

Graduate Studies Handbook:

Notes of Guidance for Graduate Students and Supervisors at the Oxford Internet Institute

2011-12

**Issued by the Graduate Studies Committee
Oxford Internet Institute
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**University of Oxford
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1. Introduction

Welcome to Oxford and the Oxford Internet Institute. We hope that you will enjoy your time living and studying in Oxford, and will find it a rewarding experience.

1.1. Scope and purpose of this handbook

This handbook contains detailed information for graduate students ('you') working towards the DPhil in Information, Communication and the Social Sciences and the MSc in Social Science of the Internet. It is hoped that you will find the information contained within the handbook to be a useful guide both while you are new to studying your course and throughout the duration of your studies. The handbook is also a source of reference for academic staff appointed as your supervisors and anyone else involved in teaching you, including in classes, seminars and lectures.

The information given here is an informal description and interpretation of some of the most relevant rules in *Examination Regulations*. Any formal question has to be settled by reference to the Regulations and not this handbook.

To keep it up to date, a copy of this handbook is available on the OII's public drive at Z:\Public\Teaching\handbooks. Comments and criticisms of this handbook are welcome and should be sent to the OII's Graduate Studies Officer at <teaching@oii.ox.ac.uk>. Students should refer the Graduate Handbook on the Z Drive as changes may be made at the end of each academic year and this will be the most up to date version.

1.2. Induction

1.2.1. Induction Programme

Details of the programme of induction to the OII are given in the induction handbook.

As soon as you arrive in Oxford you should obtain your **University Card** from your college. This is essential for access to the university's email and computing systems and for registration as a reader at the OII's Library, the *Bodleian Library* (see Section 1.4), and at the Social Science Library in Manor Road. It is also used to access the OII's premises at 1 St Giles.

Your college will also provide you with:

- a copy of the *Examination Regulations* ('Grey Book')
- a leaflet on Oxford Libraries and how to register with them
- a statement on data protection regarding personal student data, including a declaration for you to sign indicating your acceptance of that statement; please contact your college's Data Protection Officer if you have not received it

1.2.2. Induction Information

Induction information covering non-academic matters and facilities at the OII is available on the OII intranet site at <https://intranet.oii.ox.ac.uk/default.aspx>.

1.2.3. Other sources of information

The OII's **website** is found at <<http://www.oii.ox.ac.uk>>. It includes:

- Lists of staff and their research interests, which can help identify those working in fields similar to your own
- A regularly-updated events section, with information on OII activities

The OII **intranet** at <https://intranet.ox.ac.uk> contains information on teaching and academic issues.

The **University's web** pages contain extensive information on numerous key aspects of graduate work. Please check your **Oxford email** regularly as it will be used to send you important information about your course.

The **University Gazette** <<http://info.ox.ac.uk/gazette>>, published at least weekly in term time, contains a wide range of other university announcements, including forthcoming seminars and lectures. It can be consulted in most libraries including the OII Library and can be bought at the OUP Bookshop, 116 High Street.

Plato- The most up to date reading lists, course deadlines are being held at an internal OII site called Plato which can be accessed at <http://plato.ox.ac.uk>. To set up an account please e-mail teaching@oii.ox.ac.uk for account approval.

The Plato website also provides threaded discussion forums and other features. If you have any technical issues please contact Tom King at thomas.king@oii.ox.ac.uk and for any queries on content such as reading lists please contact Laura Maynard at laura.maynard@oii.ox.ac.uk.

2. MSc Programme

2.1 Aims of the programme

The MSc programme aims:

- To provide advanced training in four types of research skill: research methodologies; written and oral communication; critical theoretical and analytical skills; research project planning and completion.
- To provide students with good empirical and theoretical knowledge and understanding of the major topics and concepts in Internet research as well as a general understanding of the technological and social shaping of the Internet.
- To provide students with advanced empirical and theoretical knowledge and understanding of key topics and concepts in areas relating to the student's particular interest.
- To enable students to think strategically about the Internet and its evolving technologies and their implications for policy and practice.
- To assess students' progress through supervision and mechanisms of formal assessment.
- To provide appropriate pastoral support through the allocation of personal supervisors in conjunction with the system in place at College level.

On completion of the MSc programme, it is expected that you will have developed your knowledge and understanding of:

- Acquired skills in both quantitative and qualitative research methods including leading-edge methods of particular relevance to on-line activity;
- Learnt how to apply approaches from one or more of the social sciences to consideration of the Internet and related technologies and their societal implications;
- Gained empirical and theoretical knowledge and understanding of the major topics and concepts in Internet research as well as a general understanding of the technological and social shaping of the Internet.
- Gained wide-ranging critical knowledge and understanding of the scholarly literature, key topics and concepts in areas relating to the student's particular research interests.
- Learnt to think strategically about the Internet and its evolving technologies and their implications for policy and practice.
- Participated in, and learnt from, the range of intellectual activities on-going in the OII and the wider University.
- Achieved a high standard of written work through the preparation and presentation of essays and assessed coursework & thesis.

2.2 Programme Structure and schedule

This is a one-year taught course which is comprised of the following four components:

- A. The two compulsory core papers in *Social Dynamics of the Internet* and *Internet Technologies and Regulation* are both examined by means of a 3 hour examination each, with students choosing 3 questions from a list of eight in each examination. These two courses provide foundational knowledge in this area of research, and the examination format will allow us to gainsay if this ground has been thoroughly covered and adequately digested. Both courses will require at least one formative piece of written coursework

each in preparation for the exam. This will help students understand what kind of analysis and writing is expected of them, and will benchmark their performance.

- B. The one compulsory core paper in research methods, *Social Research Methods and the Internet* parts consists of five elements and is taught over two terms. In the first term you will be assessed with one three hour exam for the Statistics course and one piece of written coursework (3000 words) for the Methods Core course.. In the second term students will need to take the second part of Methods Core course and choose either to take Advanced Qualitative or Advanced Quantitative Analysis. For the Methods Core course you will be required to do another piece of written coursework (3000 words). Students who take the Advanced Quantitative Analysis course will take one three hour examination. Students who take the Advanced Qualitative Analysis course will be required to submit one 5000 word essay. The Social Research Methods and the Internet component will allow students to explore the applicability of different methods and give them a chance to consider methods that they might apply in their thesis. Apart from the assessed examination and coursework, the course will have a number of formative assessments, including laboratory and practical exercises, to ensure that students are competent with particular techniques and able to use statistical and other software packages.
- C. Two option papers must be chosen, all in specialized subject areas. All option papers will be assessed by coursework, typically one or two long essays and adding up to no more and not less than a total of 5-6000 words. Coursework is more appropriate than examinations to test in-depth of understanding of a particular topic area. All options will have some formative assessed coursework.
- D. The 10,000 word thesis will be closely supervised, with the topic to be agreed with a designated supervisor. This will be a substantial work of independent research, which students will be well-prepared to undertake in terms of the general knowledge gained in part A and the research skills in part B.

2.2.1 Programme Schedule

The following table below demonstrates the basic structure of the courses each term and is the minimum set of lectures, seminars and classes that an MSc student is expected to attend. Students need to seek permission from supervisor and course tutor if they plan to miss any of these sessions.

You will also be expected to be fully engaged in the intellectual life of the department throughout your studies, including attendance at MSc workshops, participation in departmental seminars and our events programme. You are encouraged to make a significant contribution to participate in discussions at workshops or events, and students should consider ways throughout their studies to express their work to the world at large through the Internet.

Michaelmas Term (MT) Autumn	Hilary Term (HT) Spring	Trinity Term (TT) Summer
Social Research Methods and the Internet I: Students must take both Methods Core and Statistics Core	Social Research Methods and the Internet II: Students must take Methods Core and choose either Advanced Qualitative Methods or Advanced Quantitative Methods	
Core Paper 1 (required): Social Dynamics of the Internet	Option Paper 1: Students can choose from the list of option papers.	

Core Paper 2 (required): Internet Technologies and Regulation	Option Paper 2: Students can choose from the list of option papers.	Thesis
		MSc Research Seminars

There are many other lectures and seminars in Oxford that are of interest to OII students. Please consult the lecture list published by the University at the beginning of each term for details. Lecture lists are available online at www.admin.ox.ac.uk/pubs/lectures/.

Students are expected to spend at least 45 hours studying each week during term (and they will also need to do some study during vacations). During Michaelmas and Hilary terms MSc students are advised to divide their time between the core course and their two options in the following way:

- At least 15 hours preparation a week for each core course in Michaelmas, and for each option course during Hilary (totaling 30 hours);
- At least 15 hours preparation a week for the Social Research Methods and the Internet course during Michaelmas and Hilary
- This includes classroom time of 2 hours for each course per week for seminars (totaling 6 hours per week) (plus an additional session of approx. 2 for Research Methods labs and exercises), or altogether 8 hours per week during term time.
- In Trinity term Student should be devoting all their time to their Thesis, including a weekly thesis seminar where research is presented.

Students should note that this leaves very little time during the week for any paid employment.

2.3 Programme Deadlines

These are the main deadlines for the course.

Course	Essay Submission Deadline	Date of Exam	Marks Available
Michaelmas Term			
Social Research Methods and the Internet I: Methods Core and Statistics	Friday at 12:00pm in Week 8 in Michaelmas Term for Methods Core	Week 9 of Michaelmas for Statistics	End February
Social Dynamics of the Internet	N/A	Week 0 of Hilary Term	End February
Internet Technologies and Regulation	N/A	Week 0 of Hilary Term	End February
Hilary Term			
Social Research Methods and the Internet II: Methods Core	Friday at 12:00pm in Week 8 in Hilary Term Methods Core & Friday at	Week 9 of Hilary for Advanced Quantitative Analysis	End of May

and students must choose either Advanced Qualitative Analysis or Advanced Quantitative Analysis	12:00pm in Week 9 in Hilary Term for students taking Advanced Qualitative Analysis		
Option Papers (Please note that not all options will run every year)			
Learning, the internet and Society	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Internet Economics	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Online Social Networks	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Law and the Internet	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Digital Era Government and Politics	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Networks of Collaboration	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
ICT & Development	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Digital Social Research	Monday at 12:00pm of Week 1 in Trinity Term	N/A	End of May
Trinity Term			
Thesis	August 1 st (or the next working day when this falls at the weekend).	Viva-Voce will be scheduled in September	Marks will be available end of September

2.4 MSc Extensions

Under exceptional circumstances, for example due to illness, students can apply for a deadline extension for any coursework that counts towards their final mark. Students will need to apply to their senior tutor in their college who will then write to the proctors. Deadline extensions need to apply in advance and have to be accompanied by a medical note. The Proctors then decide if the reason is valid and inform the examiners. The department and individual course convenors or lecturers cannot grant extensions.

2.4.1 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 then application for suspension of status can be sought. MSc students must suspend for an entire year, and cannot suspend for one term, as research students can. Please see section 7.3.2 for further information.

2.4.2 Illness

Students whose work is unavoidably interrupted for any significant period due to illness should consider applying for a suspension of status until the following academic year. A student whose illness is not serious enough, or of too short duration to justify suspension of status, may, nevertheless, feel that it is likely to have an adverse effect on their performance in the examination. In this case they must ask their College Senior Tutor (not Academic Supervisor) to inform the University Proctors who, with sufficient evidence (including a doctor's report) have the option, at their discretion, of writing to the examiners and asking that the candidate's illness be taken into account. Candidates should not write directly to the Proctors or seek advice on this process from the Director of Graduate Studies. The Students College Secretary should be able to further advise you on this matter.

2.5 Examinations & Assessment

As mentioned in section 2.2, the MSc degree consists of four components which all must be all successfully completed in order to pass the degree. Please see sections 2.2 and 2.3 for further information on mode of assessment for all components.

Following standard university practice, all material will be marked on a percentage rating with 50 per cent as the minimum pass mark and 70 per cent and above denoting excellence. Students with an average of 70 per cent and above for all four components will be awarded a distinction, with each of the four components of the course (see above section 2.2) weighted 25%.

Students must achieve a mark of 50% for each of the four components and for each course within the components (Social Dynamics of the Internet, Internet Technologies and Regulation, Social Research Methods and the Internet, both option papers, and the thesis) in order to be awarded the degree of MSc. Students whose work is considered to be on the borderline of a pass, or of a distinction, may be called to a viva-voce if it is felt that they may present further evidence that would enable them to be upgraded.

A candidate who fails one or more components at the first attempt cannot be awarded more than a pass (ie. cannot be awarded a distinction) for examinations that are resat, for resubmitted coursework, or for the degree as a whole. A candidate who has failed one or more components of the degree will be allowed to resubmit these components, or all components, on one further occasion only (i.e. If resubmitting all components, only once in the following year.) Please see the Examining Conventions on Plato for further information.

All students will be required to sign a statement asserting that the work submitted for assessment is their own.

All examination scripts and theses will be identified by number only and will be assessed by two markers internally and referred to the external examiner

2.5.1 Examination Criteria and marking scale

Marking Scale		
>70-100	Distinction	For exams: a very good answer that has a well-structured argument, is lucidly written, shows strong familiarity with relevant literature or theory, and includes necessary command of empirical material. Dissertations should also display strong analytical power and originality either in a fresh approach to texts and literature or in generating new evidence.
60-69	Strong Pass	Work of high standard that covers the major points and shows familiarity with relevant literature or theory. It will include some elements of distinction quality, but is either not sufficiently original, or less well-written, or has a less well-structured argument, or includes inaccuracies. The marks of 68 and 69 should indicate an examiner's preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.
50-59	Pass	Work of solid scholarly standard that shows some analytical capacity and a reasonable coverage of relevant empirical material. It may include a well-structured argument, but be marred by omissions and/or some inaccuracies.
49 and below	Fail	An examination answer or dissertation that fails to display the criteria necessary for a pass. It may have some or all of the following weaknesses: the standard of writing is too poor; it is without sufficiently clear structure and argument; it does not cover the literature and empirical material adequately; it does not focus on the topic; it contains serious omissions and inaccuracies. The marks of 48 and 49 should indicate an examiner's preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.

2.6 Examiners

The MSc in Social Science of the Internet is formally examined by the board of examiners in the Oxford Internet Institute. Students are examined on the basis of written examination, coursework and thesis. The Examiners for the MSc will normally complete their examination and release their marks by the end of September. The board of examiners consists of 3 internal and one external examiner who are nominated by the Graduate Studies Committee once a year. The examiners board is responsible for administering and overseeing all MSc teaching and examining in the Faculty. The board meets 3 times throughout the year and the main meeting is held in September. Examiners reports will be publically available after the meeting in September.

For further information on the Examiners board members please refer to the MSc Social Science of the Internet Programme Specification for further information on examiners responsibilities and the examination regulations at:

http://www.admin.ox.ac.uk/examregs/N_08-06_Part_6_Chairmen_of_Examiners.shtml.

2.7 Course Details: Core Papers

As reading lists are likely to be updated by course tutors throughout the academic year please refer to the lists posted at <http://plato.oii.ox.ac.uk> (see section 8.5.3 for information on Plato) for the most up to date versions.

2.7.1 Social Research Methods and the Internet

The study of the Internet and related information and communication technologies (ICTs) provides new opportunities and challenges for the social sciences. *Social Research Methods and the Internet* provides students with the knowledge and skills to conduct and critically evaluate empirical research on the social implications of the Internet.

This course consists of five elements. All students must take Research Methods I and Statistics in Michaelmas term. In Hilary term all students must take Research Methods II and either Advanced Quantitative Analysis or Advanced Qualitative Analysis. In doing so, students by the end of the course will:

1. understand the significance of alternative epistemological positions that provide the context for theory construction, research design, and the selection of appropriate analytical techniques;
2. develop an ability to conduct and manage all stages of the research process from developing research questions and hypotheses to presenting and disseminating findings;
3. understand how to devise appropriate research questions and research designs;
4. acquire analytical and interpretive skills for a range of quantitative and qualitative approaches to data collection;
5. understand how to use online tools and statistical techniques that support the research process (e.g. from statistical software to computer-assisted qualitative analyses).

A summary of the structure and assessment of Social Research Methods and the Internet is below. Full details of each element are provided in the relevant outline.

Michaelmas Term	Research Methods I	3,000 word essay	25%	Week 8
	Statistics Core	3 hour exam	25%	Week 9
Hilary Term	Research Methods II	3,000 word essay	25%	Week 8
	Advanced Quantitative Analysis OR	3 hour exam	25%	Week 9
	Advanced Qualitative Analysis	5,000 word report		Week 9

Overview of Methods Core 1

Research Methods I provides students with the opportunity to engage with the methodological, ethical and philosophical underpinnings of quantitative and qualitative social science research practices. This includes material on research designs and the development of research questions and empirical approaches across multiple methods. Students explore traditional social research methods but emphasis is placed on the use of emerging e-Research and other online methods.

They are introduced to theory development, and the analysis, management and reporting of data, from both quantitative and qualitative traditions.

Themes developed throughout this course include:

- The relationships between theoretical expectations, research questions, and empirical observations
- The strengths and weaknesses of different methodological approaches
- Theories and methods of sampling across methods
- Data collection and management
- An introduction to qualitative, quantitative and mixed methods of analysis
- Theoretical and empirical concepts in quantitative and qualitative research
- Ethical principles and norms across disciplines and in online e-research
- Threats to reliability and validity of data

Course Objectives

1. Instil a balanced view of opportunities, problems and prospects in social science research methods on the Internet and related technologies;
2. Appreciate the ethical, legal and social issues related to applying social research methods to the study of ICTs and their social implications;
3. Introduce a range of methods and tools that can be applied to a wide array of social science research issues.

Teaching Arrangements

The course is team taught during Michaelmas term. There is one, two hour, session each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, students have the opportunity to participate in fortnightly workshops to develop their practical research skills. More details about these workshops will be provided at the beginning of term. Specific topics for each session are outlined below.

Table: Schedule for Methods Core 1

Week 1	Introduction: Approaching Multi-disciplinary, Multi-method, Social Science Research
Week 2	Ways of Knowing in the Social Sciences
Week 3	Developing a Research Question across Methodological Traditions
Week 4	Formulating Research Designs
Week 5	Sampling
Week 6	Survey Research: Comparing On and Offline Survey Methods
Week 7	Case Studies
Week 8	Interviewing On and Offline

Assessment

Course providers assess the students on the basis of one summative assignment and one formative assignment during Michaelmas term. They are as follows:

Summative Assignment

- One 2,500-3,000 word piece of written coursework, where students critically examine a methodological issue or relate methods to a substantive topic, selecting one question from a choice of four. This allows students to explore the applicability of different methods and gives them a chance to consider methods that they might apply in their thesis. This essay will be worth 25% of the final mark for Social Research Methods and the Internet. The essay is due Friday week 8 of Michaelmas term.

Formative Assignment

- Students will be asked to complete one formative assignment during the course of Michaelmas term to assist them in the development of their writing and research skills. Specific details of this assignment (and the submission process) will be provided in week 1 of Michaelmas term.

Overview of Statistics Core

Statistics Core introduces students to statistics for the social sciences, with an emphasis on application to research on the Internet and society. This course introduces students to the most important types of quantitative social science data: discrete, counted data and continuous data. The course is based on four themes.

1. The focus is on selection and interpretation of statistical techniques, reaching sensible conclusions, figuring out causality, and making decisions, combining graphical, exploratory, and confirmatory approaches in ways that suggest how to improve our understanding in the light of data.
2. This requires hands-on work with data through statistical software. All calculations are done using the software, not using hand calculations or calculators. Class lectures and discussions involve use of statistical software. Formative assignments require intensive statistical computing.
3. A hands-on approach to understanding data directs attention away from the formal, theoretical, mathematical properties of statistical estimators, which is sometimes an emphasis in statistics classes. The course emphasizes ability to interpret the substantive significance of graphical and numerical computer output.
4. The strong emphasis on data and use of software leads to a final theme: Data almost never come to researchers in a form appropriate for analysis; they must be converted into a suitable form. Thus the course teaches common forms of data manipulation and these are incorporated into the formative assignments.

Teaching Arrangements

The course is team taught during Michaelmas term. There is one, two-hour class each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, a weekly two-hour surgery will be led by the teaching assistant to assist students in completing formative assignments. The surgery is optional but strongly recommended.

Table: Schedule for Statistics Core:

Week 0	Distributions and their description
Week 1	Social statistics and statistical software
Week 2	Probability and sampling distributions
Week 3	Testing hypotheses for 1 variable
Week 4	Testing hypotheses for 2 variables
Week 5	Two-way tables
Week 6	Summarizing bivariate relationships
Week 7	Statistical controls: The elaboration model
Week 8	Introduction to linear regression

Assessment

Formative Assignments

- Weekly formative assignments will be given during class. They will be due later in the week and will be returned the week after they are handed out.

Summative Assignments

- One three-hour exam in Week 9 of Michaelmas Term.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-sitting failed examinations.

Overview of Methods Core 2

Research Methods II provides students with the opportunity to engage with the methodological, ethical and philosophical underpinnings of quantitative and qualitative social science research practices. This includes material on research designs and the development of research questions and empirical approaches across multiple methods. Students explore traditional social research methods but emphasis is placed on the use of emerging e-Research and other online methods. They are introduced to theory development, and the analysis, management and reporting of data, from both quantitative and qualitative traditions.

Themes developed throughout this course include:

- The relationships between theoretical expectations, research questions, and empirical observations
- The strengths and weaknesses of different methodological approaches
- Theories and methods of sampling across methods
- Data collection and management
- An introduction to qualitative, quantitative and mixed methods of analysis
- Theoretical and empirical concepts in quantitative and qualitative research
- Ethical principles and norms across disciplines and in online e-research
- Threats to reliability and validity of data

Course Objectives

1. Instil a balanced view of opportunities, problems and prospects in social science research methods on the Internet and related technologies;
2. Appreciate the ethical, legal and social issues related to applying social research methods to the study of ICTs and their social implications;
3. Introduce a range of methods and tools that can be applied to a wide array of social science research issues.

Teaching Arrangements

The course is team taught during Hilary term. There is one, two hour, session each week. The formats of the sessions include lectures, student discussions and group work. All students are expected to attend all the sessions. In addition, students have the opportunity to participate in fortnightly workshops to develop their dissertation plans. More details about these workshops will be provided at the beginning of term.

Schedule for Methods Core 2:

Week 1	Ethnographic Research
Week 2	Defining and Eliciting Networks
Week 3	Content Analysis
Week 4	Ethics of Internet Research
Week 5	Experiments and Quasi-Experiments
Week 6	Webmetrics

Week 7	Mapping the Geography of the Internet
Week 8	Mixed Method Research: Points of Summary and Conclusion

Assessment

Course providers assess the students on the basis of one summative assignment and one formative assignment during Hilary term. They are as follows:

Summative Assignment

- One 2,500-3,000 word piece of written coursework, where students critically examine a methodological issue or relate methods to a substantive topic, selecting one question from a choice of four. This allows students to explore the applicability of different methods and gives them a chance to consider methods that they might apply in their thesis. This essay will be worth 25% of the final mark for Social Research Methods and the Internet. The essay is due Friday week 8 of Hilary term.

Formative Assignment

- Students will be asked to complete one formative assignment during the course of Hilary term to assist them in the development of their writing and research skills. Specific details of this assignment and submission guidelines will be provided in week 1 of Hilary term.

Overview for Advanced Qualitative Analysis

Analysis of qualitative data gathered during the course of social research and the Internet requires both a set of specialized skills and an understanding of the philosophical underpinnings of qualitative approaches to social research. This course will have a strong theoretical basis throughout, and is designed to provide students with the knowledge and skills to carry out qualitative data analysis of a variety of kinds of data (e.g. text, photos, videos) collected from both online and offline settings. Students will gain familiarity with techniques for using a variety of Internet-related methods, and will understand their challenges.

Course Objectives

This course is designed to give students experience both collecting and analysing qualitative data, and to give them a conceptual understanding of the reasons for using qualitative approaches, the limits of the methods they will be using, and the opportunities and challenges unique to qualitative social research methods and the Internet.

Each week, students will develop their conceptual understanding and analysis skills via the discussion of key academic texts and through working with authentic qualitative data. In week 2, students will be required to start developing and conducting their own small case study using different kinds of qualitative data. Later sessions will require the students to work with and analyse the data they have collected, using appropriate methods and software.

Learning Outcomes

At the end of the course students will be able to:

- Identify, gather, manage, and analyse multiple types of qualitative data
- Describe various approaches to interpretation of qualitative data
- Understand the ethical considerations unique to qualitative methods
- Apply analytic techniques to qualitative data, and write a paper based on that analysis
- Use qualitative analysis software to assist in managing and interpreting data

Teaching Arrangements

The course will be taught during Hilary term in eight weekly classes, consisting of a mix of lectures, hands-on work, student presentations, and seminar discussion.

There will also be a one-day mandatory workshop teaching students how to use the software package NVivo. This workshop will be taught by the OUCS IT Learning Programme, and will

provide the technical skills needed to work with the data in the course. In 2012, this workshop will be held at OUCS ROOM and time and date will be confirmed.

Each student will be required to submit formative work throughout the term.

- Each week, all students should submit a one-page reflection on the readings for the week to Mark Graham. These reflections should be a combination of critical questions on the themes of the reading and questions about anything you don't understand, either in the readings or in the course more generally. These should be submitted by email each week by **5 PM on Wednesday**.
- Additionally, several specific assignments are indicated in the weekly reading lists, and are **due by noon on the Thursday** preceding the class. These formative assignments consist of a mix of short essays, data gathering exercises, and data analysis and should be submitted by email to Eric Meyer.

Table: Schedule for Advanced Qualitative Analysis:

Week 1	Foundations of the qualitative approach on and off-line
Week 2	Understanding qualitative data
Week 3	Establishing truth: Reliability, validity, and the nature of qualitative data
Week 4	Coding units and schemes
Week 5	Coding and analysis
Week 6	Analysis of non-textual data
Week 7	Special topics
Week 8	Analysing and communicating the findings from multiple data sources

Assessment

The course will be formally assessed by means of a final report of 5,000 words on the case study project each student has carried out during the course. This report will focus on a critical analysis of the available literature, presentation of the findings and evaluation of the approaches to analysis that the student employed. Additional details about the form, content, and structure of the report will be discussed during class sessions.

The report is due by 12:00 noon on Friday of Week 9, Hilary Term and should be submitted to the Examinations School. The report should also be submitted electronically by 5:00 pm on the same day (Friday of Week 9) to teaching@oii.ox.ac.uk. The report should follow the normal OII formatting guidelines. More details about the content of the report will be provided and discussed during the course.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Overview of Advanced Quantitative Analysis

Statistics Core introduces students to statistics for the social sciences, with an emphasis on application to research on the Internet and society. This course introduces students to the most important types of quantitative social science data: discrete, counted data and continuous data. The course is based on four themes.

1. The focus is on selection and interpretation of statistical techniques, reaching sensible conclusions, figuring out causality, and making decisions, combining graphical, exploratory, and confirmatory approaches in ways that suggest how to improve our understanding in the light of data.
2. This requires hands-on work with data through statistical software. All calculations are done using the software, not using hand calculations or calculators. Class lectures and discussions involve use of statistical software. Formative assignments require intensive statistical computing.
3. A hands-on approach to understanding data directs attention away from the formal, theoretical, mathematical properties of statistical estimators, which is sometimes an emphasis in statistics

classes. The course emphasizes ability to interpret the substantive significance of graphical and numerical computer output.

