
<tr>
<td>Britta Sjostedt</td>
<td>Lund University</td>
<td>02-Oct – 15 Dec 2017</td>
</tr>
<tr>
<td>Riikka Kotanen</td>
<td>University of Helsinki</td>
<td>08-Oct – 6 Jun 2018</td>
</tr>
<tr>
<td>Amanda Porter</td>
<td>University of Technology, Sydney</td>
<td>09-Oct - TBC</td>
</tr>
<tr>
<td>Mel Jordan</td>
<td>University of Nottingham</td>
<td>12-Oct – 2 Dec 2017</td>
</tr>
</tbody>
</table>

#### Hilary Term

<table>
<thead>
<tr>
<th>Name</th>
<th>Institution</th>
<th>Dates</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sanja Milivojevic</td>
<td>La Trobe University</td>
<td>1 Jan - 1 Apr 2018</td>
</tr>
</tbody>
</table>

#### Trinity Term

<table>
<thead>
<tr>
<th>Name</th>
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<th>Dates</th>
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<tbody>
<tr>
<td>Renjith Thomas</td>
<td>National law University, Jodhpur</td>
<td>12-May - 03-Jul 2018</td>
</tr>
<tr>
<td>Diaimaid Harkin</td>
<td>Deakin University</td>
<td>03-Apr - 31-May 2018</td>
</tr>
<tr>
<td>Faith Gordon</td>
<td>University of Westminster</td>
<td>31-May - 29-Sep 2018</td>
</tr>
<tr>
<td>Elaine Fishwick</td>
<td>University of Sydney</td>
<td>Apr - Jun 2018</td>
</tr>
</tbody>
</table>
### 3.4 Administrative and IT staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Position</th>
<th>Contact Information</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Tracy Kaye</td>
<td>Graduate Studies Administrator</td>
<td><a href="mailto:tracy.kaye@crim.ox.ac.uk">tracy.kaye@crim.ox.ac.uk</a></td>
<td>274444</td>
</tr>
<tr>
<td>Joanna Longhurst</td>
<td>Criminology Centre Administrator and Events Coordinator</td>
<td><a href="mailto:joanna.longhurst@crim.ox.ac.uk">joanna.longhurst@crim.ox.ac.uk</a></td>
<td>274448</td>
</tr>
<tr>
<td>IT Support Team</td>
<td></td>
<td><a href="mailto:itsupport@manor-road.ox.ac.uk">itsupport@manor-road.ox.ac.uk</a></td>
<td>284240</td>
</tr>
</tbody>
</table>

### MSc Criminology and Criminal Justice (Full time)
- [https://www.law.ox.ac.uk/admissions/postgraduate/master-science-criminology-and-criminal-justice](https://www.law.ox.ac.uk/admissions/postgraduate/master-science-criminology-and-criminal-justice)

### MSc Criminology and Criminal Justice (Part time)

### MSc Criminology WebLearn site
- [https://weblearn.ox.ac.uk/portal/site:/socsci:law:postgrad:crim](https://weblearn.ox.ac.uk/portal/site:/socsci:law:postgrad:crim)

### Criminology Student Handbook
- [https://weblearn.ox.ac.uk/portal/site:/socsci:law:postgrad:crim](https://weblearn.ox.ac.uk/portal/site:/socsci:law:postgrad:crim)
- [https://www.law.ox.ac.uk/admissions/postgraduate/master-science-criminology-and-criminal-justice](https://www.law.ox.ac.uk/admissions/postgraduate/master-science-criminology-and-criminal-justice)

### MSc Profile Book (available by early November)

### MSc Examination Conventions

### MSC Examination Regulations

### MSC Examiners’ Reports
- [https://www.law.ox.ac.uk/document-archive](https://www.law.ox.ac.uk/document-archive)

### Law Faculty website
- [https://www.law.ox.ac.uk/](https://www.law.ox.ac.uk/)

### Oxford Students website
- [https://www.ox.ac.uk/students/](https://www.ox.ac.uk/students/)

### University Student Handbook
- [https://www.ox.ac.uk/students/academic/student-handbook/](https://www.ox.ac.uk/students/academic/student-handbook/)

### University Regulations and Policies
- [https://www.ox.ac.uk/students/academic/regulations/](https://www.ox.ac.uk/students/academic/regulations/)

### College Handbook
- See your college website/hard copy

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If you have IT queries, please log a service call with [itsupport@manor-road.ox.ac.uk](mailto:itsupport@manor-road.ox.ac.uk).

### 3.5 Departmental Administrative Roles

<table>
<thead>
<tr>
<th>Role</th>
<th>Chair</th>
<th>Contact Information</th>
</tr>
</thead>
<tbody>
<tr>
<td>Board of Studies</td>
<td>Dr Rachel Condry</td>
<td><a href="mailto:rachel.condry@crim.ox.ac.uk">rachel.condry@crim.ox.ac.uk</a></td>
</tr>
<tr>
<td>Board of Examiners</td>
<td>Prof Julian Roberts</td>
<td><a href="mailto:julian.roberts@crim.ox.ac.uk">julian.roberts@crim.ox.ac.uk</a></td>
</tr>
<tr>
<td>External Examiner</td>
<td>Dr Sarah Armstrong</td>
<td>University of Glasgow</td>
</tr>
</tbody>
</table>
Students are strictly prohibited from contacting external examiners directly. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see section 23.4). Examiners reports, including the External Examiner’s reports are available at https://weblearn.ox.ac.uk/portal/site/socsci/law/postgrad:crim

3.6 Access to the Centre
Access to the Centre for Criminology will be between the hours of 9.00am and 6.00pm, Monday to Friday. The Social Sciences Library is situated in the Manor Road Building, please check the library opening times which can be found at http://www.bodleian.ox.ac.uk/ssl.

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.

3.7 Graduate workspace

3.7.1 Workspace within the Centre
We are regrettably unable to offer MSc students study space within the Centre for Criminology itself. Desks are available for use by MPhil and DPhil students in the Open Plan area of the Centre, depending on availability, which may vary from year to year. For this purpose, MPhil and DPhil students are eligible if they are being supervised by a criminologist, and are working on a criminological topic, whether admitted by the Centre for Criminology or the Faculty of Law.

3.7.2 Libraries
While there are over 100 libraries across the University as a whole, the Bodleian Social Science Library and the Bodleian Law Library will be the most useful libraries for you in Oxford. Together, these two libraries resource all MSc reading lists.

Bodleian Social Science Library
The Bodleian Social Science Library is housed on the ground floor of the Manor Road Building and holds material for Criminology, Economics, Politics and International Relations, Sociology, Social Policy and Social Work, and Socio-Legal Studies. The Bodleian Social Science Library is a lending library, although not all books can be taken out.

It offers over 300 reader desks, 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 is housed offsite, and can be ordered to the Social Science Library. Through the transfer of selected Bodleian Libraries material and the introduction of the Automated Stack Request system, the library provides access to significant, internationally recognized research collections in the social sciences. University members can also access online resources, including e-journals, and an extensive collection of databases and archives. Inter-library loans are available. See http://www.bodleian.ox.ac.uk/ssl for further information on the opening times and services available at the Bodleian Social Science Library.

Students will be taken on an introductory tour of this library during induction but should they require further information during the year they can consult the resident library staff or the library web pages at http://www.bodleian.ox.ac.uk/ssl.

There is also a cafeteria in the Manor Road Building on the first floor, directly above the library.
The Bodleian Law Library

The Bodleian Law library in the St Cross Building in St Cross Road, and holds the Bodleian's collection of criminal law and the research collection for criminology. It receives UK material by copyright deposit and also purchases items of academic merit from other countries. The Bodleian Law Library also houses the Bodleian’s collection of UK government publications. It therefore has an extensive collection of UK and Irish law, almost all on open shelves. The Law Library also provides access to extensive online legal databases and web resources. An online guide http://ox.libguides.com/law-crim is an introductory overview to all forms of resources. On the Ground Floor of the Law Library is the Bodleian’s Official Papers Collection, an extensive holding of UK government publications, such as criminal statistics http://ox.libguides.com/crimstats

The Bodleian Law Library is not a lending library, no items may be taken out. The Law Library offers over 200 reader desks over four floors, accessible by both stairs and a lift. MSc students are also welcome to use the Graduate Reading Room, on the Ground Floor as a silent study area. Features of the area include Wi-Fi, power and Ethernet connections for those readers with laptops, a whiteboard, and a notice board. The Law Library also has a Seminar and 3 Discussion Rooms which students are welcome to book. For more details see http://www.bodleian.ox.ac.uk/law/using-this-library/new-library-spaces

On the Law Library’s Ground Floor are two computer rooms which (when not in use for training sessions) are available for students wishing to use networked Bodleian Library PCs. The Bodleian Libraries Free WiFi network is available throughout the Library.

Information on how to access any of the IT facilities is provided online at: http://www.bodleian.ox.ac.uk/law/using-this-library/computing.

Students are welcome to sign up for an induction tour on the Weblearn site. Should they require further information during the year they should consult the library web pages at http://www.bodleian.ox.ac.uk/law/, contact law.ref@bodleian.ox.ac.uk, or simply speak to one of the librarians on duty.

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

4. Communication with students

4.1 Graduate Studies Noticeboard

There is a Graduate Studies Noticeboard in the Centre (by the Seminar room). This board is for the exclusive use of the Centre’s students, teachers and administrative staff. Notices about examinations, changes to teaching arrangements and seminars for the course will be posted here, as well as news of conferences and events that may be of interest to students. It can also be used by students to leave messages (of an academic nature) for each other. Messages for teachers should be sent to them by e-mail, the University internal mail service, or left with the Graduate Studies Administrator. You may also occasionally like to peruse the other noticeboards in the Centre that advertise conferences, courses and jobs in the criminology/criminal justice field.

4.2 Correspondence

Any correspondence about the course will be sent to students in their Colleges via the University internal mail service and/or by email. Students can also use both the internal mail system and/or email to leave messages for other students on the course and for the course teachers (email addresses can be found via the Oxford University web site at http://www.ox.ac.uk/applications/contact_search/).

4.3 Email lists

Email is the most frequently used means of communication and it is expected that you will check your emails daily. You should use your Oxford (Nexus) account.
All graduate students will be automatically subscribed to the Law Faculty’s graduate student email list (law-postgrads@maillist.ox.ac.uk) on arrival at Oxford. This is the Faculty’s principal means of communication with graduate students, and information about lectures, visiting lecturers, discussion groups, IT training, library hours, student elections and so on are distributed on this list. We will also automatically subscribe you to the Centre’s student email lists (crim-mscs@maillist.ox.ac.uk; crim-research@maillist.ox.ac.uk) which will allow you to receive messages from the tutors and Graduate Studies Administrator. You will also be able to post messages to this list, and is the most expeditious way of contacting all students on the course.

5. Extracurricular activities
The Centre arranges several events throughout the year to which all MSc students, along with other members of the Centre, such as MSc course tutors, MPhil and DPhil students, research officers and associates, are invited. In addition to the Welcome Drinks Party hosted by Professor Bosworth during Induction Fortnight, all students are invited to end of term get-togethers in Michaelmas and Hilary Terms. It is hoped that students will be able to join the course tutors for the annual end-of-year party.

Students will also 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. The following are of particular interest and significance:

5.1 All Souls Criminology Seminar Series
All students are expected to attend the All Souls Criminology Seminar Series. Details of the 2017/18 Programme is included in your Welcome Pack, and information about the seminars, as well as additional seminars which may be of interest, will be circulated via email and posted on the Centre noticeboard.

5.2 Applied experiences
In previous years students taking the Prisons option have been invited to visit Grendon Prison and we hope this opportunity will be available again this year. Grendon is run as a ‘therapeutic’ prison. The inmates are not only confronted with their crimes but are encouraged to seek other, more positive, ways to deal with their behavioural problems that have led them to repeat offences. Numbers on this visit are very limited and the visit is subject to cancellation. Any students interested in visiting the prison will need to undergo a security check and organize their own transport. Should the visit go ahead, Professor Mary Bosworth will email you with details.

Over the course of the year other opportunities may arise for hands-on experience with outside organisations (e.g. The Howard League, Thames Valley Police or Thames Valley Partnership). Details will be made available in the induction week, or through the year as appropriate. The outside organisation will take sole responsibility for the recruitment process for any positions available and for the students during their time with them. They will also, where necessary, undertake a criminal record bureau check.

5.3 Book Review Competition
The Centre for Criminology runs a book review competition for MSc, MPhil and DPhil students. The best review will win a small prize and members of the Centre will help in finding somewhere to have it published. Up to two awards of £100 will be made, as research students’ entries will be considered separately. Interested students should contact Dr Rachel Condry for guidance on writing a review. The competition deadline is Week 6 of Trinity Term.
6. The MSc Criminology and Criminal Justice

6.1 Structure and expectations of the MSc

The compulsory and optional elements for the MSc course is as follows:

**Full time MSc Students**

<table>
<thead>
<tr>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
<th>Trinity Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminological Theories</td>
<td>Criminal Justice</td>
<td>Dissertation</td>
</tr>
<tr>
<td><em>(Compulsory)</em></td>
<td><em>(Compulsory)</em></td>
<td><em>(Compulsory)</em></td>
</tr>
<tr>
<td>Research Design and Data</td>
<td>Option course</td>
<td>Communication Skills</td>
</tr>
<tr>
<td>Collection <em>(Compulsory)</em></td>
<td>Option course</td>
<td>for Criminologists <em>(Compulsory)</em></td>
</tr>
<tr>
<td>Option course</td>
<td>Option course</td>
<td></td>
</tr>
<tr>
<td>Option course</td>
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**Part Time MSc Students**

**Year 1**

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<tr>
<th>Michaelmas Term</th>
<th>Hilary Term</th>
<th>Trinity Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>Criminological Theories</td>
<td>Criminal Justice</td>
<td>Communication Skills for</td>
</tr>
<tr>
<td><em>(Compulsory)</em></td>
<td>*(Compulsory) in yr 1 or yr 2</td>
<td>Criminologists <em>(Compulsory)</em></td>
</tr>
<tr>
<td>Research Design and Data</td>
<td>Option course</td>
<td></td>
</tr>
<tr>
<td>Collection <em>(Compulsory)</em></td>
<td>Option course</td>
<td></td>
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<td>Option course</td>
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**Year 2**

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</thead>
<tbody>
<tr>
<td>Option course</td>
<td>Option course</td>
<td>Dissertation</td>
</tr>
<tr>
<td>Option course</td>
<td>Option course</td>
<td><em>(Compulsory)</em></td>
</tr>
<tr>
<td>OR</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Option course</td>
<td>Criminal Justice</td>
<td>Communication Skills for</td>
</tr>
<tr>
<td>*(compulsory) if not taken in yr 1</td>
<td></td>
<td>Criminologists <em>(Recommended)</em></td>
</tr>
<tr>
<td>Option course</td>
<td>Option course</td>
<td></td>
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</tbody>
</table>

**Educational aims of the programme**

To provide students with the ability to:

- evaluate the major theories and fundamental concepts in criminology and criminal justice;
- develop an advanced understanding of particular fields within criminology and criminal justice, relevant to their further careers or academic studies;
- analyse critically the inferences that can be drawn from empirical and historical observations of crime and the operation of the criminal justice and penal systems;
- develop analytical skills required for critical appraisal of criminological research;
- develop methodological skills to conduct criminological research.
Programme outcomes
On completing the degree satisfactorily, students should:
• have a systematic understanding of the key theories and debates, and a critical awareness of current problems and new insights, at the forefront of criminology and criminal justice;
• be well equipped for critical analysis of crime, criminal justice and the development of criminal justice policy;
• have learnt how to assess critically the contribution of research to understandings of crime and justice;
• have demonstrated originality in the application of criminological and criminal justice knowledge, together with a practical understanding of how the established techniques of criminological and criminal justice research and enquiry are used to create and interpret knowledge about offenders, offending, and the criminal justice response;
• have acquired basic methodological skills;
• have learnt how to produce substantial pieces of written work after researching particular topics for their options and for their dissertation.

Each student will develop a detailed knowledge and understanding of six particular areas of criminological enquiry (i.e. those areas studied through options and the dissertation), whilst all students will have acquired a solid understanding (through the compulsory courses) of:

• the importance of methodical inquiry in criminology;
• historical, sociological and philosophical perspectives on criminal justice, punishment and the role of victims;
• different theoretical perspectives on deviance, crime and criminal justice;
• competing perspectives on the intersection of criminal policy, social policy, politics and academic research (particularly in the context of debates about the relationship between social stratification and crime and criminal justice);
• the role of discretion in the criminal process;
• social scientific research design and data collection.

Those students who have taken further optional courses in research methods will also be able to critically evaluate existing sources of data, choose and develop appropriate research methodologies and analyse research data at a more advanced level.

Students are expected to spend at least 50 hours studying each week during term (and they will also need to do some study during vacations). During Michaelmas and Hilary Term students are advised to divide their time between their courses in the following way:

• At least 18 hours preparation a week for Explanation and Understanding in Criminology and Understanding Criminal Justice
• At least 10 hours preparation a week for each other optional course;
• 6-10 hours a week in seminars (ninety minutes for each course), depending on which options are taken.

In Trinity term students work on their time working on their dissertation and attend the weekly Communication Skills for Criminologists sessions.

You will note that this leaves very little time during the week for any paid employment. Whilst we appreciate that some students will have to work a few hours a week in the evenings or at the weekends, perhaps in a shop or a bar, students on a taught course (such as the MSc) or on the MPhil are not allowed to teach (or provide research assistance) within the university and colleges (see Section 26.1). Please see the Paid Work guidelines at www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork
6.2 Outline of the course

6.2.1 Compulsory Courses

The two courses ‘Criminological Theory’ and ‘Criminal Justice’ run through the first eight weeks of the first two terms respectively (Michaelmas and Hilary Term). The weekly ninety-minute classes, taught by Dr Condry and Professor Roberts respectively, are compulsory for MSc students who are expected to come prepared to contribute to each class. Preparation for classes is directed by detailed reading lists. In these classes, students should acquire the knowledge through their own reading in preparation for classes, and through discussing the readings with the core course teacher and their fellow students. Student learning is then consolidated through two revision tutorials (one at the end of each term) and through revision in preparation for the final assessment by unseen written examination.

The Research Design and Data Collection course runs through the first eight weeks of Michaelmas Term. The weekly ninety-minute classes, taught by Professor Julian Roberts, are compulsory for MSc students who are expected to come prepared to contribute to each class. Preparation for classes is directed by detailed reading lists. In these classes, students should acquire the knowledge through their own reading in preparation for classes (reading the required and suggested materials, digesting them and making preparatory notes should, unlike other course, take approximately six hours a week), and through discussing the readings with the core course teacher and their fellow students. Student learning is assessed by an end-of-term assessed essay.

6.2.2 Options

Full time MSc students take two optional modules in Michaelmas term and three in Hilary Term.

Part time MSc students take two optional modules in Michaelmas term of their second year and either one optional course and one compulsory course in their first Hilary term, taking two optional courses in their second Hilary term, or two optional courses in their first Hilary term and one plus the compulsory course in their second Hilary term.

Attendance at the weekly ninety-minute classes is compulsory and students are expected to be well prepared so as to be able to contribute fully to the discussion. Preparation for classes is directed by detailed reading lists distributed to students at the end of the preceding term. In these classes, students should develop a detailed knowledge and understanding of their chosen option through their own reading in preparation for classes (reading the required and suggested materials, digesting them and making preparatory notes should take no longer than 10 hours a week for each option), and through discussing the readings with the course teacher and their fellow students on that option. Student learning is then consolidated through the preparation of an assessed essay in relation to each of their chosen options.

Your options should be chosen during Week 0 of Michaelmas term, and you are expected to submit your examination entries, via your college, or online by the end of Week 4 in Michaelmas Term. The exam entry form is available from http://www.ox.ac.uk/media/global/wwwoxacuk/localsites/studentgateway/documents/examentryforms/JCCJ_1011.pdf. It may be possible to change your option choices for Hilary term, but this must be approved by Week 0 of Hilary and can only be done ONCE you have consulted the course tutors, your academic supervisor, and your college, who will help you apply for a change of exam entry. The Centre reserves the right to disallow transfers to popular courses that are oversubscribed and cancel courses with very few students. An administration fee for transfers may be incurred (currently this is £40). You will need to consult the Examination Regulations for full details on how to apply for a change of entry (see http://www.ox.ac.uk/students/exams/entry/).
6.2.3 Overlap between options

Occasionally there will be some overlap between two or more options (perhaps one seminar in an option will touch on, or deal more thoroughly, with a topic covered in another option). Students should note, however, that they cannot use material in an assessed essay that they have used for another essay. Nor can they use material for their dissertation which they have submitted for an assessed essay. They should consult their dissertation supervisor or option tutor if they are in any doubt about this so-called ‘autoplagiarism’.

Candidates make a declaration upon submitting the assessed essays and dissertation, as follows: ‘No part of it has already been accepted, nor has it been currently submitted, for a degree of this University or elsewhere.’

This does not preclude the development of themes and concepts between one piece of assessed work and another, particularly where these relate to a candidate’s specific research interests; however, reproducing work in one piece of assessed work which closely resembles that of another, or simply cutting and pasting paragraphs between essays, is not permitted.

Students who intend to continue to MPhil level, are encouraged to produce an MPhil thesis which builds further on the topic of their MSc dissertation but are warned that they must not copy significant amounts of text from their MSc dissertation, as ‘autoplagiarism’ is not allowed within the same degree.

6.2.4 The MSc dissertation

In addition to the option courses and the compulsory Trinity Term Criminological Research Workshop, students write a dissertation on a topic of their own choice, subject to the agreement of the Board of Studies, of between 12,000 and 15,000 words (inclusive of footnotes, but excluding abstract, appendices bibliography, table of cases, headers, footers and index). Students will be expected to pursue dissertations along one of the following lines: i) an extended research design for further doctoral or MPhil study; ii) a critical literature review of conceptual, methodological and/or substantive issues relevant to their chosen topic; iii) a small empirical study that might serve as a pilot project for later doctoral or MPhil work. Students are expected to carry out the research independently, with only minimum guidance from their dissertation supervisor. In order to ensure that students achieve a rough equality of access to supervision, a guideline of six hours supervision time has been stipulated, which should only be exceeded in exceptional cases. This time is to include both contact with the supervisor and time taken to read through and comment on a draft. Ordinarily the following supervision structure will be followed:

- A preliminary meeting, to discuss and set the research question and devise a timeline for work to be submitted.
- An intermediate meeting, checking on the student’s progress.
- One draft will be read (either chapter by chapter or a complete document).

Most students will choose to research an area close to one of their option or core course topics, although a few pursue intellectual interests which have not been specifically developed by this course.

6.2.5 Communication Skills for Criminologists - Compulsory

Dr Francesca Menichelli

This course provides an early introduction to the essential skills of hosting and participating in seminars with guest speakers, presenting your own work and writing for a blog. This seminar series aims to develop students’ communication and networking by giving them the opportunity to organise and host academic and non-academic speakers, and to present their own work to their tutors and peers.

This course runs through weeks 1-7 of Trinity term. Once a week, for the first 6 weeks, academics, practitioners, and researchers from the University and beyond will present to the class. Each week, a
different small group of the MSc cohort will take responsibility for hosting the seminar (under the
guidance of the tutor). One student will communicate in advance with the speaker and be responsible
for hosting the seminar; 3 students will act as respondents at the end of the presentation, giving brief
(5 minute) responses to the paper, before opening the floor to questions, and one will write a short
blog on the talk for the Centre blog. By the end of the 6 weeks all of the MSc cohort should have had
the chance to take on one of these ‘communication’ roles.

During the final two weeks the cohort will work together to organise a two-day conference at which
each MSc student will make a short presentation on their dissertation topic (work in progress), and
other students will be expected to ask questions and make helpful comments. The presenters will also
receive feedback on their communication and presentation skills from the tutors.

6.3 The ‘Oxford Style’ of teaching

Teaching at Oxford University is unique. Oxford is probably the only leading Law School in the world
where the main means by which graduate teaching is done is through group discussion in seminars,
alongside a series of lectures given by some of the world’s leading scholars.

Teaching on the MSc in Criminology and Criminal Justice programmes is seminar based, with groups of
no more than 15 and often, for option classes, with much smaller groups although subject to the
agreement of the Director of Graduate studies, classes will usually be no smaller than 4 students. One-
to-one teaching takes place when the students prepare their MSc dissertation and/ or MPhil thesis,
when students are assigned a supervisor to guide them. Clinics to support students in the Methods
courses, for example in preparing weekly assignments, are available and are also based on one-to-one
teaching.

