Cover Photo

by Gerardo Torres Contreras
MPhil in Development Studies 2013-15
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1. WELCOME
Disclaimer

The Examination Regulations relating to this course are available at http://www.admin.ox.ac.uk/examregs/2015-16/mopindevestud/studentview/

If there is a conflict between the information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Course Coordinator Dr. Rachel Miller, rachel.miller@qeh.ox.ac.uk

The information in this handbook (version 1.0) is accurate as at 2 October 2017, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges If such changes are made the department will publish a new version of this handbook together with a list of changes and students will be informed.

This handbook applies to students starting the course in Michaelmas Term 2017. The information in this handbook may be different for students starting in other years.
A warm welcome to Oxford and ODID!

We want to explore Development Studies with you in a way that is inter- and multi-disciplinary, historical and critical. Our manifesto, taken from the inception volume of ODID’s house journal, *Oxford Development Studies*, and reprinted in of this book, explains the intellectual project we hope to encourage. Development studies has always been subjected to critical enquiry: when and how ‘development’ was invented, why the tides of theory and policy ebb and flow as they do, what gives rise to resistance and by whom, where the global economy is headed and what we can do about all this. Our project celebrates these debates.

In your first year you will be introduced to social science disciplines, to a range of research methods and to our ‘melting pot’ of a core course. You will read widely before reading deeply for your dissertation and your second year options. One of Oxford’s strengths is its libraries. The Social Science Library holds a wide range of development studies materials; the large number of specialist area studies and disciplinary libraries provide added depth and hold important archival collections. Your teachers will have reading lists and advice on material to which you will not be exposed in formal lectures and classes. Another of Oxford’s strengths is the vast range of seminars and conferences held throughout term time – you are encouraged to take full advantage of the intellectual debate and world-class speakers that abound in the University.

We see the M.Phil. as an interactive process of learning between teachers and students. You may also want to create study or discussion groups of your own. Students have established a tradition of organising a conference at the end of their first year. Feedback meetings will be organised to solicit your views on the course, and you will have the opportunity to fill in feedback forms for each component of the course. During the Induction Week you will be asked to elect two Course Representatives who will act to convey your collective views to the Teaching Committee and other instances.

I will be in my office (Room 30:14) on Wednesdays, 4 to 5 pm (or by prior appointment by email) for enquiries on any matter connected with the course. Your course supervisor will be your first point of contact, but do not hesitate to come and see me if you have any worry or problem you cannot solve with your course supervisor. I very much look forward to working with all of you in the coming two years!

Yours,

Cheryl Doss
Course Director
October 2017
Purpose of the Course Handbook

This book contains all the information you will need concerning the M.Phil. in Development Studies. It covers the structure of the course and the basic timetables for each year, the purpose of each component of the course as well as information on the teaching and assessment of each component. The Handbook also contains information on the examination of the course, guidance on writing essays and the M.Phil. thesis and on preparing for fieldwork research, as well as details of teaching staff and the students taking the course in 2017-18, and a section giving details about the Oxford Department of International Development, the building and the staff members with whom you will have contact.

The Handbook also contains some information on the regulations and University legislation governing the course, as well providing links as noted below to other sources. If you have a query about the course, please refer to the Handbook in the first instance.

Other Key Sources of Information

Please see below quick links to other sources of information about the M.Phil., the Department and the University. More details are given later in the book. An electronic copy of the Handbook is posted on the Departmental Weblearn site (see below).

Departmental Weblearn site: https://weblearn.ox.ac.uk/portal/site/socsci:qeh

Examination Regulations: http://www.admin.ox.ac.uk/examregs/

Examination Conventions (accessed via the Departmental Weblearn site): https://weblearn.ox.ac.uk/portal/site/socsci:qeh

Oxford Students website: https://www.ox.ac.uk/students?wssl=1

For information about your College specifically, please see your College website.
Introduction: A Manifesto for Oxford Development Studies

OXFORD EDITORIAL BOARD
This is the first issue of Oxford Development Studies which replaces Oxford Agrarian Studies. The new journal will have much in common with its predecessor; it will continue to publish material on agrarian studies with a focus on developing countries and will continue to be interdisciplinary. But its sphere of interest will extend to more general development issues. Our aim is to produce a journal which incorporates a wide range of approaches, as well as disciplines, and which gives space to both orthodox and unorthodox analyses and the debates between them. We shall encompass both theoretical and empirical material. We hope that articles will be presented with clarity and conviction, using the tools appropriate to the context.

The Scope of Development Studies
Development studies is an inter-disciplinary and multi-disciplinary enquiry into change and social and economic transformation in less developed parts of the world; attempts by states to define themselves, to order their societies along their own principles, to regulate and control the shape and order of change; the attempts by people and institutions to engage with, ignore or resist processes of transformation; their struggles to modify or preserve their physical environments; and to give purpose and meaning to changes they experience; and the impact of forces for change on the economy, institutions and people at every level of society.

Every element of development studies is subject to controversy: the meaning of development; the scope of the inter-disciplinary project; the geographical coverage; the nature and possibility of inter-disciplinarity; the tension between enquiry into social processes and enquiry into managed change; the tension between analysis and prescription.

The definition of development has been dominated by economists whose enquiry has been centrally concerned with growth. More recently, human and social development have been distinguished from economic development, with progress being judged by success in these dimensions, while there are those who would define development in terms of the emergence of democratic political and bureaucratic accountability, the triumph of law over custom, the quest for sustainability in the exploitation of resources, the emancipation of women, or a society’s evolving capacity to handle more than one system of public ethics. Whatever the meaning of development, and whether or not it is perceived as goal-oriented, it is an historical process.

The scope of the subject involves two kinds of interrelated enquiry: one into social processes, the other into managed change. The study of social processes ranges from the relationships between societies and the physical and biological environment to analysis of ideas about change. The study of managed change may be historical or it may be prescriptive. The prescriptive territory is prominent in contemporary development studies, and is politically controversial.

The geographical coverage of development studies is variously defined in terms of poverty; lack of industrialization; those states which experienced colonialism; recipients of international aid; states which have been non-aligned in international politics; and regions of the capitalist periphery. All these criteria divide the globe differently but there is a large core of countries which are identified by all of them. These criteria also draw attention to international relations of trade, finance, migration and aid, the globalization of ideas, technology and information and environmental impacts. They thus invite study of change in the advanced world with which change in developing countries is connected and of global institutions.

Since all disciplines are symbolic systems, inter-disciplinarity has been attempted in a variety of ways: the theory of one discipline may be applied to the empirical territory of another (e.g.
health economics, the new political economy, the new home economics); or different empirical territories may be fused (e.g. nutritional sociology). The integration of theoretical territories is rare but may be found in institutional economics, some political economy and anthropology. Development studies is essentially multi-disciplinary, seeking to bring together the contributions of economics, sociology and politics and other disciplines to the understanding of development.

At the core of development studies is a comparativist critique of ideas and theories about change and the management of change, a critique which leads in turn to the development of ideas, theories and practice.

A Critical Approach
Recent intellectual and political developments have tended to restrict theoretical models and policy choices. The immediate impact of the end of the Cold War was, it appeared, to vindicate the market model of development, exposing socialist alternatives as inefficient and rendering them obsolete. These political changes reflect and have been reflected in intellectual changes. In economic analysis, applied to both developed and developing countries, Marxist and Keynesian systems of thought have been largely displaced by the neo-classical model of economic thinking. Theories grounded in neo-classical economics have also invaded the territory of other disciplines, notably sociology and politics. Reactions to this tendency in economics are beginning to generate new avenues of thought. In other disciplines post-modern analysis has sought to give voice to the disempowered, to eschew the privileging of any single paradigm and to deconstruct development discourse. Yet dominant thinking has severely reduced social, economic and intellectual choices leading to a single view of what constitutes a successful model of development and a single perspective on the analysis of many issues.

We believe that this tunnelling of choices into one mould is incorrect both as a view of the actual alternative countries face and of methods of analysis, while it can severely distort the process of thought about development issues. In this journal we shall therefore put special emphasis on presenting a critique of orthodox models and seeking alternatives both theoretically and empirically. Frequently, when analysis of development issues is confined to economics alone, assumptions are incorrect and conclusions naive. It is intended to explore and develop intellectual alternatives from multi-disciplinary and inter-disciplinary perspectives in this journal. We shall also publish articles written from the perspective of a single discipline, reflecting the way most research work is organized. We hope that the articles will have a firm empirical base. We shall welcome both macro- and micro-perspective encompassing evidence and thought from all the regions of the world.

If the journal has a single philosophy it is one of questioning and criticism. Said summarized the position we take extremely well in his Reith lectures in 1993:

The central fact for me is, I think, that the intellectual is endowed with a faculty for representing, embodying, articulating a message, a view, an attitude, a philosophy or opinion… And this role has an edge to it, and cannot be played without a sense of being someone whose place it is to raise embarrassing questions, to confront orthodoxy and dogma (rather than to produce them), to be someone who cannot easily be co-opted by government or corporations and whose raison d’être is to represent all those people and issues who are routinely forgotten or swept under the rug. (Edward Said, Reith Lectures, June 1993)
2. THE DEGREE
University term dates and attendance

Oxford University’s academic year is divided into three terms: Michaelmas Term, Hilary Term and Trinity Term. Each term is 8 weeks in length; however, you will be expected to arrive in Oxford one full week before the beginning of term (at the start of 0th week) and to remain in Oxford until the end of the ninth week of term. This is because it is often necessary to schedule lectures, mock examinations or other course deadlines in Week 0 or Week 9. Please see the schedules on the following pages for details.

The dates of these terms for the years 2017-18 and 2018-19, and the dates between which you should be in Oxford are the following:

<table>
<thead>
<tr>
<th>Term:</th>
<th>Dates:</th>
<th>Attendance required:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Hilary Term 2018</td>
<td>14 Jan. - 10 March</td>
<td>8 Jan. - 17 March</td>
</tr>
<tr>
<td>Trinity Term 2018</td>
<td>22 Apr. - 16 June</td>
<td>16 Apr. - 22 June</td>
</tr>
<tr>
<td>Hilary Term 2019</td>
<td>13 Jan. – 9 March</td>
<td>7 Jan. – 16 March</td>
</tr>
<tr>
<td>Trinity Term 2019</td>
<td>28 Apr. – 22 June</td>
<td>21 Apr. – 29 June</td>
</tr>
</tbody>
</table>

Please make sure to refer to these dates when planning any travel. You must notify your Course Supervisor and the Course Director should you need to be absent from Oxford for an extended period during the time your attendance is required.
## STRUCTURE and SCHEDULES

1. The Structure of the M.Phil. Course

<table>
<thead>
<tr>
<th>YEAR ONE (M.Phil.)</th>
<th>YEAR TWO (M.Phil.)</th>
<th>D.PHIL</th>
</tr>
</thead>
<tbody>
<tr>
<td>Term 1</td>
<td>Term 2</td>
<td>Term 3</td>
</tr>
<tr>
<td>Core Course + Essay</td>
<td>Core Course + Essay</td>
<td></td>
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<tr>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Foundatio n One</td>
<td>Foundation One, weeks 1-4; Thesis Workshops, weeks 5-8</td>
<td></td>
</tr>
<tr>
<td>Foundatio n Two</td>
<td>Foundation Two, weeks 1-4; Thesis Workshops, weeks 5-8</td>
<td></td>
</tr>
</tbody>
</table>
2. Course Deadlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Michaelmas Term</th>
<th>Week</th>
<th>Hilary Term</th>
<th>Week</th>
<th>Trinity Term</th>
</tr>
</thead>
<tbody>
<tr>
<td>0</td>
<td></td>
<td>0</td>
<td>Core Course: Three copies of assessed essay No. 1 to Course Co-ordinator by 9:30 Monday.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>1</td>
<td>Core Course: List of preferred topics for assessed essay no. 1 to be sent to Course Co-ordinator by Friday</td>
<td>1</td>
<td>Economics Foundation only: essay to be handed to relevant lecturer by 9:30 Monday. Core Course: List of preferred topics for assessed essay no. 2 to be sent to Course Co-ordinator by Friday</td>
<td>1</td>
<td>Examinations: two papers out of three Foundation Courses. Safety in Fieldwork Workshop (provisional timing)</td>
</tr>
<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>Foundation 1: essay to be handed to relevant lecturer by 9:30 Monday.</td>
<td>2</td>
<td>Research ethics form, safety in fieldwork form, travel insurance form due on Monday. All require extensive advance preparation.</td>
</tr>
<tr>
<td>3</td>
<td></td>
<td>3</td>
<td>Foundation 2: essay to be handed to relevant lecturer by 9:30 Monday UNLESS taking Economics Foundation (Test only in week 5).</td>
<td>3</td>
<td>Research Design Essay: Draft assessed essay to supervisor by 12 noon Friday.</td>
</tr>
<tr>
<td>4</td>
<td>Foundation 1: essay 1 to be handed to relevant lecturer by 9:30 Monday.</td>
<td>4</td>
<td>Thesis Preparation: Hand to course supervisor a two-page description of the thesis topic</td>
<td>4</td>
<td>Option courses: option course choice to be made online by 12 noon on Friday.</td>
</tr>
<tr>
<td>5</td>
<td>Foundation 2: essay 1 to be handed to relevant lecturer by 9:30 Monday. <strong>N.B. No essay for Economics</strong></td>
<td>5</td>
<td>Economics Foundation: Mock exam</td>
<td>5</td>
<td>Research Design Essay: Assessed essay to be submitted via Weblearn. No hard copies to be submitted.</td>
</tr>
<tr>
<td>6</td>
<td>Research Methods (Qualitative): essay to be handed to relevant lecturer by 9:30 Monday.</td>
<td>6</td>
<td></td>
<td>6</td>
<td></td>
</tr>
<tr>
<td>7</td>
<td>Core Course: Draft assessed essay no. 1 to supervisor by 12 noon Friday.</td>
<td>7</td>
<td>Core Course: Draft assessed essay No. 2 to supervisor by 12 noon Friday</td>
<td>7</td>
<td></td>
</tr>
<tr>
<td>8</td>
<td>Entry form for Qualifying Examinations to be handed into College Co-ordinator by 12 noon Friday.</td>
<td>8</td>
<td></td>
<td>8</td>
<td>Examination: paper on Research Methods</td>
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<tr>
<td>9</td>
<td></td>
<td>9</td>
<td>Thesis outline form to be handed in to Course Co-ordinator on Monday. Core Course: Three copies of assessed essay No. 2 to Course Co-ordinator by 12 noon Friday.</td>
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**NB:** For the purpose of the submission of written work as outlined above, those taking the Economics Foundation course should consider it to be Foundation 2, and the other Foundation (either History and Politics or Anthropology) as Foundation 1. In Hilary Term, those in the Economics Foundation sit a mock examination in week 5. Those not taking Economics should consider Anthropology as Foundation 1 and History and Politics as Foundation 2. For these latter two Foundations, essays only are submitted.
# M.Phil. Development Studies: Schedule of Second Year Deadlines

<table>
<thead>
<tr>
<th>Week</th>
<th>Michaelmas Term</th>
<th>Week</th>
<th>Hilary Term</th>
<th>Week</th>
<th>Trinity Term</th>
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<tbody>
<tr>
<td>0</td>
<td></td>
<td>0</td>
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<td>0</td>
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<tr>
<td>1</td>
<td></td>
<td>1</td>
<td>Thesis: title and abstract to be sent to Course Coordinator by 12 noon Friday</td>
<td>1</td>
<td>Thesis: to be handed in to the Examination Schools by 12 noon Friday</td>
</tr>
<tr>
<td>2</td>
<td>Entry Form: for Final Examination to be handed in to College Office Thesis workshops: on fieldwork findings. Prepare presentations in advance.</td>
<td>2</td>
<td>Thesis: draft to be handed in to thesis supervisor by 12 noon Friday, or later ONLY by negotiation of a mutually agreed new deadline</td>
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<tr>
<td>8</td>
<td></td>
<td>8</td>
<td></td>
<td>8</td>
<td>Final Examination: in two options</td>
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<tr>
<td>9</td>
<td></td>
<td>9</td>
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<td>9</td>
<td>Final Examination: in two options</td>
</tr>
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<td>10/11</td>
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<td>10/11</td>
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<td>10/11</td>
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**NB:** There will be Option essay and other deadlines in Michaelmas and Hilary Terms – details from course conveners.
Introduction

Aims of the course

The course will introduce you to development studies as an interdisciplinary and multidisciplinary subject. It covers the intellectual history of development, the paradigm shifts and internal conflicts within the discipline and the contemporary relevance of research to development policy and practice. It aims to encourage innovative, original and critical approaches to development studies.