4. The strong emphasis on data and use of software leads to a final theme: Data almost never come to researchers in a form appropriate for analysis; they must be converted into a suitable form. Thus the course teaches common forms of data manipulation and these are incorporated into the formative assignments.

Teaching Arrangements

The course is team taught during Hilary term. There is one, two-hour class each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, a weekly two-hour surgery will be led by the teaching assistant to assist students in completing formative assignments. The surgery is optional but strongly recommended.

Table: Schedule for Advanced Quantitative Analysis

Week 1	Multiple regression
Week 2	Model building and specification
Week 3	Diagnosis and correction of problems: Outliers and nonlinearity
Week 4	Diagnosis and correction of problems: Collinearity and heteroscedasticity
Week 5	Logistic regression
Week 6	Logistic regression, II
Week 7	Topics: Similarity matrices. Principal components analysis. Statistical power analysis
Week 8	Review of Statistical Approaches and Illustrative Use Cases

Assessment

Formative Assignments

- Weekly formative assignments will be given during class. They will be due later in the week.

Summative Assignments

- One three-hour exam in Week 9 of Hilary Term.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-sitting failed examinations.

Submission of Summative Assignment

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework. Please note that all work must be single sided. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Extra Notes

Students should note that over the course of the year, small changes may be made to the content, dates or teaching arrangements set out in this reading list, at the course provider's discretion. These changes will be communicated to students directly and will be noted on the internal course information website.

2.7.2 Social Dynamics of the Internet

The internet has been associated with social changes in government, business, research, and many other areas of everyday life. Moreover, in the short time in which it has been in widespread use, the technology itself has changed rapidly. The Internet was initially mainly used for communication via email, but with the Web it has, among things, also become a vast repository of online information. This transformation is still incomplete: the embedding of the Internet in other technologies such as digital television and mobile phones is still ongoing. Nevertheless, throughout the developed world, the Internet and related information and communication technologies have already become a well-established and integral part of social life.

Research on the social implications of the Internet is still at an early stage, but there are already some key insights. This course will provide an overview of the major findings to date within several social science disciplines, including communication studies, sociology, and political science. One aim of the course is to identify the overlaps and divergences among different research approaches. Another is to give students who come from a variety of disciplinary backgrounds a common grounding in research on the Internet, its social shaping and impact.

The debates about the social implications of the Internet have focused on the digital divide, potential for e-government and social mobilization, distributed work, impact on economic growth and commerce, and governance and regulation of the Internet. Within these topics, debate has often tended towards extremes, claiming revolutionizing effects of the Internet or arguing that little if anything is changed by the technology. There has also been a tendency to highlight the utopian and dystopian effects in a one-sided way. This course will attempt to go beyond these extremes and identify which research agendas have yielded the most promising results and are based on the strongest evidence.

Key Themes

Three key themes will run through all the topics discussed in this course, and students are expected to bear these in mind when undertaking course readings or attending classes:

1. Do online relations depart from, reflect, or complement offline social structures?
2. Which disciplines contribute most to our understanding and knowledge of the social implications of the internet? What are the assumptions made, and how powerful – or uncertain – are the findings? Are the findings from different disciplines complementary, or at odds with another?
3. Does the internet have one effect, or many? What is different about this technology, and sets its implications apart from those of other technologies?

Course Objectives

The course will identify the strengths and weaknesses of different social science approaches. It will cover major theoretical debates and the empirical evidence that is needed to assess them. The course will range across some key topics – including the role of information and communication technology in everyday life, digital divides between developed and developing societies, and the relation between the internet and other technologies such as mobile phones – in order to illustrate the breadth and variety of substantive areas of study of the Internet.

The course will also introduce the different social science disciplines that address the social implications Internet and related information and communication technologies. These include media and communications, certain areas within computer science (Human-Computer Interaction, Computer-supported Cooperative Work), politics, sociology, psychology, economics, and anthropology. By the end of the course, students will have a thorough understanding of the main

perspectives and key findings about the social implications of the Internet and other new media technologies.

Learning Outcomes

At the end of the course students will:

- Have a thorough grasp of major concepts and debates about new information and communication technologies and social change
- Be able to identify where insights from across the social sciences overlap or diverge
- Be familiar with a number of substantive topics that will be relevant for research on many aspects of Internet studies
- Be able to relate social science research on the Internet to policy questions and to questions about the design and development of the Internet

Teaching Arrangements

The course will be taught during Michaelmas term in eight weekly classes, each consisting of a lecture followed by student presentations and seminar discussion.

All classes will take place on Tuesdays 9-11am in the seminar room at OII.

Each student will be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1. Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Assessment

The course will be formally assessed by an examination of three hours that will take place in the 0 week of Hilary term. The examination will consist of eight questions of which any three must be answered. (Please note that the assessment for this course is different for DPhil students. DPhil students should please refer to the section 3.3.2 for further guidance).

Any student who fails the examination will need to follow the rules set out in the OII *Examining Conventions* regarding re-sitting failed examinations.

Topics

1. The Internet in Everyday Life: Domestication and Globalization
2. The Social Psychology of Computer-Mediated Communication
3. Theories of Media and Culture, Old and New
4. Mobile Phones, the Internet, and Perpetual Contact
5. Young People and New Media
6. Search and Access to Knowledge and Information
7. Internet and Society in China
8. The Internet and Democracy

2.7.3 Internet Technologies and Regulation

The pace of technological change and innovation in the use of information and communication technologies (ICTs) poses significant challenges for policy-makers across a variety of issues, whilst regulation and policy will, in turn, shape the range of choices that can be made about the use, design and development of ICTs. Informed academic study of the network of networks that comprise the Internet must, therefore, be firmly grounded in a sophisticated understanding of the underlying technology and policy contexts in which these networks are embedded. In particular, valuable insights are to be gained by studying policy debates relating to the Internet in the broader context of ICT policy more generally, such that continuity and change can be observed.

Key themes

- How far should policy-makers and regulators intervene when new technologies radically transform existing business models and social structures?
- In which ways has the Internet transformed the nature of policy and regulation to govern ICT's?
- How are debates about security, identity and intellectual property being reshaped by internet technologies?
- To what extent do legal and regulatory issues need to be re-thought in view of the fact that internet technologies often cross national boundaries?
- How far can regulation shape the "code" of the Internet?
- What can previous disruptive technologies such as the Gutenberg press and telegraph - and the policy debates that surrounded them - tell us about the impact of the Internet?

Course Objectives

This multi-disciplinary course will expose students to basic communications and computer science materials on the core technological principles of the Internet, as well as more traditional social science materials such as public policy documents and reports as well as academic texts. In order to reinforce students appreciation of the importance of adopting a technologically-informed approach to studying the Internet, the course will cover several key policy debates such as content regulation, privacy and security and Internet governance, in each case identifying the extent to which the range of policy options is narrowed or expanded by fast-moving technological innovation, and shifts in public policy and regulation. This will, in addition, enable students to appreciate the broader implications and relevance of academic study in this field.

Learning Outcomes

By the end of this course, students will:

- Have a good understanding of the origins and history of the Internet, and will appreciate how these factors have shaped (and in turn been shaped by) Internet policy.
- Have a basic understanding of Internet architecture and its development and will appreciate how this has shaped (and in turn been shaped by) Internet policy.
- Have a sophisticated understanding of key Internet-related policy debates, within the wider context of ICT policy.
- Be able to appreciate the broader policy implications of the academic research undertaken in other components of this degree.

Teaching Arrangements

The course is taught in eight weekly classes, each consisting of a lecture followed by student presentations and seminar discussion. All classes will take place on Wednesdays 11am to 1pm in the seminar room at the OII.

Assessment

Formal assessment will take the form of a three-hour examination that will take place in the 0 week of Hilary term where any three of eight questions related to the topics covered in the course must be answered.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-sitting failed examinations.

Formative Assessment

Each student will also be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1. Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Topics

1. History and development of the Internet

2. Internet architecture
3. Internet governance and regulation
4. Content regulation and filtering
5. Digital copyright
6. Privacy and security
7. Technological convergence
8. Digital identity and authentication

2.8 Course Details: Optional Papers

Students need to agree with their supervisor which 2 option papers they would like to take. Students are then responsible for informing their college and the Graduate Studies Coordinator by Friday of Week 4 in Michaelmas Term. Teaching in some options may not be available every year. Students will need to submit a 'Summative title approval form' for the titles of their essays by Monday of Week 8 in Hilary Term to the individual course convenor. This form can be obtained from Plato.

2.8.1 Learning, the Internet and Society

The Internet and related technologies have significant implications for learning within and outside the classroom. Information and Communication Technologies (ICTs) have the potential to transform how, what and where people learn; and challenges existing ideas of what the purpose and nature of formal education is and what the future of education should be.

Over the 8 weeks of this course these issues will be explored from theoretical, empirical and policy perspectives. Questions raised include: in what ways is the Internet changing the way people learn? How are new technologies being used in schools, colleges and universities and with what effect? Are new technologies exacerbating or reducing inequalities in access to education? How are people using the Internet to learn in more informal settings? What does the future of our educational system look like?

Key Themes:

Key themes that run through this course are:

1. How are people using the Internet and related technologies to learn in formal and informal settings?
2. Learning, the Internet and inequality.
3. What are the future challenges for educational policy, research and practice?

Course Objectives:

This course will provide students with an opportunity to understand and explore some of the debates around the use of the Internet for learning in relation to the academic literature on this topic; and will also draw on theories and concepts from other research that investigates the social implications of the Internet in other areas of everyday life.

At the end of the course students will have a critical understanding of the theoretical debates, key concepts and appropriate methodologies that could be used to explore this rapidly developing area.

Learning Outcomes

- Gain an in-depth understanding of the potential of the Internet for learning in a variety of contexts
- Demonstrate a critical understanding of the theoretical perspectives which have been developed to understand learning and new technologies
- Develop an ability to assess and evaluate the inter-related factors that affect the success of using the Internet for learning and education

- Understand how research on learning and new technologies can benefit from, and contribute to, theories and concepts from other research that investigates the social implications of the Internet

Teaching Arrangements

The course will be taught during Hilary term in eight weekly classes, each consisting of a lecture followed by student discussion.

Assessment

Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity term. Students may choose a question on a topic related to their research interests in consultation with the Course Tutor (Rebecca Eynon) in advance. The essay should be clearly related to the topics of the course and must be agreed in advance by the course tutor.

Formative Assessment

Each student will also be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1. Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at: <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Learning, the Internet and society: an overview
2. Theories of learning with technology
3. Using the Internet for teaching and learning in formal education: rhetoric and reality
4. Digital literacies
5. Using the Internet for informal learning: information seeking, networking and cultural production
6. Mobile learning
7. Digital divides and technology enhanced learning
8. The future of education and learning

2.8.2 Internet Economics

Consumers now have access to vast information sources and face a wider and more international range of goods and services that are readily searchable. Many of these goods and services are available for free (sometimes illegally). Small companies grow exponentially on the basis of customers who don't pay them any money. The same firms face new market designs and must adapt to rapidly changing forms of competition, whilst governments are challenged to devise policies for the online sphere with little historical precedent to guide them. These are just a few examples of the economic effects of the Internet. This course will provide an introduction to the economics of the Internet and to economics as a tool for social research more generally—with particular emphasis on the characteristics of consumer and business interactions when mediated by on-line markets.

Economics is concerned with the systematic study of decision making in social (particularly commercial) environments. At the discipline's heart is a unified framework for thinking about social behaviours in terms of underlying factors that apply across a broad range of contexts. Since this framework is built upon principles that are in some sense fundamental, it can be readily applied to the study of many new and interesting problems, which has led to economics occupying a core role in policy formulation, competition regulation, consultancy, and business strategy. Throughout this course we will see how economics can be used as a framework for rigorous thinking about important social issues, and how strong positive and normative policy statements emerge naturally from this foundation.

This course does not require prior knowledge of economics.

Key Themes

- How does the Internet challenge existing models of economic behaviour and markets?
- What kinds of business models are available for e-commerce firms?
- How do consumers and firms behave within the context of the Internet?
- How can/should interactions mediated by the Internet be structured/organised?
- When should policy makers intervene to ensure the full social and commercial benefit of the Internet is realised?

Learning Objectives

At the end of this course students will...

- ...have obtained an understanding of the basic concepts and methodology of microeconomic theory, and how these can be applied to help understand interaction and exchange on the Internet.
- ...be able to formulate research questions that are amenable to economic analysis, and use the tools of economics and game theory to provide answers to them.
- ...understand how the Internet mediates interaction between decision makers, and how the precise mechanism of this interaction can affect social outcomes.
- ...be familiar with important work on the economics of the Internet authored by distinguished researchers in the field.

Assessment

Assessment is by a single essay not to exceed 5000 words in length. The essay should be clearly related to the topics of the course and must be agreed in advance by the course tutor.

This essay must be submitted to the Examinations School by 12 noon on Monday, Week 1 of Trinity term.

Formative Assessment

Students will be required to write one short (advised length: 1500-2500 words) essay. This essay will provide a means for students to obtain feedback on the progress they have achieved. Each student will also be required to give one in-class presentation during the course. Details of these presentations will be agreed in Week 1.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at: <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Elementary firm and consumer behaviour
2. Traditional topics in information economics
3. Strategic interaction-an introduction to game theory
4. Issues in the industrial organisation of the Internet
5. Consumer search
6. Auctions on the Internet
7. The economics of intellectual property and the Internet
8. The Internet and the economics of privacy

2.8.3 Online Social Networks

This course is an introduction to the analysis of online social networks. The aim is twofold: to provide students with the tools necessary to undertake research on online networks, and to give an overview of the type of questions that these data can answer. The course will define online networks, examine how they differ from offline social networks and consider the theoretical and methodological issues associated to their analysis. The sessions will explore different strategies to retrieve and analyse online network data, and present different empirical scenarios to which those tools have been applied. By the end of the course, students should know not only how to calculate basic network metrics on pre-existing data sets, but also how to efficiently capture a social network online with the intent of answering a specific research question.

Key Themes

Descriptive: What patterns characterise online social relationships? What are the appropriate methodological tools for assessing those structures?

Explanatory: How do online structures come to be organized in specific ways? Are these processes representative of general trends?

Comparative: Where does variance in online social structures come from: The participants? The affordances of the medium? Sampling strategies?

Course Objectives

The course will familiarise students with a variety of methods for capturing and analysing online social networks, focusing on both theory and method.

Supplementing this general objective, students will learn some basic data capture and analysis techniques that should enable them to begin, if not complete, a full social network analysis study.

Learning Outcomes

Upon course completion students will:

Have a familiarity with the basic concepts of social networks and how one can reconstruct a social network from online data

- Be familiar with past insights from social network analysis, especially as applied to online contexts.
- Be able to construct and theorize a research question that employs social network analysis in order to address a specific topic related to human behaviour and collective action.
- Be sufficiently literate in social network methodology to justify the use of a specific technique to capture online data.
- Be able to directly analyze a social network using standard social network analysis software.

Teaching Arrangements

The course will consist of eight classes, one in each week of the Hillary term. Each class will begin with an hour-long lecture. The second half of the class will vary from week to week. It will either consist of a tour of specific data, collaborative analysis, or a discussion of concepts and measures.

Assessment

Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity term. The essay should consolidate a review of current literature, a theoretically-informed research question about online social networks and network-oriented methodology that was featured in the course. The essay topic should be agreed upon by the student and the course instructor(s) prior to submission.

Formative Assessment

Each student will also be required to write one short essay (advised length: 1500-3000 words) stating the research question and methodological approach that will be developed in the final essay. Students are expected to submit a research question paragraph in Week 3 of Hilary Term, and the short essay in Week 7 of Hilary Term. Both are due on 5pm the day prior to class. This essay will provide a means for students to obtain feedback on the progress they have achieved prior to the final submission of their work.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at: <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Introduction to networks
2. Network topologies and data
3. The software of social network analysis
4. Hyperlink Networks and centrality
5. Threaded conversations and cohesive groups
6. Blogosphere networks and communities
7. Social Network Sites (SNSs) and network cognition
8. Further Applications: Students' Research Proposals Workshop

2.8.4 Law and the Internet

The legal system has a reputation for conservatism and resistance to change. The Internet, on the other hand, symbolizes rapid change in how humans acquire and disseminate information, and how they communicate. It is perhaps not surprising then that the Internet poses distinct challenges to the legal system, potentially even undermining its effectiveness. By the same token, the legal system is often accused of stifling innovation online, of limiting the Internet's potential by subjecting it to outdated legal constraints.

As there has been a relentless move online of social, business, government and other relationships (and related transactions and disputes), questions are again being asked about whether there is something special, perhaps indeed transformative, about the Internet and its impact on law and legal institutions.

In this course we will look at three distinct challenges cyberspace may pose to the legal system: a rights challenge, a process challenge, and a structural challenge. We'll explore each of these challenges, their implications, and likely consequences for the future trajectory of both cyberspace and the legal system.

Course Objectives

The course takes a closer look at the challenges posed by networked information technologies to societal institutions of governance. This involves two analytical steps: (a) understanding the challenges and limitations of conventional legal institutions on the Internet, especially those administered by the State, and (b) reinterpreting and reinventing these institutions in the context of the Internet.

Learning Outcomes

At the end of the course students will:

- Have a framework to conceptualize the governance debates in digitally networked environments
- Be able to assess critically the opportunities and limitations of both state and non-state legal institutions on the Internet
- Be able to think creatively about the normative challenges of the Internet and make this knowledge productive for policy analysis and design

Students are expected to have done the required readings prior to each session. Course providers will "cold call", i.e. call on students as part of class discussion.

Teaching Arrangements

The course will be taught during Hilary term in eight weekly classes, each consisting of a short lecture, class discussions, and occasional group exercises. All classes will take place in the seminar room at 1 St Giles.

Assessment

For the purposes of formal assessment all students will be required to produce one 5000 words

essay which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity Term. The essay topics will be agreed with the course tutor and relate closely to the topics covered. There will be no final examination.

Formative Assessment

Students will be required to write one short (advised length: 3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Law and the Internet – How Cyberspace Challenges the Legal System
2. Rights Challenge: Intellectual Property in Cyberspace
3. Rights Challenge: Information Privacy
4. Rights Challenge: Information Control beyond Rights?
5. Process Challenge: A Wave of Transactions / Welcome Mr Coase!
6. Process Challenge: Dispute Resolution, the Courts and Access to Justice
7. Structural Challenge: Who Governs How?
8. Structural Challenge: Is Code Law?

2.8.5 Digital Era Government and Politics

In the digital era, political institutions, activities and relationships are increasingly mediated and shaped by the technologies of information and communication. This paper examines the impact of the Internet and related technologies on the core activities and institutions of government and politics and considers whether the developing use of these technologies serves to reinforce, undermine or otherwise alter traditional political models or patterns of behaviour.

Theoretically, commentators have disagreed about the effect and importance of the internet and related technologies for politics and government. Utopian accounts predict the transformation of political life through Internet-based mediation, with 'peer production' and on-line networks enhancing political participation and technological innovation driving policy innovation. In contrast, disutopian arguments emphasise the risks and dangers of technologically strengthened government and the 'database state' A number of 'politics-as-usual' accounts underplay the likelihood of technology-driven change and the importance of the internet for politics, stressing how technologies reinforce existing relationships and inequalities. Meanwhile, mainstream political

science has tended to ignore the phenomenon, appearing to view technological development as policy neutral with no profound implications for contemporary government and politics.

This course aims to equip students with the theoretical tools and empirical evidence necessary to identify, evaluate and critique these various positions and debates. It enables students to investigate the implications of the Internet and related technologies for politics and government, reviewing available evidence and new methodological approaches to the study of politics in the digital-era. Students will be asked to question and in some cases re-assess traditional political science approaches to the study of government and democracy in the light of such evidence. The course thereby provides students with the toolkit of concepts, theories, methods and principles to carry out 'e-literate' analysis of politics and policy and to conduct further postgraduate research in this field.

Course Objectives

By the end of the course, students should have an in-depth understanding of the changing nature of digital-era governance and politics and the theoretical, practical and ethical questions surrounding the role of the Internet and related technologies in political life. Specifically, students will:

- Be able to understand and critically review theoretical approaches to digital-era governance and politics and be aware of the key arguments and debates surrounding its implications for politics, policy-making and the shape of the contemporary state
- Have a sophisticated understanding of the potential for the Internet and other ICTs to shape political relationships, activities and outcomes
- Be aware of the empirical evidence available to assess the role of the internet and related technologies in politics and policy-making and to use it to question key micro-foundations of political science.
- Be familiar with the methodological tools necessary to research digital-era governance and politics nationally, comparatively and internationally and be in a position to embark on further research in this field.

This paper does not assume prior knowledge or study of politics and government. Students will thus be introduced to core concepts, theories and texts in political science and will be expected to develop a significant degree of political fluency. In addition, students will be required to read emerging theories and studies of digital-era governance and politics and will be expected to critically assess this literature in the light of available empirical evidence. Reading lists and teaching will be organized in such a way that students are exposed to traditional political science texts and new and emerging studies in relation to each topic.

The course is international in scope. Due to the focus on democratic institutions and politics, the main countries covered in readings and discussions will be liberal democratic states. But participants are welcome to bring in examples from other states where appropriate and the last session (8) will have a particular focus on authoritarian as well as liberal democratic states.

Teaching Arrangements

The course is taught in eight weekly classes, each consisting of a lecture followed by student presentations and seminar discussion. Each student will be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one or more of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1.

From Week 2 onwards, core reading is indicated for each session of the course. In addition, we have listed some introductory or classic texts for each of the political science topics covered. We ask students who have not previously studied politics at postgraduate level to read at least one of these texts each week.

Assessment

Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity term

Formative Assessment

All students will have to complete one shorter essay for the purposes of formative assessment. This essay must be submitted by the end of Week 6. Students will also be given feedback on their oral presentations.

Each student will also be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1.. Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Public goods and the nature of politics
2. Political participation and the challenge of collective action
3. Elections, political parties and campaigns
4. Representation and the role of the legislature
5. Democratic engagement and civic activity
6. Digital-era government and bureaucracy
7. Policy-making and agenda-setting
8. The changing nature of politics: the end of the nation state?

2.8.6 Networks of Collaboration

This course will examine how collaboration and research are being transformed by the internet and World Wide Web. It will begin with an overview of research to date about practices of working together and sharing knowledge online. Next, it will examine several of key issues in this area in depth: what are the advantages and disadvantages of working together in distributed mode? How are organizations and different cultures of expertise affected by collaboration across physical and institutional boundaries? How are scholars digitizing resources, and with what consequences for the inputs and outputs of the research process? What are the implications of changing models of collecting, sharing and accessing digital resources in different settings? To address these

questions, the course will draw on a variety of disciplinary perspectives, including the sociology of science and technology, computer-supported collaborative work, science communication, the economics of innovation, and information science. It will cover research in various organizations, as well as a variety of practices including the digitization of images and the organization of databases. It will also cover how innovations emerge in networks and policy issues including open access. Further, the course will examine policy questions arising in this domain: How are online resources being used in education? What are the implications of online knowledge for the public understanding of science?

Course Objectives

The course will give students an in-depth understanding about how research and collaboration are changing as they migrate online. It will provide an overview of current findings and major topics in this field. The aim is to equip students with the analytical tools and evidence to assess the policy, practice and implications of internet- and web-based research and collaboration in distributed groups. They will also have a toolkit for understanding this topic from a variety of disciplinary perspectives. Finally, they will be able to take the lessons learned in a variety of settings and apply them to other work and research contexts, as well as being able to design research projects that address the issues covered.

Learning Outcomes

At the end of the course, students will:

- be able to identify the benefits and drawbacks of distributed collaboration, and the challenges of knowledge in online forms;
- have a thorough grasp of the social implications of changing internet- and web-based research practices;
- be familiar with the various approaches to the analysis of online research and collaboration, including scientometrics, computerization movements, and network analysis
- be able to design research on topics related to the course, and to apply course findings to practical organizational problems and problems of research policy

Teaching Arrangements

The course will consist of 8 two hour weekly sessions, each being divided into an hour's lecture with the remainder discussion and presentations of a joint student project.

Student will be engaged in a collaborative research project over the course of the sessions, which will be presented on a weekly basis (this will not be formally assessed, but involve ongoing presentations on a question set at the beginning of the course).

Assessment

Students will be assessed through a final essay that is no longer than 5000 words which must be submitted to the Examinations School by 12 noon of Monday of Week 1 of Trinity term.

The essay will cover one of the course topics, and students will choose a topic in consultation with the course tutors in advance. The essay should be clearly related to the topics of the course..

Formative Assessment

Each student will also be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1. Students will also be required to write one short (advised length: 1500-3000 words) essay on any of the 8 topics covered. This essay will provide a means for students to obtain feedback on the progress they have achieved.

Submission of Assignments

All coursework should be submitted in person to the Examinations School by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. Please note that all work must be single sided. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice. For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. For details on the regulations for late and non-submissions please refer to the Proctors website at <http://www.admin.ox.ac.uk/proctors/info/pam/section9.shtml>.

Any student failing this assessment will need to follow the rules set out in the OII *Examining Conventions* regarding re-submitting failed work.

Topics

1. Distributed Collaboration
2. Science Communication
3. Digitizing Research Materials
4. Organizations, Collaboration and Changing Practices
5. Networks of Innovation
6. Open Access
7. Tracking and Mapping Science
8. Research Policy and the Public Understanding of Science

2.9 Examination

Students will receive an examination entry form in Michaelmas term where they must select all core courses, option papers and thesis they will be taking. The College will send the forms to the students which they must complete and return by the specified entry date to the examinations schools. The deadline is usually around week four in Michaelmas Term. Students also need to send a copy of the form to the Graduate Studies Coordinator at the OII for their records. For further information on examination entry please refer to <http://www.admin.ox.ac.uk/schools/oxonly/entries/index.shtml>.

If a Student wishes to change their options after they have submitted the entry form to the Examination Schools they must submit a new form through their college and pay an administration fee.

2.9.1 Exam Resits

If a student fails an exam they will be permitted to retake it on one further occasion only. The exams must be resat in the following academic year. Students will need to complete another examination form which will be sent by the college to complete and must be completed by the stated entry date. The examinations school will confirm nearer the time the time and date. For further information please refer to the examination school at: <http://www.admin.ox.ac.uk/schools/oxonly/entries/index.shtml>.

2.10 Submission of Coursework

All coursework must be submitted to the examinations school by the stated deadline. All coursework should be put in an envelope and must be addressed to 'The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street. Students should also ensure they add the OII coversheet at the top of the coursework and that **two** copies of the coursework are submitted. An electronic copy will also need to be submitted to the department. Please note that all coursework will be marked anonymously and therefore only your candidate number is required on the coversheet.

Please note that work submitted after the deadline will be processed in the standard manner and, in addition, the late submission will be reported to the Proctors' Office. If a student is concerned that they will not meet the deadline they must contact their college office or examinations school for advice.