Under the ‘Oxford system’, students are expected to take responsibility for preparing well for classes,
and should:

- read academic texts, mostly books (learned journals, monographs, textbooks) in libraries, but
  increasingly also texts accessed electronically. This reading is for the most part guided by a list
  provided by your core course or option tutor;
- think about the results of their reading in relation to any pre-seminar questions set alongside the
  reading list;
- attend all core course seminars, where the tutor will normally set out to portray a topic in such a
  way as to add value to the treatments of it which you can read for yourself, and will expect students
  to contribute fully to the discussion;
- attend option seminars, which might be even more interactive than core course seminars, normally
  requiring substantial active participation by the students. They normally aim to review and develop
  the understanding of a topic which the students have gained from their own reading, thinking and
  writing, and/or attendance at other classes.
- give presentations, as directed by the course tutor. Such presentations should last no longer than
  5-10 minutes and serve to introduce the group to a particular area of study, before leading into a
  wider discussion. Students should ‘talk to’ concise handouts, and not read aloud from a set of
  prepared notes.

This teaching system works satisfactorily only when students take responsibility for preparing well for
classes, by reading extensively from the reading lists, and by contributing to class discussions. Much
of the time students will learn under their own direction and so need to be motivated to read the
relevant literature and explore their critical responses to it in seminars. A more detailed explanation
of student’ responsibilities can be found in Section 19.2.

It is important to realise that you do not learn simply from things said and done in the seminars
themselves. By far the greatest part of your learning comes from the reading, thinking and writing
which you do for yourself. But whilst you do this reading, thinking and writing by your own efforts, you do not do it unaided. It is the function of seminars and supervision sessions whilst you are preparing your dissertation in Trinity Term (plus to a lesser extent faculty lectures you may opt to attend), and also of interaction between students themselves, to provide intensive orientation in your study, and feedback on your efforts and ideas.

Study in the vacations is also important, whether it involves preparing for the options and core seminars for the following term, revising for the core course exam, or writing assessed essays or the dissertation. Many students find that by going back over the subject which they have just finished, they can consolidate and deepen their understanding of it considerably. This has great benefits not only for their grasp of that particular subject, but also for the development of their intellectual skills generally.

In all specific, academic and course-related matters, students are encouraged to seek guidance from tutors, and/or the Director of Graduate Studies. Further guidance on academic writing is provided in a series of workshops).

### 6.4 Further information about the course

#### 6.4.1 Induction

A two-week induction programme is run in Weeks –1 and 0 of Michaelmas Term. This introduces students to computing services and training at Oxford, including the use of relevant bibliographical, legal and social science databases. Students are also offered introductory lectures on criminological theory, an introduction to the ‘Structure of the English Criminal Justice System’ for those with no legal background or from other jurisdictions and an introduction to research methods session. A ‘What to expect’ session will be held by two former MSc students giving further insight on the MSc courses and offering tips on time management.

**Social Sciences Division Induction**

The Social Sciences Division will be running a series of induction sessions for all new doctoral students during Michaelmas Term 2017.

The first SSD welcome event will take place in Week 0 and will be followed by three lectures from senior academics in the Social Sciences. The lectures will take place in Weeks 4, 6, and 8 and they will discuss the key themes and challenges for Social Scientists.

The welcome event will provide the opportunity to meet fellow researchers at a Poster and Networking session that will follow the inaugural induction presentations. Doctoral students from across the Social Sciences Division will showcase the research that they are currently undertaking. This will provide a valuable opportunity for you to make connections with the wider Social Sciences research community at Oxford. There will also be representatives from central University service providers, such as the Oxford University Library Services and Oxford Learning Institute, who will have stands of information and be on-hand to answer any questions you may have.

The Welcome Event will be followed by a series of lectures for research students delivered by leading social science scholars, the lectures will demonstrate some of the innovative research and applications of the social sciences. Each lecture will be followed by a question and answer session and an opportunity to network with fellow researchers. Further details about the lecture series can be found on WebLearn, [https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd](https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd)

#### 6.4.2 Resources for Courses: Reading Lists, Key Texts, Photocopying and Course Reading Packs

Reading lists for each of the compulsory courses and MSc options are generally made available 5 weeks before the course start date, apart from Michaelmas Term (you will receive the relevant reading lists
As a rule of thumb, if you wish to buy key texts, please budget at least £100 per course. Photocopied packs, for the Core Course will cost in the region of £20. If you plan on photocopying or scanning large amounts from the reading lists, you may wish to work with your fellow students on sharing the workload and the cost – at the time of writing, A4 black and white photocopies in the Social Science Library are 6 pence per page and scanning documents are 2 pence per page (more details including costs for double-sided, A3 and colour printing, can be found on http://www.bodleian.ox.ac.uk/ssl/services/print-copy-scan ) and the cost of an entire reading list could amount to between £70 - £100.

In April 2012 the Bodleian Libraries launched Scan & Deliver, a service offering an electronic document delivery service for items held in our Book Storage Facility. Instead of requesting the physical item to a reading room, you can request scans of sections (articles, chapters) directly to your desktop.

### 6.4.3 Residency Requirement

Students are required to be ‘in residence’ during University terms (the residence limit for graduate students is twenty-five miles from the Carfax tower, which is in the centre of town). If you need to leave Oxford for a short period during term which will result in you missing a class you should inform both the class teacher and the Graduate Studies Administrator. You should consult your college advisor if you need temporary exemption from the residency requirement. You cannot obtain your degree unless your college certifies you have fulfilled the residency requirement.

### 6.5 Pastoral support for MSc Students

Students receive support on any non-academic matters from their college advisors, and can discuss with these advisors their academic progress.

The Centre for Criminology appoints an Academic Supervisor to each student. Whilst specifically concerned with their academic progress, academic supervisors can also offer support on a range of welfare matters. Students are expected to meet their academic supervisors at the beginning and end of the first term (Michaelmas Term), and at the end of the second and third terms, although students can contact their supervisor at any time during term if they have problems or concerns which they feel cannot wait until the next scheduled meeting. Likewise, supervisors might proactively arrange an additional meeting during term if they have pressing concerns about a student’s progress. The Academic Supervisor is required to write a termly report on each student’s academic progress and the content of this report is communicated to the student, the student’s college and the Graduate Studies Office.

In addition, students can receive support from college or department specialist advisors, such as the Welfare Officer or Harassment Officer, Advisor to Women Students, or even the Head of Department. Many colleges have extensive ‘Welfare Teams’ of fellow students, academic and other staff (for example, nurse, doctor, and chaplain).

If students experience personal problems which they would prefer not to discuss with their academic or college supervisor, they can contact the University Counselling Service. http://www.ox.ac.uk/students/shw/counselling/

If you have any issues with teaching or supervision please raise them as soon as possible so that they can be addressed promptly. Details of who to contact are provided in Section 19.4 Complaints and Appeals.
6.6 **Timetables and Key Dates 2017-2018**

Introductory lectures will be held in Weeks -1 and 0 of Michaelmas Term, and your attendance is compulsory. The timetable is accurate at the time of printing but please be aware that times may be subject to change where this is unavoidable. You will receive notification of any changes via email. Please update your copy of the timetable accordingly.

Unless stated otherwise, all seminars and lectures take place in the Centre for Criminology’s seminar room.

In addition to those courses listed below, students may be able to audit optional courses which are of academic interest and use to their studies, by prior arrangement with the course tutor. ‘Auditing’ will not require the completion of assessments for the course, though the tutor expects the student to prepare for the seminars. As such, students should devote most of their time to their chosen options. Any student auditing an MSc option can request to submit an assessed essay as a practice essay for marking and feedback. Requests will be considered on their individual merits.

Students are also encouraged to attend the lectures offered by the Law Faculty and are welcome to attend those in the Departments of Sociology or Politics and International Relations, if of use and interest. Please consult the Graduate Studies Administrator if you would like to arrange this, as the Centre will be charged a fee for this. You will receive a Law Faculty and Social Sciences lecture list from your college, and you can view a complete list of lectures at: [http://www.admin.ox.ac.uk/pubs/lectures](http://www.admin.ox.ac.uk/pubs/lectures).
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<td>9.30 - 11.00</td>
<td><strong>Seminar</strong></td>
<td><strong>Criminological Theories</strong></td>
<td><strong>Research Design and Data Collection</strong></td>
<td><strong>Theorising Punishment</strong></td>
<td>10.00-11.30</td>
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<td><strong>Group 1</strong></td>
<td><strong>Prisons</strong></td>
<td><strong>Weeks 1 – 7</strong></td>
<td><strong>Prof Julian Roberts</strong></td>
<td><strong>Prof Mary Bosworth</strong></td>
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<td><strong>Prof Mary Bosworth</strong></td>
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<td><strong>Dr Rachel Condry</strong></td>
<td><strong>Group 1 9.00 – 10.30</strong></td>
<td><strong>Group 2 12.00 – 13.30</strong></td>
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<td><strong>Criminological Theories</strong></td>
<td><strong>Weeks 1 – 7</strong></td>
<td><strong>Academic Writing and Referencing Workshops</strong></td>
<td><strong>Race and Gender</strong></td>
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<td><strong>Group 1</strong></td>
<td><strong>/how to apply for a DPhil</strong></td>
<td><strong>Dr Alpa Parmar</strong></td>
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<td><strong>Dr Rachel Condry</strong></td>
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<td><strong>12.30 – 13.30 WEEKS 2 &amp; 3</strong></td>
<td><strong>(Sessions 5 and 6 both held on November 9th, Week 5. See syllabus for timings)</strong></td>
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<td><strong>24th November</strong></td>
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<td>11.30 – 13.00</td>
<td><strong>Seminar</strong></td>
<td><strong>Politics of Crime Control</strong></td>
<td><strong>Practice Essay Feedback Seminar</strong></td>
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<td><strong>Prof Ian Loader</strong></td>
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<td><strong>Group 2</strong></td>
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<td>14:00 – 15:30</td>
<td><strong>Seminar</strong></td>
<td><strong>Sentencing</strong></td>
<td><strong>Criminal Justice, Migration and Citizenship</strong></td>
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## Hilary Term 2018 (all weeks 1-7 unless stated otherwise)

All sessions take place in the Criminology Seminar Room unless stated otherwise

On Sabbatical –, Prof Carolyn Hoyle

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<td>Risk, Security and Criminal Justice</td>
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<td>Rob Blakey</td>
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<td>Comparative Criminal Justice, Security and Human</td>
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<td>Sociology of Mafias</td>
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Trinity Term 2018

All sessions take place in the Criminology Seminar Room unless stated otherwise

On Sabbatical – Prof Carolyn Hoyle

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<td>Dissertation Writing Seminar</td>
<td>Communication Skills for Criminologists Weeks 1 – 6 Dr Francesca Menichelli</td>
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WEEK 1 ONLY

Criminology Seminar Series
Hosted by Prof Mary Bosworth
WEEKS 1/3/5

Time

15:00 – 17:00
# 7.1.1 Key dates for the MSc 2017-2018

Please note dates may be subject to change.

## Michaelmas Term

<table>
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<tr>
<td>-1</td>
<td>Tuesday 26 September</td>
<td>Student welcome and introduction to the Centre for Criminology by Dr Rachel Condry, Director of Graduate Studies</td>
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<td>-1</td>
<td>Tuesday 26 September</td>
<td>Compulsory Plagiarism and Reference Management Seminar, 11.30 – 12.30 Seminar G</td>
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<td>-1</td>
<td>Wednesday 27 Sept</td>
<td>Introduction to course options and welcome lunch</td>
</tr>
<tr>
<td>0</td>
<td>Tuesday 3 October</td>
<td>Class photos and Welcome Drinks. All Souls College 16.30 – 18.30</td>
</tr>
<tr>
<td>2</td>
<td>Wednesday 18 October</td>
<td>First Academic Writing &amp; Referencing Workshop 12.30 – 13.30, Criminology Seminar Room</td>
</tr>
<tr>
<td>3</td>
<td>Wednesday 26 October</td>
<td>Second Academic Writing &amp; Referencing Workshop 12.39 – 13.30 Criminology Seminar Room</td>
</tr>
<tr>
<td>3</td>
<td>Friday 27 October</td>
<td>Deadline for submitting formative essay to the Graduate Studies Administrator</td>
</tr>
<tr>
<td>4</td>
<td>Friday 3 November</td>
<td>Deadline for submitting exam entries, including option choices, to Examination Schools. <a href="http://www.ox.ac.uk/students/academic/exams">www.ox.ac.uk/students/academic/exams</a></td>
</tr>
<tr>
<td>5</td>
<td>Wednesday 9 November</td>
<td>Seminar providing feedback on formative essays (Dr Rachel Condry) 12.300 – 13.30 Criminology Seminar Room</td>
</tr>
<tr>
<td>7</td>
<td>Thursday 23 November</td>
<td>Titles for Michaelmas Term assessed essays – to be emailed to students and posted on the Graduate Studies Noticeboard and the website.</td>
</tr>
<tr>
<td>8</td>
<td>TBA</td>
<td>Criminological Theory revision session – 4 groups of 8</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday 13 December</td>
<td>Deadline for submission of assessed essays to Examination Schools.</td>
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## Hilary Term

<table>
<thead>
<tr>
<th>Week</th>
<th>Date</th>
<th>Event</th>
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<tbody>
<tr>
<td>0</td>
<td>Friday 19 January</td>
<td>Criminological Theories Examination, Examination Schools (date and time to be confirmed) <a href="http://www.ox.ac.uk/students/academic/exams/guidance">www.ox.ac.uk/students/academic/exams/guidance</a></td>
</tr>
<tr>
<td>1</td>
<td>Friday 19 January</td>
<td>Release of MT assessed essay marks.</td>
</tr>
<tr>
<td>6</td>
<td>Wednesday 21 February (noon)</td>
<td>Deadline for proposed topic and working title of dissertation to be submitted to Graduate Studies Administrator.</td>
</tr>
<tr>
<td>7</td>
<td>Thursday 1 March (noon)</td>
<td>Titles for Hilary Term assessed essays – to be emailed to students and posted on the Graduate Studies noticeboard and website.</td>
</tr>
<tr>
<td>8</td>
<td>TBA</td>
<td>Criminal Justice revision sessions</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday 21 March (noon)</td>
<td>Deadline for submission of assessed essays to Examination Schools.</td>
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## Trinity Term

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<th>Week</th>
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<th>Event</th>
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<tr>
<td>0</td>
<td>Friday 20 April</td>
<td>Criminal Justice exam, Examination Schools (date and time to be confirmed) <a href="http://www.ox.ac.uk/students/academic/exams/guidance">www.ox.ac.uk/students/academic/exams/guidance</a></td>
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<tr>
<td>1</td>
<td>Friday 27 April</td>
<td>Release of HT assessed essay marks.</td>
</tr>
<tr>
<td>1</td>
<td>Friday 27 April</td>
<td>Dissertation Writing Seminar, 10.00 – 11.00, Criminology Seminar Room Prof Julian Roberts</td>
</tr>
<tr>
<td>6</td>
<td>Thurs 31 May</td>
<td>Roger Hood Annual Lecture</td>
</tr>
<tr>
<td>8</td>
<td>Friday 15 June</td>
<td>MPhil only - Submission of dissertations</td>
</tr>
<tr>
<td>10</td>
<td>Wednesday 27 June (noon)</td>
<td>Deadline for submission of dissertation to Examination Schools,</td>
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<tr>
<td></td>
<td>Friday 20 July</td>
<td>MSc students: Final grades released, following publication of marks on E-Vision by Examination Schools. (provisional).</td>
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7.2 Course outlines

6.7.1 Compulsory courses

Criminological Theories
Dr Rachel Condry

This course develops a contextual understanding of the organizing categories and central claims of a range of modern criminological perspectives of crime and social control. In so doing, it equips students to recognize the principal problems, questions and conceptual dualisms that have shaped modern criminological thought, and to understand the nature of ‘theory’ and ‘explanation’ within criminology.

The course addresses a set of key concepts and themes that have figured in criminological theorizing and debate, including the role of urban structure in explaining crime and crime control; the sources of social conformity; the intersection between crime and routine activity; the relationship between crime and inequality; and how to understand social reactions to criminal transgression; and themes of intersectionality and global criminology. This is a compulsory course taken by all students and is taught through two introductory lectures (in induction week); six 1.5 hour seminars; a revision tutorial taught by a Graduate Teaching Assistant; and a final lecture in week 7.

Criminal Justice
Prof Julian Roberts

This course provides an exploration of the criminal justice process in England and Wales. The seminar will examine a series of important issues in the criminal justice system and in so doing will encourage students to think critically about the institutions of criminal justice and the State response to offending. This weekly ninety-minute seminar is compulsory for all students. The discussions taking place in class will be invaluable in assisting students with the final examination of the Core course. Students are expected to come prepared to contribute for each seminar and this requires reading the materials in advance.

Research Design and Data Collection
Prof Julian Roberts

How can social scientists be sure that the data used in research are valid and reliable? This course is focused on the challenges and the opportunities that different methods of data collection have for validity and reliability of data. Such methods include experiments and quasi-experiments; questionnaires and survey research; field research, and crime/ criminal justice and victimization statistics. The scientific method, theory testing and research design will also be discussed. This option will provide students with a knowledge base from which to choose appropriate ways to collect valid and reliable data given a particular research question. It will also help students assess the weight that can be placed on the findings of published research in the field of criminology. These weekly ninety-minute classes are compulsory for all students. Students are expected to come prepared to contribute to each class.

6.7.2 Optional courses

Race and Gender
Dr Alpa Parmar

The aim of this course is to explore how race and gender impact on criminological theory and understand how people’s experiences within the criminal justice process varies, depending on their ethnicity and/or gender. A focus of the course will be to analyse the operation of racism at various stages of the criminal justice process. Through adopting an intersectional lens the course will consider
the ways in which race, gender, generation and class work together to shape people’s experiences of the crime and the criminal justice system. In this option, students will examine the victimisation and offending experiences of minority ethnic groups and the criminological theories, which aim to explain the different patterns and outcomes for people according to their ethnicity and gender. Police practices, sentencing, and imprisonment are key topics covered in the course. In addition to examining processes of racism, disproportionality and discretion in the sphere of crime and criminal justice, the course also explores contemporary issues such as the impact of counter-terrorism policies and consequences on notions of citizenship and belonging for minority groups. This option will largely draw on UK and US scholarship to explore these debates.

**Crime and the Family**  
*Dr Rachel Condry*

The aim of this course is to explore the relationship between crime and one of the major institutions in society, the family. Through the analysis of empirical research and theoretical debate the course will provide a systematic examination of some of the intersections between the family and crime and punishment. The aim will be to interrogate common-sense understandings of the relationship between crime and the family and to explore just who is affected by crime and how they are affected, whether as primary or secondary victims of crime, or as parents, children, spouses or other kin of offenders.

The relationship between the family and the state and the ways in which the state intervenes into family life take particular shape around the problem of crime. We will explore how the family is constructed in both formal policy responses to crime and informal responses such as stigmatization and shaming. The course will consider the role of the family in criminological theory and in criminal justice policy and aim to unravel some of the complexities, tensions and implications inherent in contemporary constructions of the family and family life in these contexts. The course it taught through seven 1.5 hour seminars.

**Prisons**  
*Prof Mary Bosworth*

The prison is one of the most fundamental and yet controversial element of any nation’s criminal justice system. Despite academic and first-hand evidence pointing to a generalised failure of incarceration to stem crime or to reform criminals, for example, imprisonment continues to be viewed as the appropriate and necessary response to a wide range of illegal activity. More puzzling still, despite its economic and social costs, critical questions about the legitimacy of imprisonment are rarely posed.

By examining aspects of life behind bars as well as some of the justifications of imprisonment, this course will explore the complex role played by the prison in contemporary society. Students will develop a critical understanding of the origins of the prison, of its daily practice and of how the growing recognition of prisoners’ rights in national and international law has effected prison conditions and staff-prisoner relationships. Particular attention will be paid to the experience of women and ethnic minorities behind bars. Topics that will be considered will range from staffing to education as well as from how institutions deal with prisoners’ children to how they maintain order.
Schedule of Seminars

1. Why Prison?
2. How Can we Study and Understand Prison?
3. Life Behind Bars: The Sociology of Imprisonment
4. The Pains of Imprisonment: When Prisoners Don’t Cope
5. Prison Law and Human Rights
6. Maintaining Order: Rules, Regimes and Resistance
8. Why Prison? Revisited

Sentencing (this option will be repeated in Hilary term)

Prof Julian Roberts

The aim of this option is to explore some of the legal, theoretical and empirical issues of sentencing, largely by reference to England and Wales but also other common law jurisdictions. As well as analysing the sentencing framework and the definitive sentencing guidelines, the seminar also discusses the use of imprisonment, arguments about previous convictions and sentencing, and the justifications for allowing certain factors to mitigate or aggravate sentence.

The Politics of Crime Control

Prof Ian Loader

This option is an opportunity to make sense of the important shifts in the ordering of contemporary societies. Its aim is to encourage students to think politically about crime and its regulation, by examining the intersections between political ideologies, key concepts and traditions in political thought, and current developments in crime control. The course will examine the ways in which political debates over crime control are inescapably entangled with wider ideological contests between different political traditions and their competing conceptions of the good society (e.g. conservatism, liberalism, social democracy, populism, feminism), and with struggles over the meaning and significance of some core ideas in political thought (e.g. order, authority, legitimacy, justice, freedom, rights). Examining trajectories of crime control and penal policy in these ideological terms will enable consideration of the range of issues that are in play, and at stake, in debates about the criminal question. The course, in this sense, rests upon and explores the claim that the question of how to respond to crime is always, in part, a contest of competing political ideas and the contours of the good society. The running order of the course looks like this:

1. Thinking politically about crime – rediscovering ideologies?
2. Neo-liberalism and crime control – new orthodoxies?
3. Conservatism, crime and order – what kind of creed?
4. Liberalism, crime and justice – an idea in retreat?
5. Social democracy and crime control – a lost cause?
6. Populism and technocracy – competing ideological formations?
7. Recognition, crime and justice – doing justice differently?
8. Debate – ‘manifestos’ for a better politics of crime
Theorising Punishment
Profs Mary Bosworth, Ian Loader and Lucia Zedner

This course examines key texts on punishment, each of which takes a different approach to the role, nature and effect of punishment. Students who take full advantage of the opportunity offered by the course to read an entire text each week should emerge with a deep understanding of some classic works and a good grasp of selected central figures in debates about punishment; an understanding of the ways in which these texts inform and inspire subsequent theorizing about punishment; and an appreciation for the nature and uses of social theory in general. Most weeks, students will be expected to read whole books and come to class ready to discuss them in detail.

Schedule of Seminars

1. Why Theorize Punishment? (MB & IL)
2. What is Punishment? (Duff) (LZ)
3. Punishment and power (Foucault) (MB)
4. Political Economy of Punishment (Lacey) (IL)
5. Punishment and Culture (Brown) (MB)
6. Punishment and Democracy (Lerman and Weaver) (IL)
7. Beyond the Boundaries of Punishment (MB & LZ)
8. The Future(s) of Penal Theory (MB)

Criminal Justice, Migration and Citizenship
Profs Mary Bosworth and Lucia Zedner

Immigration and its control are highly charged topics in contemporary policy and politics. Over the past two decades they have become subjects of extensive scholarly analysis, primarily in fields such as anthropology, sociology, human geography, refugee studies, and human rights law. It is all the more surprising then, that, with some notable exceptions, criminologists have been relatively slow to pay them much attention.

All states have criminalized at least some aspects of immigration, establishing networks of immigration detention centres and extending their powers to deport. Under these conditions, as those within the burgeoning field of border criminology observe, traditional distinctions between criminal law and immigration law are eroding. Students who take this course will gain an understanding of the shifting nature of criminal justice under conditions of mass mobility. They will also piece together the connections between migration control, race and gender, and will explore the methodological implications and challenges of this emerging field of research.

Schedule of seminars
1: Mass mobility in an era of globalization (MB)
2. Citizenship, Migration and Criminology (MB)
3: Citizenship, Migration and Policing (MB & AP)
4: Citizenship, Migration and Criminal Law (LZ)
5: Citizenship, Migration and Punishment (MB)
6: Immigration Detention (MB)
7: Deportation (MB)
8: Migration, mobility and counter-terrorism (LZ)
Academic Writing Skills workshops
There will be two Academic Writing and Referencing workshops in Weeks 2 and 3 of Michaelmas Term for students to improve their academic writing. It is highly recommended that all students attend these sessions.