Students will develop a knowledge and understanding of key social science disciplines that have a bearing on development studies as a multi- and inter-disciplinary subject; social and development theory that underpins development discourse and policy intervention; past and present social, political and economic conditions of developing countries; and qualitative and quantitative research methodologies in the social sciences.

The programme is wide in scope, while its duration for two years also allows in-depth enquiry, critical appreciation and innovative analysis in students’ chosen areas of specialisation. Students develop the needed competence in foundation disciplines bearing on development studies in the first year, along with intensive research methods training and fieldwork preparation. The second year is devoted to area or thematic specialisation, and the writing of a substantial research-based dissertation.

Students are taught through a combination of lectures, seminars, classes and tutorials, with constant dialogue between teachers and students, and among students themselves. Students write tutorial essays and have the opportunity to make class presentations for which they receive feedback. The interactive nature of the course encourages students to develop critical, synthetic and presentation skills. A comprehensive Research Methods Course is compulsory for all students. It covers qualitative and quantitative research methods, and basic statistics. The Research Design Essay, written before undertaking the field- or library-based research, gives students the opportunity to develop a rigorous plan for inter-disciplinary research and for thesis writing. All students have the opportunity to make seminar presentations on the analytical framework and research methodologies deployed in their dissertation.

The M.Phil. is an intensive course, and the work-load in the first year is particularly heavy. If you have any concerns about managing your work-load, please consult your course supervisor and your College adviser for support.

Structure

Six elements make up the M.Phil. in Development Studies:

a) Foundation courses
b) Research Methods
c) Thesis Preparation: Workshops
d) Core course
e) Thesis
f) Options (One and Two)

Foundation courses are taken in Year 1 and are examined in the Qualifying Test held in Trinity Term of that year. These courses lay the foundation for understanding different disciplinary approaches to the study of development. Research Methods is taught in Year 1 and assessed in Year 1 as part of the Final Examination by means of a written exam and a 5,000-word essay. It covers a range of qualitative and quantitative methods as well as research design. Thesis Workshops prepare the student for their thesis run from Week 5 to 8 in Hilary Term of Year 1. The Core course is taught in Year 1, and explores
theories and themes of development. It is examined by means of two 5000-word essays, submitted in the second term of Year 1.

All of these courses are taught by members of the Department, who often employ D.Phil. students as Teaching Assistants (TAs). TAs usually teach classes or run discussion sessions for the Foundations, Core or Research Methods courses.

The 30,000-word Thesis is written on a topic of the student’s choosing within the area of development studies. The topic should be chosen in Hilary Term of Year 1, and the thesis is submitted in Trinity Term of Year 2. Research for the thesis normally takes place over the summer. Two specialised Options chosen from a wide range of topics relevant to development are taken in Year 2. The list of options is given below. Each option is examined by a three-hour written paper in Trinity Term of Year 2.

These course elements are outlined in greater detail below. Students should make sure that they understand the framework of the degree. If you are unclear about any element please consult your course supervisor.

**Deadlines for the summative assignments are strictly enforced.** and penalties are imposed for non-observance. These penalties are specified in the Examinations Conventions for the course. At their most severe, these can amount to failure of the relevant part of the course.

**(a) Foundation Courses**

Students take two of the three Foundation courses in Economics, History and Politics, and Social Anthropology in their first year. These courses run for the whole of the first term in Year 1 and for the first four weeks of the second term.

Students are allocated the two Foundations courses in which they have the least academic experience. Please note that the Economics course is compulsory for those students who have not taken economics in their first degree. Those who have studied economics previously must take Social Anthropology and History and Politics. The Economics course is convened by Prof. Diego Sanchez-Ancochea. Students are expected to complete one essay in Michaelmas Term and one essay and one test in Hilary Term. The History and Politics course is convened by Dr. Zaad Mahmood and the Social Anthropology course by Prof. Laura Rival. Students are expected to complete one essay in Michaelmas Term and one essay in Hilary Term for each of these courses.

Each Foundation entails 3-4 hours of teaching (lectures, seminars, classes etc.) per week, hence a total of 36-48 hours of teaching per 12-week Foundation course. Extra sessions may occasionally be added, and students will spend additional time in individual study for each course.

Written work in the Foundation courses must be submitted to the relevant lecturer according to the timetables set out in the schedule for first year students above. The deadlines must be strictly observed. Course conveners should be informed in advance of any difficulty in meeting deadlines.

The marks obtained for the Foundation course written assignments do not form part of the formal examination process. However, these formative essays are extremely valuable as they give students the opportunity to explore topics of interest to them with rigour. Foundation essays provide a focus for course reading and an opportunity to explore debates critically. They are essential for students to monitor their progress as they embark in learning how to structure an argument in a new discipline; they also enable the teaching staff to detect possible problems and to address them in good time.

Each Foundation course is examined through a three-hour written paper at the beginning of Trinity Term in Year 1. Students are required to pass these examinations to be allowed to continue to the 2nd year of the course. Those who fail the examination in Trinity Term may be permitted to resit the examination in September of the same year. **Resit examinations are usually set in early September, so it is important to take this into account when planning fieldwork and other travel.**
(b) Research Methods

All students take the course on Research Methods. This course is convened by Prof. Jocelyn Alexander (qualitative methods) in Michaelmas Term and by Dr. Pramila Krishnan (quantitative methods) in Hilary Term. The quantitative methods section of the course is taught in conjunction with the M.Sc. in Global Governance and Diplomacy. In Hilary and Trinity Term, various sessions on research design, fieldwork ethics, fieldwork safety, library resources and software and computerised databases are held.

The Research Methods course is taught through weekly lectures and classes alongside a number of workshops. Extra sessions may be added, and students will spend additional time in individual study for this course.

Students should hand in one essay in Michaelmas Term, and submit problem sets in Hilary Term. Each assignment must be submitted to the relevant lecturer according to the timetable set out in the schedule for first year students above. As with the Foundation Course essays, the marks for these assignments do not form part of the formal examination process, but they are essential to the learning process.

The Research Methods course is examined by two means, each of which forms 50 per cent of the total marks for Research Methods in the final examination. The first a three-hour written paper, which students sit in Trinity Term of Year 1. Those who fail the written examination may be permitted to resit it in September of the same year. Again, the resit examination is usually set in early September, so it is important to take this into account when planning fieldwork and other travel.

Students are permitted to use hand-held pocket calculators during the written examination for the quantitative aspects of the course. Calculators are provided by ODID and are given out at the beginning of the examination. Please do not use your own calculator during the examination. A sample calculator is available for reference from the Course Co-ordinator.

The second component of the final examination for Research Methods is the 5000-word Research Design essay. The essay must be submitted to Weblearn by 12 noon on Friday of week 5 in Trinity Term of year 1; no hard copy of the essay is to be submitted. The submission deadline for this essay must be strictly observed. Failure to do so constitutes a breach of examination regulations, for which students may be penalised, including by the deduction of marks or outright failure of that component. Failure to submit the essay by the deadline is automatically reported to the University Proctors by the Course Director for their adjudication. In case of illness, students must request a stay of deadline through the senior tutor or tutor for graduate students at their College, who will inform the University Proctors. A letter of support and explanation from your doctor/GP will be required. Please also inform your supervisor and the Course Co-ordinator if applying for an extension of the deadline.

Detailed guidelines for writing the Research Design Essay can be found below. The essay is written in preparation for the second-year thesis, and must address research design as it is relevant to the student’s thesis topic. It is thus essential that a thesis topic be identified in good time. The student should identify a topic and supervisor as soon as possible in Hilary Term, and must submit a draft of the Research Design essay to the supervisor in week 3 of Trinity Term so as to allow sufficient time to receive comments and revise the essay in advance of the final deadline in week 5.

For final submission, the Research Design essay must be:
1. accompanied by a standard cover sheet (available from the Course Co-ordinator)
2. A maximum of 5,000 words in length (excluding the bibliography and time-table, but including footnotes), strictly observed. Exceeding the word limit will result in the imposition of penalties (see p. 34).
3. accompanied by a word count;
4. written with correct observance of proper procedure in reference citation (see Thesis Guidance Note later in this booklet).

The essay must be submitted via Weblearn only; no hard copy will be accepted.
In order to maintain anonymity during marking, students are issued with a number which should appear on the cover sheet of the essay. Please note that this number is the same as the examination number issued to each student in the first year of the course. The number is available online on each student’s Self-Service Page, and should also be used in each written examination. Research Design essay cover sheets may be obtained from the Course Co-ordinator.

Students must pass the essay. Students are permitted to resubmit the essay once only if they fail to achieve a pass mark in the first instance. Research design essays are marked by two Assessors, and an essay failing to pass is referred to the Examiners. The date for resubmission is set by the Chair of Examiners. The mark awarded for each essay by the Assessors is, in the first instance, provisional. The Examiners have the final say on essay marks.

(c) Thesis Preparation: Workshops
The Thesis Workshops are run in the second four weeks of the second term of Year 1. The aim of the workshops is to provide a bridge between the material covered in Research Methods and the requirements of the students chosen thesis topic. The workshops offer students an opportunity to develop their thesis projects in a structured setting. The workshops will focus on some of the steps that students need to work through in the course of developing a well-thought-out research design. Topics to be covered are: (1) formulating and refining a research question; (2) identifying and using relevant literature, including theory; (3) choosing appropriate methods and locating sources; and (4) creating an individual research agenda.

(d) Core course in Development Studies
The Core course is convened by Dr. Simukai Chigudu. It runs weekly through the first and second terms of Year 1. The course is divided into two parts, covering theories of development and key themes in development.

The Core course is examined by means of two 5000-word assessed essays, both submitted in Year 1. Please consult the schedule for first-year students above for deadlines. Each essay must be handed in to the Course Co-ordinator. This submission deadline must be strictly observed. A failure to do so constitutes a breach of examination regulations, for which students may be penalised. Failure to submit a core essay by the deadline is automatically reported to the University Proctors by the Course Director for their adjudication. As with the Research Design Essay, in case of illness, students must request a stay of deadline through the senior tutor or tutor for graduate students at their College, who will inform the University Proctors. A letter of support and explanation from your doctor/GP will be required.

The subject matter of the essays must fall within the two themes covered by the Core course, one theme per essay. The themes are: i) Social and development theory; and ii) Key themes in development. The first essay takes the form of a book review essay, based on the writings of a major thinker whose work is addressed in the lectures and classes in the first term.

Choosing essay topics: For each essay, students are required to choose two or three essay topics from the list of topics to be found in the reading-list for the Core course, and to send a list of these to the Course Co-ordinator by email, indicating their first, second and third preferences. Students should add a note of the staff members who have indicated that they are willing to supervise essays on these topics. The Course Director and Course Co-ordinator will then allocate topics and supervisors to each student, and will attempt to ensure that students are able to write on their preferred topics as far as possible.

The lists of topics are to be sent to the Course Co-ordinator by Friday of week 1, Michaelmas Term (for the Book Review Essay) and by Friday of week 1, Hilary Term (for the second Core Essay). Allocations will be made on a first-come, first-served basis, so it is important to submit your
preferred topics promptly. Any lists submitted after the deadline will have limited choices available. Please see below for Core essay writing guidelines.

Students must submit a draft of their essays to their essay supervisors two weeks before the submission deadline to allow sufficient time to receive comments and revise the essay. Essay supervisors may not be able to comment on essays if they are not submitted well before the deadline. An unsupervised essay stands the risk of failing to achieve the pass mark.

Each essay for final submission must be:
1. accompanied by a standard cover sheet (available from the Course Co-ordinator)
2. A maximum of 5,000 words in length (excluding the bibliography and time-table, but including footnotes), strictly observed. Exceeding the word limit will result in the imposition of penalties (see p. 34).
3. accompanied by a word count;
4. accompanied by the submission of an identical electronic copy. The electronic copy must be submitted at the same time and date as the hard copy, but will not be accepted as a substitute for the hard copy;
5. written with correct observance of proper procedure in reference citation (see Thesis Guidance Note later in this booklet).

Three copies of each essay must be submitted.

In order to maintain anonymity during marking, students are issued with a number which should appear on the cover sheet of each essay. Please note that this number is different from the examination number issued to each student. Core essay cover sheets may be obtained from the Course Co-ordinator. The mark awarded for each core essay forms part of the total marks awarded in the final examination. Students must pass both essays.

Students are permitted to resubmit their essays once only if they fail to achieve pass marks in the first instance. Each essay is marked by two Assessors, and an essay failing to pass is referred to the Examiners. The date for resubmission is set by the Chair of Examiners in each case, but it is usually in the term after which the essay is first submitted.

Failure to submit essays at the prescribed deadline will attract the loss of marks or outright failure depending on the length of breach. The marks to be deducted for what length of lapsed time are set out in the Examination Conventions and range from the loss of 2% to outright failure.

It is important for students to understand that progress to the second year is dependent on passing both Foundations examinations, the Research Methods examination, the Research Design Essay and the two Core Essays. Equally, at the end of the second year, a degree will not be awarded until all elements of the final examination have been passed.

(e) Thesis
While the thesis must be in the broad area of Development Studies, it does not need to be on a topic directly related to the courses undertaken as part of the degree. Students must discuss their thesis topic with their course supervisor – the earlier the better, and preferably not later than Week 8 of Michaelmas Term of year 1. Depending on the topic, the course supervisor may agree to act as thesis supervisor or may suggest another member of staff. Note that the thesis supervisor will also serve as supervisor for the Research Design Essay, and as Course Supervisor (or co-course supervisor if belonging to another department) in the second year of the M.Phil.. Only one thesis supervisor will be approved for each student.

Despite the wide interests and competence of Oxford’s academic staff, there can be no guarantee that for every topic and in every academic year a supervisor is available, able and willing to take on the task of thesis supervision. This makes early consultation imperative.
The topic chosen must be one which can be handled adequately within the 30,000-word limit. Although there is no minimum word-limit, the thesis should be a substantive piece of work. In thesis writing, emphasis is placed on the use of appropriate research methods, whether qualitative or quantitative. These should be critically discussed and justified in the Research Design essay prior to conducting field work, and in the thesis itself after the fact. Where essential, appendices with questionnaires and survey material may be added without being included in the word limit.

Elsewhere in this booklet more detailed guidance is provided on the choice of topic, presentation and assessment of the thesis, including the need for particularly careful forward planning if the student wishes to continue to a D.Phil. after the M.Phil. At this juncture, all that needs to be pointed out are the four deadlines related to the thesis:

1) Week 9 of Hilary Term, Year 1: a one-page outline of the thesis topic, signed by the course supervisor and (if different) by the thesis supervisor, to be handed in to the Course Co-ordinator for the Course Director’s approval. This outline should indicate not only the subject matter of the thesis but the method of investigation proposed. Standard forms which should be used for this purpose are available from the Course Co-ordinator;

2) Week 2 of Michaelmas Term, Year 2: the examination entry form distributed by the Colleges needs to be completed and returned to the College Secretary of the student’s college by 12 noon on Friday. Students are asked to state on the form the proposed field of the thesis. As students will have been working on their thesis over the previous summer vacation, the topic should be clearly defined;

3) Week 1 of Hilary Term, Year 2: the title of the thesis and a brief abstract should be sent to the Course Co-ordinator;

4) Week 1 of Trinity Term, Year 2: three copies of the thesis must be submitted to the Examination Schools by 12 noon on Friday, two copies with the student’s examination number, and one copy with the author’s name. The precise wording of the Authorship Declaration and title page is provided in the Guidelines for Writing Theses below.

These four deadlines must be observed. Failure to do so means the student is in breach of Examination Regulations. In case of illness, students must request a stay of deadline through the senior tutor or tutor for graduate students at their College, who will inform the University Proctors. A letter of support and explanation from your doctor/GP will be required.

(f) Options

Work in the second year of the degree course revolves around two activities: completion of the thesis; and the two options chosen from the list provided (see below).

Not every option is available each year – it is important for students in Year 1 to enquire from the Course Director whether or not an option will be offered in Year 2. An Option that is taught through lectures may not be offered if only a small number of students elect to take it; only Options with at least three registered students will be offered. An Options Fair may be organized at the beginning of Trinity Term, when conveners come and present their options. Students are strongly advised to attend. Alternatively, the Options course materials will be made available on Weblearn and students are encouraged to consult these and approach the individual course providers with any queries. The choice of options should be discussed as early as possible in Year 1 with the student’s course supervisor. Students must finalize their option choice by Friday 12 noon in Week 4 of Trinity Term. The choice of options must be ratified by the Teaching Committee. This deadline is to be observed strictly, and no changes will be accepted during Trinity Term.
If students wish to change their Options choices after returning from fieldwork, they must:
   a) discuss the proposed change with their Course Supervisor;
   and if the Course Supervisor feels the change is necessary
   b) ask their Course Supervisor to email the Course Director, copying the Course Co-ordinator, to request permission.