For further information on submission of assessments to the examinations school please refer to <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>.

2.10.1 Resubmission of coursework

If a student fails any coursework they must resubmit. Students will need to complete another examination form which will be sent by the college to complete and must be completed by the stated entry date. Please refer to the Examiners Conventions on Plato regarding resubmission deadlines. For further information please refer to the examination school at <http://www.admin.ox.ac.uk/schools/oxonly/entries/index.shtml>.

2.10.2 Potential Overlap between summative essays for option courses and Thesis topic

The MSc core and option papers do constitute preparation for the student's thesis, and inevitably there may be some overlap between the subject matter covered as students develop their interests over the course of the year. However students should note that a course essay and dissertation are distinct pieces of work, and the essays and dissertation should therefore be treated (and will be marked) as separate units of assessed work, independent of each other. This has two implications: first, if a student feels that one should draw on the other, a citation or reference to that earlier piece of work should be provided. Second, students are reminded that they may not copy whole sections of earlier essays when writing their thesis. The thesis may build on work undertaken, for example in assessed coursework for the Methods paper, but the material must be rewritten explicitly for the thesis. Please also refer to section 4.2.2 for information on plagiarism.

2.11 MSc Thesis Preparation

Students are required to submit a thesis which must not exceed 10,000 words thesis on a topic of the student's choice, subject to the agreement of their supervisor and the Graduate Studies Committee. Students will be writing up their thesis in Trinity Term and over the summer and the thesis is to be handed in on August 1st (or the next working day when this falls at the weekend). **Two copies** of the completed thesis should be submitted in an envelope to the following address: The Chairman of Examiners for the MSc in Social Science of the Internet C/o The Clerk of Examination Schools, High Street, Oxford. For further information on submitting formal assessments to the examination schools please refer at <http://www.admin.ox.ac.uk/schools/oxonly/submissions/index.shtml>. Please also refer to section 4.3 for further information on how the thesis should be submitted.

Students will need to submit by Friday **Week 6 of Hilary Term** their thesis title and an OII form which the Students supervisor must sign to the Graduate Studies Coordinator. These forms are available to download from Plato. The Graduate Studies Committee will then

approve thesis titles by Week 9 in Hilary Term for each student. The supervisor will provide academic guidance and oversee the thesis progress. For further information on supervisors responsibilities please refer to section 5.

Students and supervisors are reminded that the thesis must have an overall and integrated argument, and must stand alone as a finished and informative piece of work. The thesis title must be formally registered on the MSc examination entry form which students will get from their college to complete and submit to the Examinations Schools.

If subsequently a student needs to change their thesis title, then they need to write by letter or e-mail to the Graduate Studies Coordinator, who will ask the Chair of the MSc Examiners for permission to change the title. Any such request must indicate both the former title and the proposed one. Please also consult Section 4 of these Notes, which deals generally with thesis preparation. The final deadline for receipt of requests is Friday 5pm in Week 4 of Trinity Term.

Students will be expected to present their initial ideas for their thesis at an MSc workshop in Trinity term. Student presentations will be discussed and feedback provided. Workshops are attended by fellow students, supervisors and the MSc course convener.

Students should avoid doing thesis topics that have been done by previous students. For details of what previous thesis topics have been done please refer to our website under alumni at: <http://www.oii.ox.ac.uk/people/students/>.

Masters students must first submit two soft or ring bound copies to the Examination Schools on the 1st August (or next working day). Please note that students will not receive these copies back. The thesis should bear the student's candidate number (to ensure anonymously), degree and college on the title page. Once the marks are published (which will be late September), successful students must then have two hardbound copies made and must submit one to the Bodleian Library and one to the OII library in order to Graduate. In the hardbound copies of the thesis, the student's candidate number must be replaced by their name but everything else should remain the same (although students may correct minor typos).

For further information about the format and presentation of the thesis, see Section 4 below.

2.12 MSc Curec Form Submission

Students will need to submit a CUREC1A forms to Laura Maynard at laura.maynard@oii.ox.ac.uk by 5:00pm on Friday of week 10 of Hilary Term. Cases that raise ethical questions require the completion of CUREC2 form and students should aim to submit this by 5:00pm Friday of week 7 of Hilary Term. The forms can be downloaded at <http://www.admin.ox.ac.uk/curec/oxonly/checklistsandapplicationform/>. Students should complete these forms with their supervisors who should confirm if ethical approval is required.

2.13 Resubmit Thesis

If a student fails their thesis they must resubmit. Students will need to complete another examination form which will be sent by the college to complete and must be completed by the stated entry date. The resubmission deadlines are in the following August (i.e. 1 year after submitting original thesis) and the examinations school will confirm nearer the time the time and date. For further information please refer to the examination school at <http://www.admin.ox.ac.uk/schools/oxonly/entries/index.shtml>.

2.14 Apply for DPhil Programme

Students wishing to apply for the OII DPhil Programme in Information Communication and the Social Sciences with no break in study can do so by submitting a re-admission form. If a student does take any break in study (even if only for a term), then they will not be able to use a re-admission form and will need to submit an application form for graduate study (link to: http://www.ox.ac.uk/admissions/postgraduate_courses/apply/how_to_apply.html) and pay the application fee. Re-admission forms are available via OSS Student Self Service [<https://www.studentsystem.ox.ac.uk>] which are pre-populated with details that the University currently has on record for the student, such as personal details and previous qualifications.

The readmission form must be submitted together with the following supporting materials:

- transcript(s) of previous higher education
- three academic references
- curriculum vitae
- research proposal
- one sample of written work

Students may re-use any of the above from their previous Master's application – with the exception of the research proposal which must be new. Students may of course, provide new materials in any of the above categories if they believe that the new material will make a stronger or more representative case.

For guidance on supporting materials please refer to the Notes of Guidance for Applicants to Graduate Study 2011-2012

[http://www.ox.ac.uk/admissions/postgraduate_courses/apply/application_guide.html]

Students should ensure that their re-admission form and all supporting materials, including references, are submitted to the Graduate Admissions Office in time to meet the application deadline(s). Please refer to <http://www.oii.ox.ac.uk/teaching/dphil/apply.cfm> for OII application deadlines.

If a student wishes to use materials from their Master's application then they **must specifically request the items** from the Graduate Admissions Office. Late or incomplete-admission applications will not be considered.

Students who have completed the MSc in Social Science of the Internet degree who then go straight onto the DPhil in Information Communication and the Social Sciences may be exempt from the DPhil core courses (Social Research Methods and the Internet and Social Dynamics of the Internet) if they have already completed successfully on the MSc programme and also subject to the approval of the Director of Graduate Studies.

3. DPhil programme

3.1. Aims of the programme

The DPhil programme aims for you to:

- Acquire sound research skills.
- Gain knowledge of information, communication and the social sciences, enabling you to place emerging technologies into a variety of historical and comparative contexts.
- Undertake original research which makes a significant and substantial contribution to the subject.
- Present your ongoing and completed work to colleagues and the world at large, and to achieve comfort and facility with the use of the Internet to express your ideas.
- Present a lucid and scholarly thesis for examination including a satisfactory abstract.

On completion of the DPhil programme, it is expected that you will have developed your knowledge and understanding of:

- The application of one or more of the social sciences to a detailed study of the Internet and related information and communication technologies and their societal implications.
- Practices and technologies relevant to the Internet and related ICTs.
- Theories and techniques of social sciences research applicable to the field of information and communication and of emerging technologies in particular.
- Modes of communicating and applying research in the field of information and communication to such issues as the design of new technologies and the formation of public policy.
- The qualities and transferable skills necessary to excel in teaching, research, policymaking or business in your studied field, including abilities to design new technologies and to predict and analyse their impacts.
- Leading-edge research methods relevant to investigating emerging information and communication technologies in the social sciences.

3.2. Programme structure and timetable

The OII's DPhil Programme is a 1+3 or 2+2 programme, that is, you are expected to have completed at least a one or two year Master's degree (at Oxford or elsewhere) before embarking at the OII on your doctoral studies. The minimum period in which the programme can be completed is therefore two years (if you have completed an advanced degree of more than one year's duration) but the norm is three years.

There are three terms per academic year. As a DPhil student, you must submit a thesis within 12 terms from the date of your admission as a graduate student. In special circumstances you may apply for extension of time through the Graduate Studies Committee. The maximum extension permitted is 9 terms, making 21 terms in all.

During the programme you will move through three different stages: Probationer Research Student, DPhil status and confirmed DPhil status. Further details about each stage are given in the sections that follow.

The flow chart overleaf illustrates the maximum timescales permitted by the University's regulations and the potential outcomes. Assuming the normal three year programme, however, the OII's Graduate Studies Committee requires you to follow the tighter programme described in this section of the Handbook, as follows: the transfer from Probationer Research Student to DPhil status which should be by the end of your third term or at most by the end of your fourth term.

The following represents a typical programme if a student is writing a data based thesis.

In your first-year the focus will be on formulating your research questions and on research skills training. The latter may include identifying courses elsewhere in the University which you need to attend in addition to the OII's research methods course *Social Research Methods and the Internet*. This 16 week course runs in Michaelmas and Hilary Term from Weeks 1 to 8 in the OII seminar room. See section 3.3.1 for further information on this course.

Students will also need to complete the Social Dynamics of the Internet course which runs in Michaelmas term weeks 1 to 8 in the OII Seminar room. Students will gather materials and draft their research proposal for transfer to DPhil status. Both courses will require students to complete and pass coursework essays.

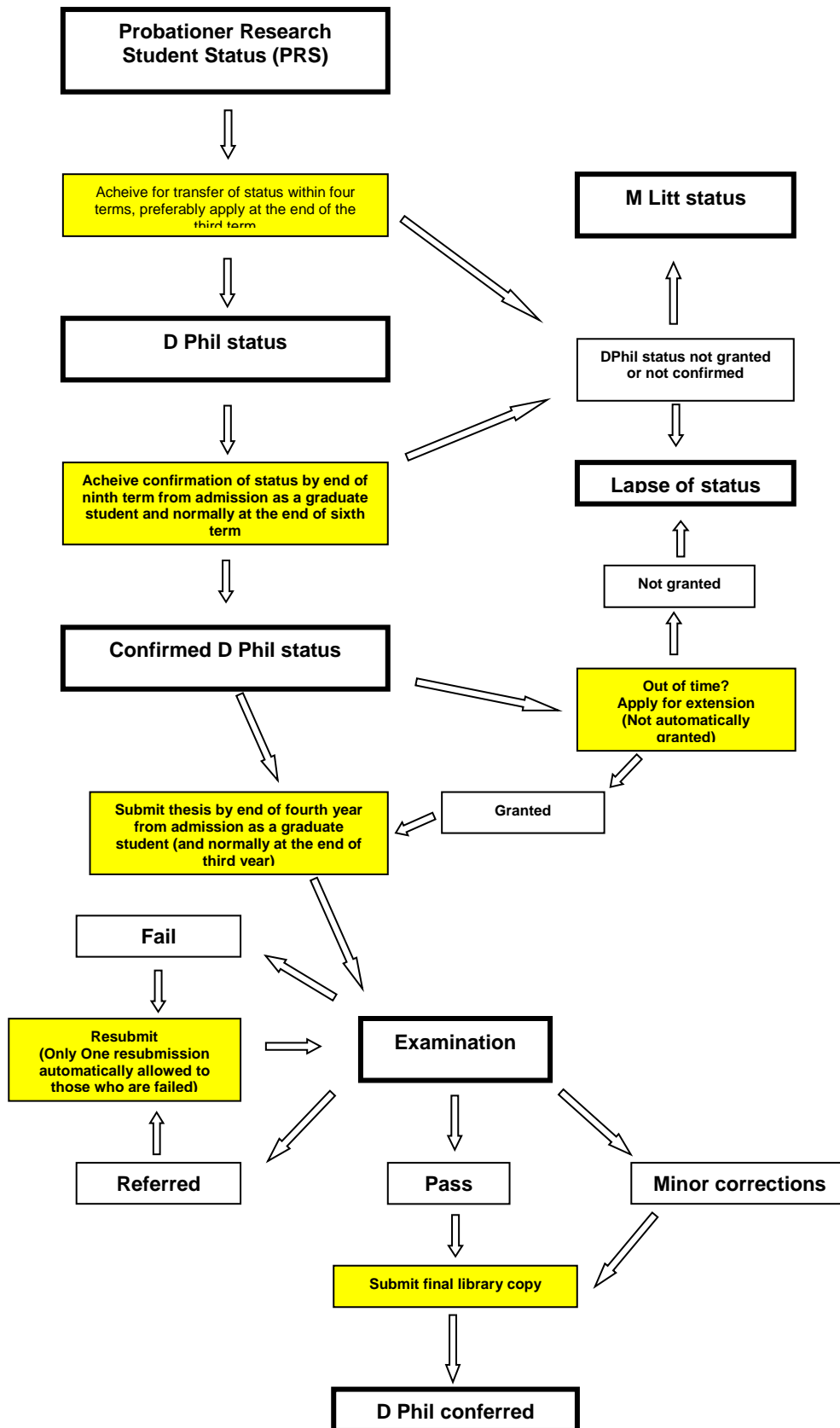
The second year will normally be devoted to data gathering and mapping the outline structure of your thesis. However you will also need to make significant progress in writing your thesis, drafting at least two chapters for your confirmation of status as a DPhil student. It may include a period of fieldwork away from Oxford. Your third year will concentrate on writing up the final chapters for submission of your thesis and any final data gathering.

Students are expected to be fully engaged in the intellectual life of the department throughout their studies, including attendance at DPhil workshops, participation in departmental seminars, OII research projects and the OII's events programme. Students are encouraged to make a significant contribution to a workshop or event, and they should consider ways throughout their studies to express their work to the world at large through the Internet.

For further information on DPhil milestones please refer to:

http://www.ox.ac.uk/current_students/course_guidance_supervision/graduates/

Students should submit all coursework and application forms to the Graduate Studies Coordinator Laura Maynard.



3.3. Core Training

3.3.1 Social Research Methods and the Internet

The study of the Internet and related information and communication technologies (ICTs) provides new opportunities and challenges for the social sciences. *Social Research Methods and the Internet* provides students with the knowledge and skills to conduct and critically evaluate empirical research on the social implications of the Internet.

This course consists of five elements. All DPhil students must take Research Methods I and Statistics in Michaelmas term. In Hilary Term DPhil students are not required to take Methods II but are recommended to participate in at least some of the sessions. Decisions about which sessions to attend should be made in consultation with your supervisor.

The Advanced Qualitative and Advanced Quantitative Analysis courses which also run in Hilary Term are optional to DPhil students. DPhil students must discuss with their supervisor whether their time is best spent auditing these courses, taking another course option in another department, or simply working on their thesis.

Students by the end of the course will:

1. understand the significance of alternative epistemological positions that provide the context for theory construction, research design, and the selection of appropriate analytical techniques;
2. develop an ability to conduct and manage all stages of the research process from developing research questions and hypotheses to presenting and disseminating findings;
3. understand how to devise appropriate research questions and research designs;
4. acquire analytical and interpretive skills for a range of quantitative and qualitative approaches to data collection;
5. understand how to use online tools and statistical techniques that support the research process (e.g. from statistical software to computer-assisted qualitative analyses).

A summary of the structure and assessment of Social Research Methods and the Internet is below. Full details of each element are provided at the end of this section.

Michaelmas Term	Statistics Examination	50%	Week 9
Trinity Term	5000 word essay- Methods Essay	50%	Week 1

Overview of Research Methods I

Research Methods I provides students with the opportunity to engage with the methodological, ethical and philosophical underpinnings of quantitative and qualitative social science research practices. This includes material on research designs and the development of research questions and empirical approaches across multiple methods. Students explore traditional social research methods but emphasis is placed on the use of emerging e-Research and other online methods.

They are introduced to theory development, and the analysis, management and reporting of data, from both quantitative and qualitative traditions.

Themes developed throughout this course include:

- The relationships between theoretical expectations, research questions, and empirical observations
- The strengths and weaknesses of different methodological approaches
- Theories and methods of sampling across methods
- Data collection and management
- An introduction to qualitative, quantitative and mixed methods of analysis
- Theoretical and empirical concepts in quantitative and qualitative research
- Ethical principles and norms across disciplines and in online e-research
- Threats to reliability and validity of data

Course Objectives

1. Instil a balanced view of opportunities, problems and prospects in social science research methods on the Internet and related technologies;
2. Appreciate the ethical, legal and social issues related to applying social research methods to the study of ICTs and their social implications;
3. Introduce a range of methods and tools that can be applied to a wide array of social science research issues.

Teaching Arrangements

The course is team taught during Michaelmas term. There is one, two hour, session each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, students have the opportunity to participate in fortnightly workshops to develop their practical research skills. More details about these workshops will be provided at the beginning of term.

Topics, Methods Core 1, Michaelmas Term:

Introduction: Approaching Multi-disciplinary, Multi-method, Social Science Research
Ways of Knowing in the Social Sciences
Developing a Research Question across Methodological Traditions
Formulating Research Designs
Sampling
Survey Research: Comparing On and Offline Survey Methods
Case Studies
Interviewing On and Offline

Overview of Statistics Core

Statistics Core introduces students to statistics for the social sciences, with an emphasis on application to research on the Internet and society. This course introduces students to the most important types of quantitative social science data: discrete, counted data and continuous data. The course is based on four themes.

1. The focus is on selection and interpretation of statistical techniques, reaching sensible conclusions, figuring out causality, and making decisions, combining graphical, exploratory, and confirmatory approaches in ways that suggest how to improve our understanding in the light of data.
2. This requires hands-on work with data through statistical software. All calculations are done using the software, not using hand calculations or calculators. Class lectures and discussions involve use of statistical software. Formative assignments require intensive statistical computing.
3. A hands-on approach to understanding data directs attention away from the formal, theoretical, mathematical properties of statistical estimators, which is sometimes an

emphasis in statistics classes. The course emphasizes ability to interpret the substantive significance of graphical and numerical computer output.

4. The strong emphasis on data and use of software leads to a final theme: Data almost never come to researchers in a form appropriate for analysis; they must be converted into a suitable form. Thus the course teaches common forms of data manipulation and these are incorporated into the formative assignments.

Teaching Arrangements

The course is team taught during Michaelmas term. There is one, two-hour class each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, a weekly two-hour surgery will be led by the teaching assistant to assist students in completing formative assignments. The surgery is optional but strongly recommended.

TOPICS, Michaelmas Term

0	Distributions and their description
1	Social statistics and statistical software
2	Probability and sampling distributions
3	Testing hypotheses for 1 variable
4	Testing hypotheses for 2 variables
5	Two-way tables
6	Summarizing bivariate relationships
7	Statistical controls: The elaboration model
8	Introduction to linear regression

Overview of Research Methods II

Research Methods II provides students with the opportunity to engage with the methodological, ethical and philosophical underpinnings of quantitative and qualitative social science research practices. This includes material on research designs and the development of research questions and empirical approaches across multiple methods. Students explore traditional social research methods but emphasis is placed on the use of emerging e-Research and other online methods. They are introduced to theory development, and the analysis, management and reporting of data, from both quantitative and qualitative traditions.

Themes developed throughout this course include:

- The relationships between theoretical expectations, research questions, and empirical observations
- The strengths and weaknesses of different methodological approaches
- Theories and methods of sampling across methods
- Data collection and management
- An introduction to qualitative, quantitative and mixed methods of analysis
- Theoretical and empirical concepts in quantitative and qualitative research
- Ethical principles and norms across disciplines and in online e-research
- Threats to reliability and validity of data

Course Objectives

1. Instil a balanced view of opportunities, problems and prospects in social science research methods on the Internet and related technologies;
- 9.4 Appreciate the ethical, legal and social issues related to applying social research methods to the study of ICTs and their social implications;
- 9.5 Introduce a range of methods and tools that can be applied to a wide array of social science research issues.

Teaching Arrangements

The course is team taught during Hilary term. There is one, two hour, session each week. The formats of the sessions include lectures, student discussions and group work. All students are expected to attend all the sessions. In addition, students have the opportunity to participate in fortnightly workshops to develop their dissertation plans. More details about these workshops will be provided at the beginning of term.

TOPICS, METHODS II, Hilary Term

- 1 Ethnographic Research
- 2 Defining and Eliciting Networks
- 3 Content Analysis
- 4 Ethics of Internet Research
- 5 Experiments and Quasi-Experiments
- 6 Webmetrics
- 7 Mapping the Geography of the Internet
- 8 Mixed Method Research: Points of Summary and Conclusion

Summative Assignments

- One piece of written coursework (up to 5000 words), where students are asked to apply and critique one or more methods explored during the course within the context of their thesis topic. More guidance will be provided in week 4 of Michaelmas Term. This essay will be worth 50% of the final mark for Social Research Methods and the Internet. The essay is due Friday week 1 of Trinity term.
- One three-hour exam in Week 9 of Michaelmas Term. This will be taken on the same day the MSc sit their examination but will take place in the meeting room at 1 St Giles.

Formative Assignments

- Methods component: Students will be asked to complete one formative assignment during the course of Michaelmas term and one formative assignment in Hilary term to assist them in the development of their writing and research skills. Specific details of this assignment (and how to submit them) will be provided in week 1 of Michaelmas term.
- Statistics component: Students will be asked to complete several assignments to develop their statistical skills. The assignments will ask students to use a dataset that will be supplied to answer specific research questions using certain statistical techniques.'

Submission of essays

Essays must be submitted to the OII's Graduate Studies Coordinator (teaching@oii.ox.ac.uk) via email in pdf format. The methods essay must be submitted to the Graduate Studies Coordinator by 12.00 p.m. on Friday of Week 1 in Trinity Term.

A penalty for late essays and statistics assignments will be enforced, with 5% of the essay's marks awarded being deducted every day after the deadline until the essay is received. Extensions may be granted in exceptional circumstances only, and must be obtained in writing from the Director of Graduate Studies (Dr Victoria Nash victoria.nash@oii.ox.ac.uk) IN ADVANCE of the essay deadline.

Overview for Advanced Qualitative Analysis-This course is optional to DPhil Students

Analysis of qualitative data gathered during the course of social research and the Internet requires both a set of specialized skills and an understanding of the philosophical underpinnings of qualitative approaches to social research. This course will have a strong theoretical basis throughout, and is designed to provide students with the knowledge and skills to carry out

qualitative data analysis of a variety of kinds of data (e.g. text, photos, videos) collected from both online and offline settings. Students will gain familiarity with techniques for using a variety of Internet-related methods, and will understand their challenges.

Students must agree with their Supervisor by Week 8 of Michaelmas Term whether they wish to take Advanced Qualitative Analysis or Advanced Quantitative Analysis.

Course Objectives

This course is designed to give students experience both collecting and analysing qualitative data, and to give them a conceptual understanding of the reasons for using qualitative approaches, the limits of the methods they will be using, and the opportunities and challenges unique to qualitative social research methods and the Internet.

Each week, students will develop their conceptual understanding and analysis skills via the discussion of key academic texts and through working with authentic qualitative data. In week 2, students will be required to start developing and conducting their own small case study using different kinds of qualitative data. Later sessions will require the students to work with and analyse the data they have collected, using appropriate methods and software.

Learning Outcomes

At the end of the course students will be able to:

- Identify, gather, manage, and analyse multiple types of qualitative data
- Describe various approaches to interpretation of qualitative data
- Understand the ethical considerations unique to qualitative methods
- Apply analytic techniques to qualitative data, and write a paper based on that analysis
- Use qualitative analysis software to assist in managing and interpreting data

Teaching Arrangements

The course will be taught during Hilary term in eight weekly classes, consisting of a mix of lectures, hands-on work, student presentations, and seminar discussion.

There will also be a one-day mandatory workshop teaching students how to use the software package NVivo. This workshop will be taught by the OUCS IT Learning Programme, and will provide the technical skills needed to work with the data in the course. In 2012, this workshop will be held at OUCS ROOM and time and date will be confirmed.

Each student will be required to submit formative work throughout the term.

- Each week, all students should submit a one-page reflection on the readings for the week to Mark Graham. These reflections should be a combination of critical questions on the themes of the reading and questions about anything you don't understand, either in the readings or in the course more generally. These should be submitted by email each week by **5 PM on Wednesday**.
- Additionally, several specific assignments are indicated in the weekly reading lists, and are **due by noon on the Thursday** preceding the class. These formative assignments consist of a mix of short essays, data gathering exercises, and data analysis and should be submitted by email to Eric Meyer.

Topics

1. Foundations of the qualitative approach on and off-line
2. Understanding qualitative data
3. Establishing truth: Reliability, validity, and the nature of qualitative data
4. Coding units and schemes
5. Coding and analysis
6. Analysis of non-textual data
7. Special topics
8. Analysing and communicating the findings from multiple data sources

Overview of Advanced Quantitative Analysis-This course is optional for DPhil Students

Statistics Core introduces students to statistics for the social sciences, with an emphasis on application to research on the Internet and society. This course introduces students to the most important types of quantitative social science data: discrete, counted data and continuous data. The course is based on four themes.

- The focus is on selection and interpretation of statistical techniques, reaching sensible conclusions, figuring out causality, and making decisions, combining graphical, exploratory, and confirmatory approaches in ways that suggest how to improve our understanding in the light of data.
- This requires hands-on work with data through statistical software. All calculations are done using the software, not using hand calculations or calculators. Class lectures and discussions involve use of statistical software. Formative assignments require intensive statistical computing.
- A hands-on approach to understanding data directs attention away from the formal, theoretical, mathematical properties of statistical estimators, which is sometimes an emphasis in statistics classes. The course emphasizes ability to interpret the substantive significance of graphical and numerical computer output.
- The strong emphasis on data and use of software leads to a final theme: Data almost never come to researchers in a form appropriate for analysis; they must be converted into a suitable form. Thus the course teaches common forms of data manipulation and these are incorporated into the formative assignments.

Students must agree with their Supervisor by Week 8 of Michaelmas Term whether they wish to take Advanced Qualitative Analysis or Advanced Quantitative Analysis.

Teaching Arrangements

The course is team taught during Hilary term. There is one, two-hour class each week. The format of the sessions includes lectures, student discussions and group work. All students are expected to attend all these sessions. In addition, a weekly two-hour surgery will be led by the teaching assistant to assist students in completing formative assignments. The surgery is optional but strongly recommended.

TOPICS, Hilary Term-This course is optional for DPhil Students

- 1 Multiple regression
- 2 Model building and specification
- 3 Diagnosis and correction of problems: Outliers and nonlinearity
- 4 Diagnosis and correction of problems: Collinearity and heteroscedasticity
- 5 Logistic regression
- 6 Logistic regression, II
- 7 Topics: Similarity matrices. Principal components analysis. Statistical power analysis
- 8 Review of Statistical Approaches and Illustrative Use Cases

Please refer to the the course information website Plato for further information for full reading lists.

3.3.2 Social Dynamics of the Internet

The internet has been associated with social changes in government, business, research, and many other areas of everyday life. Moreover, in the short time in which it has been in widespread use, the technology itself has changed rapidly. The Internet was initially mainly used for communication via email, but with the Web it has, among things, also become a vast repository of

online information. This transformation is still incomplete: the embedding of the Internet in other technologies such as digital television and mobile phones is still ongoing. Nevertheless, throughout the developed world, the Internet and related information and communication technologies have already become a well-established and integral part of social life.