Hilary Term

Risk, Security and Criminal Justice
Prof Lucia Zedner

The rise of risk management and the pursuit of security are key features of contemporary crime control. This course analyses the ways in which risk is conceptualised, measured and managed in the pursuit of security and public protection. In particular, it examines how risk and security are transforming criminal justice policy and practice by examining domains such as policing, crime prevention, preventive detention, and counter-terrorism. We will explore the benefits, as well as the burdens, of these developments and examine their implications for civil liberties and for justice.

The provisional seminar topics are:

Week 1: Risk and the pursuit of security
Week 2: Policing, crime prevention, and risk management
Week 3: Risk assessment, actuarial justice and dangerous offenders
Week 4: Public protection and preventive detention
Week 5: Counter-terrorism laws and security policies
Week 6: The burdens of seeking security
Week 7: Doing justice in a security society
Week 8: Debate

Comparative Criminal Justice, Security and Human Rights
Dr Liora Lazarus

This course examines the relationship between human rights, criminal justice and the pursuit of security in a range of different jurisdictions. In addition to policing, and trial and pre-trial processes, the course considers the impact of national security measures in areas such as surveillance and extradition. Students are encouraged to think critically about the application of rights in all of these contexts, and to compare and contrast the approaches taken in different jurisdictions. The option is largely based on case law from jurisdictions including the UK, the US, Israel, South Africa and Germany, as well as judgments of the European Court of Human Rights. Students will need to become familiar with reading and analysing cases, but no formal legal training is required.
**Topic outline**

Week 1 – Human Rights and Security  
Week 2 – Positive Obligations, Security and Criminal Justice  
Week 3 – The Right to Life, Lethal Force and Targeted Killing  
Week 4 – Torture and Security  
Week 5 – Privacy and Surveillance  
Week 6 – Liberty, Policing and Preventative Detention  
Week 7 – Fair Trial Rights and Secret Evidence

**Qualitative Methods**  
*Dr Alpa Parmar*

- This course introduces students to different methods of qualitative inquiry, data gathering, analysis and reporting. We will consider when the use of qualitative methods are appropriate and also question the assumed polarity between qualitative and quantitative approaches. Special emphasis will be given throughout the course to ethical issues and cross-cultural and comparative research practices. Students will study examples of research techniques and carry out applied practice themselves. Interviews and more contemporary forms of data capture such as visual methodologies and the internet will also be covered in the course and students will have the opportunity to analyse data using NVivo (a qualitative computerized data analysis programme).

**Suggested Introductory Readings**


**Public and Private Policing**  
*Prof Ian Loader*

This course examines police and policing in 21st century Britain and beyond. It considers processes of change and stability in the organizational and institutional structures of policing, and their implications for criminal justice and for wider society.

**Topics covered**

1) Policing and social order  
2) Policing, privatization and markets  
3) Policing, legitimacy and democracy  
4) Governing policing  
5) Change and innovation in police organizations  
6) The ‘scientific turn’ in policing  
7) New challenges to policing  
8) Debating stop and search

**Transitional Justice**  
*Dr Julia Viebach*

How do societies torn apart by mass atrocity and gross human rights violations seek to recover from such immense harm? Transitional Justice has developed to answer this challenging question, and in doing so aims to satisfy demands for both restorative and retributive justice. Around the world, past
decades have witnessed the establishment of a variety of mechanisms including, the International Criminal ad hoc Tribunals, local legal procedures, Truth and Reconciliation Commissions, and (symbolic) reparations, as well as an International Criminal Court. These not only contribute to justice aims, but also attempt to foster a democratic transition to a fully functioning stable society, and can lead to reconciliation and peace in the countries concerned. Nevertheless, transitional justice remains a contested field in both theory and practice. This course will critically examine the empirical and theoretical foundations of transitional justice and its practical effects. It will adopt an interdisciplinary perspective, drawing on law, criminology, sociology and socio-legal studies. After laying the conceptual foundations, we will critically analyse transitional justice modalities, processes and their impact in various countries including South Africa, Rwanda, Bosnia, and Northern Ireland.

Upon successful completion of this course, students will be able to understand the historical and theoretical foundations of Transitional Justice theory and practice. Moreover, they will be able to critically assess Transitional Justice mechanisms, modalities and their impact in a wide range of post-conflict societies.

**Sentencing (this option will be a repeat of that run in Michaelmas term)**
*Prof Julian Roberts*

The aim of this option is to explore some of the legal, theoretical and empirical issues of sentencing, largely by reference to England and Wales but also other common law jurisdictions. As well as analysing the sentencing framework and the definitive sentencing guidelines, the seminar also discusses the use of imprisonment, arguments about previous convictions and sentencing, and the justifications for allowing certain factors to mitigate or aggravate sentence.

**Quantitative Analysis for Social Scientists**
*Robert Blakey*

This course is designed for students who want to learn quantitative analysis techniques for use in criminological contexts. Students will learn both basic statistical concepts and how to use SPSS, a statistical package widely used in the social sciences. The course will be taught using a version of the Crime Survey for England and Wales (CSEW) dataset. By the end of the course, students will be able to understand and critically assess papers containing quantitative data, use appropriate statistical methods, and present their analyses effectively in their dissertations.

**Course Objectives:**
The course will enable students to:
- Understand and interpret quantitative criminological research.
- Conduct analysis of existing datasets using SPSS.
- Present findings in an appropriate manner.

**Target Audience:**
- Students who are new to statistics and statistical analysis.
- Students who are planning on doing secondary data analysis for their dissertations.
- Students who are considering applying for jobs where a basic knowledge of statistics and statistical computer packages is required.
Youth Justice
Dr Rachel Condry

The aim of this course is to provide students with a critical and advanced understanding of youth justice. The competing aims, principles, and strategies underpinning responses to offending behaviour in young people will be explored and the diverse ways in which these have influenced contemporary youth justice in the UK will be examined. In particular, the course will investigate the relationship between theory, research and policy in the shaping of youth justice policy and practice.

The course will highlight the key shifts in state responses that centre on issues of justice, welfare, prevention, risk and related policy. The course will draw closely on a wide range of data from current research in youth justice. Throughout, attention is given to the importance of understanding the connections of youth crime with race, class and gender. This course will provide an opportunity to engage with the most up-to-date debates in an area of great interest in contemporary society.

Sociology of Mafias
Prof Federico Varese

Please note this course is offered by the Department of Sociology so the assessment will vary slightly from those offered by the Centre for Criminology. See full syllabus.

The course analyses five criminal organizations that have emerged in different times and contexts: the Sicilian Cosa Nostra, the American Mafia, the Russian Mafia, the Hong Kong Triads and the Japanese Yakuza. We explore the extent to which these cases, notwithstanding their differences, share crucial characteristics and features.

The course begins by defining State, Mafia group, Mafia and organized crime, and distinguishes the Mafia from superficially related phenomena, such as corruption and patronage. The course examines parallels between state behaviour in early modern Europe and Mafia behaviour, the emergence of Mafias as well as what Mafias do in both legal and illegal markets. The second part of the course focuses on how Mafias perform their roles. We study the resources, the organization, the role of women and the norms of these organizations.

Finally, the course explores factors that facilitate the expansion and the decline of Mafias and whether Mafias are emerging in non-traditional areas. The course is multidisciplinary and draws on concepts from political theory, industrial economics, and political economy, as well as on the history and sociology of different countries, such as Hong Kong, Italy, Japan, Russia, and the United States.

Trinity Term

Communication Skills for Criminologists
Dr Francesca Menichelli

This course provides an early introduction to the essential skills of hosting and participating in seminars with guest speakers, presenting your own work and writing for a blog. This seminar series aims to develop students’ communication and networking by giving them the opportunity to organise and host academic and non-academic speakers, and to present their own work to their tutors and peers.

This course runs through weeks 1-8 of Trinity term. Once a week, for the first 6 weeks, academics, practitioners, and researchers from the University and beyond will present to the class. Each week, a different small group of the MSc cohort will take responsibility for hosting the seminar (under the guidance of the tutor). One student will communicate in advance with the speaker and be responsible for hosting the seminar; 3 students will act as respondents at the end of the presentation, giving brief
(5 minute) responses to the paper, before opening the floor to questions, and one will write a short blog on the talk for the Centre blog. By the end of the 6 weeks all of the MSc cohort should have had the chance to take on one of these ‘communication’ roles.

During the final two weeks the cohort will work together to organise a two-day conference at which each MSc student will make a short presentation on their dissertation topic (work in progress), and other students will be expected to ask questions and make helpful comments. The presenters will also receive feedback on their communication and presentation skills from the tutors.

7.0 Assessment procedures

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work. The MSc Criminology and Criminal Justice Examination Conventions can be accessed here (TBA).

7.1 Assessment procedure for the MSc

The degree of MSc shall be awarded to any candidate who achieves a mark of at least 50 per cent in each of (a) the five options and the ‘Research Design and Data Collection’ course, (b) the two examined papers (‘Explanation and Understanding in Criminology’ and ‘Understanding Criminal Justice’), and (c) the dissertation, as well as satisfactorily completes the continuous assessment element of, where relevant, ‘Quantitative Analysis for Social Scientists’ and/or ‘Qualitative Methods’.

The examiners award a distinction to any candidate who achieves marks of at least 70 per cent on at least six of the papers, as well as satisfactorily completes the continuous assessment element, where relevant, of ‘Quantitative Analysis for Social Scientists’ and/or ‘Qualitative Methods’. In this calculation, the aggregated examined papers and the dissertation shall each count as two papers and each assessed essay shall count as one.

Students should be aware that unlike some other academic institutions, Oxford does not operate a quota system of distinctions, nor is there a Bell curve used on degree awards.

7.1.1 Summative assessment

Formal, ‘summative’ assessment is conducted by the following means over the 9 month period for full time students, and over the 21 month period for part time students:

- completion of two 2-hour unseen written examination based on the courses ‘Criminological Theories’ and ‘Criminal Justice’. Students are required to answer two questions at each examination under strict examination conditions.
- production of six assessed essays (one for each substantive option and one for ‘Research Design and Data Collection’) written unsupervised and unaided during the last three weeks of term. Students may not approach course tutors for clarification on essay questions or help with or feedback on essays. Students are expected to draw on the course readings in their options papers. While they may be rewarded for doing this and going beyond them to draw in additional work, examiners may reduce the mark of those who fail to cite course readings. **Note:** Candidates should take seriously the word limits imposed (both upper and lower). If a candidate exceeds the word limit, the examiners may decide not to proceed with the examination of the work. If they do proceed, they may reduce the mark. See further Examination Regulations 2016, pp. 44para. 16.6. Those who write less than the lower word limit may likewise be penalised.
- production of a dissertation,
in the case of candidates who have taken ‘Qualitative Methods’ and/or ‘Quantitative Analysis for Social Scientists’, a series of practical assignments are required for the relevant option.

Students receive written feedback on all their end-of-term assessed essays and their dissertation in the form responses on a 5 point Likert-type scale feedback form, which is supplemented by one or two paragraphs of qualitative feedback.

7.1.2 Formative assessment

In Michaelmas Term, students are required to complete a compulsory 1,500-word practice essay related to ‘Criminological Theories’ or either of their two option courses, for formative assessment purposes, to be submitted by the end of Week 3. In addition, in Week 5 of the first term the students attend a seminar at which advice is given on the expectations of the examiners and written feedback provided on their practice essays. A dissertation writing session takes place in week 1 of Trinity Term.

In Michaelmas Term, students also have the opportunity to write an additional 2000-word practice essay for a course other than that which they selected for the compulsory practice essay. This will be marked and feedback will be given to students individually. Students may also have this opportunity for some of the options running in Hilary Term (students should seek advice from individual option tutors).

Moreover, formative assessment includes feedback through termly sessions for each student with their academic supervisor and (limited) feedback from dissertation supervisors.

7.2 Previous Examination Performance

Students may wish to know how previous cohorts have fared in the examinations process. Copies of the Examiners’ Reports for both MSc programmes are available in the Social Sciences Library, and can be found on the Law Faculty Intranet for postgraduate students at: http://denning.law.ox.ac.uk/intranet/students/exams/bclmjur/. Copies are also available from the Graduate Studies Administrator at the Centre and the Centre for Criminology website.

Students may want to consult the examination questions set in previous years, to have an indication of what to expect. These are available from the Examination Schools on: http://missun29.offices.ox.ac.uk/pls/oxam/main.

7.3 The Notice to Candidates

Important information regarding assessment will be provided in the Notice to Candidates (traditionally referred to as the ‘Examiners’ Edict’) circulated to students during Michaelmas Term.

7.4 Examined papers

There is an unseen two-hour, two-question examination for the ‘Criminological Theories’ course (based on the topics covered in Michaelmas term), taken Week 0 of Hilary Term, provisionally Friday 12th January 2018, (date, time and venue to be confirmed). Students are required to answer two questions under strict examination conditions.

There is a further unseen two-hour, two question examination for the ‘Criminal Justice' course taken in Week 0 of Trinity Term, in which students will be required to answer two questions, under strict examination conditions. Provisionally the examination will be held on Friday 20 April 2018 (date, time and venue to be confirmed).

Treatment of absent answers and part answers, short answers, weak answers, and misunderstood questions: the mark for a completely absent answer in any script will be zero. The mark for a part answer, or a “skimped”, “rushed final”, “short” or “weak” answer will be such a mark above zero as is
appropriate, relative to more successful answers, in terms of the quality of what has been written, and the extent to which it covers the question. The overall mark for a script will be arrived at by averaging the number of marks, including zeros, over the number of questions that should have been answered on the paper.

7.5 MSc options

7.5.1 Form of assessed essays for the MSc options

Options (other than the Methods courses – see Sections 7.5.3) are examined by means of an assessed essay of 3,500–4,500 words, including footnotes but excluding bibliography and appendices, written during weeks eight to ten of Michaelmas and Hilary terms. A selection of three titles shall be posted on the Graduate Studies noticeboard at the Centre by noon on the Thursday of Week 7 of the relevant term (titles will also be emailed to students at this time).

*Students taking the Sociology of Mafias option in Hilary term, which is offered by the Department of Sociology, should check the word count and submission dates on the course syllabus as these will differ from options offered by the Centre for Criminology.

Your assessed essays must be typed or printed on one side of A4 paper only, with a margin of 3 to 3.5 centimetres on the left-hand side of each page. You should use font size 12 for the main text and font size 10 for footnotes. The text should be double-spaced and the footnotes and quotations should be single-spaced. Footnotes should normally be placed at the bottom of each page. Where they are given at the end of the essay, two separate booklets of footnotes should also be presented, for the convenience of the examiners. Pages should be numbered and EACH page should record your candidate number, the option title and the essay question title in a header or footer box. Essays should be submitted online as detailed in section 7.5.2 below. All written work must be submitted in English. All assessed essays should include a bibliography.

Note: Candidates should take seriously the word limits imposed (both upper and lower). If a candidate exceeds the word limit, the examiners may decide not to proceed with the examination of the work. If they do proceed, they may reduce the mark. See further Examination Regulations 2016, pp. 44para. 16.6. Those who write less than the lower word limit may likewise be penalised.

Each assessed essay should have a cover sheet attached (Declaration of Authorship) to it containing the title, subtitle (if any) and candidate number. It should also state the Oxford term and year of submission and the number of words of the essay/dissertation. Copies of these covers can be downloaded from: https://weblearn.ox.ac.uk/portal/site/socsci/law/postgrad/crim/page/resources

7.5.2 Submission of assessed essays

Candidates shall be required to submit each essay online, no later than noon, on Wednesday of Week 10 of the relevant term onto the anonymous submissions WebLearn site. The essays will automatically be checked for plagiarism using the Turnitin software.

7.5.3 Research Methods Courses

For ‘Research Design and Data Collection’ candidates will be required to submit an essay of 2,500 to 3,000 words at the end of Michaelmas term. A choice from three titles will be offered.

There are two sorts of assessment for the two other Research Methods courses, Quantitative Analysis for Social Scientists’ and ‘Qualitative Methods’, and both must be satisfactorily completed by all candidates.
Firstly, each candidate will be required to complete assignments during the term which will be marked on a pass/fail basis. For ‘Qualitative Methods’ candidates will complete a series of in-class and out-of-class research exercises, including a visit to the Oxford Crown Court and a formal interview. They will be required to submit three short reports which will be marked pass/fail. ‘Quantitative Analysis for Social Scientists’ will be required to submit 6 short assignments during term-time. Candidates who fail any of these assignments may be required to re-submit the assignment, normally within 7 days.

Secondly, at the end of each of the two terms each candidate will be required to submit an essay of 2,500 to 3,000 words. A choice from three titles will be offered.

Details of preparation (other than the word count), timing and submission of assignments for these courses are included in Sections 7.5.1.

7.6 Dissertation

7.6.1 Form and timing of the dissertation

The MSc dissertation shall be between 12,000 and 15,000 words long, inclusive of footnotes, but excluding abstract, appendices, bibliography, table of cases, headers, footers and index (when using OSCOLA, footnotes that are purely citations do not count toward the word limit). The dissertation shall be on a topic of the student’s choice, subject to the agreement of the Board of Studies. Candidates should choose a topic broadly within the general remit of criminology and/or criminal justice and email this, with a working title, to the Graduate Studies Administrator by noon on Wednesday 21 February 2018. In Week 9 of Hilary Term the Board of Studies (without the student representatives) will appoint a supervisor for each student for the purpose of guiding the student’s work on the dissertation. The Board of Examiners will subsequently meet in order to appoint two assessors for each dissertation.

The exercise of identifying a topic for research and a working title enables students to do preliminary work in choosing an area of interest, with an eye to both viability and the availability of appropriate supervisors. A Dissertation Supervisor will be assigned to each student by the Board of Studies (this may be your academic supervisor, if your chosen topic fits their expertise). Students are not expected to ask tutors to pre-approve working titles before submission to the Board of Studies, as such advice might unfairly prejudice the review process and creates, in practice, an unnecessarily time-consuming double assessment process.

Working titles will only be refused approval if they do not fall within Criminology or Criminal Justice (broadly conceived), if there is no appropriate supervisor available to provide expert guidance, or if the Board of Studies believes the student would have difficulty in successfully completing their proposed dissertation in the time available (please note that students should avoid criminal law topics as it is unlikely that a supervisor will be found).

Students are not usually expected to start working on their dissertations until Trinity Term. However, it is often advisable to start preliminary work before then, particularly if the Student has chosen to undertake empirical research. It is also imperative that Students who are engaging in empirical research apply for ethics approval at the earliest possible juncture. Securing ethics approval can be a time-consuming process that can interfere with research plans, as research cannot start until approval has been granted. Details on how to apply for ethics approval can be found here: http://www.admin.ox.ac.uk/curec/apply/ssh-idrec-process/, and see Section 22 below. Students who want to engage in empirical research for their dissertation should discuss the ethics process with their supervisors as soon as soon as they have been assigned one.

7.6.2 Choosing a dissertation title

Students are not normally allowed to change the substantive area of study for their dissertation approved and supervisors and assessors appointed. Working with their supervisors, they will narrow down the focus of their research and finalise a title.
When you and your supervisor have agreed a final title, you should email the GSA Tracy Kaye tracy.kaye@crim.ox.ac.uk and the Chair of Examiners, Prof Julian Roberts, julian.roberts@crim.ox.ac.uk for approval by Wednesday of Week 8 of Trinity to allow the Chair of Examiners time to consider your request and respond.

Once you have been appointed a supervisor, you should not seek further help with your dissertation from any of the other MSc teachers. If you have problems in relation to your dissertation supervision you should consult the Director of Graduate Studies, Dr Rachel Condry or the Centre’s Director, Professor Mary Bosworth.

7.6.3 Preparation of the dissertation

Your dissertation must be typed or printed on one side of A4 paper only, with a margin of 3 to 3.5 centimetres on the left-hand side of each page. You should use font size 12 for the main text and font size 10 for footnotes. The text should be double-spaced and the footnotes and quotations should be single-spaced. Footnotes should normally be placed at the bottom of each page. Where they are given at the end of the dissertation, two separate booklets of footnotes should also be presented, for the convenience of the examiners. Pages should be numbered and EACH page should record your candidate number and the dissertation title in a header or footer box. All written work must be submitted in English. All dissertations should include a bibliography.

Note: Candidates should take seriously the word limits imposed (both upper and lower). If a candidate exceeds the word limit, the examiners may decide not to proceed with the examination of the work. If they do proceed, they may reduce the mark. See further Examination Regulations 2016, pp. 44-45 para. 16.6. Those who write less than the lower word limit may likewise be penalised.

Each dissertation should have a cover sheet attached to it containing the title, subtitle (if any) and candidate number. It should also state the Oxford term and year of submission and the number of words of the dissertation. A cover sheet template is available on the assessment submissions Weblearn site.

The dissertation should be accompanied by an abstract and a table of contents. The abstract should summarise the scope and main arguments of the dissertation in approximately 300 words. It should be printed or typewritten, on one side only of A4-sized paper and should include the title of the dissertation, the candidate’s number, the title of the degree (MSc in Criminology and Criminal Justice) and the term and year of submission. Again, as with the cover sheets, these abstracts should be bound with the two copies of the dissertation. The abstract should NOT be included as part of the word limit.

For a definitive guidance on the correct format for a dissertation please refer to the section entitled “Format for Theses in the Faculty of Law” in the Faculty Graduate Student Handbook 2017-2018. These guidelines are also repeated in Section 12.5.3 of this handbook. Students should follow these regulations EXCEPT in relation to referencing (see Section 7.7 for further details).

7.6.4 Archiving of dissertations

One bound copy of the dissertation of each candidate who passes the examination shall be kept in the Bodleian Social Sciences Library. To facilitate the cataloguing of your dissertation, your dissertations should be accompanied by a filled in and signed copy of Form GSO.26b.

Candidates shall be required to submit their dissertation online, no later than noon, on Wednesday of Week 10 of Trinity term onto the anonymous submissions WebLearn site. The dissertation will automatically be checked for plagiarism using the Turnitin software.

Students may wish to upload their dissertation onto the Oxford Research Archive (ORA). For further details on this, do go to the ORA website: http://www.bodleian.ox.ac.uk/ora.
7.7 Referencing and Plagiarism

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

The University definition of plagiarism and a link to the Oxford Student’s website guidance on plagiarism can be found here: [www.ox.ac.uk/students/academic/guidance/skills/plagiarism](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism). Specific guidance on academic good practice and topics such as time management, note-taking, referencing, research and library skills and information literacy and a link to the Oxford Students skills webpage [www.ox.ac.uk/students/academic/guidance/skills](http://www.ox.ac.uk/students/academic/guidance/skills).

Two systems of referencing are acceptable, the so-called Harvard system, and the OSCOLA system (Oxford Standard for the Citation of Legal Authorities). Broadly speaking, the Harvard system is better suited for social sciences papers, while OSCOLA is more appropriate for essays making significant references to legal cases.

*The Oxford Handbook of Criminology* (Oxford University Press) adopts a version of the Harvard system, and students are encouraged to follow that model. Guidelines for OSCOLA can be found on the Law Faculty website: [https://www.law.ox.ac.uk/research-subject-groups/publications/oscola](https://www.law.ox.ac.uk/research-subject-groups/publications/oscola).

You should consult your Option Tutor on the type of referencing system most appropriate for your written work.

The second of the Academic Writing Skills workshops, taking place on 25 October 2017, is dedicated to referencing, and all students are highly recommended to attend it.

7.8 Notification of results

We do not post results of the assessed essays on the Graduate Studies Noticeboard and nor do we disclose marks to other students in any other way. They will be emailed to students individually and sent to students at their college. The results for the dissertation, exams and for the course as a whole will also be available online via Student System, generally within a few days of the Final Examiners’ Meeting (see key dates). Colleges will receive notification of results at the same time, and you should also receive a letter detailing your marks from your college. An official University transcript will automatically be generated during the following Michaelmas Term, and will be forwarded to whichever address you have specified as your ‘home address’ on the Student System. It is therefore important to update the Student System and inform the Graduate Studies Administrator with the address you will be residing at when you leave Oxford to ensure that your transcript and results arrive at the correct address.
### 7.9 Assessment standards

#### 70-100: Distinction level
Papers which are awarded a distinction will be well structured, well argued and comprehensive. They will be analytical, rather than merely descriptive and will go beyond the most obvious sources of knowledge. The candidate will have demonstrated an unusually clear grasp of most of the issues (including all the more important ones), used an unusually wide range of material, and displayed very good skills in evaluating the material and using it to construct arguments which deal with the issues.

**80-100**: Superb work showing fine command of intellectual debates and making a creative contribution to them.

**75-79**: Excellent work, intellectually stimulating argument.

**70-74**: Fine work showing powerful analysis, a distinctive argument, and full awareness of the secondary literature and critical engagement with it.