Students **may not** change their Options choices without written permission from the Course Director, obtained as above. It is the responsibility of students changing their Option to ensure that they do have a place on the new course they are choosing.

Options are taught in a variety of ways. Some are taught through lectures, and others through seminars or tutorials. Some options combine these different teaching methods, and the number of contact hours varies from course to course. Students are expected to write at least two tutorial essays for each option. Options may be taught in other Departments. Certain options are only open to students with particular skills. For instance, some of the Latin American options require competence in Spanish while the option Introduction to Latin American Economies requires a previous economics qualification. It is essential that students interested in these options should discuss their intentions with the course provider before making a final choice.

Students wishing to take the option drawn from the M.Sc. in Economics for Development (Development Economics) must apply through the Course Co-ordinator to the Course Director for the MSc in Economics for Development by **Friday, week 6 of Hilary Term**. An application must be accompanied by: a) a copy of the transcript/s of previous degree/s and b) copies of two economics essays. Applicants may be required to sit a qualifying test.

Detailed information on all Options will be posted on Weblearn and a list circulated by email by the Course Co-ordinator, to assist students in their choice. For any specific queries, it is best to contact the convener of the Option course in question.
List of Second-Year Options and Course Providers
(Affiliations are given for staff outside ODID)

Disclaimer: please note that not every option is available each year. There is no guarantee that all of these courses will be offered in 2018-19, and other courses may be made available at a later date. For details of the courses being taught in 2017-18, please contact Rachel Miller or the relevant course convener.

Courses belonging to the M.Phil. in Development Studies:

**Anthropology of Sustainability & Development**
*Course convener: Prof. Laura Rival*
This course builds on the foundational concepts and core methodological tools acquired during the first year Foundation Course in Social Anthropology and applies them to the study of sustainable development core concepts and policies. The course examines attempts by developing governments to integrate environment and development policies at national and regional levels, as well as debates and controversies over development priorities. The ways in which natural environments are represented and ecosystem services constructed will constitute a particular focus for attention within a broader examination of integrated conservation and development policies.

**Contemporary Development Economics**
*Course convener: Dr. Cheryl Doss*
This option will provide a survey of the recent literature on development economics. Students will learn about key insights from the academic literature on development, including materials assessing the effectiveness of different programs and policies aimed at promoting development. The option will also examine the methods and data sources used in contemporary development economics.

**Gender & Development**
*Course convener: Prof. Masooda Bano and Dr. Maria Jaschok*
This option examines key concepts in gender and development relating to: population; land-use and the environment; employment, assets, markets and credit; social issues; civil society; violence and conflict; political organization and theories of power.

**History & Politics of South Asia**
*Course convener: Prof. Nandini Gooptu*
This option examines the political history, political sociology, political institutions and political economy of South Asia (India, Pakistan, Sri Lanka and Bangladesh) since 1947; the state, political institutions, party politics and ‘movement’ politics; conditions for democracy; the politics of gender, class, caste, religion and ethnicity; the evolution of political ideologies; social organisation, culture and identities as they bear on politics; the politics of ‘development’.

**Poverty & Human Development**
*Course convener: Prof. Sabina Alkire*
This option examines human development, seen as the expansion of capabilities or intrinsically valued freedoms, and scrutinizes the instrumental interrelationships between dimensions of poverty. It covers key topics and debates such as ethical foundations of human development; the interconnections between dimensions of poverty; multidimensional measures of poverty and inequality; and agency, empowerment and democratic practice. It explores particular cases in depth and addresses selected policy issues.

**Power & Punishment: Creating Social Order in Africa**
Course convener: Prof. Jocelyn Alexander
This option explores the construction of social order in Africa through the discourses and practices of punishment, broadly defined. It looks at how both states and informal groups defined and policed criminality and deviance, marked differences of race and ethnicity, regulated labour and gender relations, and contested ideas of rights and citizenship. Drawing on the disciplines of history, politics and anthropology, the option explores the establishment of colonial legal codes and their consequences for social order; the criminalisation of politics and the politicisation of punishment; and the visions of order expressed through popular and private efforts to discipline anti-social and criminal activities. The option draws primarily on cases from central and southern Africa.

Technology & Industrialization in Developing Countries
Course convener: Prof. Xiaolan Fu
This course examines technology and industrial development and policy in developing countries and their role in the development process, drawing upon the experience of a wide range of countries, particularly from East Asia and BRICS, to illustrate the analysis. Key topics and debates likely to be covered include industrialisation, economic growth and the industrial policy debate; national innovation systems and role of the state; transfer of technology and role of trade, TNCs and migration; lessons from the East Asian Tigers; indigenous versus foreign innovation efforts and catch-up the BRICS experience; appropriate technology and industrialisation in Africa; bridging the digital divide information technology and development; and technology for inclusive and sustainable development.

The Indian State: From Developmentalism to Liberalisation
Course convener: Prof. Nikita Sud
This option examines the Indian state over the 60-year post-colonial period, tracing the shift from interventionist developmentalism to economic liberalisation. It addresses theoretical debates about the nature and role of the state, and topics such as the grand visions of secularism, developmentalism, modernisation and liberalisation; actors and institutions such as the bureaucracy, political parties, judiciary and middlemen; and practices, policies and politics of the state in relation to big capital, farmers, labour, ‘the poor’ and the environment.

Courses shared with other degrees or offered by other degrees:

Development Economics
From the M.Sc. in Economics for Development, ODID
Course convener: Prof. Doug Gollin
Special requirements: This option requires the agreement of the Course Director of the M.Sc. in Economics for Development, which will normally be given only to students with a first class single-discipline first degree in Economics, and may require a qualifying exam to be taken, to allow time for which applications must be made by email to the Course Co-ordinator by week 6 of Hilary Term.
For details of the content of this course, please see the Course Handbook for the M.Sc. in Economics for Development, which is available from the Course Co-ordinator.

Non-Violent Resistance Movements
From the M.Sc. in Global Governance & Diplomacy, ODID
Course convener: Prof. John Gledhill
Special requirements: None, but places on the course limited to 3 MPhil students only.
This course covers the theory of nonviolent resistance, explanations of social mobilization, repertoires of nonviolent protest, technologies of protest, and transitions from nonviolent resistance into violence. The course draws on a range of relevant case-studies, including resistance during the Arab Spring, the ‘Coloured Revolutions’ (2000-2004), and the fight against Apartheid in South Africa. The aim is to understand the normative foundations of nonviolent resistance and develop an empirical framework for explaining the causes and dynamics of such protests.
Peacebuilding & State-Building
From the M.Sc. in Global Governance & Diplomacy, ODID
Special requirements: None, but places on the course limited to 3 MPhil students only.

This course examines contemporary processes of peacemaking, peacebuilding, and post-conflict statebuilding.

Introduction to Latin American Economies
From the M.Phil./M.Sc. in Latin American Studies, Latin American Centre
Course convener: Prof. Diego Sánchez-Ancochea
Special requirements: Prior knowledge of economics is required; M.Phil. students with limited reading knowledge of Spanish should consult the Course Director of the M.Phil./M.Sc. in Latin American Studies before choosing this Option.

This option covers the main trends in the evolution of Latin American economies in the twentieth century. Themes include export economies, import substituting industrialisation, the impact of external shocks, integration movements, the role of international agencies, and trends in poverty and income distribution.

The Politics of Democracy in Latin America
From the M.Phil./M.Sc. in Latin American Studies, Latin American Centre
Course convener: Dr. Eduardo Posada-Carbo
Special requirements: M.Phil. students should consult the Course Director of the M.Phil./M.Sc. in Latin American Studies before choosing this Option.

This option examines definitions of democracy; the conditions for stable democratic regimes; the breakdown of democratic regimes; transitions from authoritarian regimes; parties and electoral systems; political participation; political ideologies; the role of constitutions in theory and practice; executive-legislative relations; public administration; policy-making in democratic systems; civil-military relations; the international context of democracy.

The Sociology of Latin America
From the M.Phil./M.Sc. in Latin American Studies, Latin American Centre
Course convener: Prof. Leigh Payne
Special requirements: M.Phil. students should consult the Course Director of the M.Phil./M.Sc. in Latin American Studies before choosing this Option.

This course introduces students to sociological concepts and theories as applied to Latin America and the contribution of scholarship on Latin America to the field of sociology. We will explore theories of development, poverty and inequality, nation- and state-building, social movements and mobilization, gender, race and ethnicity, religion, justice and injustice, and violence. Students will be expected to read the course material and participate in class discussions. By introducing advanced research on sociology in Latin America, the seminar prepares students for doctoral research in this area.

The Political Economy of the Middle East and North Africa
Shared with the M.Phil. in Modern Middle Eastern Studies, Oxford Centre for Islamic Studies
Course convener: Dr. Adeel Malik
Special requirements: None.

This course introduces the political economy of the Middle East and North Africa (MENA) using a multidisciplinary approach. It will engage students with the main theoretical and empirical debates on the subject and will cover a range of topics, including a brief economic history of the region; economic growth and fluctuations; the political economy of oil; economic adjustment and reform; state-business relationship in the Middle East; key issues around food, agriculture and water; poverty and human development; labour markets in MENA.
China’s transition to a market society has produced dramatic changes in the lives of its citizens. In this unit we will consider pressing social concerns that confront China in the course of its ongoing reforms and continuing integration into the global community and market place. Using selected problems to explore wider issues of change and inequality across gradients of gender, class, residency, and citizenship designation we consider questions such as: Can peasants and migrants claim a share of the economic growth? What are the wellbeing and stability implications of the fragmentation of China’s urban working class? How do inequalities engendered by rapid social change shape people’s health risks? What are the intended and unintended outcomes of the one-child policy? Can education remedy gender inequalities? What is the digital divide? What form(s) does it take in China?
Procedure for taking Non-ODID (‘external’) Options (i.e. those not listed above)

Students are advised to take options offered through ODID options whenever possible.

Taking options offered as part of other courses can prove difficult. If, in exceptional circumstances, students wish to take non-ODID Options, then the following procedure needs to be followed:

(1) The **student** must first consult his or her course supervisor to discuss the suitability of non-ODID Options. The non-ODID paper should usually 1) be of second year standard from another MPhil (unless it is from a one-year MSc), 2) be taught through a minimum of eight 2-hour seminars or equivalent, and 3) require some form of written work (two or more formative essays usually).

Please note, the Option **must** be examined by a 3-hour written paper in the Trinity Term (of year 2) and the mark must be available to the MPhil Board of Examiners *before* the Final Examiners’ Meeting (usually early in 11th week, Trinity Term). The setting and marking of the non-ODID Option examination should be carried out by the Department offering the course.

(2) The **student** must inform the Course Director (via the Course Co-ordinator) about the non-ODID paper she or he intends to take and submit a copy of the course contents, teaching arrangements, and examination time. Please state whether the non-ODID option is of second year MPhil standard.

(3) The **student** should contact the Course Provider of the non-ODID paper and enquire if she or he is willing to take the student on. The Course Provider needs to agree to allow the student to attend and fully participate in all lectures/classes, and allow the student to do the written assignments (e.g. tutorial essays) and class presentations (if applicable), and to mark these as necessary, and in the same way as other students offering the course. If the Course Provider has questions about forms of payment for hourly tutorial teaching or providing hourly graduate special supervision, students should forward those enquiries to their **Course Supervisor** (if s/he is unable to help, forward the query to the **Course Director**).

(4) If the Course Provider of the non-ODID paper agrees to take on the student, then the student’s **Course Supervisor** needs to contact the Director of Graduate Studies of the relevant department to ensure that the examiners/assessors of their course will be willing to set and mark the exam for the ODID MPhil student in the Trinity term. The **MPhil Development Studies Course Director** may be able to assist with this step. The Director of Graduate Studies or the Course Director of the non-ODID Masters Degree must formally agree to take on our students.

The **student and his/her Course Supervisor** must inform the Course Director once it is confirmed that all concerned with the non-ODID paper have agreed to teach, mark and examine the ODID student. The MPhil Development Studies Teaching Committee must approve the choice of options and teaching and marking arrangements before any arrangements can be finalized. For this to be possible the agreements must be secured and the paperwork completed before **week 6 of Trinity Term** in the first year.

(5) Students and their Course Supervisors are strongly urged to copy Rachel Miller and the Course Director on all emails exchanged with Course Providers and Course Directors/Directors of Graduate Studies.
Provision of formative and summative feedback

As noted above, formative assessment does not contribute to the overall outcome of your degree, but instead has a developmental purpose designed to help you learn more effectively. Summative assessment does contribute to your degree result and is used to evaluate formally the extent to which you have succeeded in meeting the published assessment criteria for your programme of study.

Students take two Foundations courses and a course in Research Methods during their first two terms (Michaelmas and Hilary Terms of the first year). Formative assessment for these courses is carried out by the marking of essays, assignments, mock examinations or group projects. Written feedback is provided as soon as possible on essay, assignment and test performance, and oral feedback on projects, and students are encouraged to discuss points of concern with the markers (usually the course convener or staff who have given lectures on the course).

The M.Phil. includes summative assessment in both years of the course. First, the Core Course is examined by submission of two 5000-word essays (both in Year One). These essays are blind double-marked, and the mean of the two grades forms their final Core Course mark. Feedback of two paragraphs is given for every Core essay. This may be longer where the essay has failed. In these cases, the Board of Examiners provides guidance on re-writing the essay, based on the points raised by the assessors and the External Examiner.

Secondly, the students submit a Research Design Essay in Trinity Term of Year One, as part of their assessment for the Research Methods component of the course. Again, this essay is blind double-marked. Since this essay contains a discussion of students’ fieldwork plans, the Board of Examiners provides feedback to the students’ supervisors, following the comments made by the assessors. Supervisors are asked to discuss the comments with the students.

During Year Two of the course, M.Phil. students submit a 30,000-word thesis, which is blind double-marked. The Board of Examiners will compile a report outlining strengths and weaknesses, using comments from both markers. The report will be given to each student as soon as possible following the Final Examiners’ Meeting, and is usually sent out by email by the Course Co-ordinator.
Examination Organisation

Aides-mémoires are provided on pages 12-14 of this Handbook. They outline the deadlines for examination entry and the timing of examinations. This material is not repeated here. What follows is a basic outline of the examination process.

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors (two senior academics appointed for a one-year term of office and who, during their time in post, are relieved of all normal university activities). The Junior Proctor normally handles matters relating to graduate students and it is to the Proctors that all applications for dispensation, complaints and appeals must be made, with the advice and support of the student’s college.

There are four nominated Examiners for the M.Phil. in Development Studies – three internal to the University and one external. They are usually appointed for three-year terms. Each Examiner covers a different discipline and, in addition, they are assisted by a number of Assessors (markers) so as to ensure that all disciplines and geographical regions included in the degree are covered. In the case of Options where M.Phil. students join another degree course it is the examiners and/or assessors for that degree who act as assessors.

The External Examiner for the M.Phil in Development Studies examinations which will take place over the 2017-18 academic year is Professor Pritam Singh, Department of Accounting, Finance and Economics, Oxford Brookes University. **Students are strictly prohibited from contacting the External Examiner or the internal Examiners directly. If you are unhappy with an aspect of your assessment, you may make a complaint or appeal** (see pp. 72-73).

In any one year, the same M.Phil. Examiners are responsible for both the Qualifying Test and the Final Examination. All written examinations (i.e. excluding the assessed essays and the thesis) take the form of 3-hour papers. Such examinations are usually held in the Examination Schools on the High Street – a nineteenth century building, purpose-built for the holding of examinations.

In the case of our M.Phil., each Foundation course, the Research Methods course and each Option is examined by means of 3-hour papers. Past examination papers are available on the website (http://missun29.offices.ox.ac.uk/pls/oxam/main). Examinations for graduate students generally take place in weeks 7, 8 and 9 of Trinity Term, although the Foundations examinations are held in week 1 of Trinity Term of the first year.

Students are entered for their examinations by their College and should direct any questions about examination entry to the College Office. Details of the examination timetables once finalized can be found at <http://www.ox.ac.uk/students/academic/exams/timetables>.