Research on the social implications of the Internet is still at an early stage, but there are already some key insights. This course will provide an overview of the major findings to date within several social science disciplines, including communication studies, sociology, and political science. One aim of the course is to identify the overlaps and divergences among different research approaches. Another is to give students who come from a variety of disciplinary backgrounds a common grounding in research on the Internet, its social shaping and impact.

The debates about the social implications of the Internet have focused on the digital divide, potential for e-government and social mobilization, distributed work, impact on economic growth and commerce, and governance and regulation of the Internet. Within these topics, debate has often tended towards extremes, claiming revolutionizing effects of the Internet or arguing that little if anything is changed by the technology. There has also been a tendency to highlight the utopian and dystopian effects in a one-sided way. This course will attempt to go beyond these extremes and identify which research agendas have yielded the most promising results and are based on the strongest evidence.

Key Themes

Three key themes will run through all the topics discussed in this course, and students are expected to bear these in mind when undertaking course readings or attending classes:

1. Do online relations depart from, reflect, or complement offline social structures?
2. Which disciplines contribute most to our understanding and knowledge of the social implications of the internet? What are the assumptions made, and how powerful – or uncertain – are the findings? Are the findings from different disciplines complementary, or at odds with another?
3. Does the internet have one effect, or many? What is different about this technology, and sets its implications apart from those of other technologies?

Course Objectives

The course will identify the strengths and weaknesses of different social science approaches. It will cover major theoretical debates and the empirical evidence that is needed to assess them. The course will range across some key topics – including the role of information and communication technology in everyday life, digital divides between developed and developing societies, and the relation between the internet and other technologies such as mobile phones – in order to illustrate the breadth and variety of substantive areas of study of the Internet.

The course will also introduce the different social science disciplines that address the social implications Internet and related information and communication technologies. These include media and communications, certain areas within computer science (Human-Computer Interaction, Computer-supported Cooperative Work), politics, sociology, psychology, economics, and anthropology. By the end of the course, students will have a thorough understanding of the main perspectives and key findings about the social implications of the Internet and other new media technologies.

Learning Outcomes

At the end of the course students will:

- Have a thorough grasp of major concepts and debates about new information and communication technologies and social change
- Be able to identify where insights from across the social sciences overlap or diverge
- Be familiar with a number of substantive topics that will be relevant for research on many aspects of Internet studies

- Be able to relate social science research on the Internet to policy questions and to questions about the design and development of the Internet

Teaching Arrangements

The course will be taught during Michaelmas term in eight weekly classes, each consisting of a lecture followed by student presentations and seminar discussion.

All classes will take place on Tuesdays 9-11am in the seminar room at OII.

Each student will be required to give one ten minute presentation on a specific aspect of the session topic or to review the argument of one of the books under the additional readings for each session topic. Details of these presentations will be agreed in Week 1.

Assessment

For the purposes of formal assessment all students will be required to produce two 3,000 word essays. There will be no examination.

One of the essays will be related to the topics covered, and students may pick from any of the questions listed under each week's topic. For essay 2, students will choose a question on a topic related to their research interests. This should be agreed with the Course Tutor (Ralph Schroeder) in advance. The essay should be clearly related to the key themes of the course outlined above.

Either of these essays can be done first, but one essay must be submitted by 5pm on Friday of Week 5 and the second by 5pm on Friday of Week 8.

Submission of essays

Essays must be submitted to the OII's Graduate Studies Coordinator (Laura Maynard Laura.maynard@oii.ox.ac.uk) via email in pdf format.

A penalty for late essays will be enforced, with 5% of the essay's marks awarded being deducted every day after the deadline until the essay is handed in. Extensions may be granted in exceptional circumstances only, and must be obtained in writing from the Director of Graduate Studies (Victoria.nash@oii.ox.ac.uk) IN ADVANCE of the essay deadline.

Topics

1. The Internet in Everyday Life: Domestication and Globalization
2. The Social Psychology of Computer-Mediated Communication
3. Theories of Media and Culture, Old and New
4. Mobile Phones, the Internet, and Perpetual Contact
5. Young People and New Media
6. Search and Access to Knowledge and Information
7. Internet and Society in China
8. The Internet and Democracy

Please refer to the internal course information website Plato for full reading lists.

3.3.3 DPhil seminars

All OII DPhil students are expected to attend the weekly DPhil seminars that will be held during term time. Organised and chaired by the Director of Graduate Studies, these seminars are an opportunity for students to present and receive feedback on their research, to receive training in various aspects of graduate skills, and to build and maintain a supportive peer-group network. Arrangements for these seminars will vary from year to year, but note that all students will need to present their research at least once a year. Supervisors are usually expected to attend their supervisees' presentations. Students preparing for transfer of status and confirmation of status will be expected to undergo mock interviews attended by their peers and members of the faculty.

Students undertaking fieldwork or study outside Oxford will normally be given permission not to attend, but may still be required to present their research or participate in other sessions by Skype or video link.

3.3.4 Skills Review and Training Needs Analysis

3.3.4.1 What is Skills Review and Training Needs Analysis?

During your doctoral studies at the University of Oxford you will complete an annual skills review with your Supervisor. The skills review is a process of reviewing your own level of skills and competence across a broad range of research and other skills that will help to support your research. During your doctoral studies you will be encouraged also to think about your own professional development and future career.

There will be opportunities for you to develop a range of skills during your studies. Your Department will offer training and development opportunities that are specific to your research, and you will also have the opportunity to attend training activities beyond your department. Information about the training opportunities available within the Social Sciences Division and across the University is available online at:

<https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

The Student Enrolment System (SES) lists the modules that are available to doctoral students across the Social Sciences at Oxford <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses> . You will be able to view course details and enrol for courses using the SES.

3.3.4.2 Completing the TNA Framework

The skills categories listed in the TNA framework will help you to complete your research and also enhance your professional development. The TNA will be individual to you and it is designed to evolve as you progress to completion.

The TNA framework allows you to see where you are with the skills listed, and where you need to be; the gap representing your training needs. There are a number of ways that you can address any training gaps, including attending a training course/workshop, attending a lecture/seminar, completing an online training course or perhaps attending a conference. Your Supervisor will be best placed to provide guidance about how to address any skills training gaps. The University's online termly reporting system through GSS provides a good opportunity for you to review and plan your development at the end of each term.

You will develop a 'plan of action' with your Supervisor to address your training needs, taking into account:

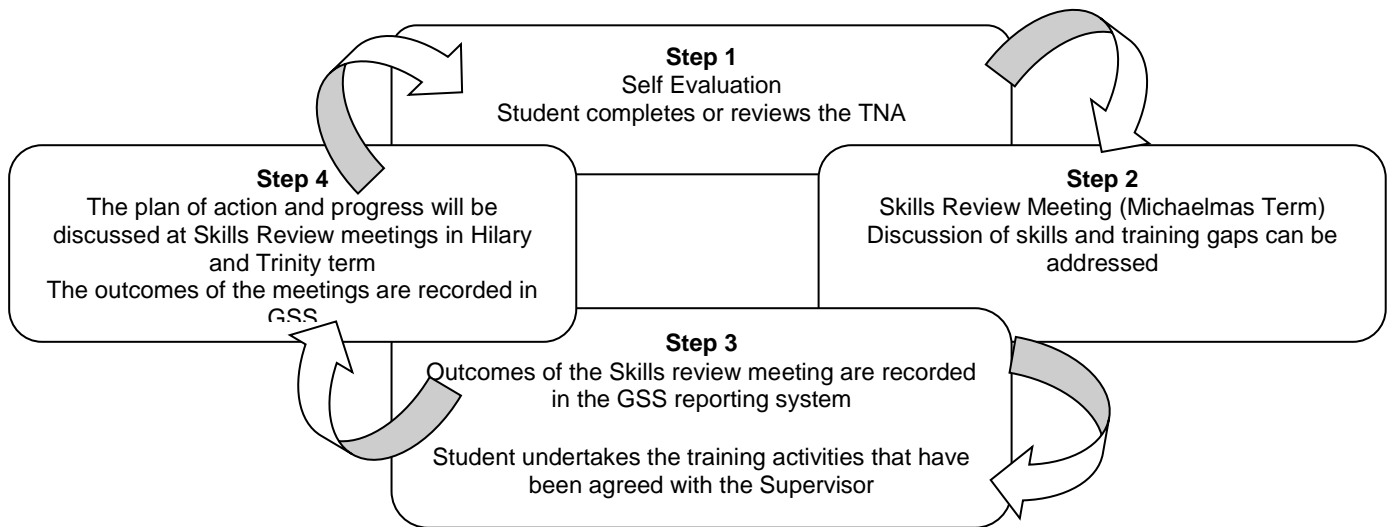
- The skills and knowledge that you already possess
- The particular requirements of your proposed research
- The need to be aware of a wide range of research methods
- Your own professional development and career aspirations

You will agree with your Supervisor the training activities that you will undertake.

You will need to submit a Training Needs Analysis form when you submit your transfer and confirmation application. These forms can be downloaded from Plato.

The Skills Review Process

The SR and TNA process is an annual cycle and can be summarised as follows:



3.3.5 Student Enrolment System (SES)

The Student Enrolment System brings together the training available in across the departments in Social Sciences, and makes it available to all doctoral students in the Social Sciences. This means that you have access to a range of teaching taking place in departments. These include academic courses/modules, research methods modules, teaching, transferable skills and career development training. With access to all these courses, you and your supervisor are able to tailor a training programme to suit your individual needs and interests.

How to Sign-Up for Courses

To sign-up for these courses, you need to access the Student Enrolment System (SES) which can be found on WebLearn at <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses> using your Oxford Single Sign-On. Once you are in the SES, you will find a tree that lists all the departments. Clicking on the department you are interested in expands the menu and displays a list of modules available to you to sign-up. Any modules in green are available for sign-up, modules in black are not yet available, and modules in red are full. By clicking on an individual module in the navigation tree you will be able to find out more information about the module. The sign-up button allows you to sign-up for the module.

A pop up window will ask for your supervisor's email address and your reasons for wanting to attend the module. The system requests this because your supervisor's permission is required for you to attend any training Modules. To continue, click 'Confirm Signup' or cancel if you no longer wish to enrol for the module. Please note you will need to enter an email address recognised by the University. Following submission an email will be sent to your Supervisor and the Module Administrator for approval. When approval has been granted you will be notified via email that you have a place on the Module. You will also be notified if approval is not granted. If you find a module you would like to enrol for but it is no longer bookable or there are no places available, then please email the Module Administrator responsible for the module.

Searching for Courses

Above the navigation tree there are links for Module Signup, Module Search, and My Modules. If you click on Module Search you will find a list of modules will appear in the main body of the page. These modules are currently open for booking and can be browsed as one long list by scrolling to

the bottom of the page and clicking the link 'show all results'. To find out more about a module, click the button 'More details' under each result.

There are a number of options to search for a module on the right hand side of the page. To search by a specific word or term, use the search box provided at the top. Results of this search will be listed by relevance on the main body of the page. To search by department, click on the department name under the main search box. A tick will appear by the department's name and a list of modules will display in the main body of the page. Clicking on more than one department will add results relevant to that department.

My Modules

To find out your status on any course you have signed-up for, click on My Modules link. A list of modules you have applied for is displayed, including your status:

- Pending: Indicates you have applied for the module and are waiting for confirmation from the Module Administrator.
- Accepted: The Module Administrator has confirmed your signup.
- Approved: Once your supervisor has approved your attendance on the module.
- Withdrawn: In My Modules you have the option to withdraw from a course. By clicking the withdraw link you will be withdrawn from the selected module.
- Rejected: If your supervisor does not think you should attend the module or a Module Administrator cannot offer you a place they will reject your request.

3.3.6 Induction

A welcome event for all new doctoral students to the Social Sciences at Oxford will take place on Thursday 20th October 2011. 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 will showcase the research that they are currently undertaking. This will provide a valuable opportunity to for you to make connections with the wider Social Sciences research community at Oxford. The welcome event will also include the formal launch of the Social Sciences Doctoral Training Centre by the Vice-Chancellor.

- 4.00pm: Welcome and Introduction to the Social Sciences - Professor Roger Goodman (Head of Social Sciences Division)
- 4.30pm: 'A DPhil in 10 Simple Rules' – Dr Lucie Cluver (Department of Social Policy and Intervention)
- 5.00pm: Formal Launch of the ESRC Doctoral Training Centre – Professor Andrew Hamilton, Vice-Chancellor
- 5.15pm: Poster Viewing and Networking
- 6.30pm: End of Event

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>

3.3.7 Academic and Professional Development Programme (APDP)

The Social Sciences Division will be coordinating an Academic and Professional Development Programme (APDP) for doctoral students across the Social Sciences at Oxford. The APDP will compliment the valuable research training that is delivered within your department. The APDP will provide an intellectually stimulating programme of activities that will foster inter-disciplinarity, and provide an opportunity for doctoral students to network with fellow students from across the social science community.

There are three streams of training that address training needs at different stages of your studies; early stages, the middle years and the final stages. The programme will also help you to prepare for academic and non-academic career pathways. The sessions will consist of a mixture of

seminars, lectures and workshop that will be run by experienced academics and skilled facilitators from inside and outside of Oxford. Sessions will include:

Early Years

- Welcome to the Social Sciences Induction event and follow-up lectures
- Starting the DPhil
- An Introduction to Ethics
- Introduction to E-Thesis
- Managing Research and the DPhil Milestones
- Public Speaking
- Presenting Research
- Data Management

Middle Years

- Safety in Fieldwork
- Communicating Research to Different Audiences
- Introduction to Teaching and Learning at Oxford
- What is Research Impact?
- Career Planning
- Building Academic Networks
- Producing Posters
- Harnessing the Web for Research

Final Years

- Finishing the DPhil
- The Viva
- Getting Published
- Public Engagement
- Media Training
- Careers in Academia for Social Scientists
- Careers for Social Scientists
- Building a Professional Profile

Further details about the Academic and Professional Development Programme can be found on WebLearn, <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/dtcssd>

To enrol for these sessions, please use the Student Enrolment System, <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/ses>

3.4 Additional Courses and Seminars

You will also be encouraged to attend, and from time to time present to, the weekly internal Brown Bag seminars which are held in term time.

DPhil students may with the permission of their supervisor and the course provider attend other courses which comprise the OII's MSc in Social Science of the Internet. Permission will normally only be granted where the student can show clear relevance for their thesis.

You will also have the opportunity to attend other public seminars and talks at the OII where registration is on a first come first served basis. Subject to space and funding, you may be able to take part in other private workshops and seminars within your research area.

In your time at Oxford you should take full advantage of Oxford's rich range of offerings to develop both general and specialist skills that will be of great value to you in your subsequent work and career. Courses offered by other departments can be found in the Lecture Lists <<http://www.admin.ox.ac.uk/pubs/lectures/>> and attendance arranged with the department concerned through the Graduate Studies Coordinator. Open lectures are listed in the *University Gazette* <<http://www.ox.ac.uk/gazette/>>.

There are many skills training courses elsewhere in the University. For example, there are excellent courses offered by the University Computing Services; and by the Language Centre (please refer to <http://www.oucs.ox.ac.uk/itlp/> and <http://www.lang.ox.ac.uk/>).

The Training Needs Analysis Form can be downloaded from plato.oii.ox.ac.uk or is available in Appendix I.

3.5 Examination and Assessment

There are two main milestones which students must pass before they can submit their thesis. Students must transfer status from Probationary Research Status and then confirm their status as a DPhil student. These two processes purpose are mainly to ensure that a student is working at the appropriate doctoral level and to provide assurance that a student is working on the right track towards completing their thesis. Please see below for further information on the milestones.

3.5.1 Transfer from Probationer status to DPhil status

3.5.1.1 Probationer Research Student Status

DPhil students will normally be registered as a Probationer Research Student (PRS) and then has to apply for 'transfer' to the status of a DPhil student (DPhil status) after three or four terms. Transfer must be achieved by the end of the fourth term. The purpose of the transfer is to ensure that the student has a convincing research proposal and that they are making satisfactory progress in its development, and to satisfy the assessors that the work is potentially of DPhil quality.

Students should consult the following sections of the *Examination Regulations 2011*:

- Regulations for Admission as a Probationer Research Student, see: http://www.admin.ox.ac.uk/examregs/24-53_General_Regulations.shtml#subtitle_1
- Special Regulations of the Divisional and Faculty Boards relating to the Oxford Internet Institute see: http://www.admin.ox.ac.uk/examregs/26-58_D_SOCIAL_SCIENCES_DIVISION.shtml#subtitle_8.

Probationer Research students spend the first year in the development of, and early work on, a thesis topic; in improving knowledge of research methods; in attendance at relevant lectures, seminars and classes; and in preparing their transfer to DPhil status. You must be resident in Oxford in term time throughout the probationary period and should not normally undertake any fieldwork until after you have successfully transferred to full DPhil status.

For further information on Research degree stages please refer to the University website at http://www.ox.ac.uk/current_students/course_guidance_supervision/graduates/research_degree_stages/index.html

The Purpose of Transfer of Status

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

The Transfer of Status assessment is to ensure that the student is making satisfactory progress in the development of the research, to ensure that the work is of potential 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.

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 OII, transfer of status is *normally required by the end of the 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.admin.ox.ac.uk/gso/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College and be approved by the OII's Graduate Studies Committee.

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.

The Transfer Assessment

The *Graduate Studies Committee* 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 6-8 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 *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 within 2 weeks, though this may be longer during the vacation periods.

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 Coordinator 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 3-4 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 Graduate Studies Committee, in consultation with the assessors and supervisors.

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:

1. All required coursework materials have been submitted
2. Attendance of all required subject specific training courses
3. Competence in both written and spoken English
4. The aims of the research are realistic and focused
5. Evidence of wide reading and critical analysis
6. Appropriate methodology and research techniques are proposed
7. Limitations to the research are addressed
8. It is clear how the research will develop for a D.Phil.
9. There is a suitable timetable for the research
10. The candidate demonstrates the progression of an argument
11. The candidate shows a scholarly and rigorous approach to research issues
12. The research topic and treatment meet the Division's ethical standards
13. The written work and interview show that the candidate has a good overall knowledge and understanding of the subject
14. The University has adequate facilities (including supervision) to enable the research to progress
15. The student is capable of carrying out advanced research
16. The proposed schedule of work can be completed within three or at most four years for the D.Phil.

Outcomes of Transfer of Status

The assessors may recommend one of four outcomes, which must be considered and approved by the Divisional 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 DPhil 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 Divisional Graduate Studies Committee and approval by the University's Education Committee).

If a student is transferred to the lower degree under option (iii), they may apply to transfer to D.Phil. status again until the end of their sixth term following admission to PRS status, however, the Divisional Graduate Studies Committee would need to be convinced that the research plan had been much approved.

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.

3.5.1.2 Timetable

Students have a maximum of four terms as a Probationer Research Student (PRS), and the OII expects them to complete the transfer from PRS status to DPhil status by this point and preferably by the end of their first academic year. Some PRS students may indeed be required by their grant-awarding body to complete the transfer to DPhil status at a time around the end of their first year. Students should check whether they are in this position, and if so discuss it with their supervisor and/or the Director of Graduate Studies.

There are several deadlines in which students can hand in their application throughout the year. **All DPhil application forms can be downloaded from the University Graduate Office website at <http://www.admin.ox.ac.uk/gso/forms/>.** Students will not be able to submit their application at any other time.

The applications must be submitted to the Graduate Studies Coordinator by midday on the of the following dates:

- Trinity Term (year one)-Monday Week 6
- July 16th 2012
- Michaelmas Term (year two)-Monday Week 4

Students should allow 6-8 weeks from the time when the assessors receive their written work for their application to be assessed, and note that there may be delays in the Summer Vacation. Students who submit an application in July should be aware that the viva with the assessors may not be held until September because of the long vacation and depending on the availability of the assessors.

3.5.1.3 Application

Complete applications for transfer must be delivered to the Graduate Studies Coordinator. The transfer of status application must include:

- Application on **form GSO.2**:
 - Signed by supervisor and an appropriate officer of student's college
 - Indicate clearly the status to which they wish to transfer
- **Two copies of each of the following**:
 - confirmation from the candidate's supervisor that such courses as students have been required to undertake have been satisfactorily completed;
 - an outline of their research (one side of A4 paper) summarising what your thesis topic is about;
 - a detailed research proposal of no more than 6,000 words (see Appendix E). This should:
 - draw upon relevant literature to discuss the background to the research, theoretical perspectives, and possible outcomes to the research;
 - state key research questions
 - discuss the overall methodological approach, and specific strategies, to be employed in answering these research questions, paying particular attention to practical and ethical issues relevant to the research;
 - a preliminary timetable for the research;
 - a list of references;
 - a completed copy of the Research Ethics Checklist
<<http://www.admin.ox.ac.uk/curec/oxonly/ethicalapp/checklistJan06.pdf>>;
 - copies of assignments from the research methods & Social Dynamics courses (unless exempt);
 - any other materials, including substantial original research or expression made on the public Internet, that you think will help the assessors evaluate your candidacy;
 - OII Training Need Assessment Form (Available in Appendix I or <http://plato.oii.ox.ac.uk>)

Students need to submit **two physical copies** of the application to the Graduate Studies Coordinator and also send an **electronic copy** to teaching:@oii.ox.ac.uk.

Please note that all the paperwork should be single sided.

Before submission, students should discuss drafts of all of these items with their supervisor.

Supervisors are encouraged at the time of the application to indicate appropriate assessors and/or the types of expertise which are needed. They can do this on the GSO.2 form or separately.

Please also refer to Appendix C for further information on transfer.

3.5.1.4 Appointment of assessors

When the material has been submitted, the Graduate Studies Committee will appoint two assessors, one of whom may be a member of the OII. The two assessors will read the work, examine the Student orally, and submit a written report to the Committee.

Once the Graduate Studies Committee has confirmed and approved the assessors it is the responsibility of the students' supervisor to contact the assessors to organise a mutual

convenient time for the interview. Unless advised otherwise by their supervisor students should not contact the assessors directly but may of course respond to their communications about dates etc.

Students will be expected during the interview by the Assessors to show evidence of their understanding of general theory and research methods in the social sciences applicable to their proposed study and specific research methods appropriate to the study of social aspects of the Internet and related ICTs.

In their report, the assessors are required to advise whether:

- you are competent to complete and present a thesis in English
- the required coursework materials have been submitted
- the proposed thesis topic and treatment represent a viable project
- the proposed thesis topic and treatment comply with the Division's ethical standards
- the written work and oral examination show that you have a good knowledge and understanding of the subject
- the research schedule is viable and you should in principle be able to complete the proposed schedule of work for the DPhil within three or at most four years from initial registration as PRS (or two to three years in the case of a student transferring from an Oxford MLitt, MSc or MPhil).

In the light of the report of the assessors, the Graduate Studies Committee may

- accept the application
- recommend resubmission, within a specified time and/or on specified terms
- reject the application (see below)
- request additional written work or other evidence, or appoint an additional assessor, before reaching a decision

3.5.2 Confirmation of DPhil status

Confirmation of DPhil status is an essential stage on the way to the doctorate. Indeed, it is not possible to submit a thesis for examination until DPhil status has been confirmed. This applies to students who have transferred to the DPhil from an Oxford MLitt, MSc or MPhil as well as to those who enter as a PRS student.

The Purpose of Confirmation of Status

The Confirmation of Status process allows the student to have an assessment of his/her work by two assessors, normally other than the supervisor(s), to give a clear indication of whether, if the work on the thesis continues 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 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 *vive 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.

The Timing of Confirmation of Status

i) Students who entered the D.Phil. 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 graduate student. However, at the OII students are required under the subject specific regulations to apply for confirmation of status by the end of their sixth term.

ii) Students who progressed to the D.Phil. from an M.Phil.

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 graduate student. For students who have previously completed an M.Phil., (with a thesis in the same broad field as the topic for the D.Phil.) and have progressed directly to D.Phil. status, (i.e. transfer of status was waived) this normally means that confirmation of status should be applied for by the end of the third term of the D.Phil.

iii) 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 a graduate 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 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.admin.ox.ac.uk/gso/forms/>. Students are required to complete the form, which should then be signed by the student's supervisor and College. The *OII's Graduate Studies Committee* will then assess the application for deferral, taking into account any recommendations from the academic review meeting. If a student does not achieve confirmation of status within twelve terms of admission as a graduate student, his/her status will lapse. In exceptional cases only, deferral may be granted beyond twelve terms; however, this requires approval by both the *OII Graduate Studies Committee* and the University's Education Committee as it requires formal dispensation from the *Examination Regulations*.

The Confirmation Assessment

The *OII Graduate Studies Committee* 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 D.Phil. viva voce examination.* Students should normally expect to be interviewed within four 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 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 within 2 weeks, though this may be longer during the vacation periods.

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 Administrator know if there is a problem in this respect at the time of application).

An applicant for confirmation of status should be close to having a complete thesis plan, and the work submitted should be close to reading as a complete thesis chapter. In contrast to the transfer assessment, omissions and missing perspectives are much more serious at this stage, 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 D.Phil. thesis in the final examination, though it is not expected that every footnote should be in place yet etc. The assessors should judge the application against the criteria for success defined below. As with the transfer assessment, the assessors should aim to provide constructive criticism and advice to the student to identify and address deficiencies and thereby strengthen their thesis, rather than 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 three or at most four years. Finally, for non-native English speakers, the report should indicate the assessors' view of the student's ability to present and defend the work in English.

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 D.Phil. thesis in the final exam, *<the bulk of any fieldwork has been completed and the analysis is well developed>*, and the research schedule is viable so that the thesis can be completed within three or at most four years from admission.

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

1. Evidence of wide reading and critical review of the literature
2. A clear indication of how the research is being developed into a thesis
3. Potential original contribution to the field of study

4. Evidence of a progression of argument and logic throughout the thesis
5. Evidence of a scholarly and lucid approach to the research issues
6. A clear timetable for the completion of the research within three or at most four years from admission
7. The ability to write in clear and coherent manner, with due attention to presentation
8. Competence in both written and spoken English
9. The ability to articulate and defend the argument in the interview
10. Presentation of the thesis at a seminar
11. The draft chapters are of the quality expected for a final D.Phil. thesis

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 D.Phil., however if the student has already been registered on the D.Phil. 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 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. However, a referral will of course be very disappointing to a student and may take some time to get over, especially if the assessors comments are highly critical. Most students who do then go on to successfully complete the D.Phil. 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 D.Phil. 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 lower award is approved, if the student is already in their ninth term or beyond, a formal extension of time will also be needed to allow the student to stay on the graduate register for the lower degree, otherwise their status will lapse, and they will have to subsequently apply for reinstatement to the graduate register.
- (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 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.