#### 50-69: Pass
Papers which are awarded a pass mark will demonstrate a competent grasp of most of the more important issues, a familiarity with and understanding of a reasonable range of relevant materials, and good skills in evaluating the material and using it to construct arguments which deal with the issues.

**65-69**: Strong pass: Strong and well-developed independent critical analysis that moves beyond issues discussed in seminars. Clear and logical arguments and an awareness of nuances and complexities in debates. Strong evidence of independent research drawing on a wide range of literature. Some indication of distinction potential; no significant errors of fact or interpretation.

**55-64**: Good pass: Sound analytical standard with most points developed rather than stated. Some evidence of independent critical analysis and evaluation and synthesis of material. Addresses the question and provides a reasonably focused answer. Some awareness of nuances and complexities in debates.

**50-54**: Pass: Basic analytical skills apparent from identification of intellectual problems with some structured discussion of them. Partially addresses the question but lacks focus. Broadly satisfactory grasp of key issues. Arguments appropriate, but underdeveloped.

Candidates are expected to pay attention to academic style, grammar, use of referencing and citation conventions as these will be taken into account in the assessment process.

#### 0-49: Fail
An unsatisfactory piece of work. At best, the answer will simply describe the most relevant research and debates but will not demonstrate any skill at analysis or argumentation. It is likely that this candidate will not have clearly demonstrated much understanding of the question or the issues it raises. Some of the most relevant material is likely to have been ignored and irrelevant material included.

**45-49**: Marginal fail: inadequate development of points made.

**0-44**: Outright fail: inadequate coverage and inadequate analysis.
8 Arrangements for reassessment

No-one may gain the degree of MSc in Criminology and Criminal Justice without having attained pass marks in all components of the degree, namely the examined courses, the options, and the dissertation. Arrangements for reassessment shall be as follows:

(i) Examined courses: Candidates who fail, or with permission from the University Proctors withdraw from, either ‘Explanation and Understanding in Criminology’ or ‘Understanding Criminal Justice’ may resit the examination in the relevant term of the following academic year. Note however that candidates can carry one mark of less than 50% as long as the aggregated (average) mark for both courses is over 50%. In cases where the average is less than 50% but the candidate passed one paper, they shall only be required to resit the paper that they failed. Such candidates who have completed successfully either or both of (a) the options and Research Design and Data Collection (i.e. have obtained an aggregate mark of 50 per cent or more) and (b) the dissertation, may carry forward the marks gained for the successfully completed components. Candidates may also carry forward their certificate of satisfactory completion of the continuous assessment element of any Research Methods course(s) which they have taken.

(ii) Options: Candidates who have failed to obtain an aggregate mark of 50 per cent for all assignments for the options and Research Design and Data Collection together, or who have withdrawn with proctoral permission from any assessment, may resubmit assessments for which they obtained a mark of 49 per cent or less. Candidates may resubmit those assessed essays in which they have obtained a mark of 49 per cent or less to the Examination Schools, High Street, Oxford, according to the standard timetable for submitting essays in the following academic year. Such candidates who have completed successfully (a) the core course examination, (b) the dissertation, and (c) any assessment for which they have received a mark of 50 per cent or more, may carry forward the marks gained for the successfully completed components. Candidates may also, where relevant, carry forward their certificate of satisfactory completion of the continuous assessment element of any Research Methods course(s) which they have taken.

(iii) Continuous assessment element of Research Design and Data Collection and Quantitative Analysis for Social Scientists and/or Qualitative Methods: Candidates who fail to complete an assignment which forms part of the continuous assessment element of any of these courses to the satisfaction of the relevant Course Tutor may be required to resubmit that assignment by noon on Wednesday of Week 10 of the relevant term.

(iv) Dissertation: Candidates who fail, or withdraw with proctoral permission from the dissertation may resubmit the dissertation by the required date in Trinity Term of the following academic year. Such candidates who have completed successfully (a) the examined courses and/or (b) the options and/or (c) Research Design and Data Collection, may carry forward the marks gained for the successfully completed components to the following academic year. Candidates may also, where relevant, carry forward their certificate of satisfactory completion of the continuous assessment element of any Research Methods course(s) which they have taken.

The details above pertain if a student has failed just component of the course. If a candidate fails more than one component (the option essays; the dissertation; the examinations) it will still be possible to retake each of the failed components in the following academic year. However, in these circumstances, it would be necessary to attend classes in the relevant terms and to pay fees. Students get only one chance to retake papers; if they fail a second time they will leave the course.

9 Prizes

Professor Roger Hood, Director of the Centre for Criminological Research from 1973 to 2003, has endowed a prize for the best overall performance each year in the MSc in Criminology and Criminal Justice. The Roger Hood Prize (£500) was awarded for the first time at the end of the 2003-04 academic
year to the best MSc student. The prize will only be awarded if the student receives an overall distinction.

There is also a Routledge prize of £250 for the best dissertation, awarded at the discretion of the Board of Examiners.

10 Course evaluation
The Director of Graduate Studies for Criminology and course tutors are committed to making a thorough evaluation to assess whether the aims and objectives of the course (see Appendix A) are being achieved and to improve the course by identifying its strengths and weaknesses. There are various methods by which we seek to obtain feedback from students about their experiences. There are informal means by which students can communicate their experiences of this course: through the meetings with their (Academic) Supervisor and through direct communication with the course teachers. Rather more formal is the role of the Student Representative. Students have the opportunity to elect a representative amongst their cohort in Week 0 of Michaelmas term (or two, if the cohort is large). MSc and research students’ reps will attend termly meetings (normally Tuesdays of Week 9) with the Board of Studies to represent the students’ needs and interests. The Board of Studies feeds back to the students, via the Student Representative, their responses to students’ comments and concerns. The Board makes clear which of the suggestions for change they feel able to act upon. In some cases change might not be possible until the following academic year.

As part of the wider Law Faculty students also have the opportunity to elect a student representative to sit on the Law Faculty’s Graduate Studies Committee. This student representative will be chosen amongst the year’s MSc and MPhil students together (see the Law Faculty Graduate Student handbook for more information). These elections are overseen by the Law Students’ Association and are conducted over the Faculty’s postgraduate email list. The Centre strongly encourages students to nominate someone for this position and to participate fully in the elections. The person nominated can be the same or different to the representative on the Board of Studies.

Students who are enthusiastic to serve their fellow students (and incidentally gain an insight into how Oxford’s academic governance operates) might consider standing for these positions in the Michaelmas Term, and student interest in these positions is warmly welcomed. Over the course of the year students who have suggestions they wish to make to the Centre and the Faculty, who have issues to raise, or who seek advice may wish to do so through these committee representatives.

Students are encouraged to consult their student representatives about the course and criminology centre (eg core course, options, tutors, administration, supervision) and consult the representatives for the Law Faculty Graduate Studies Committee about any problems related to the law faculty more widely (for example, database support, the law library, and other facilities).

Subject to the requirements of data protection legislation, the Graduate Studies Administrator maintains a database on its alumni to track how our students fare in the employment or higher education market, to help students keep in touch with each other, to send out job opportunities and relevant events (eg conferences, seminars, calls for papers) and to provide new students with ideas about possible career choices.

10.0 MSc student feedback
There is a more structured method for conducting course evaluation, namely the use of an anonymous questionnaire administered in Week 8 of each term for each course taken.

In Trinity Term further evaluation is collated from students on the following areas:
- Core course (content, methods of teaching);
- Research Design and Data Collection (content, methods of teaching);
• Options (content, methods of teaching);
• Academic supervision;
• Library services and IT provision;
• Teaching environment and facilities;
• Quality of teaching and learning;
• Assessment arrangements;
• Academic support;
• Dissertation

The questionnaires are administered by the Graduate Studies Administrator and no teaching member of staff is present while students fill in the questionnaire. The feedback is then collated, and the findings presented to the Board of Studies.

10.1 MPhil student feedback
In addition to the feedback gathered by the MPhil representative, students attending MSc classes as part of the MPhil programme would be asked to respond to the standard MSc course evaluation questionnaires.

The Board of Studies and Graduate Studies Committee feeds back to the students, via the Student Representative, their responses to students’ comments and concerns. The Committee makes clear which of the suggestions for change they feel able to act upon. In some cases change might not be possible until the following academic year.

10.2 Graduate Student Supervision (GSS)
In addition to feedback forms and questionnaires aimed at collecting student feedback on their course and the learning environment, students also have the opportunity to comment on their progress and related matters on the Graduate Student Supervision (GSS) system. This is the University of Oxford’s automated system designed to report on student progress. All students are strongly encouraged to take full advantage of this feedback opportunity (see also Section 23.3).

The Academic Supervisor is required to write a report on each student’s academic progress each term, on the University’s online Graduate Supervision System (GSS). The contents of this report are communicated to the student, and the student’s college. You are encouraged to take part in this process. The GSS will invite you to logon near the end of term and create a self-assessment report. You will be prompted to list completed courses and courses still to attend, as well as provide a comprehensive overview of your progress. You will also be able to set a flag to indicate if you have concerns with your progress, and this will be highlighted to your Academic Supervisor, Director of Graduate Studies, and College Adviser. Your Academic Supervisor will then complete a report on your progress, and this will be available for you to view, as well as your Director of Graduate Studies, your College Adviser and the appropriate administrators. Whilst it is not mandatory for students to complete a self-assessment report, it is a useful tool to reflect on your achievements and provides an opportunity to communicate any concerns to your teaching staff. For further details on this process, please see: http://www.gss.ox.ac.uk/. Students should note that Michaelmas Term’s reports will be based largely on participation and performance in class, in the absence of other indices of performance.
11. **Progression from the MSc**

Some students will decide whilst studying for the MSc to apply to start a further degree within the Centre or Faculty immediately after completion of the MSc, often with a view to continuing on to a DPhil. There are various routes for this process (see Figure 1), which will be explained below.

**Figure 1: Pathways to a DPhil**

![Diagram showing pathways from MSc to MPhil Law, MPhil Criminology, PRS, MSt Legal Research, MLitt Criminology or MLitt Law, and DPhil Criminology or DPhil Law.]

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11.1 **The MPhil in Criminology and Criminal Justice**

The Master of Philosophy (MPhil) in Criminology and Criminal Justice is a one-year full-time taught course, available only to those who have completed the MSc programme. Students must normally take up their MPhil place straight after the MSc. The first year of study (the MSc) acts as the Qualifying Test for entry to the MPhil. Students must obtain a 67% weighted average mark in the first year of study in order to be admitted to the second year. In addition, the student’s MPhil research proposal would need to be accepted by the Board of Studies and appropriate supervisory arrangements found within the Faculty.

An MSc student who intends to stay on for the MPhil, does NOT graduate from the MSc – the MPhil is, in effect, the second year of a degree in its own right. Such a student should, therefore, not book a graduation at the end of the MSc year as any costs incurred cannot be refunded.

MPhil students write a supervised thesis of between 25,000 and 30,000 words on a topic of their choice within the field of criminology, broadly conceived. They have the opportunity to undertake fieldwork in order to test theoretical ideas or to conduct sophisticated statistical analysis and thus to complete a major investigation. Alternatively, they may choose to conduct library-based research. One academic year (October-June) is allowed for the completion of the degree. The thesis must be submitted by the Friday of Week 8 of the Trinity Term of the MPhil year.

MPhil students can elect to continue from MPhil to DPhil. In this case their MPhil will count as the PRS (Probationer Research Student) year of a DPhil. For information on how to do this, check Section 14.5 below.

11.2 **The MSt in Legal Research**

The MSt requires a thesis of up to 30,000 words. The MSt is both a one-year research degree which some people make their final aim, and, for others, the first step on the way to a DPhil. For details on
the MSt, including admissions to the MSt and transfer from the MSt to DPhil, please consult the Graduate Student Handbook for the Faculty of Law.

11.3 The DPhil
For those interested in taking their research further, the MPhil and MSt year can also double as the first stage of the Doctor of Philosophy (DPhil) programme.

The doctorate requires a thesis of up to 100,000 words. It should be completed in three or at the most four years. 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.”

11.4 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.

11.5 Admission to the MPhil/ MSt/ DPhil programmes
Whether students would like to stay in Oxford for further study, or attend another university, they should in the first instance discuss their plans with their Academic Supervisor. Further guidance can be sought from the Director of Graduate Studies (Research). These discussions should preferably take place in Michaelmas Term. Applications to transfer to the MPhil and DPhil Criminology are handled by the Centre, and all decisions are subject to final approval by the Faculty of Law. If you want to go on to the MPhil or DPhil, you must signify your wish to do so at the end of your first term and you must then submit your research proposal, supporting documents and the appropriate application. For MPhil this is form GSO28 plus Criminology 1, which is available from the Graduate Studies Administrator (Tracy Kaye) and the deadline is Friday Week 4 of Hilary Term (9th February 2018).

For DPhil this is the reapplication form, available via the Graduate Admissions website. The deadline is Friday of Week 1 of Hilary Term. Applications are considered in line with the University’s application deadlines for admissions, and the proposals are put to the Centre for Criminology’s Board of Admissions. Confirmation of these application deadlines can be checked on the Graduate Admissions and Centre websites.

Students applying to the DPhil after the MSc are not admitted directly to the full status of DPhil student, but to Probationer Research Student (PRS) status. A student intending to study for an Oxford DPhil must anyway spend a year as a 'Probationer Research Student’ and then take a Qualifying Test (QT) to become a full DPhil student (see below for more details).

The route MSc (1 year) » MPhil (1 year) » DPhil (approx. 2 further years) forms its own pathway to a doctorate in Criminology. The MSc year creates an ideal platform from which to launch into serious research. Despite having spent that extra year before turning to research, those who follow this route tend to reach their doctoral goal more expeditiously than others and often with less anxiety. Subject to certain regulations, your MPhil thesis can be incorporated into your DPhil thesis. If you take this route, your QT will be scheduled shortly after the examination board confirming your MPhil award. Your MPhil thesis will then form part of your QT documentation (note: it is possible to pass the MPhil without passing the qualifying test).

Applications to transfer to the MSt and DPhil Law at the end of the MSc are handled by the Faculty of Law, in conjunction with the Centre for Criminology. Detailed guidance on the admissions process is provided in the Faculty of Law Handbook. Geraldine Malloy is the Graduate Studies Assistant for Law,
and can explain the administrative process of applying for an MSt or DPhil in Law at Oxford. She can be contacted by email at geraldine.malloy@law.ox.ac.uk.

If you are offered a place on one of the further degrees, it will normally be conditional on achieving at least a 67% weighted average in the MSc degree, and subject to a suitable research proposal and adequate supervision facilities within the Faculty. You will need to have convinced your supervisor and the Director of Graduate Studies that you could cope with the demands of the MPhil or doctoral research. In addition, the Faculty would need to be sure it could provide appropriate supervision. Some exceptionally good students will be refused a place at Oxford because their area of interest is outside of the expertise of faculty staff.

Please note: if you are an MSc student who intends to stay on for the MPhil, you do NOT graduate from the MSc – the MPhil is, in effect, the second year of a degree in its own right. You should not, therefore, book a graduation at the end of the MSc year as any costs incurred cannot be refunded.

12 The MPhil Programme

12.1 MPhil teaching and learning methods

Students are required to submit a thesis which must not exceed 30,000 words and should not normally be less than 25,000 words on a topic of the student’s choice, subject to the agreement of the Board of Studies (see Section 11.5).

During the second year of the course teaching and learning is primarily self-directed. However, the student will have the opportunity to refine their thinking and to consider competing perspectives through regular meetings with their appointed supervisor.

At the beginning of the MPhil year students will also be expected to present their initial ideas for their thesis at the Criminology Discussion Group (CDG). Student presentations will be discussed and feedback provided. Workshops are attended by fellow students, and the (DGS (R)). Subsequent to this first workshop, the DGS (R) shall organize regular meetings of the Centre's MPhil and DPhil students to provide an opportunity to discuss research and related issues. MPhil students are also encouraged to attend the Criminology Research Workshop sessions in Trinity Term (see Section 6.1.11).

Students are also expected to attend the term-time series of criminology seminars organized by the Centre for Criminology to enhance their appreciation of the latest developments in criminological research. Students will also be directed toward research seminars, workshops and conferences offered by the Faculty of Law and other Departments in the University of Oxford (especially Socio-Legal Studies, Politics, Sociology, Social Policy, and Economics), if considered relevant for their chosen area of specialization within criminology or for their research methods.

In addition, the Law Faculty organizes self-sustaining discussion groups that all Faculty graduate students are encouraged to attend. These groups are advertised on the Faculty’s postgraduate email list and can help to accelerate research for those who participate in them.

Basic library and IT training, as well as a writing skills seminar, are all offered during Weeks -1 and 0 of Michaelmas Term (induction weeks).

Empirical Research Methods component

As part of the MPhil course requirements, candidates are required to follow two courses of instruction in Empirical Research Methods (‘Research Design and Data Collection’, taught by Professor Julian Roberts and either Quantitative Analysis for Social Scientists or Qualitative Methods. Students will have undertaken ‘Research Design and Data Collection’ as part of their first (MSc) year. If they also undertook either Quantitative Analysis for Social Scientists and/or Qualitative Methods as part their
first year, they will not be required to take it a second time. If not, they will take it during the first term of their second year.

12.2 Education aims and learning outcomes
During the second year of the MPhil programme (the first one being the MSc in Criminology and Criminal Justice the programme has the following educational aims and learning outcomes

Educational aims of the programme
The second year of the MPhil programme aims to:
• give students experience in conducting a major piece of criminological investigation that builds on the skills learned throughout the MSc through the production of a substantial thesis;
• give students a comprehensive understanding of research techniques applicable to criminological enquiry and empirical research;
• provide students with the skills to integrate theoretical, substantive and technical principles in their analysis of criminological issues;
• develop the students’ ability to report research findings; and
• prepare students for doctoral work in criminology and for research careers in academia, government and the private sector.

Programme outcomes
On successful completion of the second year of the MPhil programme, students should:
• have developed (through the research methods component of the course and the process of designing a research project and producing a substantial thesis) an advanced understanding of:
  1. the fundamental concepts, techniques, principles and theories of data collection (both qualitative and quantitative) and data analysis;
  2. the key concepts, techniques, principles, facts and theories relevant to the student’s chosen area of specialization;
  3. the integration of theoretical, substantive and technical principles in criminological research; and
  4. the ethical, philosophical and epistemological problems associated with criminological research.
• be well equipped for critical analysis of crime, criminal justice and the development of criminal justice policy;
• have successfully applied criminological and criminal justice knowledge through the design and completion of a substantial research project; and
• have learnt how to produce a substantial and scholarly piece of written work based on empirical evidence or library-based research.

12.3 Residency requirement and Fee Liability
The minimum residence requirement for the MPhil Criminology is three terms of full-time supervised research in Oxford. There is a narrow discretion to grant dispensation from periods of residence, as for example, where your research requires you to travel abroad. Subject to that, you cannot obtain your degree unless your college certifies that you have fulfilled the residence requirements. Residence for a term requires that you be in Oxford for six weeks of each such term. Being ‘in residence’ for research students also means being engaged in full-time supervised research in Oxford. Various forms of employment may be compatible with this requirement, as long
as they do not hinder your research, but you must discuss any substantial employment with your supervisor and the DGS (R).

There is a continuation charge for all graduate research students who start their course in the 2011/2012 academic year or later. All students who are still registered for a research degree after they have reached the end of the standard period of fee liability for their course will be expected to pay a charge. It remains payable until you have submitted your thesis. This charge will be the same for all students regardless of qualification, course, fee status or prior Oxford study. It has been set at £425 per term in 2015/2016. If you started graduate research study before 2011/12, you will not be liable for the University continuation charge provided that you have not changed course. Continuation fees will start in the term following the last term of normal fee liability, so for a PRS student, in Term 10, but for an MSt/MPhil to DPhil student, this would be Term 13 overall (effectively Term 10 of the DPhil) as one year of MSt/MPhil fees counts towards the DPhil.

12.4 Funding

Students considering applying for funding should first consult the Centre’s website: (http://www.crim.ox.ac.uk). International students should contact the International Student Advisory Service for information on fees and funding opportunities. Their offices are at the Examination Schools on the High Street and are open between 9-5, Monday to Friday (http://www.admin.ox.ac.uk/io; student.information@admin.ox.ac.uk).

Both home and international students should seek guidance on funding as soon as possible, preferably early in Michaelmas Term. Information is available in the Law Faculty Graduate Students’ Handbook and on the Graduate Admissions website: http://www.ox.ac.uk/feesandfunding/.

12.5 The MPhil thesis

12.5.1 Title

The exact title has to be approved, and the thesis must be submitted under the approved title. However, it is relatively easy to obtain permission for a modification. Do not make the title too long. It is the business of your first few pages, not of the title, to define precisely your project is and make clear what questions will and will not be addressed. Think of your title as the title of a book. Thesis titles are approved by the Board of Studies (closed business) during the academic year preceding the student’s commencement of the MPhil programme, in line with the admissions cycle for that year.

12.5.2 MPhil Supervision

Students are appointed a supervisor to respond seriously and critically to their work and advise them on their topic and how to develop it. They will meet regularly with their supervisor, although this may be more frequent as they are defining their project and in the period immediately before submission. Supervisors will:

- meet students regularly and return submitted work with constructive criticism within a reasonable time;
- be accessible to students at appropriate times when advice is needed;
- assist students to work within a planned framework and timetable;
- monitor students’ ability to write a coherent account of their work in good English;
- attempt to avoid unnecessary delays in the progress of the research;
- pursue opportunities for students to discuss their work with others in the research community (including the presentation of research outcomes where relevant) at University, national and international level; and
- arrange appropriate temporary supervision for the student during periods of leave.

Whilst specifically concerned with the academic progress of their thesis, academic supervisors can also offer support on a range of welfare matters.
The Academic Supervisor will write a report on each student’s academic progress each term, on the University’s online Graduate Supervision System (GSS). The contents of this report are communicated to the student, and to the student’s college. You are encouraged to take part in this process. The GSS will invite you to logon near the end of term and create a self-assessment report. You will be prompted to list completed training and training which is still required, as well as provide a comprehensive overview of your progress. You will also be able to set a flag to indicate if you have concerns with your progress, and this will be highlighted to your Supervisor, Director of Graduate Studies, and College Adviser. Your supervisor will then complete a report on your progress, and this will be available for you to view, as well as your Director of Graduate Studies, your College Adviser and the appropriate administrators. Whilst it is not mandatory for students to complete a self-assessment report, it is a useful tool to reflect on your achievements and provides an opportunity to communicate any concerns to your teaching staff. For further details on this process, please see: http://www.gss.ox.ac.uk/. Students should note that Michaelmas Term’s reports will be based largely on participation and performance in class, in the absence of other indices of performance.

12.5.3 Preparation and presentation

- Every thesis must have a title page, containing your candidate number, college and department, the title and any sub-title, and the degree for which the thesis is being submitted.
- Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 7 to 10 below.
- Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the pages where the chapters and first-level sub-headings begin.
- Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. Those tables must be indexed, so that each entry shows on what pages the case or statute in question is mentioned. The tables must appear at the beginning of the thesis, after the title page, the abstract, and the table of contents (in that order).
- A bibliography must appear at the end of the thesis. It need not be indexed.
- An index is not required. If there is one, it must come after the bibliography.
- All footnotes and appendices are included in the word count. The abstract, the table of contents, the table of cases, the table of statutes, the bibliography, any headers or footers, and any index are not included in the word count.
- The thesis must be written in English.
- The thesis must use A4 paper.
- The thesis must be word-processed using size 12 font on one side of the paper only, with a margin of 32 to 38 mm on the left hand side. Variations of font size may be used for headings, sub-headings, and footnotes.
- The lines in the main text must be double spaced (8mm).
- The first line of every paragraph must be indented unless the paragraph immediately follows a heading or sub-heading, or an indented footnote.
- Quotations must use single inverted commas, saving double inverted commas for use for quotes within quotes. Quotations longer than two lines must be presented as a double-indented, single-spaced paragraph with no further indentation of the first line. Such double-indented quotations must not use quotation marks.
• Endnotes must not be used. Footnotes must be internally single spaced with double spacing between the notes.
• The thesis would ordinarily be expected to comply with OSCOLA (the Oxford Standard for Citation of Legal Authorities; http://denning.law.ox.ac.uk/published/oscola.shtml) if it is based on library research or frequently cites case and legislation. A criminology thesis that is based on empirical research and more broadly sociological can use another standard for citation. You should consult your supervisor for advice on appropriate alternatives to OSCOLA.
• The thesis must be bound in a soft or hard cover.
• Where the thesis is offered as part of an examination which is assessed anonymously, it must not at any point divulge the identity of the candidate or the candidate’s college.
• The word limit for the thesis is 30,000 words.
• To facilitate the cataloguing of your thesis, your thesis should be accompanied by a filled in and signed copy of Form GSO.26b.