Further information about examination entry and alternative examination arrangements can be found at http://www.ox.ac.uk/students/academic/exams

**It is important to note that students may occasionally have a morning and an afternoon examination on the same day.**

Candidates for all written examinations are required to wear sub-fusc., i.e. the formal academic style of clothing laid down by University regulations. Please note that students are not permitted to use dictionaries during examinations.

Examinations are written by hand in booklets referred to as ‘scripts’, except where permission to use a word-processor has been granted in advance on grounds of Specific Learning Difficulties, physical disability or illness. Such alternative arrangements should be requested after matriculation and not later than Friday of Week 4 of the term before the examination. In cases where answers to examination
questions are illegible, the candidate is required to dictate their answers confidentially so that they can be typed.

A pass mark must be achieved in each element of the qualifying test and final degree examination. Only students who have achieved a pass mark in the qualifying test, the two Core Essays, the research design essay, and in the paper on Research Methods may proceed to the second year of the course. A candidate who fails one or more of the Foundation Courses and/or Research Methods may be permitted to retake the exam in late September of the first year. If a student fails the exam on a second attempt, he or she is not permitted to continue to the second year. Failure in the two core course essays or research design essay requires that the failed essay or essays must be rewritten, resubmitted and a pass mark achieved before the start of the second year.

Failure in the final examination requires that the examination is retaken in the Trinity Term of the year following. Only one re-sit is permitted. If a candidate fails one or both of the options but passes the thesis (or vice versa), the examiners may permit the student to retake the failed element only, i.e. one or both options or the thesis.

**It cannot be emphasised too strongly that students do fail, and that the Regulations on retaking the examination are rigorously applied.**

Students can be awarded a Distinction in the Final Examination. While the Examiners have some discretion in this, a good guideline is an average mark of 70% with the thesis mark being 70% or above.

The Board of Examiners produce a report on examinations each year to monitor trends and keep a record of students’ performance. The report from the previous Trinity Term is posted on Weblearn during Michaelmas Term, so the report from Trinity Term 2017 will be available to students in Michaelmas Term 2017.

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

The *Examination Regulations* for the MPhil can be found on the website at: [http://www.admin.ox.ac.uk/examregs/](http://www.admin.ox.ac.uk/examregs/)

**Deferring a written examination, essay or thesis**

In exceptional cases such as sudden illness, injury or bereavement, students may apply to defer submitting a piece of assessed written work or sitting a written examination to a later date. In these cases, the student should contact their College as soon as possible to ask them to apply to the Proctors’ Office for a deferral. Please make sure to inform the Course Co-ordinator of any such application.

**Weighting of the components of the M.Phil.**

The final mark for the degree is made up of five marks, weighted as follows:

i) the mean for the core course essays (20%)

ii) the thesis (30%)

iii) the final mark for Research Methods, which is the mean of the mark for the research design essay and that for the examined paper on Research Methods (15%)

iv) the marks for each of the two second-year Option papers (17.5% for each option)
University Awards Framework

The University does not assign credit values for the majority of its awards. The University Awards Framework (UAF) positions the qualifications and awards which the University offers at the appropriate level of the Frameworks for Higher Education Qualifications (FHEQ). The M.Phil. in Development Studies is at the FHEQ level 7.

M.Phil. Prizes

The *Eugene Havas Memorial Prize* is awarded to the student achieving the best overall distinction in the M.Phil.. The *Papiya Ghosh Thesis Prize* is awarded for the best performance in the M.Phil. thesis. These Prizes are usually awarded during the Long Vacation after completion of the course; however, the awards may be delayed if some students’ results remain to be finalized after the Final Examiners’ Meeting. The financial value of the prizes varies from year to year.

Marking Scale for M.Phil. in Development Studies

**Distinction level**

| 80-100 | **Superb work** showing nuanced command of intellectual debates and making a creative contribution to them |
| 75-79 | **Excellent work**, intellectually stimulating and original argument |
| 70-74 | **Fine work** showing powerful analysis and critical engagement with the secondary literature |

**Pass level**

| 65-69 | **Strong pass**: strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation |
| 55-64 | **Good pass**: competent analytical standard with most points developed rather than stated |
| 50-54 | **Pass**: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them |

**Fail**

| 45-49 | **Marginal fail**: inadequate development of points made |
| 0-44 | **Outright fail**: inadequate coverage and inadequate analysis |
Guidance on Writing Core Essays, the Research Design Essay and Theses

Core Essays

You will write two Core Essays, each up to 5,000 words long and one on each of the two aspects of the course: social and development theory; and key themes in development. The weekly reading list accompanying core lectures offers recommendations for essay questions and supervisors. You must choose from within these suggestions for your assignment for each module of the course. Your subject must be approved by your course supervisor (even if the essay is actually supervised by someone else) and by the Course Director, who will check for lack of overlap with your dissertation topic and your other Core Essay topics, and also check that your topic fits the required aspect of the course. Some topics may fit into both aspects of the course; the Course Director and course supervisor will ensure that each topic is correctly classified. Note that while you may focus on one region in both essays, you may not write about only one theme or topic.

Choice of Topic: Your first core essay takes the form of a book review related to the work of one of the major thinkers addressed in the lectures and classes in Michaelmas Term. You are expected to read widely in the secondary literature and to read deeply in the work of the writer you have chosen. This is an exercise in critical and analytical writing through which you should demonstrate a clear understanding of the work in question and of the debates and controversies it has provoked, as well as developing your own view on the ideas in question. For the second essays, your topic will be closely linked to the questions explored in the core course lecture series. The second essay will engage with a major theme in development from an inter-disciplinary or multi-disciplinary perspective, based on the questions provided by the lecturers over the term.

Form of Essay: There is no rigid template for Core Essays. Before you start writing you might like to establish the kind of argument you are going to construct: a debate; a whistle stop tour of a set of issues; a logical argument whose development cannot be understood without an exposition of first principles; a jigsaw puzzle in which disparate pieces have to be fitted; etc. Then, at the start, define your terms, establish the theme, and indicate the method by which you will tackle this theme. At the end of your essay, re-consider the introduction and make sure you have indeed addressed the issues you intended to analyse. Be sure to balance analysis and argument with empirical exposition.

Reading: Read as widely as you can and use your initiative, special interests and skills. If you so wish, you may use the Core Essays to deepen your knowledge of a region of the world. A good essay has a succinct and thorough analysis of the relevant literature (be it theoretical or historical/empirical or both). Try to read from primary sources – it is much better for you than to read secondary reviews or derivative work, though the latter are unavoidable in a subject as big as ours and it may be necessary to trace ideas in later works, different contexts or popularisations.

Analysis: Development Studies is a highly contested subject. Show evidence that you understand controversies associated with your topic and the reasons for them. These controversies may be theoretical or methodological, or related to evidence and its interpretation. You are warmly invited to criticise discourse, concepts, assumptions, logic, evidence, use of policy and politics etc. Pursue arguments to their end, and don’t forget to provide reasons and evidence for the statements you make. Do not plagiarise, and do reference all points of evidence and points of argument due to others. Where appropriate use evidence or choose one or several case studies. While ‘Asia’, ‘Africa’ and ‘Latin America’ are political categories used in the development literature, pause before you leap, and consider whether the region is appropriate for the theory. There may be topics requiring you to problematise the fit of theories – or policies – to the scale of the evidence. Relate the evidence to your theme.

While it is critical to be honest about the attribution of ideas, you are encouraged, to explore your own ideas – do not be too modest about them. Make their ownership clear.
The lecturers for the Core Course are usually drawn from MPhil staff, however, in a few cases, essay supervisors may not be familiar with course requirements. If this is so, please be sure to share the guidelines for Core Essay supervision (available from the Course Co-ordinator in an e-version) with your supervisor for her or his information. The Course Co-ordinator can also supply you with the cover sheet which must accompany the submission of the essay.

The Research Design Essay

The Research Design essay is written in preparation for the second-year thesis and must be relevant to the inter-disciplinary field of Development Studies. A ‘Research Design’ consists of a plan for research and for writing a thesis, including: (a) the specification of a set of research questions or a statement of problems to be analysed, (b) a discussion of relevant existing scholarship and theoretical approaches within an inter-disciplinary framework, (c) an outline of the initial argument or hypotheses, (d) a discussion of case selection and empirical sources and analysis, and (e) an account of how the analysis will bear on or address the research questions posed, or how it will make a contribution to the subject area. The essay should include a bibliography of works cited and a projected schedule of work. It must not exceed 5,000 words, excluding the bibliography and timetable of work.

The following is a suggested structure for a Research Design essay. However, the essay should reflect the focus of your research. In particular, research projects vary in their emphasis (theory, the literature, the methods of gathering data or other primary materials, the methods of analysis, the results of the analysis, etc) so the relative lengths and the order of these sections can vary:

**Introduction:** What is your research question? In your introduction you should state your research question(s) as succinctly and clearly as you can. It is best to try to frame your project around an intellectual problem, paradox or debate. It is helpful to formulate this as a specific question or set of questions that you will answer, rather than a broad topic of interest. The introduction should also include a justification for why this is an important and interesting question to address.

**Literature review:** What is the contribution your research will make to existing knowledge? The research question must be put into the context of the existing literature, both theoretical and topic specific. It may be that the existing literature has a gap (but note that a gap is not enough – it must be an interesting 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 disciplinary approaches, or that the methods used in existing literature should be improved, or that you seek to apply established ideas in a different context or for a different purpose. In this section you need to concisely outline your interpretation of the existing literature and explain how your research project ‘fits’ and will make a contribution: how does your project relate to approaches, ideas and findings in the existing literature and how does it develop these further? Make clear your assumptions and the limits of your topic. The account of existing scholarship and research will necessarily, however, be brief.

**Selection of case, methods and empirical material:** How will you answer your research questions? In this section, you should discuss your case selection (where a case is used), describe the kind of empirical materials that will be necessary for an adequate examination of your research question(s), explain and justify the choice of methods by which such material will be obtained, and discuss how the materials will be analysed.

First, you may want to discuss the selection of cases, events, persons, processes, outcomes, texts, etc. Why have you chosen a specific case or set of cases, a particular data set, or a particular group of interviewees or texts? Second, you should discuss how you will obtain the relevant empirical material. Primary research materials are diverse, including historical or archival documents, data about organisations, bureaucracies and individuals, interviews and observational data whether from
participant observation or non-participant observation, surveys and ethnographies. Existing statistics and survey data are also invaluable sources for some research projects. You should discuss your choice of research methods in some detail (archival research, collecting published documents, interviewing, ethnography, focus groups, participant observation, obtaining large scale datasets, etc), clearly stating why these are the best methods for addressing your research question. Think about practical issues too: are these materials accessible and sufficiently rich?

Third, you should describe how you intend to analyse your research materials. Will you be using statistical analysis (what kind?), discourse analysis, content analysis, constructing historical chronologies or analytic narratives – or, as is often the case in development studies, a combination of one or more of these methods? Be as specific as possible in describing the approach that you will use. Finally, be sure to discuss the advantages and potential limitations of your chosen method(s) and the biases of your sources.

**Conclusion:** Finally, you need to conclude by discussing briefly how the data analysis you propose should bear on your research question in such a way as to make a meaningful contribution to the field you have described in your literature review. In some circumstances, you may also need to discuss the feasibility of the project if there is a particular concern with the availability of data or the sensitivity of the topic. The conclusion should also include a projected **schedule of work** so that the assessors and your supervisor can be satisfied that you have a reasonable prospect of completing the work in the allocated time.

**Bibliography:** Regardless of the referencing method you are using in the text, you should include a complete list of all cited work at the end of your research design.

For students working in the realm of **pure theory**, these general guidelines should be interpreted broadly and more flexibly, given the obvious differences in subject matter. Students must include a general overview of the subject area, and a discussion of the methods which the student intends to use in his or her thesis. In addition, a Research Design essay on a theory topic will usually include one or more of the following elements: i) A literature review and a discussion about a specific topic in political, social or other theory, with some reference to the grounds on which different authors advance different and competing arguments; ii) An intellectual analysis of an author’s methods and/or progression in their writing; iii) Comparison of an author’s methods or a comparison of several authors’ methods on a specific theoretical topic or issue.
Word-count: Penalties for over-length essays

Please see below the scale of penalties to be applied for Core Essays and Research Design Essays for exceeding the word-count of 5000 words.

<table>
<thead>
<tr>
<th>Amount of excess</th>
<th>Penalty to apply</th>
</tr>
</thead>
<tbody>
<tr>
<td>Between 1 and 200 words</td>
<td>1 percentage point</td>
</tr>
<tr>
<td>Between 201 and 400 words</td>
<td>2 percentage points</td>
</tr>
<tr>
<td>Between 401 and 600 words</td>
<td>3 percentage points</td>
</tr>
<tr>
<td>Between 601 and 800 words</td>
<td>4 percentage points</td>
</tr>
<tr>
<td>Between 801 and 1000 words</td>
<td>5 percentage points</td>
</tr>
<tr>
<td>1001 words or more (Exceeds word-count by 20% or more)</td>
<td>Automatic fail</td>
</tr>
</tbody>
</table>

As noted above on pp. 17 and 19, failure to submit an assessed essay at the stipulated time will attract a penalty.
# Theses

## Timetable for writing the M.Phil. thesis

<table>
<thead>
<tr>
<th>Year 1</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>MT</td>
<td>The subject matter of the thesis should be discussed with the course supervisor as early as possible, and no later than Week 8, MT, Year 1.</td>
</tr>
<tr>
<td>Week 4-8 HT</td>
<td>Thesis Preparation Workshops</td>
</tr>
<tr>
<td>Week 8 HT</td>
<td>A one-page outline of the thesis topic, signed by the course supervisor and (if different) the thesis supervisor, to be handed in to the Course Director (via the Course Co-ordinator) for approval by Monday. This outline should indicate not only the subject matter of the thesis but also the method of investigation proposed. Standard forms to be used are available from the Course Co-ordinator.</td>
</tr>
<tr>
<td>Week 9 HT</td>
<td>Thesis title and the name of the thesis supervisor should be agreed by the course supervisor and (if different) the thesis supervisor and submitted to the Course Director (via the Course Co-ordinator) by Monday, Week 9.</td>
</tr>
<tr>
<td>Week 1 of TT</td>
<td>Safety in Fieldwork Workshop.</td>
</tr>
<tr>
<td>Week 2 of TT</td>
<td>Students must complete the Safety in Fieldwork questionnaire, CUREC forms, and travel insurance form and submit these to the Course Co-ordinator.</td>
</tr>
<tr>
<td>Week 8 of TT</td>
<td>Students meet thesis supervisor before going to the field</td>
</tr>
<tr>
<td>Summer</td>
<td>Fieldwork</td>
</tr>
<tr>
<td><strong>Year 2</strong></td>
<td></td>
</tr>
<tr>
<td>Week 1 of MT</td>
<td>Students meet thesis supervisor to report on fieldwork and writing plans</td>
</tr>
<tr>
<td>Week 2 of MT</td>
<td>Thesis workshop</td>
</tr>
<tr>
<td>Week 2 of MT</td>
<td>The examination entry form distributed by the Colleges needs to be completed and returned to the College Secretary of the student’s college by 12 noon on Friday. Students are asked to state on the form the proposed field of the thesis. As students will have been working on their thesis over the previous summer vacation, the topic area should be clearly defined</td>
</tr>
<tr>
<td>Week 1 of HT</td>
<td>The title of the thesis and a brief abstract should be sent to the Course Co-ordinator. Minor adjustments can be made to the title of the thesis with the agreement of the thesis supervisor. <strong>Any significant change must, however, be approved by the Examiners. The deadline to apply for a major change of thesis title is Friday of week 6 of Hilary term.</strong> M.Phil. Examiners will not accept applications after this date.</td>
</tr>
<tr>
<td>Week 1 of TT</td>
<td>Three copies of the thesis must be submitted to the Examination Schools by 12 noon on Friday, two copies with the student’s examination number, and one copy with the author’s name. The precise wording of the Authorship Declaration and title page is provided in the Guidelines for Writing Theses below. The thesis must be accompanied by a report from Turnitin.</td>
</tr>
</tbody>
</table>

As previously noted, the subject matter of the thesis should be discussed with the students’ course supervisor as early as possible, and certainly not later than early in Hilary Term of Year 1. If a separate thesis supervisor is appointed, it is beneficial to involve that person in the discussions as early as possible. In particular, students should make sure that they discuss their summer research – in both intellectual and practical terms – in good time. Prior to leaving Oxford for field work, students must complete the Safety in Fieldwork questionnaire, CUREC forms, and travel insurance form.
Theses submitted for the M.Phil. in previous years which, in the opinion of the examiners, are of a high standard are kept in the Social Sciences Library – ask at the issue desk. It may be useful to take a look at these for intellectual inspiration, style and presentation.