3.5.2.1 Requests to defer application

If a Student is unlikely to be able to meet the above deadline for confirmation of status then they can apply to defer their Confirmation of Status for a maximum of three terms in total. Students must, after consultation with their supervisor and in good time complete the GSO.14B, available at www.admin.ox.ac.uk/gso/forms. This should include a statement of the reasons for delay, and an indication of when they propose to apply for confirmation of status. The letter should be accompanied by a thesis outline indicating the progress made on each chapter. Students must also ensure that a supporting letter from the supervisor is sent direct to the Graduate Studies Coordinator. The request for permission will then be considered by the Graduate Studies Committee.

3.5.2.2 Application papers

Students should aim to submit the following papers to the GSC by the end of their sixth term:

- Application on **form GSO.14** and GSO.14A obtainable from <http://www.admin.ox.ac.uk/gso/forms>, signed by supervisor and an appropriate college officer
- **One copy of the following:**
 - an abstract of the thesis (one side of A4 paper);
 - an outline structure of the thesis, consisting of chapter headings, and a brief statement of the intended content;
 - an outline timetable detailing what work has already been carried out and what activities are planned for the remaining stages;
 - Two completed draft chapters intended to form part of the final thesis;
 - a self-assessment report on your progress of not more than 300 words, and an indication, where possible, of the anticipated timetable for submission;
 - OII Training Needs Assessment Form (Available in Appendix I or <http://plato.oii.ox.ac.uk>)

There are several deadlines in which students can hand in their application throughout the year. They will not be able to submit their application at any other time.

The applications must be submitted to the Graduate Studies Coordinator by midday on the of the following dates:

- Trinity Term (year two)-Monday Week 5
- Michaelmas Term (year three)-Monday Week 5
- Hilary Term (year three)-Monday Week 5
- July 16th 2012

Students who submit an application in July should be aware that the viva with the assessors may not be held until September because of the long vacation and depending on the availability of the assessors.

Students need to submit **one physical copies** of the application to the Graduate Studies Coordinator and also send an **electronic copy** to teaching@oii.ox.ac.uk.

Please note that all the paperwork should be single sided.

Before submission, students should discuss drafts of all of these items with their supervisor.

Supervisors are encouraged at the time of the application to indicate appropriate assessors and/or the types of expertise which are needed.

Please also refer to Appendix C for further information on confirmation.

3.5.2.3 Appointment of assessors

The OII's Graduate Studies Committee will appoint two assessors who will read the candidates work and examine them in a confirmation interview. A written report on the application will be made to the Committee before confirmation of DPhil status is approved.

Once the Graduate Studies Committee has confirmed and approved the assessors it is the responsibility of the students' supervisor to contact the assessors to organise a mutual convenient time for the interview. Unless advised otherwise by their supervisor students should not contact the assessors directly but may of course respond to their communications about dates etc.

3.5.2.4 Standard required

The assessment of work submitted for confirmation of status will be on the basis of the standard expected of a DPhil thesis in the final exam.

3.5.3 Entering for Examination for the DPhil

3.5.3.1 Examination criteria

The examiners of a DPhil thesis are asked to certify whether:

- the candidate possesses a good general knowledge of the particular field of learning within which the subject of the thesis falls
- the candidate has made a significant and substantial contribution in the particular field of learning within which the thesis falls
- the thesis is presented in a lucid and scholarly manner
- it merits the degree of Doctor of Philosophy
- the candidate has presented a satisfactory abstract of the thesis.

DPhil examiners are asked to bear in mind that their judgement of the substantial significance of the work should take into account what may reasonably be expected of a capable and diligent graduate student after three or at most four years of full-time study (or two to three years if you have come from an Oxford MLitt, MSc or MPhil).

3.5.3.2 Application process

A few months before a thesis is to be submitted for examination a student should download the appropriate form 'Application for Appointment of Examiners' form (GSO.3) and the accompanying guides to the examination. (If your thesis title has changed, it is the student's responsibility to request approval of their new title on the GSO.3 application).

The GSO.3 form should be completed by the student, the supervisor and the College and submitted to Deborah Hockley in the Graduate Office, Social Sciences Division, Hayes House, 75 George Street, at least 14 days before the next Graduate Studies Committee meeting. Students are strongly advised to hand the form in prior (by four to six weeks) to the submission of the thesis to the exams school. The examiners have to be approved by the Graduate Studies Committee and the examiners formal acceptance received before a thesis can be sent out. The following should be submitted to the Graduate Office:

- Application on **form GSO.3**, obtainable from <http://www.admin.ox.ac.uk/gso/forms>, signed and completed by your supervisor and an appropriate college officer.

The examiners will then be appointed by the OII's Graduate Studies Committee.

When submitting the thesis students should deliver **two copies of the following** to the Examination Schools: The thesis (bound and meeting the requirements described in section 5)

- An abstract of 300 words (see section 5.3)
- A note of your contact details and availability for the oral examination
- If you have included footnotes at the bottom of each page, a complete set of references separately bound

Once the Examination Schools has received the two copies of the thesis and abstract, and the examiners formal acceptance has been received, the Thesis can be dispatched and in due

course the Internal Examiner will arrange the date of the oral examination (the *viva voce* or *viva*).

On no account should the candidate submit their thesis directly to the examiners or contact the examiners directly, although students may of course respond to their communications about dates etc.

3.5.3.3 Timing

The date by which the Student submits their thesis and abstract to the Examination Schools will be influenced by residence and other regulations (see section 7.3 residence requirements) but the submission date that the Student states on the form GSO.3 should be no later than the last day of the next vacation.

If students wish to submit during Trinity Term and have to leave the UK during the Summer Vacation they should remember that potential examiners often have heavy examining commitments in June and July. Students should, therefore, make their application for the appointment of examiners at one of the Graduate Studies Committee meetings in Hilary Term. Any such application must be made at least 14 days before the meeting, and must give a firm date for the planned thesis submission. There remains a risk that the *viva* will not be held until the following Michaelmas Term.

Students may apply to the OII's Graduate Studies Committee for the oral examination to be held not later than a certain date, provided that this date is not less than one calendar month after the date on which the thesis has been received at the Examination Schools **or** after the date on which the examiners have agreed to act, whichever is the later. Applications should be made to the Graduate Office on form **GSO.16**. This application **must** be submitted at the same time as the **GSO.3** 'Appointment of Examiners' application form. If the committee is satisfied that there are special circumstances justifying this application, it will ask the examiners to make arrangements to enable the oral examination to be held within the period specified.

If a Student has been prevented by exceptional circumstances from completing their thesis within 12 terms of becoming a graduate student, then they can apply for an extension of time. Application on form **GSO.15** must be made to the Graduate Office no later than the term in which they were due to submit. The application will require the support of the students' supervisor and their college. It will be considered by the Graduate Studies Committee at their next available meeting and the committee has the power to grant an extension of up to nine terms in all.

3.5.3.4 Selection of examiners

Supervisors are asked to suggest on form **GSO.3** the names of at least two examiners (one internal from the University, one external), and to consult with the Student to check if they have any reasonable objection to any of the names proposed.

Neither examiner will be the student's supervisor, or have given significant help or advice to the student in the preparation of the thesis, or have a connection to the candidate that would impair their ability to act as an impartial examiner. In principle, examiners should be based in the UK or Europe or planning to visit the UK in any case.

It is helpful if the supervisor can check informally with the proposed examiners whether they would in principle be willing to act, and can then indicate this on the form.

3.5.3.5 Oral examination arrangements

The oral examination will normally be held in Oxford. It is advisable therefore to include, inside the front cover of each examiner's copy of your thesis, a note indicating how, when and where you can be contacted about the fixing of the date of the *viva*, and stating which dates would not be possible for you.

3.6 DPhil after Oxford MLitt, MSc or MPhil

On average, a DPhil after a two year Oxford MLitt, MSc or MPhil normally takes up to a further two years of full-time study. By the end of a student's third term of DPhil status they will need to apply for confirmation of DPhil status.

If a Student transfers to doctoral studies at the OII after satisfactorily completing the OII's MSc in Social Science of the Internet then will normally be granted full exemption from the requirement to complete Internet research methods training and Social Dynamics of the Internet for transfer of status.

3.7 Research Training

MSc and DPhil students are encouraged to attend weekly Brown bag seminars in which faculty research is presented, as well as training seminars organised specifically for each student group.

This will help students to develop presentational skills, and to give and receive feedback. Students will also be encouraged where possible to present their work at relevant seminars, conferences etc. outside Oxford (e.g. AoIR, iCS etc.).

The OII assumes that students know the basics of word processing, digital presentations, and web tools, but introductory courses to these (and a wide range of other IT courses) are available from the University Computing Service (see section 7.5).

The training programmes available to students are not limited to the single purpose of helping them to produce a better thesis, but also impart skills that will be valuable to throughout their life. The personal and professional skills that are developed in all aspects of the degree course are not only about how to conduct research, but also about project management, personal effectiveness, communication and networking skills and career management.

The research training requirements in the first year are minimum requirements: Students will need to discuss with their supervisor(s) whether there are additional components of training that they need to undertake in order to be prepared for their research work. At each stage of the formal processes of transfer and confirmation of status there are opportunities for supervisors, students and assessors to identify additional training needs; and in some cases the outcome may be conditional on the successful completion of further training.

3.7.1 Ethical Issues

It is important that students should be aware of the wide range of ethical issues that their research may raise.

They include questions of how they should use information given in interviews, and how to ensure that adverse consequences to their informants or to others do not follow from the use that they make of interviews etc.

The Central University Research Ethics Committee (CUREC) has agreed a general policy on ethical issues in research it applies to research in any subject which involves human participants. For all relevant PGR projects a checklist form (CUREC/1) must be completed and lodged with CUREC's sub-committee IDREC (the Social Sciences and Humanities Inter-Divisional Research Ethics Committee SSH). For projects in certain categories (see Section F of the CUREC/1 form) a full application (CUREC/2) must be completed for approval by the IDREC.

Students should:

- read the relevant university documents (including CUREC/1 and CUREC/2), obtainable from the CUREC websites <<http://www.admin.ox.ac.uk/curec/>>.
- discuss their research plans at any early stage with supervisor;
- attend the research methods course, parts of which address risk assessment, and ethical issues in research
- raise relevant issues in the DPhil workshops.
- include a discussion of potential ethical issues and risks in their transfer materials (when transferring from PRS to DPhil status).

Please note that if a student's research changes after they have transferred to DPhil Status they must resubmit a CUREC/1 form.

3.7.2 Risks in Fieldwork

As regards safety questions, these can assume many forms. Students should be aware that some research into sensitive issues or areas may be open to misunderstanding, and might incur suspicion or hostility. It is important to be clear about what they are doing, to understand possible reactions to it, and to minimise possible grounds for misunderstanding.

If a Student is proposing to undertake fieldwork or research overseas they should read the University's policy on

- *Foreign Travel (University Policy Statement S1/03)*
<<http://www.admin.ox.ac.uk/safety/s103.shtml>>
- *Safety in Fieldwork (Guidance Note S7/95)*
<<http://www.admin.ox.ac.uk/safety/0795.shtml>>

The 'Safety in Fieldwork' document contains advice on practical work carried out by staff or students of the University for the purpose of teaching and/or research in places which are not under University control, but where the University is responsible for the safety of its staff and/or students and others exposed to their activities.

If the research involves a degree of risk, it is necessary to complete a written risk assessment to be submitted to the Head of Department.

Students are urged to do the following:

- discuss any plans for fieldwork overseas at an early stage with your supervisor;
- raise relevant issues in the various DPhil workshops.
- consult the advice to travellers as issued by the FCO or your own foreign ministry or other national agency, if you are from overseas;
- include a discussion of potential risks in your transfer materials (when transferring from PRS to DPhil status)

All students and staff should have adequate travel insurance. Details of travel insurance available for those travelling for University purposes can be obtained from the Oll's Administrative Coordinator: see Induction Pack. Please provide at least two weeks' notice.

3.8 Extensions of Time

A doctoral student ordinarily has a maximum of 4 terms of PRS status followed by 8 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.

3.8.1 PRS Status

If a student attempts Transfer of Status in his/her fourth term of PRS status and a resubmission is recommended, s/he is automatically granted a one term of extension of PRS status to make a second (and 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 5 terms of PRS status followed by 7 terms of DPhil status. In exceptional cases, if a student has not been able to attempt Transfer of Status within the 4 terms of PRS status, an application for extension of PRS status

may be submitted, subject to approval by the supervisor(s), College, DGS/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.

3.8.2 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/GSC. In exceptional circumstances, further terms of extension may be requested beyond the permitted 9 terms. However, these would require the additional approval of the University Education Committee.

3.8.2 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/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/GSC and the University Education Committee.

3.9 Suspensions of 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/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.

- Supervision-students could change to a thesis supervisor in late Hilary Term.
- Thesis can be submitted by Oxford Print Centre at <http://www.oxford-print-centre.co.uk/>

3.10 Teaching by graduate students

The OII welcomes the development of teaching skills and experience that tutorial teaching can bring to graduate students provided the number of hours does not exceed 6 per week in term time, including time spent on preparation and marking.

From 2010-11 the OII will be offering the opportunity for paid Teaching Assistants to help on the MSc core courses. DPhil students will need to apply for the position by completing a form as the positions will be competitive. Please contact Emily Shipway for further information.

The Teaching Assistant experience can be used towards an award, Associate Fellow of the Higher Education Academy (HEA), which is recognised at universities across the UK. Please see appendix G for more information on the award. Students should contact the Director of Graduate Studies Dr Victoria Nash in the first instance to discuss the possibility of working towards the HEA award.

Depending on your disciplinary background, opportunities to teach undergraduates may also exist through departments other than the OII. In order to provide teaching, you must first:

- attend a half-day course in Tutorial Teaching or in Small-Group teaching provided by the Oxford Learning Institute
- obtain the written agreement of your supervisor and your college.

Arrangements may differ from department to department but in Sociology and Politics, you would then be able to ask to have your name included in the Tutorial Register managed by the Department of Politics and International Relations. Further details are available from <<http://www.politics.ox.ac.uk/teaching/index.html>>. The Register is circulated to College tutors who may approach you with an offer of tutorial teaching. Before accepting an offer you should make sure that you have a simple written statement setting out the expectations on both sides (hours of work, conditions, length of contract and rates of pay).

4. Thesis Preparation & Submission

This section reflects and expands upon the provisions of the *Examination Regulations*, which should always be consulted. The following suggestions, in so far as they go beyond the printed regulations, are not obligatory, but they are what the Department recommends as clear and acceptable.

Bear in mind that success in writing a thesis is achieved in a number of ways: by an imaginative search for sources, by a thorough investigation of evidence, by rigour of analysis, by profundity or originality of interpretation, and by clarity of presentation.

Students should also consult the following guidance notes issued by the Graduate Office downloadable from <<http://www.admin.ox.ac.uk/gso>>:

GSO.20 *Notes on Submission of Theses and Examination*
GSO.21 *Notes on the Preparation and Submission of Theses*

and the following sections of the *Examination Regulations*:

- Regulations for the Degree of Doctor of Philosophy, http://www.admin.ox.ac.uk/examregs/2400_12_REGULATIONS_FOR_THE_DEGREE_OF_DOCTOR_OF_PHILOSOPHY_A.shtml.
- Regulations for the Degree of Master of Science by Coursework http://www.admin.ox.ac.uk/examregs/17-00_8_REGULATIONS_FOR_THE_DEGREE_OF_MASTER_OF_SCIENCE_BY.shtml.

4.1 Preparation

4.1.1 Choice of thesis topic

The exact topic and title of your thesis require careful thought. At the risk of stating the obvious, it should be a topic which:

- is of interest to you
- addresses interesting questions
- is researchable (in the sense that there is information in respect of the subject – preferably neither too little nor impossibly much)
- can be supervised and researched in Oxford (in terms of the resources available, such as supervisors and libraries)
- hasn't been covered before (check through lists of previously accepted theses in the Bodleian, www.theses.com, and a full literature search)
- doesn't depend too heavily on confidential information (see below)

The University works upon the assumption that the results of research contained in a thesis belong in the public domain and that subsequent readers should be able to verify any documentary references. You should not therefore embark on research that is heavily dependent on confidential information without first checking with your supervisor that this is likely to be acceptable, and then applying to the Graduate Studies Committee. For the reasons given above, the Graduate Studies Committee is very reluctant to accede to requests to exempt a thesis from consultation, particularly if this request is made only when the thesis is submitted. Under no circumstances should you give undertakings to providers of sources that access to the completed work will be restricted, unless you have first sought the agreement of the Committee. As a centre devoted to the understanding of the Internet, it is also expected that to the extent practicable, data and results will be published on the web, at least through the OII site.

It is important to be clear not only about the overall topic of the thesis, but also about the particular questions regarding your topic that you seek to answer.

4.1.2 Title

Thesis titles should be concise, clear and specific. They should be comprehensible to a non-specialist. A sub-title, if used, should be separated from the first part of the title by a colon, and it should begin with a capital letter. Titles should contain indications of the precise scope or focus of the work.

4.1.3 Change of title

Should the focus of the students' research change during their work on their thesis, it is important that they consider whether their current title is still appropriate or whether it should be revised.

If a DPhil Student wishes to revise their thesis title they must make an application to do so by completing a **GSO.6 form** available at <<http://www.admin.ox.ac.uk/gso/forms>>. DPhil students should also note that if the research area changes dramatically that they may also need to resubmit another CUREC form to seek ethical approval.

If an MSc student needs to change their thesis title, then they need to write by letter or e-mail to the Graduate Studies Coordinator, who will ask the Chair of the MSc Examiners for permission to change the title. Any such request must indicate both the former title and the proposed one. Please also consult Section 4 of these Notes, which deals generally with thesis preparation. The final deadline for receipt of requests is Friday 5pm in Week 4 of Trinity Term.

Any such requests for both DPhil and MSc must indicate both the former title and the proposed one, and must have the written approval of their supervisor.

4.1.4 Notifying funders of changes of title or topic

If you have funding from external bodies such as the ESRC, you must check the terms of their funding to determine whether you need the funding body's approval for a change of title. Normally such approval is needed for a change of research topic, but not for a minor change of title. If approval is required it is likely to be the responsibility of your supervisor to ensure that the relevant body is contacted and its approval sought.

4.1.5 Introduction

An introduction to a thesis is crucial to clarifying the thesis's purpose and character. The following are among the items which you might wish to consider including in an introduction:

- A short explanation of the thesis topic and the reasons for choosing it.
- A listing of the principal questions that the thesis seeks to answer.
- A summary of the main existing views or conventional wisdom about your subject.
- An indication of how the thesis confirms or challenges these views.
- An account of the types of primary and secondary sources used, and a discussion of the problems associated with these sources.
- An explanation of the main methods of analysis/intellectual approaches used in the thesis.
- An indication of what the thesis has not done: what parts of the subject were neglected, what sources were ignored or unavailable, what questions were not asked, what methodologies were not used.

4.1.6 Writing

4.1.6.1 Habits and timetable

It is essential to keep in the habit of writing, and not to procrastinate on the grounds that one still has not seen all the sources. Often the process of writing itself helps to clarify the precise areas on which more information is still needed, and to refine the questions that should be asked in respect of the topic. In consultation with your supervisor, set yourself a business-like timetable for completion of each chapter of the thesis, and stick to it.

4.1.6.2 Back-up copies

Please keep ample back-up copies of all parts of your work, and keep them where they cannot be corrupted or lost. You are strongly advised to set your computer to save work automatically every 5 minutes or so.

4.1.6.3 English

Theses must be in the English language and should, as far as humanly possible, be written in plain and comprehensible English. Good syntax and punctuation is vital. You should not think that because you are writing an academic thesis you must use long and complicated sentences.

For entertaining and practical guides to good (and bad) English, see:

Sir Ernest Gowers, *The Complete Plain Words*, rev. edn., Penguin Books, London, 1987.

William Strunk and E.B. White, *The Elements of Style*, 4th edn., Allyn and Bacon, Boston, 1999.

Lynne Truss, *Eats, Shoots and Leaves: The Zero Tolerance Approach to Punctuation*, Profile Books, London, 2003.

See also Fowler's *Modern English Usage*, published by Oxford University Press.

Correcting English is not the responsibility of your supervisor. If you are not a native speaker of English, it is your responsibility to ensure that your thesis is written in correct and lucid English. Courses in English as a second language and in academic writing are available at the University's language centre (see section 7.7 below).

4.1.6.4 Style

A thesis should have a clear and consistent style so far as matters of spelling, capitalisation, abbreviation, dates, foreign words, references, bibliography etc. are concerned.

Dates should be rendered consistently both in text and footnotes, preferably as follows: 30 June 1999.

Students should be similarly consistent about their use of quotation marks. They should use *either* single *or* double as the default, not a mixture. The use of single quotation marks is generally preferred, with double quotes only being used for a quote within a quote. The precise choice of style in such matters partly depends on what is most appropriate to the particular subject matter of the thesis, and, in some cases, on the form of publication ultimately sought.

Useful guides to style containing much material of particular relevance to academic theses include:

P.J. Dunleavy, *Authoring a PhD: how to plan, draft, write and finish a doctoral dissertation or thesis*. Palgrave, 2003

R. E. Allen, *The Oxford Writers' Dictionary* (or else its immediate predecessor, *The Oxford Dictionary for Writers and Editors*), Oxford University Press.

Robert Ritter, *The Oxford Guide to Style*, Oxford University Press.

Margaret Mahan, *The Chicago Manual of Style*, University of Chicago Press.

Kate L. Turabian, *A Manual for Writers of Research Papers, Theses, and Dissertations*, Heinemann, London, 1982; and University of Chicago Press, sixth edition 1996.

Most academic journals also contain at least brief guidance on style and footnoting.

4.1.6.5 Headings and subheadings

In most theses it is important not only that each chapter has a clear and informative title, but also that there is a consistent system of headings and sub-headings to assist the reader

(and possibly the writer too) in following the narrative argument of the thesis. Very often a hierarchy of headings is needed. One quite common way of establishing a hierarchy is to have major section breaks centred and in larger type, and lesser ones set left and in the same size type as the main body of the text (albeit distinguished from it by being in bold, italics or similar). Many variations in between are possible, the number of levels being dependent on the nature of the material. Work out a clear and consistent hierarchy of headings appropriate to your subject, and then stick to it.

4.1.7 References

References are an important part of a thesis. They enable you to provide an indication of your skill and judiciousness in use of sources, and they assist the reader in understanding and evaluating what you are saying. They can also be one line of protection against accusations of plagiarism – the presentation of another person’s work as your own.

Apart from indicating a clear preference that footnotes should be at the bottom of each page, the *Examination Regulations* give no guidance on a preferred style for reference notes. The Graduate Studies Committee has therefore issued the following guidelines for footnotes:

- Any system of footnoting is acceptable, provided it is **rational, unambiguous and consistent**. Guidance may be sought from works mentioned above in Section 4.1.6.4.
- Footnotes should, if at all possible, be at the foot of the page to which they refer. Alternatively, they may be grouped at the end of the thesis. They should not be grouped at the ends of chapters. When they are grouped at the end of a thesis, two separate copies of footnotes, separately bound or stapled, should be enclosed with the thesis for the examiners’ use.
- In almost all footnoting systems, book and journal titles should be either underlined or italicised. Italics are preferred. Article and chapter titles should be in quotation marks.

Be consistent about these matters.

4.1.8 Bibliography

Bibliographies can assume many forms, depending on the nature of the subject. It is worth making clear, in a note at the start of the bibliography, on what basis it has been compiled. Is it selective or comprehensive? Do you give comments or notes about some or all of the works listed? Are there other bibliographies in the field? Does it refer only to works used in the thesis? Are all works mentioned in the thesis included in the bibliography?

There is often a case for sub-dividing a bibliography, for example into books and articles; or primary and secondary works; or works on different aspects of the subject. If you do this, it may help to list the various headings at the beginning.

As with footnotes, so with bibliographies, it is important to have a consistent style. If you do not use the Harvard style, use one of the other standard styles.

4.1.9 Thesis length

The maximum length of a DPhil thesis is 100,000 words, excluding the bibliography. The maximum length for a MSc thesis is 10,000 words. This limit must be observed. It is a maximum, not a norm: many successful theses have been significantly shorter. Over-length theses are liable to be rejected unless you have, with the support of your supervisor, secured in advance permission through the Graduate Studies Committee to exceed the limits. Such permission is granted only very exceptionally.

In calculating the DPhil thesis length, please note the following points:

- The only item excluded from calculations of the number of words is the bibliography.
- Tables in the text are counted in terms of their word equivalents.
- Footnotes and appendices are included in calculations of word length.

In calculating the MSc thesis length this should include the following:

- Main body
- Footnotes
- Figures-counts in terms of word equivalents in the figure

The following sections are not counted in the word length:

- Title Page
- Abstract
- Table of Contents
- Table of figures
- Appendix-does not count but the examiner does not have to take this into consideration in the mark. It should contain only supporting material
- Bibliography

4.2 Intellectual Property Rights and Plagiarism

4.2.1 Intellectual property rights

As someone undertaking research and writing, students need to be aware of the importance of copyright and other intellectual property rights issues in relation to your own and other people's work. Students need to learn about the possibilities and problems of academic and commercial exploitation of their research and writing. This includes the terms of contracts with publishers, universities and other bodies. It also includes the avoidance of plagiarism, addressed below.

Much help and advice is available on these matters, including from the students supervisor and other members of the OII's staff with experience of different types of research, publication and employment contract. For information about Oxford University's facilities for help in this area, and its intellectual property policy generally, see <<http://www.ox.ac.uk/innovation/ip.shtml>>.

4.2.2 Plagiarism

Plagiarism is the presentation of any part, or the substance of any part, of another person's work (including the work of other students) as if it were their own. It can take the form of unacknowledged quotation and of substantial unattributed paraphrase. Is not acceptable for any part of your work for the OII to incorporate plagiarized material. This includes tutorial essays and class or seminar presentations as well as material submitted as coursework or as part of a formal examination.

If a Student employs good scholarly practice in their written work – for example, by attributing quotations and using only legitimate and acknowledged paraphrase – there is little danger that they will be accused of plagiarism unjustifiably. Written work should involve the use and discussion of material written by others with due acknowledgement and with references given. This is standard scholarly practice and can be clearly distinguished from appropriating without acknowledgement and presenting material produced by others as their own.

The University employ a series of sophisticated software applications and other methods to assess plagiarism in submitted work. They regularly monitor on-line essay banks, essay-writing services, and other potential sources of material. The OII reserves the right to check samples of submitted essays for plagiarism. All students are required to keep electronic copies of their written work, and may be required to produce these in order to facilitate this process. These checks may take place on randomly selected essays or theses as well as on material identified as suspect by tutors, Assessors, or Examiners.

Plagiarism is a disciplinary offence for which offenders can expect to receive severe penalties. For example, the University has the statutory power to deprive somebody of a degree or other qualification after it has been awarded, if it is proved that it was obtained unfairly (for example, if a

thesis or submitted coursework is found to contain plagiarised material). The relevant disciplinary regulations are:

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.

(See *The Proctors' and Assessor's Memorandum 'Essential Information for Students Section 9.5* at <http://www.admin.ox.ac.uk/proctors/pam/index.shtml>.)