12.5.4 Submission
The completed thesis should be submitted by noon on the Friday of Week 8 of the Trinity Term in which the exam is to be taken. Two bound copies, printed or typed, have to be submitted to the following address:

“The Chairman of Examiners for the MPhil in Criminology and Criminal Justice
C/o The Clerk of Examination Schools, High Street, Oxford”

In the bottom left-hand corner of the envelope you should print “Thesis for the MPhil in Criminology and Criminal Justice”; your candidate number should be printed in the top right hand corner of the envelope.

12.6 Assessment

12.6.1 Formative assessment during the MPhil year
The student will have individual supervisory meetings to discuss the proposed programme of research and to review thesis drafts. The student is therefore provided with ongoing formative assessment and feedback throughout the research project.

In addition, at the beginning of the MPhil year students will also be expected to present their initial ideas for their thesis at the Criminology Discussion Group (CDG). Student presentations will be discussed and feedback provided. Workshops are attended by fellow students, and the DGS (R). Subsequent to this first workshop, the DGS (R) shall organize regular meetings of the Centre’s MPhil and DPhil students to provide an opportunity to discuss research and related issues. MPhil students are also encouraged to attend the Criminology Research Workshop sessions in Trinity Term.

The opportunity to write ‘practice’ essays is offered to MPhil students taking the Research Methods courses. The course tutor will offer detailed feedback on all aspects of the essay to students who avail themselves of this additional assessment opportunity. The essay will not contribute to the student’s final grade.

12.6.2 Assessment of the thesis
The thesis is double blind marked by two assessors. The supervisor for the thesis, appointed by the Board of Studies, has no responsibility for marking the thesis.

The degree of MPhil is awarded to any candidate who has achieved a weighted average of 67 per cent for the first year of the course and who achieves a mark of at least 50 per cent for their thesis. The
examiners award a distinction to any candidate who achieves marks of 70 per cent or above on at least seven components of the MPhil. In this calculation, each MSc option and each methods course counts as one component; both the MSc core course and the (end-of-first-year) dissertation count as two components; the MPhil thesis counts as three components.

A selection of submitted work, including any fails, is reviewed by the external examiner. For those intending to go on to doctoral study, the MPhil thesis would normally provide the foundation for the proposed doctoral work and serve as the submission for the qualifying test for the transfer of status from MPhil to DPhil status.

12.7 Assessment standards for the thesis

<table>
<thead>
<tr>
<th>Mark Range</th>
<th>Description</th>
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</thead>
<tbody>
<tr>
<td>70-100: Distinction level</td>
<td>Papers which are awarded a distinction will be well structured, well argued and comprehensive. They will be analytical, rather than merely descriptive and will go beyond the most obvious sources of knowledge. The candidate will have demonstrated an unusually clear grasp of most of the issues (including all the more important ones), used an unusually wide range of material, and displayed very good skills in evaluating the material and using it to construct arguments which deal with the issues.</td>
</tr>
<tr>
<td>80-100: Superb work showing fine command of intellectual debates and making a creative contribution to them.</td>
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<tr>
<td>75-79: Excellent work, intellectually stimulating argument.</td>
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<tr>
<td>70-74: Fine work showing powerful analysis, a distinctive argument, and full awareness of the secondary literature and critical engagement with it.</td>
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</tr>
<tr>
<td>50-69: Pass</td>
<td>Papers which are awarded a pass mark will demonstrate a competent grasp of most of the more important issues, a familiarity with and understanding of a reasonable range of relevant materials, and good skills in evaluating the material and using it to construct arguments which deal with the issues.</td>
</tr>
<tr>
<td>65-69: Strong pass: Strong and well-developed independent critical analysis that moves beyond issues discussed in seminars. Clear and logical arguments and an awareness of nuances and complexities in debates. Strong evidence of independent research drawing on a wide range of literature. Some indication of distinction potential; no significant errors of fact or interpretation.</td>
<td></td>
</tr>
<tr>
<td>55-64: Good pass: Sound analytical standard with most points developed rather than stated. Some evidence of independent critical analysis and evaluation and synthesis of material. Addresses the question and provides a reasonably focused answer. Some awareness of nuances and complexities in debates.</td>
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</tr>
<tr>
<td>50-54: Pass: Basic analytical skills apparent from identification of intellectual problems with some structured discussion of them. Partially addresses the question but lacks focus. Broadly satisfactory grasp of key issues. Arguments appropriate, but underdeveloped.</td>
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<tr>
<td>Candidates are expected to pay attention to academic style, grammar, use of referencing and citation conventions as these will be taken into account in the assessment process.</td>
<td></td>
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<tr>
<td>0-49: Fail</td>
<td>An unsatisfactory piece of work. At best, the answer will simply describe the most relevant research and debates but will not demonstrate any skill at analysis or argumentation. It is likely that this candidate will not have clearly demonstrated much understanding of the question or the issues it raises. Some of the most relevant material is likely to have been ignored and irrelevant material included.</td>
</tr>
<tr>
<td>45-49: Marginal fail: inadequate development of points made.</td>
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<tr>
<td>0-44: Outright fail: inadequate coverage and inadequate analysis.</td>
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</table>
12.7.1 Reassessment of the thesis

Candidates who fail the thesis, that is obtain a mark of 49% or less, may resubmit the thesis by the required date by Week 8 of the term following notification of their thesis results. Candidates who have completed successfully the components of the MSc and the Empirical Research Methods, may carry forward the marks gained for the successfully completed parts of the course. Candidates can resubmit the thesis only once.

No one may gain the degree of MPhil in Criminology and Criminal Justice without having attained a 67% average weighted mark for the first year of the degree, and a pass mark in the second year of the degree (the MPhil thesis).

13 Research Degrees at the Centre for Criminology

Two research degrees are available at the Centre, the DPhil and the MLitt. Almost all students chose the former.

13.1 Pathways

There are two principal routes to a research degree at the Centre for Criminology. A majority of students will register as PRS students (having applied to the DPhil or MLitt in Criminology or Law); but some will apply for admission to the DPhil following completion of the MPhil in Criminology and Criminal Justice. Students can also transfer from MPhil Law or MSt in Legal Research; if following these routes, you should consult the Law Faculty Handbook.

13.2 The PRS to DPhil/MLitt Route

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>1st Term:</th>
<th>Admitted as PRS.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>3rd Term:</td>
<td>By the end of Week 4: Submit an application for transfer to DPhil/MLitt status. This application is known as the ‘Qualifying Test’ and successful applicants are then admitted to DPhil or MLitt status.</td>
</tr>
<tr>
<td>Year 2:</td>
<td>4th Term:</td>
<td>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.</td>
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<tr>
<td></td>
<td>6th Term:</td>
<td>DPhil students should normally submit an application for Confirmation of Status</td>
</tr>
<tr>
<td>Year 3:</td>
<td>9th Term:</td>
<td>MLitt students must submit their thesis by the end of this term.</td>
</tr>
<tr>
<td></td>
<td>9th Term:</td>
<td>DPhil Confirmation must be achieved by the end of this term, or students will no longer be registered at the University.</td>
</tr>
<tr>
<td>Year 4:</td>
<td>12th Term:</td>
<td>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.</td>
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</table>

13.3 The DPhil after MPhil Route

<table>
<thead>
<tr>
<th>Year 1:</th>
<th>1st Term:</th>
<th>Admitted as MPhil.</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>2nd Term:</td>
<td>By the end of Week 1: Submit an application for admission to DPhil status by Friday 19 January 2018.</td>
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<tr>
<td></td>
<td>3rd Term:</td>
<td>The applicant undertakes a Qualifying Test (QT) for transfer of status shortly after their results for the MPhil are ratified by the Board of Examiners.</td>
</tr>
<tr>
<td>Year 2:</td>
<td>4th Term: Successful applicants are admitted to DPhil status on the basis of the application, their MPhil examination result, and a successful QT.</td>
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<tr>
<td></td>
<td>6th Term: DPhil students should normally submit an application for Confirmation of Status</td>
<td></td>
</tr>
<tr>
<td>Year 3:</td>
<td>9th Term: MLitt students must submit their thesis by the end of this term.</td>
<td></td>
</tr>
<tr>
<td></td>
<td>9th Term: DPhil confirmation must be achieved by the end of this term, or students will no longer be registered at the University.</td>
<td></td>
</tr>
<tr>
<td>Year 4:</td>
<td>12th Term: Students are expected to submit the final thesis before the end of this term.</td>
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### 13.4 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 masters course, should complete the Research Design and Data Collection course as well either Quantitative Analysis for Social Sciences or Qualitative Methods, under advice from their supervisor. For these methods courses, assignments are marked on a pass/fail basis.

DPhil in Criminology students are thus required to take two out of the three Centre for Criminology research methods courses mentioned above, although those not planning to conduct empirical research may be granted permission to take the CLRM instead. If you are in any doubt please seek advice from your academic supervisor and/or the DGS(R).

### Course in Legal Research Method (CLRM)

This course, organized by the Faculty of Law, is a compulsory element for Probationer Research Students on the DPhil in Law, and for MSt students. Further details about the CLRM programme can be found in the Law Graduate Students’ handbook, and the Director of Graduate Studies (Research) (DGS (R)) and your supervisor can give you further advice.

There are parallel programmes in the Centre for Socio-Legal Studies and the Centre for Criminology which might be more suited to the needs of PRS students on the DPhil in Law if they are working on criminological topics and, in particular, if they are planning to conduct empirical research. As such, PRS students may be granted permission to take the Course in Theory & Methods of Socio-Legal Research run by the Centre for Socio-Legal Studies.

The CLRM, and its parallel programmes are intended to help you define and carry through your project, and to give you some insight into the methods used in other areas of research. In addition, they confer a secondary benefit in bringing research postgraduates together. Everyone has to obtain a certificate to the effect that they have achieved a satisfactory level of proficiency.

### 13.5 Training Needs Analysis (TNA)

Each year - doctoral students should, with their supervisor, complete a Training Needs Analysis (TNA) form, the results of which are collated by the GSA and reported termly to the Board of Studies. The TNA gives the student and their supervisor an opportunity to consider whether the student requires additional training in research methods or professional development. It also records how the student is progressing through the pathways towards completion.
14 Key Stages of Research Degree – The Transfer of Status

In this and the following sections the key stages that you must pass through during your research degree are outlined. Depending on the type and structure of your research course, these will include transfer of status, confirmation of status, and submission. These three milestones provide structure to the DPhil programme. It is your responsibility to submit applications within the deadline. If you are unclear on the submission/approval process for a particular form please contact Tracy Kaye).

The first milestone is the ‘Transfer of Status’: by the end of Week 4 of your third term as a PRS 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 (one of whom will be from the Centre for Criminology) who will read your written submission and then arrange an interview with you. You may, in exceptional circumstances, and with the support of your supervisor, apply to defer the date of PRS to DPhil status by writing to Tracy Kaye. In no case may the materials for the Qualifying Test be submitted after the end of the fourth term from admission as a PRS.

14.1 The Qualifying Test and the Transfer of Status

To transfer their status from Probationer Research Student (PRS) to DPhil, students must pass the Qualifying test.

The Purpose of Transfer of Status

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

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

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

The formal Regulations for Transfer of Status are set out in the general regulations of the Examination Regulations, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee “Policy on Research Degrees” http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/.

Students who have been granted leave to supplicate for the degree of Master of Philosophy, where the subject of the Masters thesis is in the same broad field as the research proposed for the D.Phil., may progress directly to D.Phil. status with the transfer of status assessment waived.

14.2 The Timing of Transfer of Status

The Examination Regulations state that PRS status can be held for a maximum of six terms for students who commenced their studies before October 2011, and for a maximum of four terms for students commencing their studies from October 2011 onwards. However, Departments and Faculties are strongly encouraged by the University’s Education Committee to require students to transfer status
sooner, and in the Centre for Criminology transfer of status is normally required by the end of your fourth term

Any student who has not applied to transfer status by the end of their fourth term 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 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 using the form GSO.2b available from http://www.ox.ac.uk/students/academic/guidance/graduate/progression. Students are required to complete the form, which should then be signed by the student’s supervisor and College and be approved by the DGS.

In exceptional cases only, an extension of PRS status may be granted beyond six terms. Applications for such extensions should be again made using the form GSO.2b and will require the same approvals as above and, in addition, approval of the University’s Education Committee as it requires formal dispensation from the Examination Regulations. Any extensions to PRS status do not affect the overall time permitted for registration on the D.Phil.

14.3 How to Apply for Transfer of Status

Advice on the Materials you Submit for the Qualifying Test

Part A (2000-word statement of the proposed project): The assessors need to know that you have a viable project and that you have all the necessary skills to allow you to complete it. 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. Remember that a DPhil is regarded as a project for three or at most four years. There is more than one way of convincing the assessors of all these dimensions of viability. Many candidates use up about a third of their 2,000-word allowance in a general description of their proposed thesis, saying in connected prose what they hope to achieve and why it matters. It is a good thing, though not essential, to be able to say briefly how things stand in your field, so as to show what advance you hope to make. The remainder of the word allowance can usefully be devoted to a provisional contents page, showing the titles of the chapters and giving a short account of what each will do. Everyone understands that you cannot at this early stage be bound by this, also that there may be some chapters which you are not yet able to see into with much clarity. Feel free to say so if that is the case. If you can outline the reasons for your uncertainty, so much the better. It is good to link this provisional contents page to a timetable. You need not go into great detail, but it is sensible to say roughly where you hope to be after one more year and how long you have set aside for writing up your final version. When it comes to Confirmation of Status, you will be asked for a more detailed schedule leading to completion.

Part B (an essay under 10,000 words for a transfer from PRS status; or your 30,000-word MPhil thesis): The essay written by a PRS (which must be written using the format for theses in the Faculty of Law (OSCOLA) if it is a legal thesis, or using the Harvard system if it is more criminological) is usually one of the chapters of the thesis, although it can be an amalgam of two or three chapters. 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. In a transfer from MPhil, your MPhil thesis forms Part B because you will ordinarily want to make your Master’s thesis into a substantial part of the DPhil. You will need to push your work further in the doctorate (from a ‘worthwhile’ contribution to the field for the Master’s, to a ‘significant and substantial’ contribution); in order for you to transfer to DPhil status, your thesis will need to show the assessors that you have the potential to do so.
The assessors will look to Part B for evidence that you have mastered the craft of serious academic writing and that you can conduct a complex argument in an orderly, structured and lucid manner. The argument should be clear and cogent, and not written so as to be intelligible only to a tiny number of insiders. Keep in your sights a notional reader who is well-informed and well-grounded in the law and/or social sciences but not an insider within your own particular field - as it might be yourself when reading someone else’s article in a journal.

14.4 Transfer of Status Assessment Materials

Applications for transfer of status should be made using the GSO.2 form available from http://www.admin.ox.ac.uk/gso/forms/. Students are required to complete the form and to provide supplementary information on development of both research specific and personal and professional skills during their time as a Probationer Research Student. Both the student’s supervisor and College should then sign the form. You will also be required to complete the supplementary form LAW2. Supervisors are asked [in consultation with their student] to suggest names of appropriate assessors.

In brief, you will be required to submit/complete the following:

1. Thesis Title
2. Thesis Outline
3. Research Proposal including a table of contents (of not more than 2,000 words) (Part A)
4. Written Work (including a clear detailed guide as to what is expected and any word limits) (Part B) usually a chapter – often a literature review, but can be an amalgam of chapters (of not more than 10,000 words). The written work should typically address some of the issues raised in the research proposal
5. Timetable for Completion
6. Bibliography
   . Evidence of attendance of subject specific courses and completion of any required research methods training.
9. Evidence that the candidate has considered the ethical implications of any empirical work (students are not required to have received ethical approval for their research at this stage but approval might strengthen their submission)
10. Data Protection Notes (if applicable)
11. Health and Safety Forms (e.g. for Fieldwork)
12. Subject Specific Materials (if applicable)

The complete application for transfer of status should be submitted to Tracy Kaye by week 4 of your 3rd term (extensions can be applied for in exceptional circumstances).

14.5 The Transfer Assessment

The Director of Graduate Studies (Research) will appoint two assessors neither of whom will normally be the student’s supervisor (they will normally be academic staff working in the University of Oxford; only in exceptional circumstances will external assessors be appointed) to read the transfer application and to interview the candidate. 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 D.Phil. viva voce examination. Students should normally expect to be interviewed within 4 weeks of submitting their transfer application, though this may be longer during the vacation periods due to availability of the assessors. The interview is not an official examination or viva, and subfusc is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment within 4 weeks, though this may be longer during the vacation periods.
14.5.1 Instructions to Assessors

Assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please 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 D.Phil. Assessors should judge the application against the criteria for success defined below. They should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their proposed research project, rather than to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. An application to transfer to D.Phil. 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. However, the assessors should judge the submissions in the light of the fact that they usually reflect just over 2 terms work and are made at the early stages of the research project. The written work will not necessarily be, or read like, a final thesis. Omissions, unpersuasive arguments, or missing perspectives are not fatal unless they seem to indicate an inability to reach the necessary standard. The research proposal and thesis structure need not be completely finalised, but the student should have clearly defined ideas of what the research questions are, and have possible ways to answer them.

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

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

14.6 Criteria for Success

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

- All required coursework materials have been submitted
- Attendance of all required methods courses
- Competence in both written and spoken English
- The aims of the research are realistic and focused
- Evidence of wide reading and critical analysis
- Appropriate methodology and research techniques are proposed
- Limitations to the research are addressed
- It is clear how the research will develop for a D.Phil.
- 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 for the D.Phil.

14.7 Outcomes of Transfer of Status
The assessors may recommend one of four outcomes, which must be considered and approved by the Graduate Studies Committee.

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

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

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

(iv) Reject the application – The assessors cannot recommend transfer to either DPhils status or the lower award, and thus it is recommended that the student should withdraw from the course.

At the first attempt at transfer only options (i)-(iii) should normally be chosen. At the second attempt, options (i), (iii) or (iv) should be considered. (Only in exceptional circumstances may a third attempt at transfer be made, and this would require the support of the Graduate Studies Committee and approval by the University’s Education Committee).

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 accepts transfer to the lower degree at the first attempt, or is transferred to the lower degree at the second attempt, s/he may exceptionally be permitted one further opportunity to transfer to D.Phil. status provided that sufficient time has elapsed (normally at least six months) to allow the possibility of significant improvement, that significant progress has been made, and that the student’s supervisor supports the application. In addition the student’s college and Director of Graduate Studies would also need to endorse the application.

If a student fails to transfer to D.Phil. 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.

If following a second unsuccessful attempt at transfer, a student does not accept the recommendation to withdraw under option (iv), further action will be required. In such circumstances, informal
counselling, involving the student’s college, should be an integral part of the procedures. The Department should refer to the Examination Regulations governing the removal of a graduate student from the Register of Graduate Students for more information.

14.8 Deferral of Transfer of Status

Any student who has not applied to transfer status by the end of their fourth term 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 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 using the form GSO.2b available from http://www.ox.ac.uk/students/academic/guidance/graduate/progression

Students are required to complete the form, which should then be signed by the student’s supervisor and College and be approved by the DGS (R)

In exceptional cases only, an extension of PRS status may be granted beyond six terms. Applications for such extensions should be again made using the form GSO.2b and would require the same approvals as above and, in addition, approval of the University’s Education Committee as it requires formal dispensation from the Examination Regulations. Any extensions to PRS status do not affect the overall time permitted for registration on the D.Phil.

14.9 Suspensions, Extensions and Dispensations

The Criminology Board of Studies has power to ‘stop the clock’ on the DPhil by granting a suspension of status. If for any good reason you are temporarily not able to study, you may apply through the Graduate Studies Administrator; the relevant forms are available from the webpage http://www.ox.ac.uk/students/academic/graduates/forms/. The Board can grant a maximum of six terms’ suspension, but not more than one at a time. Suspension is different from extension. Extension allows more time. Suspension stops the clock. Students in receipt of scholarships (particularly ESRC scholarships) should ensure that they also secure the permission of the scholarship body for the suspension of time.

In exceptional circumstances, DPhil students may also apply for extensions of time for anything up to six terms. Extensions of time will only be granted one term at a time, unless there is an exceptional reason for granting more, but in no cases should more than three terms of extension be granted at any one time. Forms for applying for extension of time can be found on the same webpage as those for suspension of status. Students should be clear that extensions are not an entitlement and will only be approved if there is felt to be good cause for granting the extra time and if the application has the support of the student’s supervisor and college (the same applies for suspension of status). Students in receipt of non-ESRC scholarships should ensure that they also secure the permission of the scholarship body for the extension. Students in receipt of ESRC scholarships should note that the ESRC does not approve extensions of time other than in the most exceptional circumstances, and failure to submit by the prescribed four year deadline (for DPhil students) may lead the ESRC to withdraw future funding for Criminology students.

For those who feel they require a suspension, extension or dispensation, there are two guiding principles. The first is that provided you do have a genuine and strong reason for needing the dispensation it will probably be possible for you to get it. The second is that your chances of getting the help you need will be greatly improved if you talk to someone about it well before the burdensome rules governing these processes come into play. Take advice early. You can talk to your supervisor about it or to your college advisor, or, if that is not appropriate in your case, you can go straight to the Director of Graduate Studies (Research) Dr Alpa Parmar.
14.10 Admissions to DPhil following MPhil
If you are transferring to DPhil status on completion of the MPhil, there are three differences to the process outlined above:

1. Forms: Use the prepopulated readmission form available from Student Self Service, which needs to be submitted by 19 January 2018.
2. The Qualifying Test. The Qualifying Test is conducted at the end of your MPhil, after the examination for the degree and before you begin your DPhil.
3. The Part B material: Your MPhil thesis is assessed, in place of the essay submitted by a Probationer Research Student for Part B.

You will be assessed by two MPhil examiners. If you are thinking of applying for admission to DPhil after MPhil, it is a very good idea to discuss the prospect with your supervisor at the beginning of your work on the Master’s degree. You will need to complete a self-contained project in order to earn the MPhil, and plan a larger project as well. Your supervisor can advise you on how to meet those challenges.

15 Confirmation of DPhil Status
The next milestone in a DPhil comes with the Confirmation of Status. The Confirmation of Status process allows the student to have an assessment of his/her work by two assessors, normally other than the supervisor(s), to give a clear indication of whether, if the work on the thesis continues to develop satisfactorily, consideration of submission within the course of three further terms would appear to be reasonable. 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. 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 the thesis. However, the assessors may also identify any weaknesses in theory, research design, data collection and analysis, which may compromise the final thesis. It should also be remembered that the confirmation assessment is a test (which it is possible to fail), and receiving critical comments is often painful, and it may take some weeks to come to terms with them. Finally, the interview is a good opportunity to prepare for the viva voce examination of the thesis.

The formal Regulations for Confirmation of Status are set out in the general regulations of the Examination Regulations, and in the special regulations for individual subjects, grouped within their particular Division. Further information is also available in the Education Committee “Policy on Research Degrees” http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonresearchdegrees/.

15.1 The Timing of Confirmation of Status
The timing of confirmation of status will depend on the path the student took to DPhil status.

(i) Students who entered the DPhil as a Probationer Research Student
The general regulations of the Examination Regulations state that all students should apply for confirmation of status within nine terms of their admission as a PRS. However, applications for
confirmation of status must normally be completed no later than three terms after the Qualifying Test (i.e. six terms after admission as a PRS).

(ii) Students who progressed to the DPhil from an MPhil

The general Examination Regulations state that all students should apply for confirmation of status within nine terms of their admission as a graduate student. For students who have previously completed an MPhil (with a thesis in the same broad field as the topic for the DPhil) and have progressed directly to DPhil status, this normally means that confirmation of status should be applied for by the end of the third term of the DPhil.

15.2 How to Apply for Confirmation of Status

Applications for confirmation of status should be made using the GSO.14 form available from http://www.ox.ac.uk/students/academic/guidance/graduate/progression. Students are required to complete the form, which should then be signed by the student’s supervisor and College. This form should include details of any research specific and/or personal and professional skills acquired, or further training needed in, and also information on any other related activities undertaken (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).

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

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

The complete application for confirmation of status should be submitted to the Graduate Studies Administrator Tracy Kaye in the Centre for Criminology.