Students are reminded they must state the proposed field of the thesis when entering for their final examinations in Week 1 of Michaelmas Term, Year 2. It is not uncommon for students to find that the title that they submitted on the form does not exactly reflect the thesis content as the work progresses. Minor adjustments can be made to the title of the thesis with the agreement of the thesis supervisor. **Any significant change must, however, be approved by the Examiners. The deadline to apply for a major change of thesis title is Friday of week 6 of Hilary term.** M.Phil. Examiners will not accept applications after this date.

**Choice of Topic**

There is no set model for a thesis – there is a very wide range of possibilities in terms of topics and approaches. The **purpose** is that you should display a capacity to carry out research and analysis in development studies.

The thesis may be theoretical or applied. If you choose an applied topic, then it is essential that you show a good knowledge of relevant theory and that you show how theory and applied work are related. You are encouraged to use quantitative techniques if these are helpful, but the use of other types of evidence is also necessary, and a critical attitude to evidence is encouraged.

Consider existing scholarship and sources carefully. For instance, choosing a topic where there is no established theory or no existing debate may cause difficulties. If you choose a theoretical topic, or make a synthesis of a field of theory or applied work, check with your thesis supervisor that you will be able to add something worthwhile of your own in making the analysis. Theoretical theses are difficult to do well and are not normally advisable save where students have a proven aptitude for theory. If you choose an applied topic, be sure that there is data accessible to you.

For students who would like to move on to a D.Phil. after completing the M.Phil., another issue to consider in choosing a topic is the feasibility of extending it into a D.Phil. thesis. What would you add, or develop further, and how? Not all good M.Phil. thesis topics are extendable, and a switch to a new topic for your D.Phil. may complicate your progression from M.Phil. to D.Phil. status. See further on this below.

**Timing and Length**

Timing is of the essence throughout the production of the thesis. It is essential that a topic and supervisor are identified early on so as to allow adequate preparation for the research (both intellectual and logistical). It is equally essential that a draft of the thesis is produced in good time. Each supervisor is likely to be guiding several theses. If you delay, your supervisor may not have time in which to give you good quality advice and comments, and you may not have time to respond and rewrite. You should have a first draft ready to hand to your thesis supervisor by Week 2 of Hilary Term, Year 2. **If for any reason you do not, it is essential that you agree a new deadline with your supervisor.**

Observing the length limitation is also important. The topic should be one that can be adequately handled within the 30,000-word limit – be sure to keep this constraint in mind from the inception of the thesis in order to avoid the tremendously time-consuming (and painful) process of cutting an overly long thesis down to size. The title page of the copies of the thesis to be sent to examiners should include a word count (see sample page below).
Thesis Preparation: Workshops

Workshops for first year students
Thesis Workshops for First Year students run from Weeks 4 -8 in HT. These are four-hour weekly sessions which have been described above (page 18). The workshops aim to promote a discussion-intensive environment which helps individual students to develop their research ideas, builds peer-group awareness, and promotes feedback from staff and fellow students. The workshops will cover four major areas of concern:

(1) Refining the research question. Students are expected to move from a general ‘topic area’ to an actual researchable question.

(2) Identifying the literature, both theoretical and empirical, relevant to the chosen research topic. It is important to be able not only to identify the relevant literature, but also to set limits so the literature search does not become an endless task.

(3) Choosing methods and identifying sources and relevant case studies. This needs to be an iterative, with methods and cases reflecting the question and the theory, and the question and the theory then responding in turn to the choice of cases. Furthermore, it is important to provide a convincing intellectual justification for the cases, methods, and theories chosen.

(4) Creating an individual research agenda. The final session ties all the above process into the research agenda of individual students.

Workshops for second year students
In week 2 of Michaelmas Term, students are asked to present the findings of their summer research, and the preliminary arguments and conclusions of their thesis in a final workshop. In a series of sessions, students will make brief presentations, followed by discussion and comments from their peers and staff. The aim of the workshops is to disseminate the findings of student research, to facilitate the exchange of ideas, to provide feedback and constructive criticism, and to give students the opportunity to develop their presentation skills.

Powerpoint facilities are available for all workshop presentations. Prior notice must be given to the IT Officer, Hamayun Minhas, if you require other audio-visual equipment.

Thesis Presentation

Grammar, punctuation, and spelling. Students are ultimately responsible for all aspects of thesis presentation, including ensuring that the thesis is written in clear, standard English. While a thesis supervisor may be prepared to help by correcting the worst errors, she or he is under no obligation to do so and no student should assume that the supervisor will take on this function. It is important to allow ample time for editing the thesis. This should include sufficient time for the text to be thoroughly checked and corrections made where necessary.

Typing and binding. The thesis should be typed on A4 size paper, double spaced and on one side of the paper only, with a 1” (3cm) margin on the left hand side. The thesis must be securely and firmly bound in either hard or soft covers. Loose-leaf binding is not acceptable. Oxford print-shops will be familiar with the appropriate types of binding for Masters theses.

Word-count. The thesis must not be more than 30,000 words in length. The word-count applies to the main body of the thesis, footnotes or end-notes included. Bibliography, acknowledgements, thesis title, list of contents, tables, figures, graphs, captions and so on are not to be included in the word-count.

Production. Three typewritten copies are required; two anonymous copies for marking and one Library copy to be retained for deposit in the library if the Examiners consider it to be of sufficient merit. It may be useful for you to have a copy yourself, so please make four copies.
Title page. See attached sample

Chapters/sections. It is useful to divide your thesis into clearly defined chapters or sections. It is also sometimes helpful to sub-divide within each chapter/section. A list of the chapters or sections should be included at the front of the thesis.

Reference citation. The purpose of a bibliography is to enable a reader to find the original book, article or source. The system adopted should thus be clear and consistent. Care should be taken to ensure that it is accurate and that every reference cited in the body of the text appears in the Bibliography. There are a number of citation systems. Some examples are given here by way of illustration; further guidance can be sought from supervisors or the librarian.

When citing references in the text: ‘Hathaway (1964) has shown that pigs can fly’ or ‘It has been argued that pigs can fly (Hathaway, 1964)’. This method cites only the author’s name and year of publication (followed by a page number if the citation is of a specific passage: ‘As Hathaway (1964: 25) insists, “pigs can fly”.’). At the end of the thesis, all sources should be listed in full and alphabetically: Hathaway, J. (1964), Why Pigs Fly, Oxford: Dream Publishers. The titles of journals and books should appear in italics. Don’t forget to punctuate your references. For example:


In-text references are recommended. Do not use footnotes to cite simple references; use them when the list of authors is too long to be included in the text, and include only author names and dates. For instance: (Dalhberg and Bennet 1985; Harrison 1992; Sullivan and Molle 2009), or: Dalhberg and Bennet (1985), Harrison (1992), Sullivan and Molle (2009), and Hall et al (2007b). Footnotes may of course also be used to elaborate – sparingly! – on statements made in the text. It is preferable to use one single list of footnotes for the whole thesis, from 1 to whatever number, rather than starting a new list from 1 for each chapter.

The key to clear referencing is to choose an acceptable style and to apply it with consistency from early on in the writing of the thesis. Correcting faulty citations over the length of a thesis is a time consuming and unpleasant process.

Appendices and Annexes: You need to discuss the inclusion of appendices and annexes with your thesis supervisor. If you are using a great deal of newspaper quotations, unpublished records and reports, and grey literature materials, you may wish to separate those from your main bibliography. You may appendix survey questionnaires, maps, or any other field material you feel relevant.. Lists of interviewees should be included in your bibliographical references rather than in an appendix.

Please note that all materials essential to your argument should be included in the main body of your thesis. It is not compulsory for assessors to read appendices or annexes, and they should be kept to the minimum possible.
Assessment of the Thesis

The Examiners expect a balanced and appropriately referenced piece of work, with a sequence of chapters that present evidence, develop an argument, engage in analysis, and come to a conclusion, all in rigorous academic fashion. It is expected that appropriate use will be made of relevant techniques in the interpretation, analysis, and presentation of data. Students will also be expected to draw on their Research Design Essay and revisit some of the issues raised in the essay when writing their thesis.

The best theses will be worthy of publication; all should show originality and/or competent and creative scholarship.

Examiners will assess the thesis under three broad headings:

1. **Aim and Concept.** Is the aim or concept of the thesis well chosen, and has it been given a sound intellectual and practical context by reference to literature, case studies, etc?

2. **Execution.** Is the research method and design justified? Are the data or other empirical sources and the quantity and quality of effort involved in obtaining and applying source material appropriate? Have the best analytical techniques been used? Is the reasoning clear and the argument logical?

3. **Presentation.** Is the physical presentation (e.g. format, illustrations, references, bibliography, etc.) of an acceptable and consistent standard?

Examiners will come to an overall assessment based on a combination of the above.

Arranging thesis supervision, approval of thesis topic, and field work preparation

Students should discuss the topic of their thesis with their course supervisors in the first instance. If the topic is not in the course supervisor’s area of expertise, the student should approach other members of ODID academic staff or senior members in other relevant University departments. This should only be done after consulting (and with the consent of) the course supervisor; course supervisors may directly refer students to thesis supervisors. While approaching various potential thesis supervisors, students must ensure that their course supervisor is kept informed at every stage. The thesis topic cannot be approved if a suitable supervisor is not found within the University.

With regard to funding for summer field-work, ODID has limited funds. Please enquire with Dominique Attala as early as possible, and no later than the end of Hilary Term. Fieldwork costs tend to range between approximately £700 and £5,000 depending on things like the fieldwork site(s), the cost of travel, the in-country expenses such as accommodation, whether the student needs to pay a research assistant. If you have limited funds, you should take this into consideration when choosing your thesis topic.

The deadline for the submission of all forms related to the thesis is week 2 of Trinity term, year one. The CUREC (research ethics) form, together with the Safety in Fieldwork and Travel Insurance forms, are available to download from ODID’s Weblearn pages. Please use the electronic versions, since the forms may be updated during the academic year. The thesis outline form can be obtained electronically from the Course Co-ordinator. It is essential that the thesis topic, supervision arrangements and summer research plans are all finalised in advance of the completion of the forms. Some matters, such as language training (for which contact the University’s Language Laboratory), require lengthy forward planning. Meeting the week 2 deadline is also important in order to ensure that any safety, insurance and ethical difficulties can be addressed and resolved at an early stage.
(1) Each student is required to submit a thesis outline form to the Course Co-ordinator, Rachel Miller. The form should contain an outline of the proposed thesis in not more than 300 words. Both the course supervisor and the thesis supervisor must sign this form before it is handed in to the course director. Where a separate thesis supervisor is not appointed, the course supervisor should sign twice. All students must meet the week 2 deadline unless the course director approves an extension, which is usually only possible in exceptional circumstances such as illness.

(2) At the same time as submitting the thesis outline form, students must submit the Safety in Fieldwork form to Rachel Miller for the attention of the ODID Director of Graduate Studies. The Director of Graduate Studies is responsible for approving research topics from the perspective of health and safety. Not all topics are approved, especially in the case of research projects based in regions in which there are FCO travel restrictions.

Please take the time to read carefully the guidance notes and information on safety on Weblearn at <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/safety/page/resources>. It is also essential that you approach the University’s Occupational Health Service (see www.admin.ox.ac.uk/ouhs/) a few months before your proposed field-trip for information and advice on immunisation.

(3) In order to be covered by the University’s travel insurance scheme for research purposes, students must fill in the application form for travel insurance and submit it to Rachel Miller.

(4) Finally, students must complete the CUREC form on research ethics (please see further below on ethics and for detailed instructions on filling out the form), and submit it to his or her thesis supervisor by the end of week 2. Please ask your thesis supervisor to forward the form to Rachel Miller. In approving the thesis topic, ethical issues must be shown to have been satisfactorily addressed.

Only after all the above forms have been received and approved can the student’s thesis topic be formally approved by the Course Director.

During the summer, students should stay in regular contact with their thesis supervisor and, in particular, consult carefully regarding any major change of plans or any significant change in the subject or focus of the thesis. Students and their thesis supervisors should have a clear and shared understanding of how and how often students may contact supervisors during the long vacation; generally speaking, students should be in contact with their supervisors every two weeks or so.
Title of Thesis

Thesis submitted in partial fulfilment of the requirements for the Degree of Master of Philosophy in Development Studies at the University of Oxford

by

Examination number

OXFORD DEPARTMENT OF INTERNATIONAL DEVELOPMENT
QUEEN ELIZABETH HOUSE
OXFORD UNIVERSITY

Word Count: [NB. Do not insert Acknowledgements for help given in the preparation of the thesis in the Examiners' copies]
Title of Thesis

Thesis submitted in partial fulfilment of the requirements for the Degree of Master of Philosophy in Development Studies

by

Candidate's Name

OXFORD DEPARTMENT OF INTERNATIONAL DEVELOPMENT
QUEEN ELIZABETH HOUSE
OXFORD UNIVERSITY

CANDIDATE'S COLLEGE
MONTH/YEAR

[Insert Acknowledgements for help given in the preparation of the thesis in the Library Copy only]
Research Ethics and CUREC Forms

Queen Elizabeth House has adopted the following *Ethical Guidelines for Good Research Practice.*¹ The guidelines contain general provisions for good practice applicable to the conduct of research in the field of Development Studies. Though they should be interpreted in light of the demands and circumstances of individual research projects, the guidelines should broadly govern all research conducted under the auspices of ODID.

All researchers must also receive formal approval for their research by completing the University’s CUREC (Central University Research Ethics Committee) forms. Instructions regarding the completion of the forms follow the guidelines below.

**Ethical Guidelines for Good Research Practice**

Research in the field of Development Studies occurs in many places around the world, often in countries which are not the ‘home’ of the researcher. Such studies occur within a variety of economic, cultural, legal and political settings. As professionals and as citizens, researchers need to consider the effects of their involvement with, and consequences of their work for, the individuals and groups among whom they do their fieldwork (their research participants or ‘subjects’); their colleagues, and collaborating researchers; sponsors, funders, employers and gatekeepers; their own and host governments; and other interest groups and the wider society in the countries in which they work.

Researchers are increasingly faced with competing duties, obligations and conflicts of interest, and the need to make implicit or explicit choices between values and between the interests of different individuals and groups. Ethical and legal dilemmas can occur at all stages of research - in the selection of topic, area or population, choice of sponsor and source of funding, in negotiating access, making ‘research bargains’ during fieldwork, in the interpretation and analysis of results, and in the publication of findings and the disposal of data. Researchers have a responsibility to anticipate problems and insofar as is possible to resolve them without harming the research participants or the scholarly community. They should do their utmost to ensure that they leave a research field in a state which permits future access by other researchers. As scholars committed to the pursuit of knowledge and the public disclosure of findings, they should strive to maintain integrity in the conduct of their research.

To these ends Queen Elizabeth House has adopted the following set of ethical guidelines to which individual researchers should subscribe. They aim to alert researchers to issues that raise ethical concerns and to potential problems and conflicts of interests that might arise in the research process. They are intended to provide a practical framework for scholars to make informed decisions about their own behaviour and involvement, and to help them communicate their professional positions more clearly to the other parties involved in, or affected by, their research activities.

I. Relations With and Responsibilities Towards Research Participants

The association of researchers with the people among whom they carry out research entails personal and moral relationships, trust and reciprocity between the researcher and research participants; it also entails a recognition of power differentials between them.

*(1) Protecting research participants and honouring trust:* Researchers should endeavour to protect the physical, social and psychological well-being of those whom they study and to respect their rights, interests, sensitivities and privacy:

¹ These are adapted with permission from the ethical guidelines of the Association of Social Anthropologists of the Commonwealth.
(a) Most researchers in Development Studies would maintain that their paramount obligation is to their research participants and that when there is conflict, the interests and rights of those studied should come first;

(b) Under some research conditions, particularly those involving contract research, it may not be possible fully to guarantee research participants' interests. In such cases researchers would be well advised to consider in advance whether they should pursue that particular piece of research.