4.3 Thesis submission

4.3.1 Overall

The thesis must:

- be of no more than the maximum word count (100,000 words for DPhil & 10,000 for MSc students), not counting bibliography
- include a title page (see below)
- include an abstract (see below)
- be submitted in English

4.3.2 Title page

The title page (i.e. the first printed page after the front cover etc.) should contain the following information:

- Title, and subtitle (if any).
- Author, college (DPhil students only), and words to the effect of 'Thesis submitted in partial fulfilment of the requirements for the degree of DPhil in Information, Communication and the Social Sciences in the Oxford Internet Institute at the University of Oxford' or 'Thesis submitted in partial fulfilment of the requirement for the degree of MSc in Social Science of the Internet at the Oxford Internet Institute at the University of Oxford' for a Masters degree. Master's Thesis should not include the author.
- Masters students must first submit two soft or ring bound copies to the Examination Schools on the 1st August (or next working day). Please note that students will not receive these copies back. The thesis should bear the student's candidate number (to ensure anonymously), degree and college on the title page. Once the marks are published (which will be late September), successful students must then have two hardbound copies made and must submit one to the Bodleian Library and one to the OII library in order to Graduate. In the hardbound copies of the thesis, the student's candidate number must be replaced by their name but everything else should remain the same (although students may correct minor typos).
- Month and year, or else the Oxford term and year, in which the thesis was submitted.
- The exact word count of the whole thesis. This word count must include footnotes, and appendices but exclude the bibliography.

4.3.3 Abstract

DPhil & MSc theses must have an abstract of up to 300 words, which should be on one side of a single sheet of A4 paper.

It should be bound into all bound copies of the thesis, and be placed immediately after the title page.

With the final library copy of the thesis you should supply an extra copy of the abstract, which may be despatched to Aslib and published.

The abstract should be a very clear summary of the subject matter of the thesis, its aims, scope, principal sources, central argument and conclusions. The abstract should be self-standing, and contain all the information on the title page of the thesis. It should be comprehensible to non-specialists, and be suitable for use in general surveys such as Aslib, *Index to Theses*, 'Choice of thesis topic'.

4.3.4 Printing

The thesis should be:

- printed on A4 size paper
- with a margin of 3.0 to 3.5 cms on the inner edge of each page
- printed on one or both sides of each page.
- the main text should be in double spacing (taken to mean a distance of about 0.33 inch or 8 mm between successive lines of text), but indented quotations, and also footnotes, may be in single spacing.
- the print must be of an adequate size, definition and standard of legibility
- the pages of the thesis must be numbered consecutively from beginning to end and should include any appendices, such as the bibliography

4.3.5 Binding

Copies for submission for the viva must be securely and firmly bound in either hard or soft covers. Loose-leaf binding is not acceptable. Copies which are not securely bound will not be accepted. Soft covers, which are less expensive, are probably more sensible at this stage.

You will need a third copy of the thesis, identical in pagination etc. to that submitted for the two examiners, for yourself to use at the viva.

If you include tables and illustrations that have to be folded and inserted separately, make sure their folds will not get cut during binding. Folded sheets should open upwards and to the right. Draw the binder's attention to them.

You should note carefully what is said in *Examination Regulations* regarding the method to be used for copies submitted for examination as opposed to final copies for submission to the Bodleian Library.

4.4 Notification of results of DPhil viva

The report and recommendation of the examiners is submitted to the OII's graduate studies committee via the Graduate Office. The examiners have a number of options which they can recommend to the committee:

- a. that the committee should grant you leave to 'supplicate for' the degree of DPhil (a pass with or without minor corrections)
- b. that your thesis should be referred back to you for re-examination for the degree of DPhil after substantial changes (referral for DPhil)
- c. that you should be given leave to supplicate for the degree of MLitt (award of MLitt)
- d. that your thesis should be referred back to you for re-examination for the degree of MLitt only (referral for MLitt)
- e. that you should be given a choice between referral for DPhil or award of MLitt
- f. that you should be given a choice between referral for DPhil or referral for MLitt
- g. that your application for leave to supplicate should be refused (an outright fail)

The Graduate Studies Committee will usually accept the examiners' recommendations but have the power to appoint one or more fresh examiners if they do not accept the examiners' recommendation or the examiners are unable to agree on a recommendation.

Formal confirmation of the committee's decision will be sent in writing to you by the Examination Schools as soon as possible.

4.4.1 Minor DPhil corrections

If, at the time of the *viva*, the students' examiners require any minor corrections or amendments, they must supply these to the examiners within 3 months of the *viva*. (or to one of them, if that is what they specify). If a Student cannot complete minor corrections within this time period, students can apply, using the GSO.18, to extend this for another 3 months maximum. Please note that an extension is only granted in exceptional circumstances and must be approved by the Graduate Studies Committee. The form of such minor corrections is normally that they are incorporated in the finalised and hard-bound copy of the thesis. Then the examiners, having approved them, pass the finalised thesis on to the Examination Schools, and send their report and recommendation to the Graduate Office.

4.4.2 Library copies (DPhil only)

Once the examiners have recommended to the OII Graduate Studies Committee that you should be granted 'leave to supplicate', a quaint Oxford term dating back to 1691, the finalised copy of your thesis must be received by the Examination Schools for subsequent deposit in the Bodleian Library. If there are no minor corrections to be made, you can send the finalised thesis direct to the Examination Schools.

This library copy must be in a permanently fixed binding, drilled and sewn, in a stiff board case in library buckram, in a dark colour, and lettered on the spine with your surname and initials, the degree, and the year of submission.

It should also be accompanied by the following materials:

- one form GSO.3B (Deposit and Consultation of Theses);
- one form GSO.26 (Information for Thesis Cataloguing).

You should also submit a further identical hard bound copy at the same time to the Graduate Studies Coordinator for the OII library.

4.4.3 Digital Copy (DPhil only)

A digital copy of the student's thesis will also need to be deposited in the Oxford University Research Archive (ORA) at <http://ora.ox.ac.uk>. ORA provides high visibility and digital preservation for Oxford digital theses. Students will need to go to the ORA help and Information website at http://www.ouls.ox.ac.uk/ora/oxford_etheses. Students should contact ORA@bodleian.ox.ac.uk if they require further information or have any queries regarding deposit of their digital thesis. Please notify the Graduate Studies Coordinator at teaching@oii.ox.ac.uk when you have successfully submitted your thesis onto ORA so that this can be linked onto the OII website.

Please see appendix J for further information on submitting onto ORA.

4.4.4 Library & Digital Copies for MSc Thesis

Students who are awarded a distinction mark for their thesis may be invited to submit a hard bound copy for the OII Library and an electronic version to the Graduate Studies Coordinator to add onto the Oxford University Research Archive (ORA). MSc students are unable to submit a copy of their thesis directly onto ORA. The Graduate Studies Coordinator will contact those students directly if their thesis is being added and students should be aware that this is considered a great honour.

4.4.5 Conferral of degree

The arrangements for the conferral of the students' degree are made through their college. Degrees are conferred at the Sheldonian Theatre and a list of dates is given in the front of the *Examination Regulations*.

Students will not be able to take their degree until the Bodleian library copy has been received. See section 4.4.2 for further information.

4.5 Notification of results of MSc

The MSc in Social Science of the Internet is formally examined by the board of examiners in the OII. Students are examined on the basis of written examination, coursework and thesis. The Examiners for the MSc will normally complete their examination and release their marks by the end of September. See section 2.6 for further information.

MSc students are not expected to undergo a viva unless their results are borderline. An MSc may need to be available to return to Oxford in late August or September in the event of being called back for viva voce.

4.6 MSc Thesis Prize

There is one thesis prize each year which is awarded to the student with the highest thesis mark. The winner will receive a sum of around £150. The prize will be awarded at the final Examiners board meeting in September.

5. Supervision and Teaching

5.1 Supervision

All graduate students have a University supervisor. The University supervisor guides the student through his or her course of study. The supervisor reports on the student's progress to the Graduate Studies Committee at the end of each term and will also provide feedback to the student.

The advice of the supervisor will always be sought by the GSC before recommending any change in status, transfer between courses, and so on.

Graduate students will also all have a College Adviser. The role of the College Adviser is to provide pastoral and general academic advice. They can be particularly helpful if the student has any academic or other difficulties that he or she does not feel able to discuss with the University Supervisor.

5.1.1 Appointment of supervisor(s) (DPhil & MSc)

DPhil Students

DPhil students will be allocated a supervisor based on their original submitted research proposal. This choice will normally be confirmed at the end of the first term. The supervisor will have the overall responsibility for the direction of the student's research. This primary supervisor is assigned by the OII's Graduate Studies Committee and may be in a different college from the student.

Co-supervisors will be appointed if the student's area of research requires expertise in areas outside the primary supervisor's research interests or to cover during his or her leave of absence. What is said below about primary supervisor applies also to joint supervisors. The second supervisor may be in a different department or might be an external supervisor (for example if your research project involves collaboration with another university).

MSc Students

MSc students will give a brief presentation in induction week of their proposed thesis topic and then the Graduate Studies Committee will appoint a supervisor. Changes to allocated supervisors will not normally be made unless the student's research area changes dramatically. MSc students will be assigned a supervisor by Week 2 of Michaelmas term. Students may change to a different supervisor if they feel their thesis topic fits better with another member of faculty by Friday of Week 8 of Hilary Term.

5.1.2 Role of supervisors

The primary supervisor is responsible for planning the student's course of study and for keeping an eye on their overall progress. The primary supervisor's approval and signature is required on applications to the Graduate Studies Committee on a wide range of matters.

The supervisor(s) will be the main source of information and advice throughout the course of the student's research. Their responsibilities include:

- planning the framework of your research programme
- advising you about lecture courses, both specialist and broadening
- advising you about skills-training courses including research techniques
- advising you about literature sources
- meeting regularly with you to discuss your work (see below)
- keeping you informed of your progress (both informally and through the formal termly report)

DPhil Students

There should be at least three points at which the students review their skills training needs with your supervisor: in their initial supervision, in preparation for transfer of status (where the transfer of status form has been amended accordingly) and at confirmation of status.

The University's Educational Policy and Standards Committee has issued a *Memorandum of Guidance for Supervisors and Research Students* which you should read. It is reproduced in the Examination Regulations on pp 892-895.

MSc Students

MSc students will primarily meet with their supervisor at least once a term in Michaelmas and Hilary Term and then at least three to four times throughout Trinity Term and the summer vacation.

MSc Supervisors are expected to:

- Hold frequent meetings with student to discuss progress of thesis
- Discuss progress, feed-back comments to course providers, course directors and DGS, and report on progress to termly teaching meeting.
- Assist in choice of option papers, and ensure that students are aware of deadlines and procedures for registration for courses, examinations etc.
- Help in the development of the thesis topic.
- Write termly reports on the student
- Comment in a timely manner to materials submitted
- In particular, comment on final drafts in good time for students to respond before final submission.

This last obviously depends on supervisors' availability in Oxford during the summer vacation months, and on students' timely submission of drafts. Good practice would be to ask students to submit more than 3 weeks before final deadline, allowing a response to students at least ten days before the deadline for submission. Supervisors should provide a reasonable level of availability during the summer; it is the student's responsibility to arrange dates for submission of work to supervisors—but it would be helpful if supervisors could warn students of any extended period of unavailability during the month before the thesis submission date.

5.1.3 Contact with supervisors

The tradition of graduate work at Oxford is one of individual supervision of each student, combined with small seminars and classes.

DPhil students who are residents at Oxford should normally have the opportunity of individual supervision **at least four times a term**. MSc students should meet with their supervisor mainly in their final term (Trinity) and over the summer vacation.

The intensity of supervision will vary depending on what stage you have reached in writing your thesis but for DPhil students at an absolute minimum should be **at least once a term** for formal reporting purposes with your primary supervisor.

It is essential for you to keep in regular contact with your supervisor, irrespective of whether you are resident in Oxford or researching elsewhere. You should ensure that your supervisor has your full contact address and email address. These and any updates and changes of contact details should be provided via the OII's Graduate Studies Coordinator.

It would be a great help to your supervisors if you would contact them at or before the beginning of each term.

5.1.4 Supervision reports

A number of students and supervisors have found that a practical and convenient method of maintaining an agreed record of meetings is for the student, as a matter of course, to send the supervisor a short e-mail summarising the content of the meeting and the agreed outcomes.

At the end of each term your supervisor writes a formal report on the University's Graduate Supervision System (GSS) on your progress and is required by the University's regulations to communicate the contents of the report to you. In these reports, supervisors should give a full account of your work during the term and indicate the nature and extent of their contact with you. Supervisors are asked to give priority to prompt completion and return of the report forms. Copies

of the report are sent to your college and to the Graduate Studies Committee where any problems are discussed and followed up. Completed report forms are subject to the Data Protection Act 1998, which stipulates that you as the 'data subject' may be given access to information held on you.

Continuation on the course depends on your satisfactory progress, so you should take very seriously any warnings expressed by your supervisor(s) that you are not working as well as you ought. You should also bring to their attention, in good time, any problems that are seriously affecting your progress, before the situation becomes too serious.

For more information on the Graduate Supervision System (GSS) please refer to appendix E.

5.1.5 Change of supervisor

5.1.5.1 Incompatibility

The Department and all University supervisors recognise that occasionally there can arise incompatibilities of temperament or approach between supervisor and student, and that in such circumstances a change of supervisor may be desirable, not least because of the central importance Oxford attaches to the relationship between supervisor and student. Students are urged to discuss any problem of this kind freely and in full confidence with any of the following:

- The Director of Graduate Studies
- The MSc Course Convenor
- Any other member of the OII's Graduate Studies Committee
- Their College Adviser or the College's Tutor for Graduates

In all cases it is important that any definite proposal for change of supervisor be made in writing on **form GSO.25** for DPhil students available to download from www.admin.ox.ac.uk/gos/forms. MSc students need to discuss with current supervisor and seek approval from the Graduate Studies Committee.

5.1.5.2 Periods of absence

If a supervisor is to be on leave and away from Oxford, or is leaving Oxford permanently, he or she is expected to make clear arrangements through the Graduate Studies Committee to cover the period of absence. This may involve continuing to supervise some students and transferring the supervision of others. **Form GSO.25** should be used. If you find problems regarding any such arrangements you should take the matter up directly and promptly with those listed above.

5.2 Role of College Advisor

In addition to the supervisor, your college will have assigned you to a college adviser, who takes a general interest in your well-being, and from whom you can seek academic and other advice.

5.3 Responsibilities of Graduate students

Graduate students have a wide range of responsibilities. Since for the most part these responsibilities are not specific to students at the Oxford Internet Institute, but apply equally to all graduate students, they are not outlined in detail here. They are, however, of critical importance. They include:

- taking responsibility for your programme of work and research
- accepting the importance of constructive criticism within the supervisory relationship
- making positive use of the University's teaching and learning facilities
- providing regular reports on progress as required
- following the University's procedures (including those outlined in these Notes of Guidance) promptly and conscientiously
- doing everything to ensure a high standard of written and spoken work

You should consult the much fuller information on the role and responsibilities of graduate students obtainable in:

- *Memorandum of Guidance for Supervisors and Research Students* (see *Examination Regulations* pp. 892-895).
- *Notes of Guidance for Research Degrees*, Section 5 on 'the Role of the Student'; issued by the Educational Policy and Standards Committee of the University, found at <<http://www.admin.ox.ac.uk/epsc/guidance/nogresea06.pdf>>

6. Feedback, concerns and queries

6.1 Feedback

6.1.1 DPhil Students

Students will receive regular feedback from their supervisor through the Graduate Supervision System (GSS) termly reports. Students are expected to also write a report on how they feel their research progress has gone over the term. Please see appendix E for further information on the Graduate supervision system. Students are also expected to make a self-assessment of their progress over each academic year including any problems that they might be experiencing in their academic work or with supervision. Students will receive a Training needs assessment form to complete and return to the Graduate Studies Coordinator towards the end of the academic year. The form will be seen by the students' supervisor who will discuss issues or concerns with the student and will take follow-up action as required, thus ensuring that the student receives appropriate help and support and will be used to alert the Graduate Studies Committee and the Students College to any issues that need to be addressed.

DPhil students will also have an annual meeting with the Director of Graduate Studies to review their progress and are encouraged to consult the Director of Graduate Studies, at any time during the year, to address particular needs or problems. Please see section 3.2.1 for the Director of Graduate Studies availability during term time.

The Director of Graduate Studies will also run a termly meeting (usually in week 8) with all DPhil students for general feedback & for raising any concerns. Notes will be taken by the Graduate Studies Coordinator who will note the main outcomes. The notes will be circulated to the students for approval after the meeting and these will be formally submitted and monitored by the GSC.

6.1.2 MSc Students

Students will also receive regular feedback through their supervisor and the reports uploaded on GSS.

MSc students are also encouraged to speak to the course convenor about any issues or concerns. The course Convenor will also run a termly meeting (usually in week 8) with all MSc Students for general feedback and for raising any concerns.

6.1.3 Course Evaluation

The OII is concerned that students also have the opportunity to comment on the structure, teaching and content of the programme and courses. Feedback will thus be sought through the use of student evaluation forms at the end of each lecture or seminar series. Further information about this will be given by course providers.

6.1.4 Student Representation

Students have the opportunity to elect representatives amongst their DPhil cohort only in week 4 of Michaelmas term. One DPhil representative will be elected to sit on the Academic Committee and one DPhil representative to sit on the Graduate Studies Committee (please see appendix B on GSC/ AC membership). MSc students are eligible to vote for the Student representatives but cannot sit on the committees. The DPhil representatives will represent the views of the MSc students.

The Student representatives will serve on the committees from 1 January to 31 December each year. The nominated representatives shall be entitled to attend meetings and contribute to discussion may only attend items of open business. The Student representative is responsible for sending a brief report to all students after each meeting listing all the issues discussed and request any feedback if required. The Student representative **must not circulate** all the committee papers around to all the students but may consult with their peers on the broad issues to be discussed.

The committees will normally meet once a month during term time. The Academic Committee meets in weeks 1 and 7 and the Graduate Studies Committee meets in week 2 and 8.

The Academic Committee discusses all relevant academic and research issues with a view to promoting and co-ordinating those activities within the Institute.

The Graduate Studies Committee is responsible for the oversight and evaluation of all courses and provision for graduates, as well as the admissions process, and the implementation of teaching policy.

Please see appendix B for descriptions of the Graduate Studies Committee and Academic Committee responsibilities and membership.

6.2 Sources of advice, help and counselling

If a Student has and concerns, academic or administrative, and they are uncertain of the proper way to go about solving them then they have several possible courses of action open to them.

For academic issues:

- Within the OII students can consult their supervisor, the Director of Graduate Studies, or the Head of Department, who will if necessary, consult the appropriate authorities on the students behalf.
- At the Students College they can consult the Senior Tutor, the Tutor for Graduates or their own College Advisor, who will give similar help.
- Consult the OII's Graduate Studies Coordinator or the Graduate Office at the Social Science Division, who will advise on the obtaining of necessary forms, submission of applications, dates and deadlines, deposit of theses, etc.

For careers advice:

- The Careers Service of the University at 56 Banbury Road can help students evaluate their career prospects.

On a more personal level:

- Students can consult one of the OII's harassment officers (see the Induction Pack)
- The University Counselling Service at 11 Wellington Square (which acts strictly in confidence) is experienced not only in general psychological problems but also in the special problems and blocks associated with academic work. See <<http://www.admin.ox.ac.uk/shw/counserv.shtml>> or 'phone: (2)70300 or email <reception@counserv.ox.ac.uk>.
- "Nightline" is a confidential listening and information service run for students by students and is open from 8pm until 8am from noughth to ninth week each term. Students can phone (2)70270 or visit Nightline at 16 Wellington Square.
- The Students College nurse or the local doctor with whom they are registered may be able to help.

6.3 Problems and complaints

6.3.1 University issues other than examinations

If a Student is dissatisfied with (say) some aspect of their course or research supervision, or decision regarding their status, or the way they have been treated by a University service such as a library, then their first step should be to make a complaint locally, e.g. to the Director of Graduate Studies or the manager of the University service concerned. Students may also discuss the matter with their College Adviser, or Senior Tutor/Tutor for Graduates.

If a Student remains dissatisfied after their complaint has been dealt with locally, then they can make a formal written complaint to the Proctors. Students can take confidential advice from the Clerk to the Proctors before submitting their written complaint. The Proctors in these cases act as ombudspople to investigate students concerns and provide redress. For further information please refer to <http://www.admin.ox.ac.uk/epsc/guidance/> and Appendix L.

6.3.2 Examinations

If a students complaint relates to the conduct of a University examination (sometimes called 'academic appeals'), then they must be addressed formally through the Proctors as this is an issue which the OII as a department cannot address.

See 'Appeals from Decisions of the Proctors and Examiners' in *Examination Regulations* at http://www.admin.ox.ac.uk/examregs/0818_Part_18_Appeals_from_Decisions_of_the_Proctors_and_Examiners.shtml. The relevant regulations are contained in *Council Regulations 6 of 2003 (about complaints procedures: See para 48 onwards for Appeals concerning higher degrees involving research)* at <http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>.

Full details of how to make a complaint and the relevant Council regulations may be found on the Proctors' Office website at <http://www.admin.ox.ac.uk/proctors/>. Please note:

- All complaints must be directed to the Proctors (customarily the Senior Proctor) at the Proctors' Office, University Offices, Wellington Square, Oxford OX1 2JD. Formal complaints sent to the OII or the Graduate Office will be forwarded immediately to the Proctors.
- No complaint can be considered unless it is in writing.
- Only in exceptional circumstances will complaints be considered which do not come from either the Student or their supervisor.
- After a thesis has been submitted, the Proctors will not consider a complaint under this procedure if it deals with allegations relating to inadequate supervision or other arrangements during the period of study.
- A complaint must relate to the outcome of the graduate degree in question. The complaint should identify the specific allegations relating to which remedy is sought.
- The Proctors will concern themselves principally with allegations relating to
 - (i) procedural irregularities in the examination;
 - (ii) circumstances affecting the student's performance of which the examiners were not aware when their decision was taken;
 - (iii) evidence of prejudice or of bias or of inadequate assessment.Complaints relating to the academic judgement of the examiners will not be considered.
- A complaint must be lodged with the Proctors within twelve months of the date of the formal notification of the result of the examination. Only in exceptional circumstances, for example where the Proctors are satisfied that new evidence has come to light since the expiry of the time limit, will a complaint be considered outside this limit.

6.3.3 College issues

If a Student is dissatisfied with some aspect of their college, they should take it up locally within the College and follow the College's complaints procedure. The Proctors cannot intervene in internal college matters.

6.4 Complaints and academic appeals within the faculty/department of Oxford Internet Institute

1. The University, the Social Science Division and the OII faculty/department all hope that provision made for students at all stages of their programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.
3. Nothing in this guidance precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.
4. Many sources of advice are available within colleges, within faculties/departments and from bodies like OUSU or the Counselling Service, which have extensive experience in advising students. Students may wish to take advice from one of these sources before pursuing their complaint.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through the Student feedback sessions or via student representation on the faculty/department's committees.

Complaints

1. If a student's concern or complaint relates to teaching or other provision made **by the faculty/department**, then they should raise it with the chairman of the Social Science Division Teaching Committee (Roger Goodman) or with the Director of Graduate Studies (Dr Victoria Nash) as appropriate. Within the faculty/department the officer concerned will attempt to resolve the students' concern/complaint informally.
2. If a Student is dissatisfied with the outcome, then they may take their concern further by making a formal complaint to the University Proctors. A complaint may cover aspects of teaching and learning (e.g. teaching facilities, supervision arrangements, etc.), and non-academic issues (e.g. support services, library services, university accommodation, university clubs and societies, etc.). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum [<http://www.admin.ox.ac.uk/proctors/pam/>] and the relevant Council regulations [<http://www.admin.ox.ac.uk/statutes/regulations/>]
3. If the students concern or complaint relates to teaching or other provision **made by their college**, then they should raise it either with their tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). The Students College will also be able to explain how to take their complaint further if they are dissatisfied with the outcome of its consideration.

Academic appeals

4. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
5. For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with the Students college authorities and the individual responsible for overseeing their work. **It must not be raised directly with examiners or assessors.** If it is not possible to clear up their concern in this way, the Student may put their concern in writing and submit it to the Proctors via the Senior Tutor of their college. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are on the web [<http://www.admin.ox.ac.uk/statutes/regulations/>].
6. For the examination of research degrees, or in relation to transfer or confirmation of status, the students concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then the Student,

their supervisor, or their college authority may put the students appeal directly to the Proctors.

7. Please remember in connection with all the cases in paragraphs 5 - 7 that:
 - (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
 - (b) The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.
 - (c) On no account should the Student contact their examiners or assessors directly.
8. The Proctors will indicate what further action the Student take if they are dissatisfied with the outcome of a complaint or appeal considered by them.

7. Regulations and Policies

7.1 Examination Regulations (the Grey Book)

Examination Regulations are published in July each year covering the academic year from October to September. It can be obtained from colleges and is also available on line at <http://www.admin.ox.ac.uk/examregs/>. Any amendments made during the academic year are published in the *University Gazette*. This handbook has been compiled using the 2008 version of the grey book.

You should note that references in the regulations to the 'board' should be taken to refer to the OII's Graduate Studies Committee and references to the 'Secretary to the Faculties' should be construed as the Graduate Office.

The University's framework document for graduate students undertaking research degrees which has been developed by the University's Educational Policy and Standards Committee can be found at <www.admin.ox.ac.uk/epsc/guidance/resdegrees.pdf>.

7.2 Fees regulations

University fees are paid termly through the Students College. The following maximum fee liability applies;

Nine, if you have an Oxford MSc

Six, if you have an Oxford MPhil

Nine, if you have not studied at Oxford University for the degrees above

Fees are charged whether or not a Student is working in Oxford. Fees are not charged if student status is formally suspended by the Graduate Studies Committee.

College fees are also payable, and students should enquire with their college about these.

Current College fees can also be found at

http://www.admin.ox.ac.uk/studentfunding/fees/pg_college.shtml.

7.3 Residence requirements

Students are required by the University's regulations to be in residence in Oxford during term time. That means a commitment to be in Oxford for at least the full eight weeks of all three terms of each academic year. The dates of full term can be found at <<http://www.ox.ac.uk/aboutoxford/dates.shtml>> and in the front of the *Examination Regulations*.

Please note that MSc students are required to sit written examinations in 0th week and 9th week in their second term and thus must be resident in Oxford at these times. MSc students will also need to submit their thesis by 1st August (or the nearest working day if this falls at the weekend) and therefore will need to be available to return to Oxford in late August or September in the event of being called back for viva voce.

Students will also need to be available in Oxford for several events outside full term, from the induction programme to *viva voce* examinations. Research away from Oxford should be discussed with your supervisor.

The minimum residence requirement for the degree of DPhil is 6 terms (including any period in PRS student status), unless a Student already holds an MLitt, MPhil or MSc degree from Oxford University, when a minimum of 3 terms residence is required. From this period of residence a DPhil student may apply for dispensation of up to 3 terms. After transfer to DPhil

status, students are not required to reside continuously, and may indeed need to be away from Oxford to conduct their fieldwork. Although no formal permission is then required from the Department for absences of this kind, students are reminded that they should keep their supervisor(s) and college aware of their plans, and that they should maintain regular contact with their supervisor(s) at all times while a Student is away.