15.3 The Confirmation Assessment

The Director of Graduate Studies (Research) will appoint two assessors neither of whom will normally be the student’s supervisor (they will normally be academic members of staff working in the University of Oxford; only in exceptional circumstances will an external assessor be appointed) to read the confirmation assessment and interview the candidate. It is permissible for the same assessor to be used for both transfer and confirmation of status, and this person may also act as the internal examiner for the DPhil viva voce examination. Students should normally expect to be interviewed within four to six weeks of submitting their application, though this may be longer during the vacation periods due to availability of the assessors. The interview is not an official examination or viva, and sub fusc is not worn. The assessors will write a report and submit recommendations to the Graduate Studies Committee. Following their interview, students should normally expect to hear the outcome of their assessment with six weeks, though this may be longer during the vacation periods.

15.3.1 Instructions to Assessors

The assessors are asked to contact students as soon as reasonably possible to arrange a time for the interview, or to explain problems in doing so. Students find it an anxious wait, and may have good reasons for wanting the assessment completed as soon as possible (please let the Graduate Studies Officer at the Faculty of Law or the Graduate Studies Administrator in the Centre for Criminology 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, however if at interview the student can satisfy the assessors 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 and cross-reference should yet be in place. 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 to present a judgemental verdict. Dismissive or aggressive remarks are not appropriate. If it is unclear during the assessment of how the research will be completed, or the proposal is over-large, the assessors may request a revised thesis outline or further written work before submitting the initial report.

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

In particular, the assessors are asked to consider the clarity of the goals, the chapter structure, the timetable for completion and progress to date, the significance to the existing literature and field, and to 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 provided evidence of being able to undertake research that provides new knowledge/understanding which is capable of advancing their field, will withstand peer review, and may be suitable for publication. 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 one or at most two 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 Graduate Studies Committee, in consultation with the assessors and supervisors.

15.4 Criteria for Success

For confirmation of status to be approved, the student will need to be able to show that the research already accomplished shows promise of the ability to produce a satisfactory thesis on the intended topic, the work submitted for assessment is of the standard expected of a DPhil thesis in the final exam, and the 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:

- Evidence of wide reading and critical review of the literature
- A clear indication of how the research is being developed into a thesis
- Potential original contribution to the field of study
- Evidence of a progression of argument and logic throughout the thesis
- Evidence of a scholarly and lucid approach to the research issues
A clear timetable for the completion of the research within one or at most two years from confirmation of status.

The ability to write in clear and coherent manner, with due attention to presentation.

Competence in both written and spoken English.

The ability to articulate and defend the argument in the interview.

Presentation of the thesis at a seminar.

The draft chapters are of the quality expected for a final D.Phil. thesis.

15.5 Outcomes of Confirmation of Status

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

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

(ii) Revision of application – The assessors may request further clarifications of the research proposal or completion schedule and/or additional written work before making a first recommendation. In such cases it should be possible to complete the additional work within the term of assessment.

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

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

(iv) Transfer to M.Litt. - Although the work presented was not suitable for confirmation of DPhil status, nonetheless, the assessor(s) 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 registered on the DPhil for twelve terms, the extension is counted as one of the potential nine terms of extension of time permitted under the general regulations. The assessors should provide clear guidance on what needs to be done to improve the application prior to the second attempt at confirmation being submitted. This may require additional written work or other evidence, and possibly the appointment of an additional assessor.

(v) Reject the application – The assessors cannot recommend confirmation of status, or transfer to the lower award, and thus it is recommended that the student should withdraw from the course. 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 normally be chosen. At the second attempt, options (i), (iv) or exceptionally (v) should be considered. The DGS(R)/Graduate Studies Committee may also request additional work or other evidence, or appoint an additional assessor to help in making a final decision. (Only in exceptional circumstances may a third attempt at confirmation...
be made, and this would require the support of the Graduate Studies Committee and approval by the University’s Education Committee).

If following a second unsuccessful attempt at confirmation, a student does not accept the recommendation to withdraw under option (v), further action will be required. In such circumstances, informal counselling, involving the student’s college, should be an integral part of the procedures. The Department should refer to the Examination Regulations governing the removal of a graduate student from the Register of Graduate Students for more information.

15.6 Deferral of Confirmation of Status

If a student is unable to apply for confirmation of status within nine terms of admission as a graduate student (or by the deadline defined in the subject specific regulations if later), they must apply for a deferral of confirmation of status, otherwise their student status will lapse and their name will be removed from graduate register. It is possible to apply for a deferral of confirmation of status for up to three terms, as long as the total number of terms from admission as either an MPhil for PRS student does not exceed twelve.

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

To apply for a deferral of confirmation of status, a student will need to submit the GSO.14B form available from http://www.ox.ac.uk/students/academic/graduates/forms. Students are required to complete the form, which should then be signed by the student’s supervisor and College. The Director of Graduate Studies (Research) will then assess the application for deferral, taking into account any recommendations from the academic review meeting. For students admitted from 1 October 2010 onwards, if confirmation of status is not achieved within nine terms of admission as a graduate student, or approval given for a deferral of confirmation of status, his/her status will lapse.

In exceptional cases only, deferral may be granted beyond twelve terms. Applications for such deferrals require the approval of the University’s Education Committee for formal dispensation from the Examination Regulations. Students should contact their Graduate Studies Assistant (http://www.ox.ac.uk/students/academic/guidance/graduate/contacts) for details of the application process.

15.7 Appeals against unsuccessful applications to transfer or confirm status

If you wish to contest the outcome of your transfer or confirmation application and process, either on procedural or academic grounds, you should firstly discuss the matter with your DGS(R). If this isn’t satisfactorily resolved, you, your college or your supervisor should put an appeal directly to the Proctors who can decide whether procedures were correctly followed – but cannot challenge the academic judgment of assessors. See further Section 23.4, the University Procedure for Complaints and Appeals.

16 Submission of the Thesis

The final milestone in the DPhil journey is, of course, submission and examination of the thesis. This is a process, rather than an event, and students should be aware that the process described below can take some months.
16.1 Stage 1: Application for Appointment of Examiners

As you approach completion of your thesis you have to apply for the appointment of examiners with form GSO.3 (available from http://www.ox.ac.uk/students/academic/graduates/forms/). The application requires a signature by your supervisor, and another on behalf of your college. 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. It would be a rare case in which those suggestions were not accepted, and the Law Faculty Board would be unlikely to appoint others without first consulting with the supervisor, who in turn would be likely to consult you. It is not uncommon for the appointment of examiners to be a somewhat protracted process, especially where one suggested name turns out to be unable to act. It is therefore very important that you put in the relevant forms at the earliest opportunity to the Graduate Studies Officer in the Faculty of Law or the Graduate Studies Administrator at the Centre for Criminology, at least three to four weeks before you submit your thesis. Where possible, your supervisor should contact proposed examiners informally to ascertain whether they are willing to act and available at the expected time. The withdrawal of one name sometimes creates problems of imbalance. It is very important indeed that you should be contactable during this phase at the place in which you have said that you will be, and you should independently make sure that your supervisor knows how to get in touch with you quickly. In case of difficulty, the Research Degree Office at the Examination Schools will contact your supervisor, and the supervisor will want to talk to you.

16.2 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. Two bound copies, printed or typed must be submitted to the Research Degree Office, at the Examination Schools. At the end of the process, successful DPhil theses must be submitted for the Bodleian Library. Be careful to comply with the Faculty’s Format. If you think you have not understood certain requirements, you must raise the matter as early as possible with the Graduate Studies Officer in the Faculty of Law or the Graduate Studies Administrator at the Centre for Criminology.

16.3 The Title of the Thesis

The exact title has to be approved, and the thesis must be submitted under the approved title. However, it is relatively easy to obtain permission for a modification. There is a form for seeking this permission (form GSO.6 available on http://www.ox.ac.uk/students/academic/graduates/forms/). 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.

16.4 Examination

16.4.1 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 three weeks from submission. The viva usually takes place roughly eight weeks after submission. Do not hesitate to contact the Research Degree Office (ResearchExams@admin.ox.ac.uk) if you think something has slipped up. It is extremely important that the examiners should be able to contact you in the period after submission. The forms oblige you to say where you will be, but even so some people turn out to be very elusive. In addition to the contact point given on the form, examiners will generally try your address. If they cannot contact you, a very long delay can ensue. Examining a thesis is hard work and requires the examiners to clear a substantial slice of time. You cannot reasonably expect to have your viva within a month of submission, 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.
16.4.2 The Viva: A Public and Inescapable Event

The viva is a public event. You have to wear sub fusc, and so also do members of the University who come to spectate. Sometimes people do come. They are usually people who expect to go through the same ordeal themselves and want to see what it is like. The ordeal is also inescapable, in the sense that, however clear the examiners think they are as to their likely recommendation, they are obliged to conduct the oral examination. And you cannot get your degree unless you have undertaken your viva. Your supervisor can advise you on preparing for the viva. Its purpose is partly for the examiners to satisfy themselves that you have a sound grasp of the general area of your thesis, but the primary focus of the viva will be to give you an opportunity to defend your own work. Take your own copy of your thesis with you to your viva.

16.4.3 Preparation and Presentation of Thesis

. Every thesis must have a title page, containing your name, college and department, the title and any sub-title, and the degree for which the thesis is being submitted.
. Every thesis must include an abstract not exceeding 300 words. The abstract must contain no footnotes. The abstract must appear immediately after the title page. Its format is governed by regulations 7 to 10 below.
. The word limit of the thesis is 100,000 words. The number of words to the nearest 100 must be stated on the cover the thesis, and this number must be less than the prescribed limit.
. Every thesis must contain a table of contents. The table of contents must state the titles of the chapters and their principal sub-divisions. The table of contents must be indexed to the pages where the chapters and first-level sub-headings begin.
. Every thesis which mentions cases and statutes must contain separate tables of cases and statutes. Those tables must be indexed, so that each entry shows on what pages the case or statute in question is mentioned. The tables must appear at the beginning of the thesis, after the title page, the abstract, and the table of contents (in that order).
. A bibliography must appear at the end of the thesis. It need not be indexed.
. An index is not required. If there is one, it must come after the bibliography.
. All footnotes and appendices are included in the word count. The abstract, the table of contents, the table of cases, the table of statutes, the bibliography, any headers or footers, and any index are not included in the word count.
. The thesis must be written in English.
. The thesis must use A4 paper.
. The thesis must be word-processed using size 12 font on one side of the paper only, with a margin of 32 to 38 mm on the left hand side. Variations of font size may be used for headings, sub-headings, and footnotes.
. The lines in the main text must be double spaced (8mm).
. The first line of every paragraph must be indented unless the paragraph immediately follows a heading or sub-heading, or an indented footnote.
. Quotations must use single inverted commas, saving double inverted commas for use for quotes within quotes. Quotations longer than two lines must be presented as a double-indented, single-spaced paragraph with no further indentation of the first line. Such double-indented quotations must not use quotation marks.
. Endnotes must not be used. Footnotes must be internally single spaced with double spacing between the notes.
. The thesis would ordinarily be expected to comply with OSCOLA (the Oxford Standard for Citation of Legal Authorities; http://denning.law.ox.ac.uk/published/oscola.shtml) if it is based on library research and frequently cites case and legislation. A criminology thesis that
is based on empirical research and more broadly sociological can use Harvard or another standard for citation. You should consult your supervisor on which standard to use.

- The thesis must be bound in a soft or hard cover.
- Where the thesis is offered as part of an examination which is assessed anonymously, it must not at any point divulge the identity of the candidate or the candidate’s college.

16.4.4 The Recommendation of the Examiners
The final decision lies with the Board of Studies. The examiners do not decide. They recommend. It goes without saying that departures from the examiners’ recommendation are rare. Nevertheless, the fact that the examiners cannot make the decision is a serious reason inhibiting their communicating to you of 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 Faculty Board. Hence you may have to wait for the final result.

There are several possible outcomes of the DPhil viva:

- Award of the DPhil as the thesis stands (also know as ‘pass with no corrections’)
- Award of the DPhil after MINOR corrections (i.e. typos, small errors, etc., also known as ‘pass with minor corrections’)
- Submission of MAJOR corrections (where candidates need to make more substantial changes to the text as it stands, but the work is fundamentally of a good enough quality for award of DPhil)
- Reference back for DPhil or award of MLitt (where the examiners believe that the thesis as it stands is not of sufficient quality, and that more substantially more work on required – the candidate has the choice to resubmit at a later date or accept the MLitt)

In all cases where alterations are required the thesis will be re-read by both examiners, and another viva may also be required.

16.4.5 Major corrections and being referred
You should remember that many candidates, even those who have written excellent theses, are asked for major corrections or referred for resubmission. There is often some aspect of the thesis that strikes the examiners as incomplete or unfocused. It is of course a blow to have to do more work on something, which you had hoped was finished, but the result can be a substantial improvement in the work. To satisfy the examiners on resubmission it is vital that you read their report carefully and follow their recommendations as closely as possible. If they refer you, the examiners will tell you, in writing, exactly what parts of the thesis require to be rewritten and why. After you resubmit, there may or may not be a second viva, depending on whether the examiners need to meet you in order to decide whether you have done what they required. If the examiners spot minor errors they may, without referring you, require the mistakes to be put right. If they take that course, you have to make the corrections before depositing the final version in the Library. Where corrections have been required, the Library copy must be accompanied by a signed statement from the examiners that the corrections have been implemented. You should remember that you cannot actually take your degree until the Library copy of the thesis has been deposited.

16.5 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 and MLitt who registered for the DPhil from 1 October 2007 onwards, are required to deposit a hardbound and a digital copy of their thesis with the Bodleian Libraries. The digital copy should be deposited in the ORA at http://ora.ox.ac.uk. Students commencing these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.

ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read the important information about the deposit of, and access to, digital theses which is available at www.bodleian.ox.ac.uk/ora/oxford_etheses 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
- Open and embargoed access (for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons) to all of part(s) of your thesis
- Information about file formats, fonts and file sizes

Copyright of the thesis usually rests with the author: this does not change when depositing your thesis in ORA. The author does not give away any rights to the Oxford University Research Archive or the Bodleian Libraries. However, students should read the information on third party copyright at: http://www.bodleian.ox.ac.uk/ora/oxford_etheses/copyright_and_other_legal_issues/copyright_held_by_third_parties__and__other_rights

Students are strongly encouraged to ascertain and arrange permissions for inclusion and distribution of material via the Internet where copyright is held by a third party at the point that the items are gathered. This is similar to the process when writing a journal article or monograph. A ‘Record of permissions’ template has been created to assist with this process. http://www.bodleian.ox.ac.uk/ora/oxford_etheses/copyright_and_other_legal_issues/copyright_held_by_third_parties__and__other_rights

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

The Social Sciences Division – Restricted access arrangements

Whilst the Social Sciences Division strongly supports open access to, and wide dissemination of, theses produced by its students, the Division has agreed that during the initial period (whilst both authors and publishers adapt to open access), access by others to the full text of digital theses will be restricted for three years by default. When completing the ORA online deposit form authors should therefore enter an embargo end date of three years from the date of deposit. There is no need to complete a separate GSO3.C Dispensation from Consultation form at the time of deposit.

During the period of the embargo, only the following information from your thesis will be available in ORA:

(i) Item record (details including your name, thesis title, subject area) and
(ii) Abstract and
(iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

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

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

Authors can also choose to override the default embargo and make their thesis open access, either at the time of deposit or at any time during the three year embargo. Authors who wish to make their thesis freely available on deposit should indicate this on the Deposit and Consultation of Thesis form (GSO3A) and on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk with instructions. Those planning to publish their research as a book or article are not recommended to place their thesis on open access in ORA without first discussing this matter with their supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted after the three year period, and it is the responsibility of the author to apply for an extension if required. No reminder will be sent and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

Dispensation from consultation of your thesis – library and ORA
(i) Authors may apply for dispensation from consultation beyond the end of the default 3 year embargo period of the copy of the thesis deposited in the Bodleian or other University Library and of the electronic copy of the thesis deposited in ORA if there is good reason for such a request. Reasons for requesting dispensation might include 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. Students should apply for dispensation by completing form GSO.3C, available at: http://www.ox.ac.uk/students/course_guidance_supervision/graduates/forms/

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

The copyright in the thesis
The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Students should speak to their supervisor or Research Services if they are unsure.

Third party copyright
If material has been incorporated within the thesis where copyright is held by an individual or group that is not the author (third party copyright) permission will be needed to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. Proof of permission will need to be provided when depositing the thesis in ORA (e.g. e-mail or letter). Authors
should contact ORA staff (ORA@bodleian.ox.ac.uk) if they are unsure. A useful template to keep track of permissions for use of third party copyright materials is available for download at: http://www.bodleian.ox.ac.uk/ora/oxford_theses/copyright_and_other_legal_issues/copyright_held_by_third_parties_and_other_rights/wording_-_thesis-seeking_permission_for_3rd_party_materials

**Intellectual property rights**

Authors should apply for dispensation from consultation if consultation or reproduction of all or part of the thesis would put at risk confidential material or invalidate an application for a patent on a product or process described in the thesis, or restricting access to the thesis is a requirement of any agreements with an outside body or sponsor governing supply of confidential material or the disclosure of research results described in the thesis. Authors should speak to their supervisor or Research Services if they are unsure.

**Plagiarism**

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

**General Queries**

Any further information or queries regarding the deposit of your digital thesis, should be referred to ORA@bodleian.ox.ac.uk.

17 Research Supervision

17.1 Social Sciences Division Supervision Guide

This guide explains the responsibilities of the supervisor(s) and the research students.

*The role of the supervisor is to:*

- Establish a timetable of regular meetings for detailed discussion of your progress. These meetings should normally take place face-to-face at least twice per term, however, they may also be virtual by e-mail/skype/telephone if the student or supervisor is undertaking work away from Oxford and this is more practical.
- Agree a research plan and programme of work, and to establish clear academic expectations and milestones
- Agree with you a timetable for the submission of written work and to return your work within a reasonable time
- Assess formally your subject-specific and personal and professional skills training needs on a regular basis and ensure that these needs are met
- Co-operate with you to produce a detailed joint report on your progress at the end of each term
- Ensure you are aware of the formal requirements in relation to transfer and confirmation of status and final submission, and help you to incorporate these into your plan of work

*The role of the student is to:*

- Maintain regular contact with your supervisor, and respond to him/her in good time
- Meet with your supervisor regularly, keep a written record of your discussions, and give due weight to any guidance or corrective action proposed
- Draw up a research plan and timetable of work in consultation with your supervisor, and to keep relevant records of all aspects of your work
- Co-operate with your supervisor to make a detailed joint report on your progress at the end of each term
- Take responsibility for your research programme, including the development of subject-specific, research, and personal and professional skills
- Take responsibility for (i) the preparation and content of your thesis, giving due regard to any advice from your supervisor, and (ii) its timely submission in accordance with the timetable set
- Be aware of the University’s guidance on plagiarism and of any ethical or legal issues, health and safety requirements, or intellectual property issues arising from your research
- Pursue opportunities to engage with the wider academic community at University, national and international level.

17.2  

Research Supervision Website

The Research Supervision Web Site ([http://www.learning.ox.ac.uk/supervision/](http://www.learning.ox.ac.uk/supervision/)) 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.

Please find below a selection of links which may be of particular interest:

Life as a doctoral student: more than research:
[http://www.learning.ox.ac.uk/supervision/dphil/experiences/](http://www.learning.ox.ac.uk/supervision/dphil/experiences/)

International students: [http://www.learning.ox.ac.uk/supervision/dphil/international/](http://www.learning.ox.ac.uk/supervision/dphil/international/)

New supervisors: [http://www.learning.ox.ac.uk/supervision/supervisor/new/](http://www.learning.ox.ac.uk/supervision/supervisor/new/)

Problems: avoiding them and dealing with them:
[http://www.learning.ox.ac.uk/supervision/supervisor/problems/](http://www.learning.ox.ac.uk/supervision/supervisor/problems/)

Stages of the doctorate: [http://www.learning.ox.ac.uk/supervision/stages/](http://www.learning.ox.ac.uk/supervision/stages/)

Reading and writing in the doctoral journey:
[http://www.learning.ox.ac.uk/supervision/stages/readwrite/](http://www.learning.ox.ac.uk/supervision/stages/readwrite/)

Clarifying expectations: [http://www.learning.ox.ac.uk/supervision/stages/expectations/](http://www.learning.ox.ac.uk/supervision/stages/expectations/)
18 Academic integrity: good practice in citation, and the avoidance of plagiarism

In their *Essential Information for Students*, the University’s Proctors and Assessors draw attention to two extremely important disciplinary regulations for all students.

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3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.

4. No candidate shall present for an examination as his or her own work any part or the substance of any part of another person’s work.

5. In any written work (whether thesis, dissertation, essay, coursework, or written examinations) passages quoted or closely paraphrased from another person’s work must be identified as quotations or paraphrases, and the source of the quoted or paraphrased material must be clearly acknowledged.

...These make it clear that you must always indicate to the examiners when you have drawn on the work of others; other people’s original ideas and methods should be clearly distinguished from your own, and other people’s words, illustrations, diagrams etc. should be clearly indicated regardless of whether they are copied exactly, paraphrased, or adapted. Failure to acknowledge your sources by clear citation and referencing constitutes plagiarism. The University reserves the right to use software applications to screen any individual’s submitted work for matches either to published sources or other submitted work. In some examinations, all candidates are asked to submit an electronic copy of essays, dissertations etc. for screening by ‘Turnitin’. Any matches might indicate either plagiarism or collusion. Although the use of electronic resources by students in their academic work is encouraged, you should remember that the regulations on plagiarism apply to on-line material and other digital material just as much as to printed material.

Guidance about the use of source-materials and the preparation of written work is given in departments’ literature and on their web-sites, and is explained by tutors and supervisors. If you are unclear about how to take notes or use web-sourced material properly, or what is acceptable practice when writing your essay, project report, thesis, etc., please ask for advice.

If university examiners believe that material submitted by a candidate may be plagiarised, they will refer the matter to the Proctors. The Proctors will suspend a student’s examination while they fully investigate such cases (including interviewing the student). If they consider that a breach of the Disciplinary Regulations has occurred, the Proctors are empowered to refer the matter to the Student Disciplinary Panel. Where plagiarism is proven, it will be dealt with severely: in the most extreme cases, this can result in the student’s career at Oxford being ended by expulsion from the University.”

(The Proctors’ and Assessor’s Memorandum, Section 9.5; [http://www.admin.ox.ac.uk/proctors/info/pam/](http://www.admin.ox.ac.uk/proctors/info/pam/))
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To avoid plagiarism, it is important for all students to be aware of, and to follow, good practice in the use of sources and making appropriate reference. You will need to exercise judgement in determining when referencing is required, and when material may be taken to be so much a part of the ‘general knowledge’ of your particular subject that formal citation would not be expected. The basis on which such judgements are made is likely to vary slightly between areas, as may also the style and format of making references, and your tutor will be in the best position to advise you on such matters; in addition, these will be covered, along with other aspects of academic writing, in your induction.
All work submitted during the course for formal or informal assessment must be expressed in your own words and incorporate your own ideas and judgements. Direct quotations from the published or unpublished work of another, including lectures or presentations given by your tutors, must always be clearly identified as such by being placed inside quotation marks, and a full reference to their source must be provided in the proper form. If you summarise another person’s ideas or judgements you must refer to that person in your text and include the work referred to in your bibliography. Failure to observe these rules may result in an allegation of cheating which will be referred to the University Proctors and, if you are found to be guilty of plagiarism, could lead to disciplinary action.

By following good practice you should develop a rigorous approach to academic referencing, and avoid inadvertent plagiarism. Cases of apparently deliberate plagiarism are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors. Penalties range from minor marks reductions to permanent expulsion from the University. When one piece of submitted work is reported for plagiarism, the Proctors typically call for all of the student’s submitted work and investigate it.

The University employs a series of sophisticated software applications to detect plagiarism in submitted examination work, both in terms of copying and collusion. It regularly monitors on-line essay banks, essay-writing services, and other potential sources of material. It reserves the right to check samples of submitted essays for plagiarism. Although the University strongly encourages the use of electronic resources by students in their academic work, any attempt to draw on third-party material without proper attribution may well attract severe disciplinary sanctions.

Students will be asked to submit their assessed essays electronically to the Graduate Studies Administrator, at the same time that they submit a hard copy to Examination Schools. Each term a random sample of essays will be checked for plagiarism.

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

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

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

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

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

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

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

As Figure 3 shows, training needs analysis is an iterative process:
Figure 3: The iterative process of Skills Review and Training Needs Analysis

Step 1
Self Evaluation
Student completes or reviews the TNA.

Step 2
Skills Review Meeting with supervisor (Michaelmas Term);
Discussion of skills and training;
Gaps can be addressed.
Supervisor and Student agree a plan of action.

Step 3
Outcomes of the Skills Review meeting are recorded in the GSS reporting system.
Student undertakes the training activities that have been agreed with the Supervisor.

Step 4
The plan of action and progress will be discussed at further Skills Review meetings.
The outcomes of the meetings are recorded in GSS.