(2) **Anticipating harms:** Researchers should be sensitive to the possible consequences of their work and should endeavour to guard against predictably harmful effects. Consent from subjects does not absolve researchers from their obligation to protect research participants as far as possible against the potentially harmful effects of research:

(a) The researcher should try to minimise disturbances both to subjects themselves and to the subjects' relationships with their environment. Even though research participants may be immediately protected by the device of anonymity, the researcher should try to anticipate the long-term effects on individuals or groups as a result of the research;

(b) Researchers may sometimes be better placed than (at the least, some of) their informants to anticipate the possible repercussions of their research both for the immediate participants and for other members of the research population or the wider society. In certain political contexts, some groups, for example, religious or ethnic minorities, may be particularly vulnerable and it may be necessary to withhold data from publication or even to refrain from studying them at all.

(3) **Avoiding undue intrusion:** Researchers should be aware of the intrusive potential of some of their enquiries and methods:

(a) Like other social researchers, researchers in Development Studies have no special entitlement to study all phenomena; and the advancement of knowledge and the pursuit of information are not in themselves sufficient justifications for overriding the values and ignoring the interests of those studied;

(b) Researchers should be aware that for research participants becoming the subject of scholarly description and interpretations can be a welcome experience, but it can also be a disturbing one. In many of the social scientific enquiries that have caused controversy this has not arisen because participants have suffered any actual harm, directly or indirectly. Rather, the concern has resulted from participants' feelings of having suffered an intrusion into private and personal domains, or of having been wronged (for example, by having been caused to acquire self-knowledge which they did not seek or want).

(4) **Negotiating informed consent:** Following the precedent set by the Nuremberg Trials and the constitutional laws of many countries, inquiries involving human subjects should be based on the freely given informed consent of subjects. The principle of informed consent expresses the belief in the need for truthful and respectful exchanges between social researchers and the people whom they study.

(a) Negotiating consent entails communicating information likely to be material to a person's willingness to participate, such as: - the purpose(s) of the study, and the anticipated consequences of the research; the identity of funders and sponsors; the anticipated uses of the data; possible benefits of the study and possible harm or discomfort that might affect participants; issues relating to data storage and security; and the degree of anonymity and confidentiality which may be afforded to informants and subjects.
(b) Conditions which constitute an absence of consent: consent made after the research is completed is not meaningful consent at all. Further, the persons studied must have the legal capacity to give consent. Where subjects are legally compelled (e.g., by their employer or government) to participate in a piece of research, consent cannot be said to have been meaningfully given by subjects, and researchers are advised not to pursue that piece of work.

(c) Consent in research is a process, not a one-off event, and may require renegotiation over time; it is an issue to which the scholar should return periodically.

(d) When technical data-gathering devices such as audio/visual recorders and photographic records are being used those studied should be made aware of the capacities of such devices and be free to reject their use.

(e) When information is being collected from proxies, care should be taken not to infringe the 'private space' of the subject or the relationship between subject and proxy; and if there are indications that the person concerned would object to certain information being disclosed, such information should not be sought by proxy;

(f) The long period over which researchers can make use of their data and the possibility that unforeseen uses or theoretical interests may arise in the future may need to be conveyed to participants, as should any likelihood that the data may be shared (in some form) with other colleagues or be made available to sponsors, funders or other interested parties, or deposited in archives.

(5) Rights to confidentiality and anonymity: Informants and other research participants should have the right to remain anonymous and to have their rights to privacy and confidentiality respected. However, privacy and confidentiality present particularly difficult problems given the cultural and legal variations between societies and the various ways in which the real interests or research role of the scholar may not fully be realised by some or all of participants or may even become "invisible" over time:

(a) Care should be taken not to infringe uninvited upon the 'private space' (as locally defined) of an individual or group;

(b) As far as is possible researchers should anticipate potential threats to confidentiality and anonymity. They should consider whether it is necessary to record certain information at all; should take appropriate measures relating to the storage and security of records during and after fieldwork; and should use where appropriate such means as the removal of identifiers, the use of pseudonyms and other technical solutions to the problems of privacy in field records and in oral and written forms of data dissemination (whether or not this is enjoined by law or administrative regulation);

(c) Researchers should endeavour to anticipate problems likely to compromise anonymity; but they should make clear to participants that it may not be possible in field notes and other records or publications totally to conceal identities, and that the anonymity afforded or promised to individuals, families or other groups may also be unintentionally compromised. A particular configuration of attributes can frequently identify an individual beyond reasonable doubt; and it is particularly difficult to disguise, say, office-holders, organizations, public agencies, ethnic groups, religious denominations or other collectivities without so distorting the data as to compromise scholarly accuracy and integrity;

(d) If guarantees of privacy and confidentiality are made, they must be honoured unless there are clear and over-riding ethical reasons not to do so. Confidential information must be treated as such even when it enjoys no legal protection or privilege, and other people who have access to the data should be made aware of their obligations likewise; but participants should be made
aware that it is rarely, if at all, legally possible to ensure total confidentiality or to protect the privacy of records;

(e) Similarly the measures taken by other researchers to maintain the anonymity of their research field and participants.

(6) **Fair return for assistance:** There should be no economic exploitation of individual informants, translators and research participants; fair return should be made for their help and services should be respected.

(7) **Participants’ intellectual property rights:** It should be recognised that research participants have contractual and/or legal, interests and rights in data, recordings and publications, although rights will vary according to agreements and legal jurisdiction.

(a) It is the obligation of the interviewer to inform the interviewee of their rights under any copyright or data protection laws of the country where research takes place, and the interviewer must indicate beforehand any uses to which the interview is likely to be put (e.g., research, educational use, publication, broadcasting etc).

(b) Under the UK Copyright Act (1988), researchers making audio or video recordings must obtain ‘copyright clearance’ from interviewees if recordings are to be publicly broadcast or deposited in public archives. Any restrictions on use (e.g., time period) or other conditions (e.g., preservation of anonymity) which the interviewee requires should be recorded in writing. This is best done at the time of the interview, using a standard form. Retrospective clearance is often time-consuming or impossible where the interviewee is deceased or has moved away.

(c) Interviewers should clarify before interviewing the extent to which subjects are allowed to see transcripts of interviews and fieldnotes and to alter the content, withdraw statements, to provide additional information or to add glosses on interpretations.

(d) Clarification must also be given to subjects regarding the degree to which they will be consulted prior to publication.

(8) **Participants’ involvement in research:** As far as is possible researchers should try and involve the people being studied in the planning and execution of research projects, and they should recognize that their obligations to the participants or the host community may not end (indeed should not end, many would argue) with the completion of their fieldwork or research project.

II. Relations With and Responsibilities Towards Sponsors, Funders and Employers

Researchers should attempt to ensure that sponsors, funders and employers appreciate the obligations that they have not only to them, but also to research participants, and to professional colleagues.

(1) **Clarifying roles, rights and obligations:** Researchers should clarify in advance the respective roles, rights and obligations of sponsor, funder, employer and researcher:

(a) They should be careful not to promise or imply acceptance of conditions which would be contrary to professional ethics or competing commitments. Where conflicts seem likely, they should refer sponsors or other interested parties to the relevant portions of the professional guidelines;

(b) Those who work in non-academic settings should be particularly aware of likely constraints on research and publication and of the potentiality for conflict between the aims of the employer, funder or sponsor and the interests of the people studied;
Where some or all of the research participants are also acting as sponsors and/or funders of the research the potential for conflict between their different roles and interests should be made clear to them.

(2) Obligations to sponsors, funders and employers: Researchers should recognise their general and specific obligations to sponsors, funders and employers whether these are contractually defined or are only the subject of informal, and often unwritten, agreements. In particular:

(a) They should be honest about their qualifications and expertise, the limitations, advantages and disadvantages of their methods and data, and they should acknowledge the necessity for discretion with confidential information provided by sponsors and employers;

(b) They should not conceal personal or other factors which might affect the satisfactory conduct or completion of the proposed research project or contract.

(3) Negotiating 'research space': Researchers should be careful to clarify, preferably in advance of signing contracts or starting their research, matters relating to their professional domain and to control over the research project and its products:

(a) Researchers are entitled to full disclosure of the sources of funds, personnel, aims of the institution, the purpose(s) of the research project and the disposition of research results;

(b) They are entitled to expect from a sponsor, funder or employer a respect for their professional expertise and for the integrity of the data, whether or not these obligations are incorporated in formal contracts. Even when contractual obligations may necessitate the guarding of privileged information, the methods and procedures that have been utilised to produce the published data should not be kept confidential;

(c) They should pay particular attention to matters such as: - their ability to protect the rights and interests of research participants; their ability to make all ethical decisions in their research; and their (and other parties') rights in data collected, in publications, copyright and royalties.

(4) Relations with gatekeepers: Where access to subjects is controlled by a national or local 'gatekeeper', researchers should not devolve their responsibilities onto the gatekeeper. Whilst respecting gatekeepers' legitimate interests, researchers should adhere to the principle of obtaining informed consent directly from subjects once access has been gained. They should be wary of inadvertently disturbing the relationship between subjects and gatekeepers since that will continue long after the researcher has left the field.

III. Relations With, and Responsibilities Towards, Colleagues and the Discipline
Scholars derive their status and certain privileges of access to research participants and to data not only by virtue of their personal standing but also by virtue of their professional citizenship. In acknowledging membership of a wider intellectual community researchers owe various obligations to that community and can expect consideration from it.

(1) Individual responsibility: Researchers bear responsibility for the good reputation of social science research and its practitioners. In considering their methods, procedures, content and reporting of their enquiries, behaviour in the field and relations with research participants and field assistants they should therefore try to ensure that their activities will not jeopardize future research.

(2) Conflicts of interest and consideration for colleagues: It should be recognised that there may be conflicts of interest (professional and political) between researchers from other countries and local researchers:
(a) Consideration for and consultation with researchers who have worked or are working in the proposed research setting is advisable and is also a professional courtesy.

(b) In cross-national research, consideration should be given to the interests of local scholars and researchers, to the problems that may result from matters such as the disparities in resources available to visiting researcher, and to problems of equity in collaboration. As far as is possible and practicable, visiting scholars should try and involve local scholars in their research activities but should be alert to the potential for harm that such collaboration might entail in some contexts.

(3) **Sharing research materials**: Researchers should give consideration to ways in which research data and findings can be shared with colleagues and with research participants:

(a) Research findings, publications and, where feasible, data should be made available in the country where the research took place. If necessary, it should be translated into the national or local language. Researchers should be alert, though, to the harm to research participants, collaborators and local colleagues that might arise from total or even partial disclosure of raw or processed data or from revelations of their involvement in the research project;

(b) Where the sharing with colleagues of raw, or even processed, data or their (voluntary or obligatory) deposition in data archives or libraries is envisaged, care should be taken not to breach privacy and guarantees of confidentiality and anonymity, and appropriate safeguards should be devised.

(4) **Collaborative and team research**: In some cases scholars will need to collaborate with researchers in other disciplines, as well as with research and field assistants, clerical staff, students etcetera. In such cases they should make clear their own ethical and professional obligations and similarly take account of the ethical principles of their collaborators. Care should be taken to clarify roles, rights and obligations of team members in relation to matters such as the division of labour, responsibilities, access to and rights in data and fieldnotes, publication, co-authorship, professional liability, etcetera.

(5) **Responsibilities towards research students and field assistants**: Academic supervisors and project directors should ensure that students and assistants are aware of the ethical guidelines and should discuss with them potential (as well as actual) problems which may arise during fieldwork or writing-up.

IV. Relations With Own and Host Governments

Researchers should be honest and candid in their relations with their own and host governments.

(1) **Conditions of access**: Researchers should seek assurance that they will not be required to compromise their professional and scholarly responsibilities as a condition of being granted research access.

(2) **Cross-national research**: Research conducted outside one's own country raises special ethical and political issues, relating to personal and national disparities in wealth, power, the legal status of the researcher, political interest and national political systems:

(a) Development studies researchers should bear in mind the differences between the civil and legal, and often the financial, position of national and foreign researchers and scholars;

(b) They should be aware that irresponsible actions by a researcher or research team may jeopardise access to a research setting or even to a whole country for other researchers.
(3) **Open research:** Scholars owe a responsibility to their colleagues around the world not to use their role as a cover for clandestine research or activities.

(4) **Legal and administrative constraints:** Researchers should note that there may be a number of national laws or administrative regulations which may affect the conduct of their research, matters pertaining to data dissemination and storage, publication, rights of research subjects, of sponsors and employers, etcetera. They should also remember that, save in a very few exceptional circumstances, social research data are not privileged under law and may be subject to legal subpoena. Such laws vary by jurisdiction. Some which may have consequences for research and publication in the U.K. are, for example, the Data Protection Act, law of confidence, Race Relations Act, defamation law, law of contract, and the Official Secrets Act; in the U.S.A. particularly important are the federal regulations governing human subjects' research, the Privacy Act, the Freedom of Information Act and the Copyright Act.

**V. Responsibilities to the Wider Society**

Researchers also have responsibilities towards other members of the public and wider society. They depend upon the confidence of the public and they should in their work attempt to promote and preserve such confidence without exaggerating the accuracy or explanatory power of their findings.

(1) **Widening the scope of social research:** Researchers should use the possibilities open to them to extend the scope of social inquiry, and to communicate their findings, for the benefit of the widest possible community. Scholars are most likely to avoid restrictions being placed on their work when they are able to stipulate in advance the issues over which they should maintain control; the greatest problems seem to emerge when such issues remain unresolved until the data are collected or the findings emerge.

(2) **Considering conflicting interests:** Social inquiry is predicated on the belief that greater access to well-founded information will serve rather than threaten the interests of society:

   (a) Nonetheless, in planning all phases of an inquiry, from design to presentation of findings, researchers should also consider the likely consequences for the wider society, groups within it, and possible future research, as well as for members of the research population not directly involved in the study and the immediate research participants;

   (b) That information can be misconstrued or misused is not in itself a convincing argument against its collection and dissemination. All information is subject to misuse; and no information is devoid of possible harm to one interest or another. Individuals may be harmed by their participation in social inquiries, or group interests may be harmed by certain findings. Researchers are usually not in a position to prevent action based on their findings; but they should, however, attempt to pre-empt likely misinterpretations and to counteract them when they occur.

(3) **Maintaining professional and scholarly integrity:** Research can never be entirely objective - the selection of topics may reflect a bias in favour of certain cultural or personal values; the employment base of the researcher, the source of funding a various other factors may impose certain priorities, obligations and prohibitions - but scholars should strive for objectivity and be open about known barriers to its achievement:

   (a) Researchers should not engage or collude in selecting methods designed to produce misleading results, or in misrepresenting findings by commission or omission;

   (b) When it is likely that research findings will bear upon public policy and opinion researchers should be careful to state the significant limitations on their findings and interpretations.
Epilogue

The reputation of Development Studies research will inevitably depend less on what professional bodies assert about their ethical norms than on the conduct of individual researchers. These guidelines are aimed at helping researchers to reach an equitable and satisfactory resolution of their dilemmas. This statement of ideals does not impose a rigid set of rules backed by institutional sanctions, given the variations in both individuals' moral precepts and the conditions under which they work. Guidelines cannot resolve difficulties in a vacuum nor allocate greater priority to one of the principles than another. Instead, they are aimed at educating researchers, sensitizing them to the potential sources of ethical conflict and dilemmas that may arise in research, scholarship and professional practice, at being informative and descriptive rather than authoritarian or prescriptive. They aim to ensure that where a departure from the principles is contemplated or where the privileging of one group or interested party or parties is deemed situationally or legally necessary, the researcher's decisions should be based on foresight and informed deliberation.

Ethical Review Procedures for Research in the Social Sciences

ALL University of Oxford research projects involving human participants or personal data, conducted by Oxford students or staff (including academic and research staff) require research ethics scrutiny and approval before the research starts.

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

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

• What you need to do
Under the University's policy, ethical approval must be obtained before a research project begins.
  1. Complete a CUREC 1A checklist. If this shows a CUREC 2 form is required, complete this too.
2. Obtain signatures (or email confirmation) from your department, including your supervisor's signature.

3. Send the signed checklist to Dominique Attala.

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

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

Research Ethics Approval Procedures for M.Phil. Students

M.Phil. students should apply for research ethics approval in Trinity term of their first year. An early start is recommended as these are complex, time-consuming forms requiring a wealth of signatures.

There are two forms to be completed: CUREC 1a and CUREC 2. All students must complete CUREC 1a. CUREC 2 need only be completed under certain circumstances specified in the CUREC 1a form. (These are cases where there are complex ethical issues, such as recruitment of people whose ability to give free and informed consent is in question, risk to participants of criminal prosecution or use of deception methodology.) Forms may be downloaded from the CUREC website: <http://www.admin.ox.ac.uk/curec/>. Please see also the Departmental Weblearn page: <https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/ethics> for further guidance on research ethics and the CUREC forms.