MSc students must be residence for the entire three terms of their degree. MSc students will also need to be available in Oxford outside of term time for several events, to meet with their supervisor and attend a viva voca if required.

7.3.1 Dispensation from residence requirement

Formal dispensations from residence requirements have to be approved by the Graduate Studies Committee and the Students College.

7.3.2 Suspension of status as a postgraduate student

Suspension of status as a postgraduate student enables students to suspend their research studies without payment of fees if there is good reason for a student to do so. (Removal of graduate students from the Register is a different matter arising from academic or disciplinary offences; see 7.4.2 below.)

7.3.2.1 Application

You may apply to the Graduate Studies Committee for suspension of status for a specified period. Any such application should be submitted using the **form GSO.17** (available from www.admin.ox.ac.uk/gso/forms), with details of the anticipated period required and with supporting comments from both the students supervisor and college.

7.3.2.2 Fees

If the application is approved, the Student will not be liable to pay fees during the period of suspension.

7.3.2.3 Period of suspension

For DPhil students suspension of status may be for not less than one and not more than three terms at any one time. No student may be granted more than six terms' suspension of status overall. Students will automatically resume their former status at the end of the period.

MSc students must suspend for an entire year, and cannot suspend for one term, as research students can. When the student returns from suspension, they are to complete the GSO 17A Confirmation of Return from suspension form.

7.3.2.4 Grounds for suspension

The Graduate Studies Committee is prepared to consider applications for suspension of status on the following grounds:

- Where a Student is effectively prevented from pursuing their course of study in circumstances which are outside their control though there are good grounds for believing that they will be able to resume work within a reasonable period for example, cases of:
 - unforeseeable financial difficulty,
 - physical or mental incapacity, (including, maternity leave and unexpected domestic crises);
- Where it is desirable that a Student should give up their work for a *limited period*, either:
 - in order to concentrate on some other project which cannot reasonably be deferred until their postgraduate work is completed (for example, in order to acquire some ancillary qualification); or
 - to take up temporary work which is likely to be relevant to their subsequent career and the opportunity for which is unlikely to recur.
- In the case of study abroad:

- where a Student holds a research studentship which is suspended during the period of study abroad because of the nature of the study; or
- where a student's work is unduly delayed by difficulties in making arrangements for study, or in carrying out such study, in another country.

7.3.2.5 Notifying funders

If a Student is funded by an external body or bodies, they must communicate with them about any planned or granted suspension of status, and must secure the funders approval if required.

7.3.3 Illness

The University records should show correctly for how many terms a Student has been actively working on a thesis. If a student's work is unavoidably interrupted by illness, they will be encouraged to apply for suspension of status. If their illness is not serious enough or of too short duration to justify suspension of status, but the Student nevertheless feels that it is likely to have an adverse effect on their performance in the examination, they must ask their Senior Tutor, supervisor and doctor to take up the case with the Proctors, who have the option, at their discretion, of writing to the examiners and asking that the student's illness be taken into account. Students should not write directly to the examiners, who cannot take account of pleas which do not arrive through the official channels. If a Student falls ill and thinks that this might result in a subsequent application for extension of time, it is desirable to obtain a medical certificate at the time. Students should always let their supervisor know when illness has prevented work on the thesis.

7.4 Policies

A summary of University policies and their websites can be found below in 8.4.1. The Oll's departmental policies of particular relevance to you are described below in 8.4.2.

7.4.1 Codes of Conduct and University Regulations

7.4.1.1 University Statutes and Regulations

<http://www.admin.ox.ac.uk/statutes/regulations/196-052.shtml>

This contains numerous useful documents but not yet the *Examination Regulations*. See e.g.: *Regulations Relating to the Use of Information Technology Facilities*

7.4.1.2 Notes of Guidance issued by the Educational Policy and Standards Committee

<http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>

This contains up-to-date versions of the following:

Notes of Guidance for Research Degrees

Learning and Teaching Strategy

Notes of Guidance on Examinations and Assessment

Notes of Guidance on Introduction of New Courses and Major Changes to Existing Courses

This site also gives information on Access to Teaching and Learning for students with Disabilities

7.4.1.3 Disability Office

<http://www.admin.ox.ac.uk/eop/disab/>

This contains a wide range of rules and useful information for students and staff in respect of many different types of disability. It contains the University statement on:

Access to Teaching and Learning for Students with Disabilities

7.4.1.4 Diversity and Equal Opportunities Unit

<http://www.admin.ox.ac.uk/eop/>

This contains numerous useful documents, including information on racial equality, gender equality, disability services, childcare and harassment. The last of these includes a detailed discussion of all types of harassment and bullying, how to identify it and what to do about it:

Code of Practice Relating to Harassment <http://www.admin.ox.ac.uk/eop/har/index.shtml>

Equal opportunities policy for students <http://www.admin.ox.ac.uk/eop/statements.shtml>

7.4.1.5 Academic Integrity in Research

<http://www.admin.ox.ac.uk/ps/staff/codes/air.shtml>

This sets out the university's code of Practice together with procedures in the case of suspected misconduct, including plagiarism.

7.4.1.6 Proctors' Office

<http://www.admin.ox.ac.uk/proctors/>

This contains information about complaints procedures and numerous other matters including student welfare and student support as well as student discipline. See especially:

Essential Information for Students <http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml>

Council Regulations 6 of 2003 (about complaints procedures: See para 48 onwards for Appeals concerning higher degrees involving research)

<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>

7.4.1.7 Research Services

<http://www.admin.ox.ac.uk/rso/policy/>

This contains several key documents, addressing interesting issues including plagiarism and outside consultancies.

Academic Integrity in Research: Code of Conduct and Procedure

Public Interest Disclosure: Code of Practice and Procedure

Statement of Policy and Procedure on Conflict of Interest

7.4.1.8 Central University Ethics Committee

<http://www.admin.ox.ac.uk/curec/>

This is concerned with ethical issues involved in research involving human subjects. It includes a step by step guide to seeking ethical approval for research projects.

7.4.1.9 Safety Office

<http://www.admin.ox.ac.uk/safety/oxonly/>

This contains several documents that may be relevant to health and safety aspects of the work of staff and students, including:

Foreign Travel (University Policy Statement S1/03)

<http://www.admin.ox.ac.uk/safety/s103.shtml>

Safety in Fieldwork (Guidance Note S7/95) <http://www.admin.ox.ac.uk/safety/0795.shtml>

The 'Safety in Fieldwork' document contains advice on practical work carried out by staff or students of the University for the purpose of teaching and/or research in places which are not under University control, but where the University is responsible for the safety of its staff and/or students and others exposed to their activities.

7.4.1.10 Information on Data Protection

<http://www.admin.ox.ac.uk/councilsec/oxonly/dp/>

This contains information on a key piece of UK legislation, the Data Protection Act 1998.

7.4.2 OII Code of Conduct

The Oxford Internet Institute is committed to promoting and maintaining a positive, supportive and professional work and study environment for students, staff, visitors and all associates of the Department and University (whether employed or otherwise). All members of the Department – staff, students and associates – must abide by the University’s Equal Opportunities policies and Code of Practice relating to harassment and should treat everyone, whether inside or outside the Department, equally, with respect and without distinction, regardless of role or status. Department staff, whether established, non-established or administrative, must act at all times honestly, conscientiously, reasonably and in good faith, having regard to their responsibilities, the interests of the Department and University, their legal obligations and the welfare of colleagues and students.

The Department regards as unacceptable any behaviour that is contrary to these commitments. All complaints of improper conduct or treatment will be treated seriously and in confidence. Anyone who believes they have been treated improperly should, in the first instance, speak informally to their line manager, the Harassment Officers, or, where appropriate, the Head of Department. Complaints that are substantiated, or cannot be resolved informally, may lead to formal grievance or disciplinary action as outlined in both Department and University policies.

For names and contact details of the OII’s Harassment Officers please see the Induction pack.

7.4.3 Discipline

Infringements of the OII’s and the University’s codes of conduct may lead to disciplinary action. Student discipline is the responsibility of the Proctors’ Office and full details are given at <<http://www.admin.ox.ac.uk/proctors/info/pam/section11.shtml>>. Sanctions include removal from the register of graduate students and fines.

7.4.4 Disability and special needs

The OII has a wide range of facilities for those with disabilities, including (for those using wheelchairs) an entrance ramp, lift to all floors at the rear, a designated toilet for those with disabilities, and a kitchen and common room together with the library and seminar room on the ground floor. It also has induction loops in reception and in the seminar room for those with hearing impairment and a number of audio-visual aids for those with visual impairment.

If you have a disability or special needs you are urged to let your supervisor or the Director of Graduate Studies know at the earliest opportunity so that appropriate support arrangements can be made wherever reasonably possible. Information about your health will be treated in confidence and only divulged on a need to know basis with your consent.

For full information on University policy on matters relating to disabilities, including the document *Access to Teaching and Learning for Students with Disabilities*, see Appendix G and the Disability Office website at <<http://www.admin.ox.ac.uk/eop/disab>>.

7.4.5 Health and safety

All Oxford Internet Institute employees, academic visitors, students and any other persons entering the OII building are responsible for exercising care in relation to themselves and others who may be affected by their actions. This includes responsibility to:

- Make sure that your work is carried out in the approved way and in accordance with best possible practice (for work with VDUs, please see the checklist at <Z:\admin\Health & Safety\VDU Assessment>).

- Obey all instructions from a Safety Officer or the Administrative Co-Ordinator in respect of health and safety.
- Inform the Administrative Co-Ordinator of any significant new hazards to be introduced, or newly identified risks found in existing procedures.
- Report all fires, incidents and accidents immediately to reception staff or to the Administrative Co-Ordinator.
- Familiarise yourself with the location of fire fighting equipment, alarm points and escape routes, together with the fire procedures.

Further details about health and safety including fire drills are given in the Induction Pack. See Appendix G for further details and links to the University Safety Office.

7.4.6 University Policy on Student Maternity, Paternity and Adoption Leave

Students who give birth may choose to suspend their status normally up to a year. For further information please see <http://www.ox.ac.uk/students/shw/childcare/>.

8. The University

The organisation of Oxford University is complex and it may be helpful to outline some of the main institutions and their functions. The University's academic departments are divided among four divisional boards. The Oxford Internet Institute is a department within the Social Sciences Division.

The University is also collegiate and most teachers, and all graduate students, belong both to a department and a college. Departments deal with lectures, examinations and administration of graduate work, while colleges deal with undergraduate tutorial teaching and with the provision of various 'domestic' facilities. All graduate students must be admitted first by the University and then by a college.

The University deals with educational standards and the committee with primary responsibility for academic quality assurance, including in relation to graduate studies, is the Educational Policy and Standards Committee (EPSC). It has issued Notes of Guidance on a range of topics relating to graduate studies which can be available from the University Website and which are printed in the *Examination Regulations*.

8.1 The OII as a department

8.1.1 Organisation

Details of the organisation of the department are given on the intranet page at <https://intranet.oii.ox.ac.uk/SitePages/Contacts.aspx>.

8.1.2 Graduate Studies Committee

This is the main University administrative body so far as the management of graduate studies in your field is concerned.

The Committee is chaired by the Director of Graduate Studies who has broad overall responsibility for the graduate programme. Current members of the committee are listed in Appendix B.

The GSC meets twice a term in weeks 2 and 8.

8.1.3 Academic Committee

To discuss all relevant academic and research issues with a view to promoting and co-ordinating those activities within the Institute. This includes research funding opportunities, development and fundraising, publication and dissemination of research findings, events programme, teaching, academic resources including OII Library policy and research policy including ethical issues.

8.1.4 Facilities at the OII

Details of the facilities at the OII and how to access them are given in the Induction Pack.

8.2 The Colleges

The Students College is treated as their official address for all University correspondence. If a Student is to be away from Oxford, it is important that the college and their supervisor are both informed. **Students should ensure that the OII's Graduate Studies Coordinator has full details of the Students college address, email address and telephone number.** All colleges provide dining and common room facilities where students can meet people from other disciplines. All have a Tutor for Graduates (or some equivalent post) who can give general advice and guidance. In addition each graduate student is assigned to a College Adviser, who takes a general interest in the student's well-being and will normally be working in politics or a cognate discipline.

There is considerable variety among the colleges. Six (Green, Nuffield, St Anthony's, Linacre, Wolfson, and St Cross) take graduates only, while there are around thirty colleges that admit both graduates and undergraduates. All colleges admit men and women.

8.3 Graduate Office

At the Social Sciences Divisional Offices, the main office dealing with the organization of graduate studies is the Graduate Office (GO). Academic records of all students registered for higher degrees and diplomas of the University are maintained centrally on a student database. Each student's record is opened on receipt of the student contract. All information is updated as student's progress on their courses.

The Graduate Office within the Social Sciences Division also keeps individual correspondence files on current students, in which are retained copies of all applications (e.g. for transfer of status) and related correspondence, copies of supervisors' termly reports, and other relevant documentation. Please note however that candidates' initial application forms for admission to Oxford, and all supporting materials including transcripts, are held by their colleges, **not** by the Department or the Graduate Office.

8.4 Library Facilities

8.4.1 Oxford libraries

The library resources of Oxford are rich, but geographically scattered. The Oxford University Library Information System (OLIS) computer catalogue covers holdings in almost all Oxford libraries, including the OII Library, the Bodleian, and all the holdings of the Social Science Library. Some important libraries for graduate work are mentioned here, but several others may be useful for specialised purposes; particulars of these will be found in the leaflet on Oxford libraries that is issued to all new students. Most Oxford libraries are part of Oxford University Library Services. For full and up-to-date information on all Oxford libraries including times of opening, borrowing rights etc see <<http://www.ox.ac.uk/libraries>>. Information on electronic resources in the University such as online journals can be found at <http://www.ouls.ox.ac.uk/eresources>

8.4.2 The OII Library

This rapidly growing library houses many volumes on the social aspects of information and communication technologies. The library also holds current subscriptions to several journals not found elsewhere in Oxford. Suggestions of titles for the Library are welcome and should be sent to the Director of Graduate Studies.

8.4.3 The Social Sciences Library

This library in Manor Road has books for loan on Criminology; Economics; Politics and International Relations; International Development; Sociology; Social Policy and Social Work; and Socio-Legal Studies. It has an extensive run of periodicals not for loan. It also includes selected research collections from the Bodleian Library. All library material is catalogued on OLIS.

8.4.4 The Bodleian Library

This is the main library of the University. This is one of the UK's copyright libraries and in this role receives *inter alia* all works published or distributed in the UK. It is spread over many different buildings. To obtain access to the Bodleian it is necessary to have a University Card. It is not possible to borrow books from any part of the Bodleian. Photocopying of material in the Bodleian is permitted, subject to copyright laws; detailed arrangements for photocopying vary.

8.4.5 Departmental libraries

Other departmental libraries may prove helpful to students (e.g. the Law Library, Computing Laboratory Library, etc.). All can be accessed through OLIS using the University Card. However some department might require written authority from the student's supervisor explaining why access is needed.

8.5 Computing Facilities

8.5.1 University facilities

Students will receive an Oxford University email address as soon as they have registered.

The University's Computing Services (OUCS) have extensive computing facilities available:

- courses in programming, word-processing, communications, and other topics
- a shop at 13 Banbury Road selling hardware and software
- an advice line at <advisory@oucs.ox.ac.uk>
- a repairs service for hardware

In addition to its website at <<https://www.oucs.ox.ac.uk/>>, OUCS produces various publications and leaflets giving full information about its services.

Computer services offer the following inductions for new graduate students in Michaelmas term:

- One 2 hour session for highlighting electronic resources for research (http://www.oucs.ox.ac.uk/itlp/plus.xml.ID=body.1_div.8)
- One shorter session during general departmental inductions for pointing out OUCS services (http://www.oucs.ox.ac.uk/itlp/plus.xml.ID=body.1_div.7)

8.5.2 OII facilities

You will have access to a cluster of hotdesked PCs at the OII at 66 Banbury Road. The following are also available to students if required:

- access to the OII's intranet at <https://intranet.oii.ox.ac.uk/default.aspx>.
- specialist software (e.g. statistics packages) if already licensed to the OII or the university
- space for a personal blog
- use of a wiki
- personal webspace
- shared workspace on the web
- calendaring via Outlook exchange
- external access to the OII server if required
- loan of laptop or other ICT equipment (e.g. audio equipment for recording interviews) for work on OII research projects

For full details of the OII's computing facilities and support please see the OII intranet at <https://intranet.oii.ox.ac.uk/SitePages/IT/Information%20Technology.aspx>.

8.5.3 Plato

The most up to date reading lists, course deadlines are being held at an internal OII site called Plato which can be accessed at <http://plato.ox.ac.uk>. To set up an account please e-mail teaching@oii.ox.ac.uk for account approval.

The Plato website also provides threaded discussion forums and other features.

8.5.4 OII Intranet

The intranet is a single central point of access to all relevant information and services to all members of staff and students. The intranet consists of a set of informational pages including: Who's Who, Emergency numbers, Building information, Committees, Research, Events, Finance,

Personnel, IT and Web. The Intranet also provides a set of services such as OII General Calendar, Telephone list, In/Out Board. You can login using your OII username and password via the following URL: <http://intranet.oii.ox.ac.uk>.

8.5.5 College facilities

In addition, the Students College is likely to offer computing facilities, especially for word-processing.

8.6 Training facilities (The Oxford Learning Institute)

The Learning Institute exists to support excellence in learning, teaching and research at the University of Oxford by promoting professional, vocational and management development and contributing to policy development. The Institute is also host to Oxford's [Centre for Excellence in Teaching and Learning](#) which offers:

- Discipline-specific teaching programmes for PRS who want to gain teaching experience and improve their teaching skills.
- Skills development courses for PRS
- Aspire, the University's online Professional Development Planning system, which can be used to record and build your portfolio of academic skills.

Further details can be found at <http://www.learning.ox.ac.uk/>.

The Learning Institute also has a research supervision website at <http://www.learning.ox.ac.uk/supervision/> which is intended as a convenient resource for supervisors and other audiences. The pages include explanations 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.

8.7 Language Centre

The Centre provides a wide range of services at 12 Woodstock Road which are available free of charge to students.

- Courses in English as a foreign language
- Specialist courses in Academic Writing
- Library, with adjacent audio and video study laboratory, containing self-instruction material in more than eighty languages.
- Regular courses in French, German, Modern Greek, Italian, Portuguese, Russian, Spanish, Welsh

Details of language courses for the current year (which start on the Monday of first week of Michaelmas Term), and of the Centre's opening hours, library facilities, registration procedures etc., are available at the Language Centre and at <http://www.lang.ox.ac.uk/>.

Applications to register must be done by handing in a registration form on Monday – Wednesday of Week 1 of Michaelmas Term. **If a Student thinks they need any such courses, they should not hesitate to apply for them.**

8.8 Careers guidance

The Careers Service of the University < <http://www.careers.ox.ac.uk/>>, with offices at 56 Banbury Road, can help students evaluate their prospects of finding appropriate employment. They also provide course in C.V. writing.

8.9 Skills Portal

Skills Portal <<http://www.skillsportal.ox.ac.uk/>> brings together information about workshops, seminars, conferences and on-line resources which will give students the opportunity to extend their research skills and further develop transferable skills. These have been designed with the intention of helping students achieve their research goals as well as enhancing their employability.

8.10 Other useful contacts

(i) Graduate Office

<http://www.admin.ox.ac.uk/gso/>

(ii) International Office

<http://www.admin.ox.ac.uk/io>

(iii) The Oxford Learning Institute

<http://www.learning.ox.ac.uk/>

One of the Institute's tasks is to 'promote and facilitate the professional and vocational development of all the University's staff.'

(iv) Careers Service

<http://www.careers.ox.ac.uk>

(v) Student Health and Welfare

<http://www.admin.ox.ac.uk/shw>

Contains a huge array of information and advice, including about the Counselling Service.

9. Financial matters

9.1 Grants, prizes and other funds

Financial help towards research expenses, when not available through the ESRC or other bodies financing your work, may be obtainable through various University funds. Details of University Scholarships, Prizes and Trust Funds are published each term in a supplement to the *University Gazette*. The main list is published annually around the start of Michaelmas Term. There is also information on these matters in the University's *Graduate Studies Prospectus*.

This can be found on the university website at:

http://www.ox.ac.uk/admissions/postgraduate_courses/finance/index.html.

There may also be various college funds and awards.

9.2 Financial Assistance

The OII has a policy of seeking to support each graduate student to attend a conference approved by their supervisor, during the course of their studies. Students are expected to seek support from other sources as well as approaching the OII.

A small fund has now been set up by the OII with the aim of providing Dphil students with help towards expenses connected with their research. Such expenses might include travel essential to the research, the costs associated with presenting a paper at a conference, and so on.

Research students wishing to apply for a grant should complete an application form and submit it with a description of the research or study to be undertaken and a brief letter (or email) of support from their supervisor to Emily Shipway (emily.shipway@oii.ox.ac.uk). In normal circumstances students will be awarded a maximum of £500 for the duration of their degree.

Any requests for further information should also be directed to Emily Shipway at the email address above.

9.2.1 Hardship Funds

A limited hardship fund exists for Dphil students with severe and unexpected financial difficulties. Please contact Emily Shipway for more information at emily.shipway@oii.ox.ac.uk.

9.3 Paid Work

A student's first commitment must be their Oxford degree work, which is demanding and intensive. If they need, or wish, to undertake paid employment of any kind (whether inside or outside the University), they must first obtain the approval of their college and their supervisor. Overseas students should also check with the International Advisory Service if they are eligible to work at <http://www.admin.ox.ac.uk/io/guide/employment.shtml>.

The OII from time to time may advertise research assistantships for DPhil students close to an area of study for which they may apply, subject to the approval of their College and your supervisor.

Your College is also likely to have a number of small jobs available, some of which – such as library jobs and occasional portering duties – can be comfortably be combined with study

Appendix A

Guidance on Research Proposal Preparation

PRS students are expected to submit a Research Proposal in support of their application for change of status.

1. A '**Research Proposal**' consists of a plan for research and for writing a thesis, including the specification of a research topic or research question, relevant discussion of existing scholarship and theoretical approaches, an outline of plans for data gathering, data handling, and data analysis, and an account of how the data analysis will bear on or address the research question posed, or how it will make a contribution to the topic.

The paper should include a bibliography of works consulted in its preparation. It should also include a projected schedule of work.

2. The paper will be no more than 6,000 words. Therefore the **account of existing scholarship and research**, or the literature survey, will necessarily be brief.
3. The following is a **suggested structure** for a Research Proposal. However, it is not an invariable pattern. In particular, research projects vary in their emphasis (theory, the literature, the methods of data gathering, the methods of analysis, the results of the analysis, etc) so the relative lengths and the order of these sections can vary:
 - (i) State your **research topic**, research question or hypothesis to be tested as succinctly and clearly as you can.
 - (ii) The research topic, question or hypothesis must be put into the context of the **existing literature**. It may be that the existing literature has a gap, or that the accepted findings are controversial or open to doubt, or that you think that the dominant theoretical framework(s) should be questioned, or that there is a continuing conflict between two or more 'camps', or that the methods used in existing literature should be improved, or that you think of the question in a different way from that of most published authors. In a brief section you need to outline your interpretation of the existing literature and explain how your research project 'fits' or will make a contribution.
 - (iii) **Data gathering**. 'Data' includes a wide range of material: for theorists it will often consist simply of the books and articles you propose to read or it could include webmetrics. It may include archival documents including government documents, websites, and policy discussion documents. If you want participants' accounts, or measures of opinions, you will perhaps use interviews or focus groups, or collect observational data whether from participant observation or non-participant observation. Existing statistics (official or social scientific) are used by many researchers. Your 'data gathering' section must outline your sampling strategy (how many of what chosen how from what population?), your data gathering methods (reading books in a library, collecting published documents, interviewing, focus groups, participant observation, obtaining large scale datasets, etc).
 - (iv) **Data handling**. The subject of data handling can seem so basic as to be not worth stating but it is a good idea to tell your assessors what you propose to do:

- Are you going to transcribe all your interview tapes, or just transcribe selectively?
- How easy is it going to be to get photocopies of your documents?
- Are you going to have to work on them just in the archive or library where they're stored?
- If they are on microfilm what are you going to do?
- What computer software are you planning to use for discourse analysis or content analysis?

In particular you need to have reasonable plans for handling your data in a way that is appropriate for the kind of analysis you propose to conduct – that is, if you want to conduct quantitative content analysis you need to consider what coding procedure you will use, what computer programme, what data inputting procedure, how long it will take you, whether you can work off photocopies, transcriptions or microfilm and so on.

- (v) **Data analysis:** statistical analysis (what kinds of modeling, descriptive or hypothesis-testing techniques?), discourse analysis (what kind?), or formal model building? Constructing historical chronologies? Analytic narratives? Applying game theory? At this point, you are aiming not to anticipate what the results of your analysis will be, but to be clear about what questions you will be asking of your data and to think about these questions in such a way that you are clear about the relevance of your **method** to your **theory** and hypothesis.
- (vi) **Ethical issues:** These should be identified and addressed (and a CUREC questionnaire completed and enclosed if the research involves human subjects)
4. Finally, you need to wrap the thing up by discussing briefly how the data analysis you propose should bear on the question you start out with in such a way as to make a meaningful contribution to the field you have described in your literature review. (Again, this can seem so obvious as to be not worth stating, but assessors often criticize work because the research proposed is not relevant to the question asked).
5. It is imperative that you include a preliminary timetable so that the assessors and your supervisor can be satisfied that you have a reasonable prospect of completing the work in three years.

Appendix B

Graduate Studies Committee of the OII

1. The terms of reference of the Graduate Studies Committee of the Institute are:
 - (a) to implement all aspects of teaching policy for the OII as agreed by the Management Committee
 - (b) to decide on:
 - i. applications for admission as a Probationer Research Student and transfer to the OII DPhil programme, and applications for admission to the OII's MSc programme
 - ii. suspension or removal of OII students from the register of graduate students,
 - iii. applications for transfer and confirmation of status,
 - iv. the examiners' recommendation regarding the award of the degrees of Doctor of Philosophy and Master of Science, and
 - v. the award of scholarships
 - (c) to approve:
 - i. nominations of assessors for transfer and confirmation of status of research students
 - ii. nominations for the board of examiners for the OII's MSc programme
 - (d) to review and make recommendations for changes and updates to the following in the light of university guidance and feedback from teachers, examiners and students :
 - i. induction materials,
 - ii. OII graduate studies handbook,
 - iii. student feedback questionnaires,
 - iv. MSc courses and DPhil programme,
 - v. teaching methods and examination and marking schemes
 - (e) to receive:
 - i. supervisors' termly and annual progress reports on all research and MSc students at the OII,
 - ii. reports of examiners and external examiners,
 - iii. results of student feedback questionnaires,
 - iv. statistics of success rates and details of complaints and academic appeals lodgedand ensure that appropriate action is taken in the light of them.
 - (f) to consider and approve applications for Visiting Student status.
2. The membership of the Graduate Studies Committee shall be as follows:
 - (a) the Director Graduate Studies, who shall chair the committee,
 - (b) members of the Institute's staff (as defined in paragraph 10 of Standing Orders) who are engaged in teaching for the department,

- (c) a representative of postgraduate students of the Institute in accordance with paragraph 3 below
 - (d) such other co-opted members as the committee shall determine.
3. Postgraduate students of the Institute shall elect one of their number to serve on the committee. The student representative shall not be entitled to take part in any reserved business except by leave of the chair.
 4. The committee will normally meet at least three times a year. The committee shall have leave to allow the chair to take action as appropriate between meetings.