Working together, you and your supervisor will formalise your bespoke researcher development plan through yearly Training Needs Analyses. The Training Needs Analysis (TNA) form used by the Grand Union Doctoral Training Partnership, of which Oxford is part, can be found here: https://www.socsci.ox.ac.uk/training/tna, and it is strongly recommended that all research students, including those not funded by the ESRC, maintain an up to date TNA throughout their programme of study.

A full list of courses within the Social Science Division are available on the Student Enrolment System (SES) on Weblearn [https://weblearn.ox.ac.uk/portal/hierarchy/socsci/SES]. N.B. Students should note that attendance on courses is subject to funding application approval by the Head of Department.

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

Alternatively—or, perhaps alongside your departmental TNA—you and your supervisor may wish to use Vitae’s interactive downloadable RDF Planner to plan your development as a researcher. This planner (an Excel document) is structured according to the Domains, Subdomains and Descriptors of the RDF and lets you chart your development across different phases in each of the skills, knowledge, behaviours and attitudes that are characteristic of excellent researchers.
Whichever document you choose to use to record your training needs and development as a researcher—departmental TNA, RDF Planner, or both—you are encouraged to upload your document(s) to the Graduate Supervision System (GSS) on a regular basis, and at least once a year. In addition, you can also enter comments about your training directly into the relevant free text boxes supplied within GSS. This will allow both you and your supervisor to have a record of your changing training needs and your development over time.

19.4 Doctoral Training in the Social Sciences

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

19.5 Research Methods Training

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

In addition, under the auspices of Doctoral Training in the Social Sciences, you can access specialist and advanced research methods training in other Departments, through the Social Sciences Division’s Research Methods Hub, and across the University. Beyond the University, Oxford’s participation in the ESRC’s Advanced Training Network gives you access to selected advanced research methods training offered at other UK universities. Further information is available on the Research Methods Hub page of the Doctoral Training in the Social Sciences website.

19.6 Fieldwork Safety and Training

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

Preparation

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

Training

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

Departmental course (run annually):
- Short basic **fieldwork safety awareness session** covering personal safety and planning tips. Post fieldwork students are invited to attend to share their experiences. All students carrying our fieldwork are expected to attend this.

**DTC courses (run termly):**

- **Preparation for safe and effective fieldwork in Social Sciences.** A half day course, for those carrying out medium to high risk research in rural and urban contexts.
- **How Do We Deal with What We Hear? Managing Vicarious Trauma in Social Science Research.** For research in traumatic or distressing topic areas.

**Safety Office courses (run termly):**

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

**Useful Links**

- **DTC courses:** [https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1afc6104698/page/2832334d-a036-49dc-a296-b79a103ceb5f?toolstate-9dc8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023](https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1afc6104698/page/2832334d-a036-49dc-a296-b79a103ceb5f?toolstate-9dc8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023)
- **Safety Office courses:** [http://www.admin.ox.ac.uk/safety/safetytraining/trainsubj/fieldwork/](http://www.admin.ox.ac.uk/safety/safetytraining/trainsubj/fieldwork/)
- **University insurance** [http://www.admin.ox.ac.uk/finance/insurance/travel/howtoarrangeinsurance-staffstudentsresearchersandvolunteers](http://www.admin.ox.ac.uk/finance/insurance/travel/howtoarrangeinsurance-staffstudentsresearchersandvolunteers)
- **University Policies:** [http://www.admin.ox.ac.uk/safety/policy-statements/](http://www.admin.ox.ac.uk/safety/policy-statements/)
- **Travel clinic:** [http://www.admin.ox.ac.uk/uohs/at-work/travel/#d.en.1963](http://www.admin.ox.ac.uk/uohs/at-work/travel/#d.en.1963)
- **FCO country information:** [https://www.gov.uk/foreign-travel-advice](https://www.gov.uk/foreign-travel-advice)
  

**19.7 Academic and Professional Development**

To support your broader development as a researcher and enhance your professional development and employability, the Social Sciences Division organises an **Academic and Professional Development Programme (APDP)** covering a range of generic and transferable skills. For more information, see the APDP page of the Doctoral Training in the Social Sciences website.
19.8 Other University Services

Oxford offers a wide range of researcher development opportunities and resources for social science doctoral students. In addition to research methods training and the Academic and Professional Development Programme (APDP), there are also University-wide resources and career development opportunities.

Bodleian Library
The Bodleian Library provides training in information skills and information literacy. Some workshops are offered under the auspices of the APDP; others are offered directly by the Library.

Careers Service
The Careers Service has a range of events and resources for doctoral students.

IT Services
Through its IT Learning Programme, IT Services offers a range of computing courses.

Online Courses
Several online courses are available, including the Research Skills Toolkit and a Research Integrity course for social science researchers.

Oxford Learning Institute
The Oxford Learning Institute (OLI) has a useful set of resources on research supervision and its Apprise website is aimed at doctoral students.

The Research Supervision website provides information for both DPhil students and their supervisors on the following key topics:
- DPhil students
- Being a supervisor
- Stages of the doctorate
- Examination
- Research environment
- National and international context

Under these broad headings, the website includes explanations of Oxford’s policies and practice with links to University policy documents, downloadable tools and ideas for both students and supervisors, links to further national and international websites, examples of good practice, and listings and links to some of the research literature on doctoral study, including articles in journals which the University has on subscription.

Language Centre
The Language centre offers specialist and difficult languages training. Please note that you should discuss attending courses run by the Language Centre with your supervisor and departmental graduate administrator BEFORE signing up for or attending any course.

Developing Teaching and Learning
As a second or third year doctoral student, you may wish to undertake a Preparation for Teaching and Learning at Oxford (PLTO) seminar, which provides an introduction to teaching in higher education. If you have completed a PLTO seminar and are undertaking some teaching, then you may register for the Oxford Developing Learning and Teaching (DLT) programme. This one-term seminar series, available under the auspices of the Social Sciences Doctoral Training Centre’s Academic and Professional Development Programme (APDP), encourages you to reflect upon and make the most of your first teaching experiences in higher education. If completed in full, it leads to an award that is recognised at universities across the UK: Associate Fellowship of the Higher Education Academy (HEA). The
Teaching Development website provides further information on teaching and teaching development within the Social Sciences Division.

20.10 Finding and Signing-up for Graduate Training

During your time as a doctoral student, you are encouraged to draw on the process of Training Needs Analysis to think strategically about your ongoing development as a researcher and professional and to take advantage of the variety of training on offer. For details of current training opportunities and to sign-up for courses and workshops, you will need to visit the Graduate Training site in WebLearn, the University of Oxford’s virtual learning environment (VLE).

On the WebLearn Graduate Training site, you can search, browse and sign-up for courses on offer within Departments, at the Divisional level, and through other Services across the University. The Graduate Training site was previously known as the Student Enrolment System (SES). An Oxford Single Sign-On is required to access full information about courses, and all sign-ups must be made using an Oxford email address.

There are three ways to find courses in the Graduate Training site:
1. Search
2. Browse
3. By date

Use the Search Modules option if you know the training topic that interests you; for example, you might wish to search for statistics or time management. You can filter the results of a search in a variety of ways, including by department, skills category or timeframe.

Use the Browse by Department option to determine what courses are currently offered by Departments, the Social Sciences Division and other University Services. Clicking on any option will expand the list of choices, increasing the options available for you to browse. At times, the list of options can get quite long, so don’t forget to scroll down!

The Browse by Calendar option lists all available training by date. This option is especially useful if you are looking for upcoming courses.

20.11 Useful Websites

Researcher Development Framework
(http://www.vitae.ac.uk/CMS/files/upload/Vitae-Researcher-Development-Framework.pdf)

Vitae (http://www.vitae.ac.uk/)

Vitae’s interactive downloadable RDF Planner
(http://www.vitae.ac.uk/CMS/files/upload/Vitae-Excel-RDF-Planner-Prototype-2010.xls)

Doctoral Training and Researcher Development

University of Oxford’s ESRC Doctoral Training Centre: Doctoral Training in the Social Sciences
(http://dtc.socsci.ox.ac.uk/)

Information on the UK-wide network of 21 ESRC Doctoral Training Centres
(http://www.esrc.ac.uk/funding-and-guidance/postgraduates/prospective-students/where-can-i-study/index.aspx)

Social Science Research Methods Hub
(http://dtc.socsci.ox.ac.uk/index.php/training/research-methods-hubs)
21 The 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.

21.1 DPhil, MLitt and MSc by Research Degrees

All students following the DPhil, MLitt or MSc (by Research) who registered for the DPhil from 1 October 2007 onwards, are required to deposit a hardbound and a digital copy of their thesis with the Oxford University Libraries. The digital copy should be deposited in the ORA at http://ora.ox.ac.uk. Students commencing these degrees before October 2007 must deposit a hardbound copy but may also optionally submit a digital copy.
ORA provides maximum visibility and digital preservation for Oxford digital theses. Students should read important information about the deposit of and access to digital theses which is available at www.bodleian.ox.ac.uk/ora/oxford_etheses 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
- Open and embargoed access (for reasons such as sensitive content, material that would affect commercial interests, pre-publication or legal reasons) to all of part(s) of your thesis
- Information about file formats, fonts and file sizes

Copyright in 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, please see information on third party copyright at: http://www.bodleian.ox.ac.uk/ora/oxford_etheses/copyright_and_other_legal_issues/copyright_held_by_third_parties___and___other_rights

Please contact ORA@bodleian.ox.ac.uk if you require further information or have any queries regarding deposit of your digital thesis.

21.2 MPhil in Law and MSt in Legal Research

Students following Master of Philosophy in Law or the Master of Studies in Legal Research Master of programmes, in addition to the deposit of a hardbound copy, are invited to deposit a digital copy of their thesis voluntarily with the Oxford University Libraries. The digital copy should be deposited in the Oxford University Research Archive (ORA) at http://ora.ouls.ox.ac.uk

21.3 The Social Sciences Division – Restricted Access Arrangements

Whilst the Social Sciences Division strongly supports open access to and wide dissemination of theses produced by its students, during the initial period whilst both authors and publishers adapt to open access, the Division has agreed that by default, access to the full text of digital theses will be restricted for three years. When completing the ORA online deposit form authors should therefore enter an embargo end date as three years from the date of deposit. There is no need to complete a separate GSO3.C Dispensation from Consultation form at the time of deposit.

During the period of the embargo, only the following information from your thesis will be available in ORA:

(i) Item record (your name, thesis title, subject area) and
(ii) Abstract and
(iii) Full text search for single words or short passages of text.

At the time of deposit an author may request permanent closure in ORA under the following circumstances:

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

(b) Where confidential material forms only a small part of a thesis and the force of the thesis will not be seriously impaired by the removal of such material, the Department may grant permission for the access to the confidential material to be closed on the understanding that the thesis will be available for consultation or reproduction but access to the confidential material will be restricted.
Authors can also choose to override the default embargo and make their thesis open access either at the time of deposit or at any time during the three year embargo. Authors who wish to make their thesis freely available on deposit should indicate as such on the Deposit and Consultation of Thesis form (GSO3A) and on the online ORA deposit form. Once the embargo is in place, students wishing to end it early should e-mail ORA@bodleian.ox.ac.uk with instructions. If you do plan to publish your research as a book or article it is not recommended to place your thesis on open access in ORA without first discussing this matter with your supervisor and consulting potential publishers to ascertain their policy. The embargo will be automatically lifted after the three year period, and it is the responsibility of the author to apply for an extension if required. No reminder will be sent and it will be assumed that the full text can be released if a Dispensation from Consultation form (GSO.3C) is not submitted (see below).

21.4 Dispensation from consultation of your thesis – library and ORA

(i) You may apply for dispensation from consultation of the copy of your thesis deposited in the Bodleian or other University Library and of the electronic copy of your thesis deposited in ORA if you have a good reason for such a request. Reasons for requesting dispensation might include 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. Students should apply for dispensation by completing form GSO.3C, available at: http://www.ox.ac.uk/students/academic/graduates/forms/

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 permissions. See www.sherpa.ac.uk/romeo.php for guidance or ask ORA staff (ORA@bodleian.ox.ac.uk).

The copyright in the thesis
The copyright in the thesis usually remains with the author. In a tiny minority of cases, copyright might rest with a sponsor or other body. Please speak to your supervisor or Research Services if you are unsure.

Third party copyright
If you have incorporated material within the thesis where copyright is held by an individual or group that is not the author (third party copyright) you will need permission to make such material freely available on the Internet. It is best to obtain such permission when sourcing the material. You need to provide proof of permission when depositing your thesis in ORA (e.g. e-mail or letter). Please contact ORA staff (ORA@bodleian.ox.ac.uk) if you are unsure. A useful template to keep track of permissions for use of third party copyright materials is available for download at: http://www.bodleian.ox.ac.uk/ora/oxford_etheses/copyright_and_other_legal_issues/copyright_held_by_third_parties_and_other_rights/wording_for_3rd_party_materials

Intellectual property rights
If consultation or reproduction of all or part of the thesis would put at risk confidential material or invalidate an application for a patent on a product or process described in the thesis, or restricting
access to the thesis is a requirement of any **agreements with an outside body or sponsor** governing supply of confidential material or the disclosure of research results described in the thesis, you should apply for dispensation from consultation. Please speak to your supervisor or Research Services if you are unsure.

**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).

**21.5 General Queries**
Please contact [ORA@bodleian.ox.ac.uk](mailto:ORA@bodleian.ox.ac.uk) if you require any further information or have any queries regarding the deposit of your digital thesis.

**22 Ethical Review Procedures for Research in the Social Sciences**
ALL University of Oxford research projects involving human participants or personal data, conducted by Oxford students or staff (including academic and research staff) require research ethics scrutiny and approval before the research starts.

**Why is ethics scrutiny and approval important?**
- It is part of the responsible conduct of research.
- It demonstrates that your research has been conducted according to the highest ethical standards. It is important to protect the dignity, rights and welfare of all those involved in the research (whether they are participants, researchers or third parties)
- It is a University requirement.
- It is now the expectation - and in some cases formal requirement - of funding bodies.
- If you are a DPhil student, you will have to answer a series of questions regarding ethical scrutiny of your research in your Transfer and Confirmation of Status application forms.

**You need ethics approval if...**
- Your research requires human subjects to participate directly by, for example,
  - answering questions about themselves or their opinions - whether as members of the public or in elite interviews.
  - performing tasks, or being observed - such as completing an online survey, participating in an experiment in a computer lab, reading words aloud for linguistic analysis.
- OR your research involves data (collected by you or others) about identified or identifiable people.

**What you need to do**
Under the University's policy, ethical approval must be obtained before a research project begins.

1. Complete a CUREC 1 or 1A checklist. If this shows a CUREC 2 form is required, complete this too.
2. Obtain signatures (or email confirmation) from your department, including your supervisor’s signature.
3. Send the checklist to the SSH IDREC or to your Departmental Ethics Committee (DREC), if your department has one [departments add details of DREC and its procedures if applicable.]

Details of the procedure and application forms can be found on the Central University Research Ethics Committee (CUREC) website - http://www.admin.ox.ac.uk/curec/

Applications are considered by the Social Sciences and Humanities Interdivisional Research Ethics Committee (IDREC). If your department has its own Departmental Research Ethics Committee (DREC), you should submit your research ethics application to the DREC in the first instance. If your department does not have a DREC, applications for the SSH IDREC should be sent to the Secretary, who acts as the co-ordinator of the IDREC's work, at ethics@socsci.ox.ac.uk
23 Appendix A University Policy Statements and Codes of Practice

23.1 Supervision

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

Students do not normally seek help or advice from their Academic Supervisors on matters concerning fees, accommodation, child care, or other personal issues not directly related to academic/course matters. They seek support from their College Advisors for these ‘domestic’ matters (see Section 26.3.4).

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

See further Section 12.5.2 on supervision.

23.1.1 Change of supervisor

If serious difficulties in the student-supervisor relationship develop, students should inform the Director of Graduate Studies who may decide to find a new supervisor for the student.

23.1.2 Responsibilities of supervisors

The supervisor may advise the student on any of the following issues: giving early advice about the nature of the course and the standard expected, and about the planning and the timetabling of the work required for its completion; advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary); discussing with the student the lecture list for his or her subject and related lecture lists; drawing to the student’s attention any requirements relating to the completion of the course, and in particular any dates for the approval of options, titles etc, and for the submission of material for assessment; qualifying examination or tests involved in the course, the consequence of failing any such requirements, and what opportunities (if any) are available for re-taking the qualifying examination or tests; identifying with the student any subject specific, general postgraduate study skills, and other personal and professional skills necessary for the proposed course, and how (where specific provision is not made within the course structure) these might be developed or acquired during the course. Each term supervisors are required to update the Training Needs Analysis form for research students and communicate the results to the Graduate Studies Administrator (GSA).

23.2 Responsibilities of students

The Oxford tradition of study has always placed a particular emphasis on individual endeavour and self-motivation. While much is provided through lectures, tutorials, seminars and classes, at graduate level students are expected to take the initiative in exploring a line of research or argument, acquiring a necessary skill, orremedying an area of weakness. In all the University’s graduate courses, students will often find the degree of detailed teaching less than they have experienced in undertaking undergraduate or graduate courses elsewhere; and should be prepared to gain maximum benefit from the intellectual resources available.
The University expects a student to accept a personal obligation to act as a responsible member of the University’s academic community, in particular to:

- recognize his or her responsibility for the successful completion of the degree programme and endeavour to develop as soon as possible from the beginning of the course an appropriate working pattern, including agreed and professional relationships with supervisors and/or tutors responsible for any personal tuition;
- make appropriate use of the teaching and learning facilities available within the University, and take full note of any guidance provided by supervisors, course directors/organisers as to lectures, courses and seminars of specific or general relevance to his or her course;
- identify as soon as possible which parts of the course all students must study and those which allow a choice of options;
- take particular care to ensure that he or she is aware of any qualifying examination or tests involved in the course, the consequence of failing any such requirements, and what opportunities (if any) are available for re-taking the qualifying examination or tests;
- ensure that the standard of his or her English is sufficient for the successful completion of the course. Students whose first language is not English and who have any doubt on this matter should take advice from their supervisor/course organiser, faculty/department or college.

It is an important aspect of working with academic staff for students to:

- hand in work in good time to the supervisor and give adequate notice of requests for unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor. Both the student and the supervisor may want to keep a brief record of all formal, scheduled meetings, and the outline of what was discussed and decided at each meeting.
- recognise that a supervisor/course organiser may have many competing demands on his or her time;
- be aware that the provision of constructive criticism is central to the completion of a course at master’s level, and always welcome comment on the strengths and weaknesses of any work submitted;
- not to hesitate to take the initiative in raising problems or difficulties, however elementary they may seem;
- ensure that any major concerns or complaints relating to the course are drawn to the attention of the Director of Graduate Studies or the supervisor so that appropriate action may be taken or guidance offered. Where it is difficult to raise such concerns, the student may wish to seek assistance from within his or her college.
- give full weight (where problems arise) to any guidance and corrective action proposed by those responsible for his or her course.

Throughout the course, it is important for the student to:

- seek to identify, with the help of supervisors and course tutors, where necessary, those skills which may help to contribute to the completion of the course, possibly including subject specific skills, general study skills at postgraduate level, and skills of a more general and transferable nature; and how those skills might best be developed or acquired during the course;
- gain experience of timed written examination methods prior to the formal examination, and seek opportunities such as training courses available within the University e.g. courses on study skills.
- be familiar with the regulations relevant to the course, including the Examination Regulations/faculty/departmental handbooks/notes of guidance, paying particular attention to the date, time and place for the submission of extended essays, projects, dissertations etc;
- seek clarification from supervisors and course directors/organisers as necessary on any aspects of the course structure;
- observe all the requirements associated with the course;
• make full use of the facilities for career guidance and development, and consult their supervisor(s) for advice and encouragement where appropriate;
• inform the supervisor, the course director/organiser or the Director of Graduate Studies at once of any circumstances that might require the course of study to be modified or abandoned or registration as a graduate student to be extended, suspended or withdrawn, e.g. health problems, financial or family circumstances.
• ensure that, in addition to making entries for the examination by the right date, approval for options, dissertation titles, methods of assessment etc is sought within the required timetable, and that any work required as part of the assessment of the course is submitted by the required deadline at the right date, time and place;
• note that general and academic penalties may be imposed for late submission, and requests for permission to submit a piece of work after the required deadline should be made in good time through the student’s college, after discussion with the supervisor/course organiser as appropriate;
• take full responsibility for the work involved in dissertations, extended essays, or other similar material;
• ensure that he or she is aware of any formal limits on the assistance that a supervisor may give in connection with a dissertation, extended essay, library project or other similar form of assessment.
• allow adequate time for writing up such work, and pay particular attention to final proof-reading of any material submitted for assessment.

It is the student’s responsibility to decide after any necessary consultation with his or her supervisor or college whether there are circumstances relating to the examination of the course (e.g. illness, bereavement etc) which should be drawn to the attention of the examiners. It is for the student’s college to inform the Proctors of any such circumstances, and for the Proctors to decide whether these should be relayed to the examiners.

23.3 Student progression

Your Supervisor will prepare termly reports on your progress on GSS. These reports will be based in part on reports about your written work and oral contributions to class from the teachers in charge of the options and the core course classes. A poor report or non-attendance at classes will be taken seriously by both the College and the Centre, although this end of term report is not part of the formal assessment for the degree. Supervisors are required by the University’s regulations to communicate the contents of this report to you. These reports will enable your supervisor to give constructive feedback on your progress and provide appropriate support, and can be used when writing academic references. They will form part of your course record and a copy will be available to your College. See further Section 12.5.2 for details on the reporting process.

23.4 University procedure for complaints and appeals

Complaints and academic appeals within the Centre for Criminology

The University, the Social Sciences Division the Faculty of Law and the Centre for Criminology all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution. Many sources of advice are available within colleges, within faculties/departments and from bodies like Student Advice Service provided by OUSU or the Counselling Service, which have extensive experience in advising students. You may wish to take advice from one of these sources before pursuing your complaint.
General areas of concern about provision affecting students as a whole should be raised through Joint Consultative Committees or via student representation on the faculty/department’s committees.

23.4.1 Complaints
If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Director of Graduate Studies (Professor Ian Loader) or with the Director of Graduate Studies (Research) (Dr Ben Bradford) as appropriate. Within the faculty/department the officer concerned will attempt to resolve your concern/complaint informally. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

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

23.4.2 Academic appeals
An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college may put your appeal directly to the Proctors.
As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statutes/regulations/247-062.shtml).

Please remember in connection with all the academic appeals that:

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

24.1 Extension of time

Taught courses
Students working for a taught graduate course are expected to complete the course within the normal time-scale for the course in question. Permission to defer taking an examination, other than for serious personal reasons, e.g. ill health, is therefore rarely given. Computer failure is not acceptable as an excuse. Students will understand that the time allowed for the completion of the course is a significant element in the nature of the examination as a whole, and therefore requests for an extension to that time for particular individuals are bound to be treated with particular care. Students who wish to apply for an extension of a deadline must apply to the Proctors through their College.

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 website at:
http://www.ox.ac.uk/students/academic/graduates/forms/

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

(i) PRS Status
If a student attempts Transfer of Status in his/her sixth term of PRS status, s/he is automatically granted a one term of extension of PRS status to make a second (and normally final attempt) to Transfer. This extension to PRS status does not affect the overall amount of time permitted for the doctorate, and so the student would have 7 terms of PRS status followed by 5 terms of DPhil status. In exceptional cases, if a student has not been able to attempt Transfer of Status within the 6 terms of PRS status, an application for extension of PRS status may be submitted, subject to approval by the supervisor(s), College, DGS(R)/GSC, 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 9 terms of extension after completion of the normal 12 terms permitted for the doctorate. (For part-time students, only 3 terms of extension are permitted). These 9 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 maybe requested beyond the permitted 9 terms. However, these would require the additional approval of the University Education Committee.
(iii) Reinstatement

If a student has not previously used all of his/her terms of extension but does not apply to extend his/her status and instead allows his/her student status to lapse, then s/he 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 9 terms of extension and has subsequently had his/her student status lapsed, s/he may apply for reinstatement for one term only in which to submit his/her thesis. This requires the approval of the supervisor(s), College, DGS(R)/GSC 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.

24.2 Suspension of status

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

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

To apply for suspension of status, form GSO.17 must be completed.

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.

24.3 Illness

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

25 University facilities and resources

25.1 Libraries

In addition to the Bodleian Social Science Library [See 3.7.2] and Bodleian Law Library [See 3.7.3], you are entitled to use all many other OULS University libraries; these are all listed at http://www.ox.ac.uk/research/libraries/. The site provides details regarding membership, borrowing arrangements and hours.