1. The CUREC 1a form and (only if necessary) the CUREC 2 form should be filled in by students and their thesis supervisors and signed by both.

2. Students should submit the completed forms to Rachel Miller no later than Friday of Week 2, Trinity term (earlier is preferable). She will pass the forms on to the M.Phil. Course Director for approval.

3. The forms are sent to a member of the Departmental Ethic Review Committee for review. They will often return the forms to students for clarification. If there are any other problems with the forms, the Course Director or Director of Graduate Studies will discuss the relevant issues with the student and supervisor in order to reach a satisfactory resolution. In the unlikely event that no departmental resolution is possible, the forms will be forwarded to the Interdisciplinary Research Ethics Committee.

4. From the submission of the forms to their approval in straightforward cases, the process should be completed in 4 weeks.

Filling in the CUREC forms will take some time, effort and thought. Please consult the information on Weblearn: https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/ethics by clicking on ‘Resources’ on the left-hand menu.
Fieldwork Safety and Training

Fieldwork

Many students will, as part of their course, be required to undertake fieldwork. Fieldwork is considered as any research activity contributing to your academic studies, and approved by your department, which is carried out away from the University premises. This can be overseas or within the UK. Students will need to consider the cost of undertaking their planned fieldwork as well as matters of safety and welfare.

The safety and welfare of its students is paramount to the University. This includes fieldwork and there are a number of procedures that you must follow when preparing for and carrying out fieldwork.

Preparation

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

Training

Safety in Fieldwork Training, organized by the department at the end of week 1, Trinity Term, is compulsory for all students. Even if you are familiar with where you are going there may be risks associated with what you are doing.

Departmental course (run annually):

- Short basic fieldwork safety awareness session covering personal safety, sexual harassment, and planning tips.

DTC courses (run termly)

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

Safety Office courses (run termly)

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

- **DTC courses:** [https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1afc61604698/page/2832334d-a036-49dc-a296-b79a103cebf5?toolstate-9dc8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023](https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1afc61604698/page/2832334d-a036-49dc-a296-b79a103cebf5?toolstate-9dc8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023)

- **Safety Office courses:** [http://www.admin.ox.ac.uk/safety/safetytraining/trainsubj/fieldwork/](http://www.admin.ox.ac.uk/safety/safetytraining/trainsubj/fieldwork/)

- **University insurance**
  [http://www.admin.ox.ac.uk/finance/insurance/travel/howtoarrangeinsurance-staffstudentsresearchersandvolunteers](http://www.admin.ox.ac.uk/finance/insurance/travel/howtoarrangeinsurance-staffstudentsresearchersandvolunteers)

- **University Policies:**
  [http://www.admin.ox.ac.uk/safety/policy-statements/](http://www.admin.ox.ac.uk/safety/policy-statements/)

- **Travel clinic:**
  [http://www.admin.ox.ac.uk/uohs/at-work/travel/#d.en.1963](http://www.admin.ox.ac.uk/uohs/at-work/travel/#d.en.1963)

- **FCO country information:**
  [https://www.gov.uk/foreign-travel-advice](https://www.gov.uk/foreign-travel-advice)

- **Women travellers:**

Addition to EPSC Notes of Guidance on Examinations & Assessment: Plagiarism

Good Practice in Citation, and the Avoidance of Plagiarism

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

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

1. 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.
2. 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.

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

(The Proctors’ and Assessor’s Memorandum http://www.admin.ox.ac.uk/proctors/pam/index.shtml)

To avoid plagiarism, it is important for all students within individual subject areas to be aware of, and to follow, good practice in the use of sources and making appropriate reference. You will need to exercise judgement in determining when reference is required, and when material may be taken to be so much a part of the ‘general knowledge’ of your particular subject that formal citation would not be expected. The basis on which such judgements are made is likely to vary slightly between subject areas, as may also the style and format of making references. Your supervisor will be in the best position to advise you on such matters; in addition, these may be covered, along with other aspects of academic writing, in your induction.

By following good practice in your subject area you should develop a rigorous approach to academic referencing, and avoid inadvertent plagiarism. Cases of apparently deliberate plagiarism, while happily infrequent in the University, are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors.

All students taking the M.Phil. must read the information provided by the University online about avoiding plagiarism at the following website address: <https://weblearn.ox.ac.uk/portal/hierarchy/skills/plag>, and take the first online tutorial on avoiding plagiarism (Avoiding Plagiarism 1). On completing the course, you must print out the certificate of completion and submit it to the Course Co-ordinator.

Further information can be found on the University’s website: http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism
Self-Plagiarism

Students should be aware that self-plagiarism is not permitted. Students should not repeat material from one examined element of the course in another piece of work that they have submitted for assessment. It is however acceptable for students to use material contained in their Research Design Essay in the final version of the thesis they submit for their M Phil; and material from their Master’s thesis may partly overlap with their doctoral work. A signed declaration should be included on the cover sheet submitted with all coursework, Core Essays, Research Design Essays and theses, that the work is the student’s own, and has not previously been submitted for assessment, either at Oxford or another institution. A specimen copy of this declaration is shown overleaf.

Turnitin

In order to prevent cases of plagiarism, all students are required to submit an electronic copy of each piece of assessed written work (the three Core Essays, the Research Design Essay and the thesis) to the online screening programme Turnitin. Information on this programme can be found here: <www.admin.ox.ac.uk/proctors/examinations.shtml> (see the sections on ‘Electronic screening for plagiarism’ and ‘Use of Turnitin’). Please note that work submitted to Turnitin should be identified by your candidate number only. Your name should not appear anywhere in the documents submitted.

You will be asked during the Induction Week to read a hard copy of the notice ‘Use of Turnitin’ and to sign a form certifying that you agree to submit all assessed written work (Core Essays, Research Design Essay and thesis) for screening as described above.
Third party proof-readers

Students have authorial responsibility for the written work they produce. Proof-reading represents the final stage of producing a piece of academic writing. Students are strongly encouraged to proof-read their own work, as this is an essential skill in the academic writing process. However, for longer pieces of work it is considered acceptable for students to seek the help of a third party for proof-reading. Such third parties can be professional proof-readers, fellow students, friends or family members. This policy does not apply to the supervisory relationship, nor in the case where proof-reading assistance is approved as a reasonable adjustment for disability.

The default position is that the guidance outlined below applies to all assessed written work where the word limit is 10,000 words or greater. However, departments and faculties may opt to specify that, for certain assessments, students should not be allowed any proof-reading assistance, if the purpose of the assessment is to determine students’ abilities in linguistic areas such as grammar or syntax. In this case, the rubric for the assessment should state clearly that no proof-reading assistance is permitted. The use of third party proof-readers is not permitted for work where the word limit is fewer than 10,000 words.

What a proof-reader may and may not do.

Within the context of students’ written work, to proof-read is to check for, identify and suggest corrections for errors in text. In no cases should a proof-reader make material changes to a student’s writing (that is, check or amend ideas, arguments or structure), since to do so is to compromise the authorship of the work.

A proof-reader may

• Identify typographical, spelling and punctuation errors;
• Identify formatting and layout errors and inconsistencies (e.g. page numbers, font size, line spacing, headers and footers);
• Identify grammatical and syntactical errors and anomalies or ambiguities in phrasing;
• Identify minor formatting errors in referencing (for consistency and order);
• Identify errors in the labelling of diagrams, charts or figures;
• Identify lexical repetition or omissions.

A proof-reader may not

• Add to content in any way;
• Check or correct facts, data calculations, formulae or equations;
• Rewrite content where meaning is ambiguous;
• Alter argument or logic where faulty;
• Re-arrange or re-order paragraphs to enhance structure or argument;
• Implement or significantly alter a referencing system;
• Re-label diagrams, charts or figures;
• Reduce content so as to comply with a specified word limit;
• Translate any part of the work into English.

Authorial responsibility

Students have overall authorial responsibility for their work and should choose whether they wish to accept the proof-reader’s advice. A third party proof-reader should mark up the student’s work with suggested changes which the student may then choose to accept or reject.
Failure to adhere to these guidelines could constitute a breach of academic integrity and contravene the Proctors' Disciplinary Regulations for Candidates in Examination (http://www.admin.ox.ac.uk/statutes/regulations/288-072.shtml). It is therefore the student’s responsibility to provide the proof-reader with a copy of this policy statement.
M Phil in Development Studies

DECLARATION OF AUTHORSHIP

Name (in capitals): 
Candidate number: 
College (in capitals): 
Supervisor(s) of thesis/essay: 
Title of thesis/essay [delete as appropriate] (in capitals): 

Word count: _________

There is extensive information and guidance on academic good practice and plagiarism on the University website: http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism. You must read all information contained here, and complete the on-line plagiarism course.

Please tick to confirm the following:

I have read and understood the University’s disciplinary regulations concerning conduct in examinations and, in particular, the regulations on plagiarism (The University Student Handbook Section 8.8; available at https://www.ox.ac.uk/students/academic/student-handbook).

I have read and understood the Education Committee’s information and guidance on academic good practice and plagiarism at https://www.ox.ac.uk/students/academic/guidance/skills?wssl=1.

The [thesis/essay] I am submitting is entirely my own work except where otherwise indicated.

It has not been submitted, either partially or in full, either for this Honour School or qualification or for another Honour School or qualification of this University (except where the Special Regulations for the subject permit this)*, or for a qualification at any other institution.

I have clearly indicated the presence of all material I have quoted from other sources, including any diagrams, charts, tables or graphs.

I have clearly indicated the presence of all paraphrased material with appropriate references.

I have acknowledged appropriately any assistance I have received in addition to that provided by my supervisor.

I have not copied from the work of any other candidate.

I have not used the services of any agency providing specimen, model or ghostwritten work in the preparation of this thesis/essay. (See also section 2.4 of Statute XI on University Discipline under which members of the University are prohibited from providing material of this nature for candidates in examinations at this University or elsewhere: http://www.admin.ox.ac.uk/statutes/352-051a.shtml).

I agree to retain an electronic copy of this work until the publication of my final examination result, except where submission in hand-written format is permitted.

I agree to make any such electronic copy available to the examiners should it be necessary to confirm my word count or to check for plagiarism.

Candidate’s signature: 
Date: .........................

* Where a dissertation/thesis builds upon preparatory work previously submitted (such as a Research Design Essay or Research Proposal etc.), this is permissible.
Funding Opportunities for M.Phil. in Development Studies Students

Clarendon:
- **Deadline** is January.
- **Eligibility**: Students starting a new course. This may be useful if you plan to continue to D.Phil. status after completing the M.Phil.
- **Application**: via Graduate Admissions and Funding <http://www.ox.ac.uk/admissions/postgraduate_courses/fees_and_funding/index.html>.
- **Type of funding**: Covers University and College fees. Sometimes the panel decides to award maintenance as well.
- **Number of years funded**: course length.

ESRC:
- The ESRC deadline is January.
- **Eligibility**: Home/EU students (M.Phil. 2+2). Students must be transferring directly to D.Phil. status after completing the M.Phil.

Please note, Clarendon and ESRC scholarships are decided before entry to the course. If you are interested in applying for a scholarship to assist you in continuing to D.Phil. status after completing the M.Phil., you will need to indicate this on your D.Phil. application form.

ODID Travel Fund (M.Phil.):
- **Application**: Application forms sent out by the Department during early Hilary term, to be returned before the end of Hilary term.
- **Eligibility**: M.Phil. 1st years only.
- **Type of funding**: varied amounts for summer fieldwork, but c. £700.
- Decisions made during Trinity term and confirmed on completion of fieldwork forms for insurance.

Please also see the University’s Fees and Funding pages <www.ox.ac.uk/feesandfunding/> for advice on funding available to on-course graduate students. The University Gazette often also has details of prizes and other sources of money. The website Research Professional may also be of assistance.
Opportunities for skills training and development

A wide range of information and training materials are available to help you develop your academic skills – including time management, research and library skills, referencing, revision skills and academic writing – through the Oxford Students website http://www.ox.ac.uk/students/academic/guidance/skills.

Students should discuss suitable skills requirements with their supervisors.

Absence and illness

If you are ill or otherwise unable to attend departmental classes or lectures, please contact your course supervisor and the conveners of the courses you will not be attending.

Every college has their own system of support for students, please refer to your College Handbook or website for more information on who to contact and what support is available through your college.

Details of the wide range of sources of support that are available more widely in the University are available from the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

Graduation from the M.Phil.

Graduation ceremonies are arranged via your College, rather than by the Department. However, please do notify the Course Co-ordinator, if you are planning to book a graduation date at the end of July of your second year (directly after completing the course).

Please do not book graduation ceremonies earlier than the end of July of your second year, since this may not leave enough time for marks to be processed and published.

Transcripts

You will receive a copy of your final transcript for the M.Phil. automatically after your results have been published. It will be sent to the home address you list on your Student Self-Service page.

If you need further copies, they can be purchased online via the Student Gateway. Please see the webpage <http://www.ox.ac.uk/students/graduation/transcripts/> for details.
Progression from M.Phil. to D.Phil. Status

Progression from the M.Phil. is ODID’s preferred mode of entry into the D.Phil. in International Development, and has provided ODID with many excellent research students. Successful progression requires good advance planning and a good understanding of the admissions process. The process of transferring from M.Phil. to D.Phil. status is described in great detail below. However, given the importance of this decision and the complexity of the process involved, second year students may wish to hold a special information-sharing meeting with relevant staff at the end of MT or at the beginning of HT. Please contact your Class Representatives who will inform the Course Director of your wish to attend a special meeting.

Advance planning for the D.Phil.

Students who are intending to apply to progress to the D.Phil. at the end of their M.Phil. should from quite early in their first year on the M.Phil. give thought to the following three issues.

1. **Choice of thesis topic**. As mentioned earlier in this booklet, it is vital that the topic of the M.Phil. thesis be one that can readily be extended into a D.Phil. thesis. ODID will not normally allow the progression of students who wish to switch to a different topic and thus cannot incorporate work done for their M.Phil. theses into their D.Phil. theses, since this causes unacceptable delays in completing the D.Phil.. There are many ways in which an M.Phil. thesis might be extended, depending on its topic – for example, by making comparisons with another country or region, or doing complementary research in the same country at a different level (regional rather than local, or national rather than regional), or using other methods, sources or data to generate more evidence on the same issue. The key is to think about this aspect of the research from the outset.

2. **Appropriate supervisor**. Choice of thesis supervisor is even more important if a student intends to progress to a D.Phil. – and this point can also have important implications for the choice of topic. Most academics can provide good supervision for an M.Phil. thesis in their broad area of expertise, but D.Phil. research is of a higher standard and tends to be more successful and more enjoyable if the thesis is closely related to the supervisor’s own current research. The supervisor can then provide more specialised and higher-quality advice, and is also likely to take a keener interest in the student’s research. Consultation on topics with potential supervisors is always essential. It is also desirable to choose a supervisor who does not have too many other students and so is able to give enough time to each of them: a survey recently showed that frequency of contact with the supervisor is the single most important determinant of the perceived quality of a doctoral student’s experience at Oxford. The supervisor must be a permanent or long-term contractual member of ODID’s academic staff, though staff from other departments or on short-term contracts can be co-supervisors. Always check availability: supervisors may be unable to take on additional students or they may be going on leave in any given year. Please note that you need to have obtained the agreement of a member of ODID’s academic staff to act as your doctoral supervisor before beginning the application process.

3. **Adequate financing**. Progressing to a D.Phil. requires at least two additional years of full fees (assuming there is no break between the M.Phil. and the D.Phil.), and continuation fees for any subsequent terms. Also there will be two to three more years of maintenance costs, including the extra costs of fieldwork, which adds up to a lot of money. It is crucial to develop an advance plan for financing these expenses. Formally, the financial plan is assessed by the student’s college, but the guarantees made in it are regarded as binding by ODID. We encourage students to undertake some teaching and research assistantship, but as part of their professional development rather than as a major income source. We expect them to make use of the sources specified in the financial plans provided to their colleges, and we do not allow them to undertake large amounts of paid work or in other ways to interrupt or delay their studies on grounds of insufficient funding (unless they can prove that for reasons outside their control funding that was originally guaranteed has ceased to be available).
The D.Phil. admissions process

University rules permit students already registered for an M.Phil. to seek admission to study for a D.Phil. in the same broad field (other applicants, including those who graduated earlier from the M.Phil., must apply for admission as Probationary Research Students).