Academic Committee of the OII

1. The terms of reference for the Academic Committee are:
 - (a) to discuss all relevant academic and research issues with a view to promoting and co-ordinating those activities within the Institute, including:
 - i. research funding opportunities
 - ii. development and fundraising
 - iii. publication and dissemination of research findings
 - iv. events programme
 - v. teaching
 - vi. academic resources including OII Library policy
 - vii. research policy including ethical issues
 - (b) to consider and approve proposals for Postdoctoral Fellowships, Associate status and Visitor status (other than Visiting Student status)
 - (c) to elect one member of staff (as defined in paragraph 10 of standing orders) to serve on the Management Committee
2. The membership of the committee shall comprise the staff of the Institute as defined in paragraph 10 of standing orders.
3. The chairman of the committee will be appointed by the Management Committee.
4. Postgraduate students of the Institute may elect one of their number to attend meetings of the committee.
5. Associates, Visitors (other than Visiting Students) and the representative of Postgraduate students shall be entitled to attend meetings and contribute to discussion of business described at paragraph 1 (a) above. They may not take part in any other business except by leave of the chair.
6. The committee will normally meet twice each term. The committee shall have leave to allow the chair to take action as appropriate between meetings.

See section 3.4.1 in the Graduate Studies Handbook.

Appendix C

Guidance on MLitt

(a) Terms and conditions

Candidates for the MLitt normally proceed through Probationer Research Student status to MLitt status. In each case, students should use the Transfer of Status form (GSO.2) and follow the procedure outlined in Section 3.5.1 of this Handbook.

A thesis for the degree of MLitt can normally be submitted by a student of full MLitt status after 6 terms of residence (including probationary or previous MLitt, MSc or MPhil status) and after not more than 9 terms from his or her first registration. MLitt students whose work is likely to exceed 9 terms should apply for an extension of time through the Graduate Studies Committee. The maximum permitted time for study is 15 terms, but the Committee will normally only recommend an extension of three terms initially. Further terms will require increasingly good reasons.

The normal maximum length of an MLitt thesis is 50,000 words. This maximum is taken seriously and permission to exceed it is rarely given. On thesis preparation generally, see section 2.6 of the Handbook.

Any candidate who is admitted to MLitt status may subsequently apply for transfer to DPhil status before the end of the sixth term after admission to Probationer Research Status.

A candidate who has been awarded an MLitt cannot use the same topic for a DPhil.

MLitt students should also consult the following sections of the *Examination Regulations 2010* • Regulations for the Degree of Master of Letters, pp. 815-821

(b) Requirements for award of MLitt

The examiners of an MLitt thesis are asked to certify that:

- i. the candidate possesses a good general knowledge of the field of learning within which the subject of the thesis falls;
- ii. the candidate has shown competence in investigating the chosen topic;
- iii. the candidate has made a worthwhile contribution to knowledge or understanding in the field of learning within which the subject of the thesis falls;
- iv. it is presented in a lucid and scholarly manner;
- v. it merits the award of the degree of Master of Letters.

MLitt examiners are asked to bear in mind that their judgement of the extent of the candidate's contribution to knowledge or understanding of the relevant field of learning should take into account what may reasonably be expected of a capable and diligent student after two years of full-time study.

Appendix D

OII Marking Scale

Marking Scale		
70-100	Distinction	For exams: a very good answer that has a well-structured argument, is lucidly written, shows strong familiarity with relevant literature or theory, and includes necessary command of empirical material. Dissertations should also display strong analytical power, and originality either in a fresh approach to texts and literature or in generating new evidence.
60-69	Strong Pass	Work of high standard that covers the major points and shows familiarity with relevant literature or theory. It will include some elements of distinction quality, but is either not sufficiently original, or less well-written, or has a less well-structured argument, or includes inaccuracies. The marks of 68 and 69 should indicate an examiner's preparedness to move up to a distinction if a co-assessor or panel of examiners so recommend.
50-59	Pass	Work of solid scholarly standard that shows some analytical capacity and a reasonable coverage of relevant empirical material. It may include a well-structured argument, but be marred by omissions and/or some inaccuracies.
49 and below	Fail	An examination answer or dissertation that fails to display the criteria necessary for a pass. It may have some or all of the following weaknesses: the standard of writing is too poor; it is without sufficiently clear structure and argument; it does not cover the literature and empirical material adequately; it does not focus on the topic; it contains serious omissions and inaccuracies. The marks of 48 and 49 should indicate an examiner's preparedness to move up to a pass if a co-assessor or panel of examiners so recommend.

Appendix E

GSS – GRADUATE SUPERVISION SYSTEM

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

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

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

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. Students on doctoral programmes should reflect on the progress made with their research project during the current term, including written work (e.g. drafts of chapters) and they should assess this against the plan of research that has been agreed with their supervisor(s).

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

If the Student has any complaints about the supervision they are receiving, they should raise this with the Director of Graduate Studies at the OII. Students should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in weeks 6 and 7 of term. Once the Student has completed their sections of the online form, it will be released to their supervisor(s) for completion and will also be visible to the Director of Graduate Studies and to their College Advisor. When the supervisor's sections are completed, Students will be able to view the report, as will the relevant Director of Graduate Studies and their college advisor. Directors of Graduate Studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of the students' progress, including concerns (expressed by the Student and/or their supervisor).

To access the GSS, please visit <http://www.gss.ox.ac.uk/> students will be able to log on to the site using their single sign-on details. Full details of how to use the site are provided at the on-line help centre, however, should a Student need additional support, they should contact Graduate Studies Assistant Mrs. Amber Prime in the first instance.

Appendix F

OII Code of Practice on Supervision of PGR Students

(Based on the Generic Framework provided by the Social Sciences Division)

I Background

This Code of Practice implements the Framework code provided by the Social Sciences Division, which supplements in certain important areas the advice and guidance already in place in the University, particularly the EPSC *Notes of Guidance for Research Degrees* <http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>, and the *Memorandum of Guidance for Supervisors and Research Students (Examination Regulations, 2006, pp.892-5)*. Attention is also drawn to the QAA Precepts on Postgraduate Research Programmes <http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/default.asp#precepts>, which underlies these guidance documents, and to the RCUK Joint Statement on Skills Training Requirements for Research Students www.admin.ox.ac.uk/epsc/guidance/nogresea06.pdf – Annexe 1, pp. 40-42

This code focuses on the role of departments and faculties. Checklists of the main responsibilities of individual supervisors and of students are listed on pages 80-86.

II Appointment of supervisors for Graduate Research Students

The supervisory structure and sources of support

Patterns of supervision differ in the Social Sciences Division according to the nature of the subject. At the OII, DPhil students typically have one sole supervisor or in exceptional cases, two co-supervisors. A co-supervisor may be appointed for as little as one term or for the duration of the DPhil programme, and may be drawn from a department other than the OII where additional disciplinary, subject or methodological expertise is deemed necessary.

Where more than one supervisor is appointed, one of the supervisors will be designated the primary supervisor. If a co-supervisor is drawn from a department other than OII, then the OII supervisory will be designated the primary supervisor. In the case of joint supervision, the respective roles and responsibilities of the supervisors concerned should be clearly established from the outset.

In all cases, the OII shall ensure that each graduate student has access to one or more named persons to whom he/she can turn for support, such as the head of the relevant research group, or the Director of Graduate Studies. Where there is a sole supervisor, these other sources of support, and the arrangements for providing cover during the absence of the supervisor referred to below, are especially important.

The department will ensure that expectations with regard to the supervisor role, including regular meetings with students, are spelled out clearly and are understood by all supervisors.

In all cases students should also expect to be able to approach a college advisor, appointed by the student's college. The college may also have procedures in place to monitor the overall well-being of the graduate research student. If the college identifies any concerns which might impact on the academic progress of the student concerned, and which may not already have been recognised in departmental reports, it may refer these in confidence to the Director of Graduate Studies, who will initiate such action as the department deems appropriate in the individual circumstances.

The person(s) appointed to supervise

The supervisor will normally be:

1. *Someone of sufficient standing to be able to operate with credibility on behalf of the responsible body*

The main supervisor will normally be a member of academic staff of the University, a senior member of research staff or a college fellow, with appropriate standing and expertise.

Where specialist supervision is needed that is not available from a member of academic staff or a senior member of research staff, a more junior member of research staff (Grade 7 or above) may be appointed as a subject specialist supervisor, OR, in appropriate cases, a supervisor may be appointed who is external to the University of Oxford. Given the fact that most of the OII's faculty are employed primarily in research positions, research staff will more commonly be involved in supervision than is the case in other departments. Where appropriate, an experienced member of academic staff will be appointed as joint supervisor with, or mentor for, members of research staff with less teaching experience.

2. *Someone who has sufficient experience to be able to provide appropriate guidance to the student about the necessary procedures and, in particular, the academic expectations associated with an Oxford doctorate in their subject area.*

At least one supervisor will currently be engaged in research in the relevant discipline(s) so as to ensure that the direction and monitoring of the student's progress is informed by up to date subject knowledge and research developments.

Each new lecturer will be invited to a one-to-one consultation with the Division's Educational Development Adviser shortly after starting in Oxford. This consultation will provide an opportunity for individuals to explore their own professional development needs and what aspects of the educational development programme of the Institute for the Advancement of University Learning might be of help. All those appointees new to supervision shall be required to attend the IAUL's Seminar on Graduate Supervision (<http://www.learning.ox.ac.uk/iaul/IAUL+4+2.asp>).

For members of academic and research staff in their first post-doctoral appointment, the OII will appoint an adviser who will, amongst his/her other duties, provide advice, support, and guidance on teaching, and supervision of research students. New staff will also have access to general support and advice from the Director of Graduate Studies. The supervision record of a new member of academic staff is included in the review prior to appointment on a permanent contract, and a high standard of supervision is expected.

When a supervisor is not a member of academic staff at the University, or a fellow of an Oxford college, or with previous supervisory experience, an experienced faculty-member will be appointed by the department either as a joint supervisor or, where this arrangement is not available or appropriate, as a designated advisor to the supervisor, and will be expected to act as mentor specifically to support research supervision;

3. *Someone who is able to undertake the tasks normally assigned to a supervisor including integrating supervisees into relevant national and international academic networks.*

The OII will ensure that the quality of supervision is not put at risk by individual supervisors facing too heavy a burden of supervision and teaching. In respect of supervision of research students the norm at OII is for faculty to supervise up to four DPhil students at any one time (with an absolute upper limit of eight). These figures assume sole supervision and, where staff are engaged in joint supervision, would be adjusted to reflect the level of commitment involved.

Appropriate levels of supervision duties will be assessed in the context of the divisional template of provision for postgraduate research students. There, the division has stated of a research student 'Typically, you should expect to have individual meetings with your supervisor for one hour not less than two to three times per term. However, the frequency may vary according to the stage you are at in your research programme.' It follows that, alongside his/her other duties, a supervisor should be able to provide this typical level of support for each of his/her research students.

The OII will make appropriate arrangements to cover for a supervisor's absence on leave or for other reasons, and will ensure that students are not disadvantaged by the appointment of a supervisor who is expected to soon take leave.

4. *Someone who has sufficient security of tenure to make it likely that they will see the student's research through to successful conclusion.*

The OII will not normally appoint as supervisor someone who is known at the time of the appointment will not be in post at the time the student is due to complete the programme in question.

Given the importance of the preceding requirements, it should be noted that a candidate will not normally be admitted if there is no suitable specialist supervision available in the University or its colleges.

Change of supervisor

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

Where a student feels that there are good grounds for contemplating a change of supervisor, this should first be discussed with the supervisor concerned, or if this seems difficult, with the Director of Graduate Studies, head of department, or the college adviser (see Memorandum of Guidance for Supervisors and Research Students, *Examination Regulations*, 2006, p.894). If this involves concerns over the quality of supervision, students should be encouraged to seek to resolve the matter by informal means where possible, but will be made aware of the University's formal complaint procedures. The procedures adopted by the Proctors for the formal consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum [<http://www.admin.ox.ac.uk/proctors/pam/>] and the relevant Council regulations [<http://www.admin.ox.ac.uk/statutes/regulations/>].

III How skills training needs are to be assessed

Skills training needs, both those that are specific to the research being undertaken, and the personal and professional skills training, as outlined in the Joint Statement of the Research Councils on Skills Training for Research students:

<http://www.grad.ac.uk/downloads/documents/general/Joint%20Skills%20Statement.pdf>

are an important part of a postgraduate research student's programme.

The student's skills training needs are assessed at three specific points in his/her programme: in the initial general review of the student's needs, at Transfer of Status, and at Confirmation of Status. A check on training needs is also undertaken in those years not covered by the above. A written statement of a student's specific training requirements is drawn up at the initial stage, and this should be reviewed and updated at least annually in discussion between student and supervisor.

It is, however, an integral part of the supervisor's role, at the regular supervisory meetings, to continue to monitor and advise the student on his/her skills training needs, and to draw to the attention of the research student, and encourage the student to take up, such opportunities that are available for the further development of these skills.

In addition, an online Personal Development Planning system is being launched by the University through the Skills Portal (see below). Students will be encouraged to use this to evaluate their own skills training needs, and are encouraged to discuss these regularly with their supervisors.

Information about divisional training and other courses offered across the University is also available through the Skills Portal at:

<http://www.skillsportal.ox.ac.uk>

Supervisor checklist

This document provides a checklist of the main areas of responsibility of supervisors:

General responsibilities

- provision of academic leadership to the student, and clarification of expectations;
- advise the student about all aspects of the research programme: standards, planning, literature, sources, attendance at classes/ lectures, techniques and skills;
- (where co-supervisor) to co-ordinate advice and guidance, and to ensure that respective responsibilities are clear both to academic colleagues and to the student;
- advice at an early stage on research design and the effective collection and storage of data;
- avoid absence on leave without appropriate temporary supervision having been arranged for the student. [Leave will not normally be approved without such arrangements being in place.]
- have reasonable familiarity with institutional, national and international expectations relating to research environments, research supervision and research training (see especially the relevant section of the QAA Code of Practice at <http://www.qaa.academicinfrastructure/codeofpractice/section1/postgrad2004.pdf>)

Meetings and feedback

- agree with student expected frequency and duration of meetings, and expected speed of feedback on student's written work;
- meet with the student regularly (typically, for one hour two to three times per term) and return submitted work with constructive criticism within a reasonable time;

- keep written records of the meetings to ensure both student and supervisor are clear on action to be taken and to help in monitoring progress;

Student Research

- assist the student in defining the topic of research which can be completed and written up within the prescribed period;
- provide an overview and guidance on the structure of the completed thesis and guide the student through to completion;
- give guidance on:
 - (i) the nature of research and the standard expected (including advice on presentation and writing style);
 - (ii) the planning of the research, literature and sources, attendance on appropriate research training programmes, as necessary;
 - (iii) techniques that may be needed;
 - (iv) other sources of advice and expertise;
 - (v) ethical issues, and the procedures for seeking ethical approval through the Social Sciences and Humanities Inter-Divisional Research Ethics Committee (IDREC), where appropriate;
- ensure that the student is aware of:
 - (i) any ethical and legal issues connected with the research;
 - (ii) any health and safety issues connected with the research;
 - (iii) issues concerning intellectual property;
 - (iv) the need to avoid plagiarism and to be aware of University guidance on plagiarism (see EPSC Notes of Guidance on Examinations and Assessment <http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>).

Student progress, monitoring and performance

- assist the student to work within a planned framework and time-table;
- monitor the student's ability to write a coherent account of his or her work in good English;
- make termly reports on the student's work, and communicate the contents of the report to the student;
- provide the student with regular information as to the student's progress, and, where problems arise, provide guidance and assistance as to necessary corrective action
- assist the student with the preparation, time-table and submission of material relating to applications for transfer of status, for re-admission after completion of a preliminary research training or other course, and for confirmation of status, and to provide appropriate feed-back, especially where the student has failed to meet the required standards;
- ensure the student is familiar with all examination requirements;
- advise the student on the timing of the submission of the thesis and consult with the student in order to make recommendations for the appointment of examiners;

Resources

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

Development and training

- assist the student during the course of the first term with the identification and subsequent development of skills for subject specific, research training and personal and professional purposes, including advice on teaching opportunities and appropriate training;
- pursue opportunities for the student to take part in the life of the department and to discuss his or her work with peers and others in the wider academic community (including the presentation, and possible publication, of research outcomes where relevant) at university, national and international level.

Discussion prompts for first meetings with students

To help clarify mutual expectations and establish good communication between supervisors and students, it may be useful to consider the following questions:

Research Direction

- How much direction do you expect to provide as a supervisor?
- How much direction does your student expect you to provide?
-

Knowledge and skills

- What skills do you expect your student to have or to acquire?

Time management and meetings

- How often do you expect to meet with your students?
- How much time do they expect from you?

Feedback and constructive criticism

- How often do you expect to receive work from students?
- What sort of feedback will you provide?
- What are your student's expectations?

Turnaround times

- How quickly do you expect to provide feedback on work that students have submitted for review?
- How quickly does your student anticipate you being able to provide feedback?

Communication between meetings

- What medium do you prefer to communicate with students: by phone, e-mail, in writing?
- How quickly do you expect to respond to messages from students?
- What do they prefer and expect?

Expectations for written work

- Do you expect to receive students work all at once, or in smaller chunks?
- Do you expect their drafts to be 'works in progress' or more polished pieces?
- At what intervals do you expect students to submit work?
- Would you prefer to receive documents in hard copy or electronically?

Appendix G

Developing Learning and Teaching (for DPhil Students Only)

Developing Learning and Teaching (DLT) is a programme of structured support for your first teaching experiences. If completed in full it leads to an award, Associate Fellow of the Higher Education Academy (HEA), which is recognised at universities across the UK.

The programme consists of five elements:

- An experience of teaching
- Observation of teaching (your own and you observing others)
- Mentoring by an academic in your faculty
- Reading seminars and/or reading a small amount of educational literature
- A portfolio (2000-5000 words)

Most participants complete the programme in the course of one year or less, though some do it in two for practical reasons (spending time abroad for their DPhil, etc).

You are welcome to complete as much or as little of the programme you chose, although accreditation with the HEA is dependent upon successful completion of the portfolio.

Why might I complete the programme?

- 1) The programme is a way of making your first experiences of teaching (however limited) a structured, engaging and thoughtful process. In short, it is a way of ensuring that you get the most out of these experiences so that any future teaching commitments can be efficiently managed and as beneficial as possible for you and the students you teach.
- 2) Many DPhils will go on to short term research posts at other universities in the UK, or will secure teaching only/temporary contracts after their DPhil and while they are seeking longer term positions. Being able to show that you have teaching experience and have engaged in structured activity about this is a good way of demonstrating that you are likely to be a competent teacher.
- 3) If you go on to a permanent lecturing post in a UK university, you may be expected to complete a postgraduate diploma in teaching and learning as part of your probation process. The majority of universities now require this (Oxford and Cambridge are key exceptions), and these diplomas lead to an award, Fellowship of the Higher Education Academy. If you already have Associate Fellowship status, you will be able to gain exemptions from part of the diploma course, which will make your life easier and may allow you to devote more time to research.
- 4) If you go on to work in other sectors, teaching experience and qualifications can be an aspect of your DPhil experience which employers value highly.

Example items for a DLT portfolio

This page gives examples of items typically included in a DLT portfolio. A portfolio might be made up of **two or three** of these items, plus a short introduction, but participants are not limited to the items suggested below and can propose their own portfolio structure.

An account of teaching observation (500-1000 words)

This activity could be undertaken with a peer or with a mentor. Your own department may have observation forms and the Learning Institute can also provide a template which can be used in addition to your departmental forms. A small amount of reading about the process of observation can help you to consider how to get the most out of the experience.

A statement of your teaching philosophy (500-750 words)

Such statements are sometimes required in the US as part of academic job applications, and would typically answer questions such as: what do I expect to be the outcomes of my teaching? How do I know when I've taught successfully? Examples can be seen at the following URL: <http://www.crlt.umich.edu/tstrategies/tstpum.php>

A teaching journal (500-1000 words)

A teaching journal is a way to record your reactions to your teaching immediately after class when issues and successes are fresh in your mind. For a portfolio you also write a reflective overview which draws together how you have responded to issues and challenges.

A review of some educational literature, with a view to developing your practice. (750-1500 words)

For example, you might dip into two or three books/articles on giving lectures or teaching in small groups, and use the findings to inform your own teaching. In a portfolio, you might present this in the form of a plan for a teaching session or course with rationale; or via a discussion of the literature and an evaluation of your practice so far with plans for the future.

Student evaluation of your teaching/a course you contribute to (500-1500 words)

Student evaluation can be undertaken by analysing course feedback questionnaires, interviewing a small number of students on the course individually or in a focus group, or incorporating feedback activities into class time. A portfolio item would review this feedback and implement or recommend changes for the future.

Observe teaching in a setting which is unfamiliar to you (500-1500 words)

For example, you could contact a colleague at another university in the UK and request the opportunity to observe some teaching in the institution and discuss with the colleague how teaching at that institution operates. For a portfolio item you could review what you learnt from the experience, and consider how you might develop your practice and knowledge to be able to work in a similar setting.

Students that are interested in DLT programme should contact the Director of Graduate Studies to discuss further.

Appendix H

Training Needs Analysis Framework Social Sciences Division

Department: Oxford Internet Institute

Name of Supervisor(s):-

Name of Student: _____

Skills and Training Area	Level of Expertise	Action Required	Training/Action taken
<i>Research Methods and Statistics (supervisor to list skills most relevant to student)</i>			
1.	1 2 3 4		
2.	1 2 3 4		
3.	1 2 3 4		
4.	1 2 3 4		
5	1 2 3 4		
<i>Bibliographic and Computing Skills</i>			
1. Bibliographical software (eg Endnote, Refworks)?	1 2 3 4		
2. Bibliographic searching			
3. Presentational software (eg Powerpoint)	1 2 3 4		
4. Other common software packages (eg Excel, Access)	1 2 3 4		
5. Familiarity with emerging Internet technologies	1 2 3 4		
6. Programming/scripting	1 2 3 4		
7.			

Research and Leadership Management				
1.Citation and referencing	1	2	3	4
2.Critical evaluation of other's research	1	2	3	4
3.Leadership	1	2	3	4
4. Project and time management	1	2	3	4
5.	1	2	3	4

Skills and Training Area	Level of Expertise	Action Required	
Communication, Networking and Dissemination			
1.Giving oral presentations	1 2 3 4		
2. Conducting interviews	1 2 3 4		
3. Public or media engagement	1 2 3 4		
4. Publishing your work	1 2 3 4		
5.Presenting your findings in clear, elegant prose	1 2 3 4		
6.			
Teaching and Academic Practice			
1. Avoiding plagiarism	1 2 3 4		
2. Following ethical guidelines	1 2 3 4		
3.Undertaking teaching practice	1 2 3 4		
4. Developing teaching skills	1 2 3 4		
5.	1 2 3 4		
Personal and Career Development			
1. Preparing conference papers	1 2 3 4		

2.Preparing a CV	1	2	3	4		
3.Writing application letters	1	2	3	4		
4.	1	2	3	4		
5.	1	2	3	4		
Other Skills						
1. Foreign language skills	1	2	3	4		
2.Knowledge of other disciplines relevant to thesis	1	2	3	4		
3.	1	2	3	4		
4.	1	2	3	4		
5.	1	2	3	4		

Training Course Attendance and Approval

Department:
Name of Student:
Supervisor:
Courses to be Approved by:

Date	Details of Training Course <i>(Please include the title of the course, duration, and date)</i>	Course Provider <i>(Please provide details about the department that will run the course)</i>	Approved by Department <i>(Please sign to confirm approval)</i>	Date of Approval

Information to be added to GSS

Training Required	Training Completed

Year and Term	Date of Review	Student Signature	Supervisor Signature
Year 1 MT			
Year 1 HT			
Year 1 TT			
Year 2 MT			
Year 2 HT			
Year 2 TT			
Year 3 MT			
Year 3 HT			
Year 3 TT			

Content of the TNA

The TNA is based on the training expectations of departments that are outlined in the ESRC Framework for Postgraduate Training and Development¹. The framework details the postgraduate student training that should be in place at institutions seeking DTC accreditation. The framework outlines the importance of Social Sciences students receiving core training that will enable the completion of the research degree, as well as undertaking training to support professional development and career management.

The TNA has been designed to meet the needs of both ESRC and non-ESRC funded students. The document can be tailored to meet the needs of individual students and departments within the Social Sciences Division. The TNA should develop and expand as a student progresses towards completion. The 'Ability Rating' column provides an opportunity for the student and supervisor to rate the skill level at the beginning of the research programme, and then to revisit the level of ability on an annual basis. It provides a simple method for the supervisor to complete a skills gap analysis. This technique will help the supervisor and student to identify what action needs to be taken to improve or acquire a skill. The method of obtaining the skill could be through attending a training course, attending an event or any other method that addresses the gap. This process also helps the student to see their progression and development throughout their degree.

A brief guide to the content of the training categories contained in the TNA can be found below:

Research Methods

This category would need to include the skills that a social scientist would need to obtain to complete the research project. This would include core subject specific training, qualitative and quantitative research methods, theoretical training, principles of research design, data analysis, data collection, and management of data.

Bibliographic and Computing Skills

This category will cover the skills that are needed to complete the research, tools to complete the thesis and skills that will prove transferable in future employment.

Research and Leadership Management

This category is designed to include the skills that a student will need to complete the thesis on time, to meet the various milestones of the doctorate, manage a project, manage the supervisor relationship and manage resources.

Communication and Networking

This category will cover the range of skills that student will need to communicate and disseminate their research (including writing the thesis) to the academic community as well as being able to communicate to wider audiences. This would include written and oral communication techniques and an understanding of communication tools. This also includes developing academic networking skills.

Academic Practice

This category covers the preparation for academic practice that departments are already engaged with through the CETL initiative.

Personal and Career Development

This category is designed to enable students to develop skills for academic and non-academic careers.

Other Skills This category will enable the supervisor to add any additional skills that a student will require and are not covered in the categories contained in the TNA.

¹ ESRC. 2009. *Postgraduate Training and Development Guidelines 2009*. ESRC Society Today. Available at: http://www.esrcsocietytoday.ac.uk/ESRCInfoCentre/Images/Postgraduate%20Training%20and%20Development%20Guidelines_tcm6-33067.pdf [Accessed 14 May 2010].

Appendix I

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.

DPhil, MLitt and MSc by Research Degrees

All students following the DPhil 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.ouls.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.

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**
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