25.1.1 Bodleian Libraries

The Bodleian Library This is the main research library service of the University of Oxford. It is also a copyright legal deposit library and its collections are used by scholars from around the world. The central buildings include Duke Humfrey's Library above the Divinity School, the Old Schools Quadrangle with its Great Gate and Tower, the Radcliffe Camera, Britain’s first circular library, and the Clarendon Building.

In addition, the Bodleian has eight dependent libraries, in separate locations in Oxford: The Bodleian Libraries comprise 30 locations, including the Bodleian Social Science Library, the Bodleian Japanese Library, the Bodleian Law Library, the Indian Institute Library, the Oriental Institute Library, Rhodes House Library, the Radcliffe Science Library, the Philosophy and Theology Faculties Library and the Weston Library. The full list of General Guide to the Bodleian Libraries and its dependent libraries can be found at http://www.bodleian.ox.ac.uk and the Central Bodleian Guide can be found at http://www.bodleian.ox.ac.uk/bodley.

25.1.2 Nuffield College

The Library of Nuffield College, which holds an impressive collection of social science books and journals, whilst intended primarily for members of Nuffield, may be used by graduate students of other colleges. You should apply to the Librarian at Nuffield for permission to use the Library and must sign the admission register each time you visit the Library. You will not be permitted to borrow books.

25.1.3 College Libraries

Your College library should hold a few of the key criminology books (such as The Oxford Handbook of Criminology), and might even subscribe to the key journals, such as The British Journal of Criminology or The Criminal Law Review. However, it is unlikely to hold the majority of the texts on your reading lists. It is worthwhile bringing to the attention of your College Librarian books which are unavailable in the Library but are likely to be used regularly by any student studying criminology.

Librarians usually respond very quickly to such requests, so do make use of them. Furthermore, College libraries usually have very generous borrowing conditions.

You will need a university card in order to use any of the university libraries or other facilities, such as the Computing Service. The card is used for security purposes and where access control or other automated systems are in use. It also serves to identify those entitled to use university facilities and services. Therefore you should carry this card with you at all times when planning to enter different university departments or libraries as you may be asked to present it. Application forms for a university card for new and returning students can be obtained from your College office.

25.2 IT Services

The University is well endowed with IT facilities. Most colleges provide computer rooms, network access and computer support for students. For a guide to your college computing facilities, speak to
the college computer officer. Students will be given a brief tour of facilities at the Law Faculty during their induction.

The main IT provider across the University is IT Services. This department was formed on 1st August 2012 through a merger of the three central IT departments – Oxford University Computing Services (OUCS), Business Projects and Services (BSP) and ICT Support Team (ICTST).

It will take about a year for the merger to work through, and during this time you are likely to see and hear references to the three old departments. While the new IT Services website (www.it.ox.ac.uk) is being developed, you will find information about the services provided, and then will be forwarded to the old departmental websites for further information and support. Over time, a new IT Services website will replace the webpages of the old departments. During this transition the services available will remain the same and existing links/bookmarks will be phased out only gradually and with due notice.

The main support for students can be found at the IT Services based at 13 Banbury Road, Oxford OX2 6NN, tel: (2)73200. Opening times are 8.30am to 8.30pm Monday to Friday throughout the year, including out of term. Here you will find a number of computer terminals providing network access (email, web access, etc.) for 24 hours a day, seven days a week (a key is issued to all those wanting out-of-hours access). The Help Centre can offer advice via email or over the phone. There is also a wide range of IT courses available, from basic IT skills to more advanced skills such as programming, and many are free.

For information about facilities and resources see: http://www.it.ox.ac.uk/. This page links through to many of the services available and is the recommended first place to visit for all your needs.

These are the key resources you may find useful:

- If you need help (including with passwords, account registration and email): http://www.it.ox.ac.uk/help/
- IT Learning Programme (free IT courses) – practical skills for your study, research and future work: http://www.it.ox.ac.uk/courses/
- For WebLearn on-line teaching and learning resources, including lecture podcasts and opinion polls, choose the WebLearn link at: http://www.it.ox.ac.uk/help/freqservices/
- For Mobile Oxford – resources and services specially designed for your smartphone: http://m.ox.ac.uk/
- Remote access (The OUCS Virtual Private network (VPN)) – access from anywhere in the world to online resources only available to Oxford users (e.g. journals, databases, exam papers, etc.): http://www.oucs.ox.ac.uk/network/vpn
- Printing services – standard, bulk and large-format poster printing: http://www.oucs.ox.ac.uk/printing
- The online shop has discounted software and hardware, consumables: (http://www.oucs.ox.ac.uk/shop).

You will be able to use your laptops in the Manor Road Building. However, you must register your laptop prior to connecting to the network. You can do this by filling in a form, available from the Graduate Studies Administrator or the IT Support Team. We regret that IT support through the Centre is not available for personal laptops. Contact Sandra Meredith sandra.meredith@law.ox.ac.uk if you need help using legal databases, the internet or computer applications such as word, EndNote, Powerpoint etc.

25.3 IT/ electronic research resources training

Training in use of the Library’s legal and journal databases is jointly provided by the Law Faculty and the Bodleian Law Library. Training begins at induction, and continues in special sessions throughout
term as advertised on the email list and the Library website (http://www.ouls.ox.ac.uk/law). Extensive electronic legal and journal resources are available to Oxford law students, and can be accessed via the library website, under Legal Databases, or via OxLIP (http://www.ouls.ox.ac.uk/libraries/subjects/law - and then click on the OxLIP link). The library website also includes links to and information about quality free legal web resources.

One-to-one support in using the electronic library resources and free web resources, and in using EndNote and other general computing applications is available during the regular drop-in sessions during term, or by appointment with Sandra Meredith or the Library. Online tutorials for learning how to use specific legal and journal databases are available at http://www.ouls.ox.ac.uk/services/training.

25.3.1 Weblearn
All students have their own ‘My Weblearn’ site on Weblearn, the University’s Virtual Learning Environment (http://www.weblearn.ox.ac.uk). Your site is password protected with your Oxford password and accessible from anywhere in the world. You can upload copies of your thesis and other important documents to this site. It is backed up daily. You can also provide access to other students with Oxford passwords.

Discussion groups, study groups and social groups may also have password-protected space on Weblearn. As well as document holding, Weblearn provides threaded discussion boards and other features. If ‘My Weblearn’ does not meet your needs, ask Sandra Meredith for a Weblearn site in the Faculty Weblearn area.

25.3.2 Document storage and backup
Keeping back-up copies of your work is crucial. Graduate students can use WebLearn to store copies of their theses and related documents. Many colleges provide file storage and back-up on their servers. IT Services also provides file backups on the Hierarchical File Server (HFS) when you are on the University network – see: http://www.oucs.ox.ac.uk/hfs/. The ‘getting started’ link will walk you through the process, and contact http://www.it.ox.ac.uk/help/gettinghelp/ if you need help.

25.3.3 Email addresses and user names
The Law Faculty will automatically arrange an email account for you on the University Email system, Nexus. It will take the form firstname.secondname@law.ox.ac.uk and will be in addition to your college email address. A letter telling you your username and password for Nexus has been sent to your College, so you do not need to take any action.

Once you have activated your email account, remember to check regularly for messages. It is expected that you check your email on a daily basis for Centre and Faculty messages.

Further information about email at Oxford University is available from: http://www.it.ox.ac.uk/ or http://www.oucs.ox.ac.uk/nexus/.

25.3.4 Policy Statement on Computer Use, Monitoring, and Surveillance
University IT and network facilities are provided for use in accordance with the following policy set by Council:

‘The University provides computer facilities and access to its computer networks only for purposes directly connected with the work of the university and the colleges and with the normal academic activities of their members. Individuals have no right to use university facilities for any other purpose. The University reserves the right to exercise control over all activities employing its computer facilities, including examining the content of users’ data, such as e-mail, where that is necessary:

(a) for the proper regulation of the University’s facilities;
(b) in connection with properly authorised investigations in relation to breaches or alleged breaches of provisions in the University’s statutes, decrees and regulations, or
(c) to meet legal requirements. Such action will only be undertaken in accordance with these regulations.’

Please note that the University provides computing facilities and access to networks for bona fide purposes only, viz those which are consequent upon the teaching, study, research, administration or related activity occasioned by your course of study with the University. It is a misuse of those facilities, and may in certain cases be illegal, for a user to receive, transmit, display or store offensive or pornographic material using university equipment for other than bona fide academic purposes, and such misuse may result in action being taken against those responsible. Remember that sending email from your university account is similar to sending a letter on Oxford University letterhead, so don’t say anything that might discredit or bring embarrassment to the University. For more detailed information on the University Rules for Computer Use see http://www.ict.ox.ac.uk/oxford/rules/.

25.3.5 Photocopying

Photocopying is available in the Bodleian Social Science, Central Bodleian, and Bodleian Law library and in most other University libraries. For provisions across the Bodleian libraries (including the Social Science Library on the floor of the Manor Road Building), please check the SSL website: http://www.ssl.ox.ac.uk/it.html#photocopying. DPhil students have a £50 photocopy allowance in the Centre for Criminology.

25.4 The Language Centre

The Language Centre is a central facility for all students and staff of the University of Oxford. It is on the Woodstock Road opposite Somerville College and is open on weekdays all year round, with Saturday morning opening in full term. The Centre provides resources and services for members of the University who need foreign languages for study, research or personal interest. Courses are available (early booking is recommended), and the library holds materials on over 100 languages. If you are unable to join a course, advice on self-supported study is available.

There are also courses in English for Academic Studies for overseas students. The pre-sessional courses in English for Academic Studies in August and September are designed to help you adjust to studying in the UK if you need to improve your skills before the academic year starts. Term time courses are aimed at improving your current use of English or have a particular focus such as academic writing.

Email admin@lang.ox.ac.uk
Web http://www.lang.ox.ac.uk

26 Careers

Tutors and supervisors may be the first people to turn to for advice on academic careers. Papers such as The Times Higher Education Supplement advertise academic posts and websites such as http://www.jobs.ac.uk may be useful.

The Oxford University Careers Service offers comprehensive advice on many careers and students can subscribe to its weekly newsletter ‘The Bridge’. Please see http://www.careers.ox.ac.uk.

26.1 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.
26.2 University and divisional procedures for research ethics review

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

26.3 Equal opportunities

26.3.1 Equal Opportunities Statement (Students)

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

26.3.2 Recruitment and admissions

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

In order to widen access to Oxford, the University and colleges support schemes which work to encourage applicants from groups that are currently under-represented. The undergraduate Admissions Office can provide details of current schemes.

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

26.3.3 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.

26.3.4 Welfare and support services

Colleges have the lead responsibility for student welfare and can provide details of arrangements made to support their students. The University, in addition, provides for all students who require such support:

- a counselling service
- childcare advice
disability assessment and advice, and
a harassment advisory service

Further details of these services are included in the Proctors’ and Assessor’s handbook “Essential information for students”, which is updated annually. This guidance provides excellent advice on almost every aspect of University life and students are strongly encouraged to familiarise themselves with it. The advice can also be found at: http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml.

26.4 Code of Practice Relating To Harassment (including Bullying)
The University of Oxford is committed to equal opportunities and to providing an environment in which all employees and contractors (“staff”), students and those for whom the University has a special responsibility (for example visiting academics and students – henceforth referred to as "visitors") are treated with dignity and respect, and in which they can work and study free from any type of discrimination, harassment, or victimisation. All staff and students are responsible for upholding this policy and should act in accordance with the policy guidance in the course of their day-to-day work or study, ensuring an environment in which the dignity of other staff, students, and visitors is respected. Offensive behaviour will not be tolerated.

Harassment is a serious offence which is punishable under the University's disciplinary procedures.

Heads of department and their equivalents, those with significant supervisory duties, and others in positions of responsibility or seniority, including students who fall into these categories, have specific responsibilities. These include setting a good personal example, making it clear that harassment will not be tolerated, being familiar with, explaining, and offering guidance on this policy and the consequences of breaching it, investigating reports of harassment, taking corrective action if appropriate, and ensuring that victimisation does not occur as a result of a complaint. Instances of harassment should be brought to the attention of an appropriate person in authority, such as a head of department or a senior college officer. The University is committed to making all staff and students aware of this policy and the accompanying guidance and to providing effective guidance and briefing on it. The University will take steps to ensure that both the policy and guidance are fully understood and implemented. The policy and guidance is available to view at: http://www.admin.ox.ac.uk/eop/harassmentadvice/. The policy will form a part of every employment, and student contract, or relationship, or contract for services. The University will encourage a culture of non-tolerance of any form of harassment. Information concerning allegations of harassment should be treated in the strictest confidence. Breaches of confidentiality may give rise to disciplinary action.

Definition of Harassment: A person subjects another to harassment where he or she engages in unwanted and unwarranted conduct which has the purpose or effect of:
(a) violating that other’s dignity, or
(b) creating an intimidating, hostile, degrading, humiliating or offensive environment for that other.

Intention and Motive: The other person’s motives are not the main factor in deciding if behaviour amounts to harassment. Just because certain behaviour may be acceptable to the alleged harasser or another person does not mean it is not harassment.
**Bullying:** Bullying is a form of harassment. It may be characterised by offensive, intimidating, malicious or insulting behaviour, or misuse of power through means intended to undermine, humiliate, denigrate or injure the recipient. It may not be based, or may not appear to be based, on gender, race or any other specific factor.

**Victimisation:** Victimisation occurs specifically when a person is treated less favourably because he/she has asserted his/her rights under this guidance, either in making a complaint or in assisting a complainant in an investigation (information about complaints and investigations is set out in Part IV of the guidance which can be found at: http://www.admin.ox.ac.uk/eop/harassmentadvice/policyandprocedure/). The University will protect any member of staff, student, or visitor from victimisation for bringing a complaint or assisting in an investigation. Victimisation is a form of misconduct which may in itself result in a disciplinary process, regardless of the outcome of the original complaint of harassment.

Examples of behaviour that may amount to harassment include:

- suggestive comments or body language;
- verbal or physical threats;
- insulting, abusive, embarrassing or patronising behaviour or comments;
- offensive gestures, language, rumours, gossip or jokes;
- humiliating, intimidating, demeaning and/or persistent criticism;
- open hostility;
- isolation or exclusion from normal work or study place, conversations, or social events;
- publishing, circulating or displaying pornographic, racist, sexually suggestive or otherwise offensive pictures or other materials;
- unwanted physical contact, ranging from an invasion of space to a serious assault.

(The above list is not intended to be exhaustive.)

All these examples may amount to bullying, particularly when the conduct is coupled with the inappropriate exercise of power or authority over another person. Many of the above examples of behaviour may occur through the use of internet, email, or telephone. Being under the influence of alcohol or otherwise intoxicated will not be admitted as an excuse for harassment, and may be regarded as an aggravating feature.

**Note on confidentiality.** It is essential that all those involved in a complaints procedure (including complainants) observe the strictest confidentiality consistent with operating that procedure; an accusation of harassment is potentially defamatory.

### 26.4.1 Advice

1. Advice may be sought or complaints pursued through any appropriate channel. In addition to other officers, the following people have been specially appointed to give advice in this connection and to answer questions (whether or not amounting to a complaint):

   (a) departmental or faculty 'Confidential Advisers', appointed by heads of department or the equivalent.

The Law Faculty has two harassment advisors whom students and Faculty may contact for advice:

Catherine Redgwell, All Souls College
Tel No: 01865 279342 Email: catherine.redgwell@law.ox.ac.uk

Roderick Bagshaw, Magdalen College
Tel No: 01865 276078 Email: roderick.bagshaw@law.ox.ac.uk
(b) members of the `Advisory Panel', serving the whole University. The Advisory Panel is a Standing Committee of Council consisting of members and employees of the University with special expertise or interest in relevant aspects of staff and student welfare. Members of the panel may be approached on a number specially designated for this purpose (Tel. (2)70760);

(c) special college advisers or advisory panels where colleges have established these.

Those protected by this code may appropriately seek advice in relation to harassment even if the conduct in question is not sufficiently serious to warrant the institution of disciplinary proceedings. Any of the advisers listed above may be approached in the first instance; those approached will direct enquirers elsewhere, if that seems most likely to meet the enquirer’s needs.

2. Enquiries about harassment will be responded to promptly. University advisers (whether Confidential Advisers or members of the Advisory Panel) will discuss the range of options available to enquirers on an entirely confidential basis and whenever possible assist them in resolving the problem informally in the first instance. College advisers will be guided by college rules.

3. It is emphasised that the role of advisers is advisory and not disciplinary. All disciplinary matters lie in the hands of the relevant disciplinary bodies.

26.4.2 Discipline

1. If a complaint is not resolved on an informal basis the complainant may refer the matter to the relevant authority which will determine whether there is a prima facie case under the relevant disciplinary provision and, if appropriate, set in motion disciplinary procedures. In respect of members of the University subject to the jurisdiction of the Visitatorial Board, the relevant procedures are those described under Tit. XVI of the University’s Statutes. Colleges may have their own forms of disciplinary provision.

2. It may be that a complaint either against a member of staff or against a Junior Member could potentially be heard by more than one disciplinary body. When the person complained against is a Junior Member, the complainant will be expected to choose whether to pursue disciplinary procedures through his or her college or through the Proctors. If a complainant has previously brought or is in the process of bringing a complaint against the same person, founded wholly or in part upon the same matter, before any other disciplinary body, he or she is responsible for revealing that fact when seeking to institute disciplinary proceedings. It is also incumbent upon a disciplinary body to attempt to ascertain, for example by direct enquiry of the complainant, or by consulting other relevant authorities, whether any such other complaint has been instituted; if so, that body must consider whether it is appropriate for the same matter to provide a basis for two separate disciplinary hearings.

26.4.3 Institutional Arrangements

1. The appointment of Confidential Advisers within each department or faculty is the responsibility of the head of department, or equivalent, who must designate two such advisers, one of each sex, return the names of those appointed to the Equal Opportunities Officer (or such other officer as may be designated by the Registrar from time to time), and ensure that the Code of Practice and the names of the Confidential Advisers are adequately publicised within the department or faculty. The Advisory Panel on Harassment will provide Confidential Advisers with information, advice and training opportunities. Confidential Advisers will be expected to make anonymised annual returns to the panel as to the number and general character of complaints they have dealt with. They may refer enquirers to members of the panel, or themselves seek advice either about university provisions on harassment in general or about possible ways of handling individual cases.

2. Members of the Advisory Panel on Harassment will give advice on request to those troubled by harassment and to other advisers. The panel is responsible for supporting, co-coordinating, and monitoring the effectiveness of the University’s arrangements for dealing with harassment. Members of the panel may be contacted on a number specially designated for this purpose (Tel. (2)70760).

3. The provisions of this code supplement and do not supersede or override college arrangements.

4. Nothing in this code shall detract from the position and jurisdiction of the Proctors or the right of free access to them by all junior and senior members of the University.
26.5 Disability Statement

26.5.1 Purpose of Statement
This statement is intended as a resource for potential applicants and current undergraduate or graduate students. It provides information on the facilities available for students with disabilities at Oxford University and the University will be pleased to make it available in other formats, such as electronic, disk and Braille. The statement is accurate at time of printing, but there may have been changes in facilities since publication. It is advisable to check facilities by contacting the Disability Advisory Service and/or the Departmental disability contact.

26.5.2 Current Policy

Equal opportunities. The University of Oxford is a confederation of autonomous, self-governing colleges and halls, most of which are responsible for the admission of students at the undergraduate level. Each of these institutions selects its own students, although applications are coordinated by a central Admissions Office. The University centrally has the primary responsibility for the admission of graduate students, though these must also be admitted by a college. In its Admissions Prospectus and its introductory guide for student applicants with disabilities, the University makes the following declaration:

‘The University is committed to making arrangements where appropriate, to enable students with disabilities to participate fully in student life.’

Access and admissions. The University and colleges view applications from students with disabilities on the same academic grounds as those from other candidates.

Examinations. Special provision in examinations (such as the use of a word processor with voice recognition software for students with dexterity disabilities, a reader for blind students, or extra time for students with a SpLD such as dyslexia) may be made by arrangement between the disabled student’s college and the University Proctors. Standard guidelines have been drawn up to advise examiners in the case of students with dyslexia. The Disability Advisory Service can discuss potential provision with students and can give advice on adjustments approved by the Educational Committee as appropriate. Formal requests for examination concessions should be made through Senior Tutors.

Staff development and training programmes. The University has a training and staff development programme open to staff both of the University and of the colleges. Training in undergraduate admissions and selection of staff includes specific components on disability and diversity issues; these components have been amended to take into account the requirements of the Disability Discrimination Act (2005), the Equality Act 2010 and of the University’s developing policy in this area (see also 17.13.3 below).

Financial assistance to students with disabilities. The University has designated funds to assist disabled students. The University has a SpLD Fund which can assist students with dyslexia or related conditions with grants towards an educational psychologist’s report or towards a specialist tutor. The University Disability Advisory Service can provide information to colleges on other sources of funding for disabled students. In addition, colleges and departments usually make some contribution to extra costs incurred by disabled students who are unable to obtain financial assistance from their funding body.

The Disabled Students Allowance is a major source of funding for undergraduates and graduates. It is administered by Student Finance England, is not means tested and can provide financial assistance for non-medical support and specialist equipment. The Disability Advisory Service can provide information on any of these funds and allowances. The University does not charge disabled students for any extra use they may make of administrative facilities.
Links with other organisations. The University subscribes to SKILL, the organisation which gives advice on disabled students' affairs. The University has also good links with local disability organisations including the Oxfordshire Dyslexia Association in order to consult on the provision of services to disabled students and to seek advice. The Careers Service and the Disability Advisory Service have links with the disability employment organisation.

26.5.3 University Disability Advisory Service

Information on students with disabilities, university provision for them, advice and guidance on support services can be found by visiting the University's Disability Advisory Service website: http://www.admin.ox.ac.uk/eop/disab/.

The Disability Advisory Service provides advice and guidance to University students and staff on: the effects of specific disabilities and medical conditions on study; access and adaptations to University buildings; applying for disability-related funding; assistive equipment and information technology; curriculum accessibility; how to apply for special examination arrangements; support services within the University and external links. Further details and sources of information and practical advice, such as publications, funding, the Students’ Union, OUCS, counselling and policy development, are available via the website: http://www.admin.ox.ac.uk/eop/disab/.

26.6 Data Protection

The primary purpose of current data protection legislation is to protect individuals against possible misuse of information about them held by others. It is the policy of the University to ensure that all members of the University and its staff are aware of the requirements of data protection legislation under their individual responsibilities in this connection.

The Act covers personal data, whether held on computer or in certain manual files.

The University is obliged to abide by the data protection principles embodied in the Act. These principles require that personal data shall:

- be processed fairly and lawfully;
- be held only for specified purposes and not used or disclosed in any way incompatible with those purposes;
- be adequate, relevant and not excessive;
- be accurate and kept up-to-date;
- not be kept for longer than necessary for the particular purpose;
- be processed in accordance with data subject's rights;
- be kept secure;
- not be transferred outside the European Economic Area unless the recipient country ensures an adequate level of protection.

Definitions and guidance on what constitutes fair and lawful processing (principle 1) may be found below.

The Act provides individuals with rights in connection with personal data held about them. It provides individuals with the right to access data concerning themselves (subject to the rights of third parties). It also includes the right to seek compensation through the courts for damages and distress suffered by reason of inaccuracy or the unauthorised destruction or wrongful disclosure of data. Information on how to make a request for access to personal data under the Act may be obtained from data.protection@admin.ox.ac.uk.
Under the terms of the Act, processing of data includes any activity to do with the data involved. All staff or other individuals who have access to, or who use, personal data, have a responsibility to exercise care in the treatment of that data and to ensure that such information is not disclosed to any unauthorised person. Examples of data include address lists and contact details as well as individual files. Any processing of such information must be done in accordance with the principles outlined above. In order to comply with the first principle (fair and lawful processing), at least one of the following conditions must be met:

- the individual has given his or her consent to the processing;
- the processing is necessary for the performance of a contract with the individual;
- processing is required under a legal obligation;
- processing is necessary to protect the vital interests of the individual;
- processing is necessary to carry out public functions;
- processing is necessary in order to pursue the legitimate interests of the controller or third parties (unless it could prejudice the interests of the individual).

In the case of sensitive personal data, which includes information about racial or ethnic origins; political beliefs; religious or other beliefs; trade union membership; health; sex life; criminal allegations, proceedings or convictions, there are additional restrictions and explicit consent will normally be required.

Further information can be found on the University website at: http://www.admin.ox.ac.uk/dataprotection/.