1. Applications should preferably be made in early January (of the second year of the M.Phil.) and this is the deadline for those applying for scholarships (Clarendon and ESRC). Otherwise you should apply no later than March (of the second year of the M.Phil.). Applications should be submitted to the Graduate Admissions Office. Please ask the Graduate Student Administrator for the exact dates within these months, as it will change each year. Please note that these deadlines are for the D.Phil. in International Development - if you are intending to apply to a different department, you should contact that department for their deadlines.

They should be made on the pre-populated form which can be accessed from the OSS Student Self Service. Students usually aim to remain in their present college, which gives them priority for admission. The form should include:

(a) A provisional thesis title

(b) A research proposal explaining the intended contribution of the thesis to knowledge. It should indicate the relationship of the topic to existing literature, the main research question or hypothesis, the proposed source of data (describing the fieldwork or statistics), and the method by which these data will be used to answer the question or test the hypothesis. The outline must be produced in consultation with the prospective supervisor. Also include a provisional timetable for carrying out the work. Successful applicants will need to show convincingly that they could produce a doctoral dissertation of high quality within a fairly short period – two years plus up to a year of additional fieldwork – after completing the M.Phil.. It is important to explain how the M.Phil. thesis will be incorporated and developed into the D.Phil. thesis. If the proposed D.Phil. thesis does not build on the M.Phil. thesis, the application may be rejected. There is a guide to writing research proposals on the D.Phil. page of the Departmental website: <http://www.qeh.ox.ac.uk/content/dphil-international-development>.

(c) An indication of how the period of doctoral study will be financed (please refer to item 3 above).

2. In addition, the student should submit:

(a) Three confidential references to the Graduate Admissions Office, either at the same time as submitting the form, or they can be sent later as long as they arrive by the deadline date noted in item 1. These references should be from: the student’s current M.Phil. thesis supervisor, discussing the applicant’s suitability for doctoral study; the member of ODID’s academic staff who has agreed to supervise the D.Phil., confirming that they will do this and will be in Oxford during the proposed period of study (or will be able to carry out their supervisory duties satisfactorily while out of Oxford), and evaluating the applicant’s research proposal; and one other academic with knowledge of your work.

(b) two separate pieces of written work

(c) transcripts of previous higher education

(d) a curriculum vitae

3. ODID's D.Phil. Admissions Committee will evaluate the application and supporting letters to determine whether the topic and method are appropriate to the inter-disciplinary field of Development
Studies. If not, and if the applicant so wishes, she or he will forward the application to a more appropriate Department of the University.

4. The ODID D.Phil. Admissions Committee, which consists of the Admissions Tutor, the Director of Doctoral Research and the Director of Graduate Studies, considers all applications which are complete by the deadline dates. For applicants in ODID, the Committee has access to the records of their progress to date on the M.Phil.. The Committee can also ask for more information or invite candidates for interview. After applications for each deadline have been considered, applicants are notified by letter of the outcome: rejection, deferral to a later field, or an offer of a place, usually subject to certain conditions being met.

5. For all applicants from the M.Phil., a strict condition of admission is that a student must pass all elements of the final examination with acceptably high marks. The Committee has discretion to decide, but ‘acceptable’ is likely to mean an overall grade of at least 67% over the five elements of the M.Phil. final examination (thesis, two options, research techniques and core course) and a distinction (70% or more) on the thesis. In addition, the M.Phil. examiners are asked to recommend, on the basis of the assessors’ reports on the thesis, whether or not students should be allowed to progress to the D.Phil..

6. Applicants will be informed of the final decision as soon as possible after the announcement of the results of the M.Phil. examinations in Trinity Term.
3. DEGREE ADMINISTRATION
Degree Administration

Three topics are covered in the context of degree administration: the main points of contact for students; feedback and consultation; and complaints and academic appeals.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in section d) complaints and appeals.

a) Main contacts
There are eight main contact points for students:

i) Course Supervisor
ii) Essay Supervisor/Thesis Supervisor
iii) Course Director
iv) Director of Graduate Studies
v) Tutor for Admissions
vi) Course Co-ordinator
vii) Graduate Student Administrator
viii) College Adviser

i) Course Supervisor
On arrival at the beginning of Michaelmas Term each student is allocated a course supervisor. This is done by the Course Director in consultation with the Director of Graduate Studies. The supervisor is expected to be in regular contact with the students allocated to her or him and to guide and advise them through the first year of study. This means, at a minimum, meetings at the beginning and end of each term. In year one, students may receive supervision from other academic staff for essays and so it is not essential to ensure an overlap of academic interest between the individual student and the course supervisor, though every effort is made to match interests. In year two, the thesis supervisor automatically takes on the role of course supervisor, except when the supervisor is external to ODID. In such cases, the student retains his or her year one course supervisor.

During ODID’s Induction Week, time is allocated for students to meet with course supervisors. If for any reason this proves impossible, then it is imperative that this situation be rectified in the first week of term. Students should notify the Course Director as soon as possible if they fail to make contact with their supervisor. It is important for students to reach an agreement with their course supervisor on the frequency of formal contact, both during term time and during the breaks. It is also a good idea to find out how supervisors prefer to be contacted: by phone, in person, by e-mail, or by a note in their pigeon hole. Most supervisors will have weekly office hours during which it is possible to drop in.

Please note that students may approach members of staff other than their supervisor to discuss aspects of their work on an informal basis.

If sufficient reason exists, the Development Studies Graduate Studies Committee can change the supervisor at any time at the request of the supervisor or the student, or for due to administrative necessity. Requests for a change of supervisor should be made to the Course Director.

The Memorandum of Guidance reproduced below outlines the responsibilities of the student, the course supervisor and the Department. It is not the intention that it should be followed slavishly but rather that it should provide a framework within which a dynamic and constructive relationship can develop.
Memorandum of Guidance for M.Phil. Students and their Course Supervisors

Responsibilities of the student

1. The student must accept his or her obligation to act as a responsible member of the University’s academic community.

2. The student should take ultimate responsibility for his or her work programme and endeavour to develop an appropriate working pattern, including an agreed and professional relationship with the supervisor(s). The student should discuss with the supervisor the type of guidance and comment which he or she finds most helpful, and agree a schedule of meetings.

3. She or he should make appropriate use of the teaching and learning facilities available within the University.

4. It is the student’s responsibility to seek out and follow the regulations relevant to her or his course, including faculty/departmental handbooks/notes of guidance, and to seek clarification from supervisors and elsewhere if this is necessary.

5. The student should not hesitate to take the initiative in raising problems or difficulties, however elementary they may seem. She or he should ensure that any problems regarding the course are drawn to the attention of the supervisor so that appropriate guidance may be offered.

6. The student should seek to maintain progress in accordance with the plan of work agreed with the supervisor, in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor will want to keep a record of all formal, scheduled meetings. They may well want to agree a record of what has been discussed and decided.

7. The student should recognise that a supervisor has many competing demands on her or his time. The student should hand in work in good time to the supervisor and give adequate notice of unscheduled meetings. The need for adequate notice also applies to requests for references from the supervisor.

8. The student should be aware that the provision of constructive criticism is central to a satisfactory supervisory relationship, and should always seek a full assessment of the strengths and weaknesses of her or his work.

9. If the student feels that there are good grounds for contemplating a change of supervision arrangements, this should first be discussed with the supervisor or, if this seems difficult, with the Course Director, the Director of Graduate Studies, or the college adviser.

10. Where problems arise, it is essential that a student gives full weight to any guidance and corrective action proposed by the supervisor.

11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, including the Core assessed essays, the end of year examinations and the presentation of a thesis. Students whose first language is not English should take advice on this.
12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.

13. The student should ensure that he or she allows adequate time for writing up the thesis and other assessed work, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

14. The M.Phil. is a full-time taught course and students are not expected to hold any employment while enrolled on the course. However, in some circumstances, and with the expressed approval of the Course Supervisor, students could undertake not more than four hours of paid work per week.

Responsibilities of the course supervisor
1. In considering an invitation to supervise an M.Phil. student, the supervisor must recognise and accept the responsibilities both to the student and to the Development Studies Graduate Studies Committee implicit in the supervisory relationship.

2. The supervisor is required to make an appointment for a meeting with the new student not later than the first week of Full Term. Two formal meetings per term, one at the start and one at the end, are considered a minimum level of contact.

3. The supervisor is responsible for giving early advice about the nature of the course and the standard expected. In a general sense, the supervisor is also responsible for advising the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary). The supervisor should identify with the student any subject-specific skills necessary for the course. The supervisor may find it helpful to draw the attention of the student to the course guidebook which contains much practical information on aspects of the course, including deadlines.

4. Where a student wishes, in addition to contact with his or her supervisor, to have limited consultation with one or two other academics the supervisor should try to identify such colleagues and to arrange for an approach to them by the student.

5. The supervisor should give guidance and advice on the choice of topic for each of the Core Course Essays.

6. Particular attention should be given to the selection and refinement of a thesis topic, and the supervisor should discuss this with the student no later than the end of MT of Year 1. Where appropriate the supervisor may arrange for another member of staff to act as thesis supervisor. Where the thesis is likely to involve statistical analysis or tabulation of numerical results, the supervisor or thesis supervisor, as appropriate, should arrange for the student to obtain advice at an early stage about the design of any field research or the collection and storage of data, and about its subsequent analysis.

8. The supervisor should meet with the student regularly (at least two times per term). Times should be fixed to ensure that a busy supervisor does not inadvertently find that meetings are less frequent than the student would like, and to give sufficient time for the student to discuss the work and for the supervisor to check that deadlines etc are being met. Informal day-to-day contact should not be seen as a substitute for formal meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor may request written work as appropriate, and should return such work with constructive criticism and in reasonable time.

9. The supervisor should tell the student from time to time how well, in the supervisor’s opinion, their work is progressing, and try to ensure that the student feels properly directed and able to
communicate with the supervisor. It is essential that when problems arise, corrective action is clearly identified and full guidance and assistance given to the student.

10. The supervisor is required to report online on the student’s work three times a year, using the GSS system, once at the end of each term. Each report should state the nature and extent of contact with the student, and, if there has been none, state why this is so. The report should also make clear whether the student is making satisfactory progress and, in this regard, the supervisor should bear in mind, and where appropriate report on, comments made by essay markers, special supervisors and the thesis supervisor. Reports should record any marks received over the course of the term. The DGS, the Course Director and the Teaching Committee should be informed, with the student’s consent, of personal problems of a kind that affect the student’s performance.

11. The supervisor should not be absent on leave unless appropriate temporary supervision has been arranged for the student.

12. Where a supervisor operates as a co-supervisor, it is important to clarify the responsibilities of each supervisor and to co-ordinate advice and guidance.

Responsibilities of the Department
1. The Department should provide information about:

   (i) any induction provided on a departmental basis;

   (ii) welfare arrangements within the University, e.g. the Counselling Service, Student Hardship and Access funds, the provisions for support offered by the Proctors and the Assessor, arrangements for dealing with issues of harassment;

   (iii) any general transferable skills from which the student is likely to profit during the course, and the available provision at departmental, faculty and university level.

2. The Department should ensure that there is appropriate monitoring of a student’s work and progress and that reports are submitted on a termly basis in accordance with the University’s requirements.

(Adapted from the University’s Memorandum of Guidance for Research Students and their Supervisors.)

Safety and Health
Supervisors of all students should consider carefully the safety implications of their students’ research, particularly in relation to any field research undertaken in the context of thesis preparation. Students undertaking field work should be adequately insured. They should be informed of the Department’s insurance cover. Supervisors should also ensure that their students are made aware that in the event of injury to other persons as a result of their negligence the student could be subject to civil claims for damages. For their part, students must carry out field research with proper regard to good health and safety practices. Supervisors and students should be aware of the need for adequate health insurance and health precautions when travelling abroad.
M.Phil. students undertaking fieldwork abroad are required to complete a Safety in Fieldwork questionnaire and travel insurance application before departure. Forms can be downloaded from ODID’s Weblearn pages.

ii) Essay/Thesis Supervisor

In consultation with the course supervisor, students may be supervised for particular essays or for their thesis by another member of academic staff from within or outside ODID. Where the supervisor is from outside ODID, guidelines on the role of the Core Essay supervisor (see below) should be obtained from the Course Co-ordinator and given to the supervisor. The Core Essay supervisor should discuss the topic with the student, offer advice on readings, discuss an outline of the proposed essay, and provide comments on a draft. The draft essay must be delivered to the supervisor two weeks before the deadline for the submission of the essay, and should ideally be returned within a week.

The thesis supervisor should discuss the thesis topic with the student, offer advice on readings and on methodological approaches, supervise the Research Design Essay, provide guidance in the completion of the research ethics and other forms that precede field work, discuss the field work findings, offer advice on writing up, and read a draft of the thesis. The draft thesis should be delivered to the supervisor in week 2 of Hilary term (or later ONLY by mutual agreement), and should be returned within a month. Thesis supervisors should meet students a minimum of two times per term. It is important to discuss the frequency of meetings and expectations regarding supervision early on, and to establish the best means of communication.

The student has the responsibility of submitting written work (draft Core Essays, draft Research Design Essay, or draft thesis) in good time to enable the essay or thesis supervisor to give comments and feedback. The student is ultimately responsible for ensuring that deadlines are met, and for the quality of the work produced.

In addition, the Course Co-ordinator can provide a Memorandum of Guidance for M.Phil. Research Design Essay and Thesis Supervisors giving the details above. Please email her if you need a copy.

iii) Course Director

The Course Director is in overall charge of the administrative organization of the degree. Much of this work does not impinge directly on the students. The Course Director chairs the Teaching Committee which deals with such matters as the organisation and content of teaching, liaison with the library, equipment and timetabling. This Committee meets in Weeks 3 and 8 of each term. The topics of each Core Essay as well as the thesis topic must be approved by the Course Director. S/he also organises feedback meetings.

iv) Director of Graduate Studies

The Director of Graduate Studies (DGS) for Michaelmas Term 2017 is Prof. Jörg Friedrichs; Prof Cathryn Costello will take over from Hilary Term 2018 onwards. As mentioned above, course supervisors are required to write a report each term on the progress of the students in their care. Copies of these reports are sent to the University Offices and to the student’s college. The DGS, along with the Course Director, reviews these reports and follows up any which suggest that a student’s performance is giving cause for concern.

The ODID Graduate Studies Committee meets twice each term and is chaired by the DGS. This Committee deals with admissions for the M.Phil. and the MSc in Forced Migration, as well as research students. All matters of a formal regulatory nature to do with the administration of the degrees covered by the Committee are first discussed there before being forwarded for further consideration to the Social Sciences Divisional Board and its committees, as appropriate. The Committee also discusses policy
papers relating to teaching and research which come down for comment from the University’s Educational Policy and Standards Committee.

v) Tutor for Admissions
The function of this post is to oversee the admissions procedures in ODID for students applying to the M.Phil. course, and also those wishing to come to Oxford as Probationer Research Students in the fields of development studies and forced migration. If an M.Phil. student thinks that she or he might like to remain in Oxford to pursue a research degree in development studies, as a first step they should discuss the issues involved with the Tutor for Admissions, Prof. Pramila Krishnan. They are also welcome to consult the Course Director for Post-Graduate Research, who is in overall charge of the ODID D.Phil. programme.

vi) Course Co-ordinator
The Course Co-ordinator, Rachel Miller, is an invaluable source of information and advice. She is available to answer students’ queries on Mondays, Tuesdays, Thursdays and Fridays (she is out of the office on Wednesdays). She should be your first port of call for any procedural queries – if she does not know the answer immediately she will know where to direct you. The Course Co-ordinator is the custodian of various forms which are issued to students during the running of the course and, very importantly, is the contact point for handing in Core course essays and the Year 2 options forms. The Course Co-ordinator is responsible for maintaining students’ records and liaises closely with the Course Director. Rachel Miller’s email address is: rachel.miller@qeh.ox.ac.uk; her office is in room 20:24.

vii) Graduate Student Administrator
The Graduate Student Administrator is Dominique Attala who deals with admissions for the doctoral programme. The GSA also keeps the records of all Research Students in Development Studies and takes care of the administration of this area in conjunction with the Graduate Studies Office. Her advice should be sought if an M.Phil. student wishes to move on to a research degree after completing the M.Phil.. Dominique Attala’s email address is: dominique.attala@qeh.ox.ac.uk; her office is also in room 20:24.

viii) College Adviser
As well as the support offered by the Department, every graduate student at Oxford has a College Adviser, who is an academic member of his or her College, usually a Fellow.

The role of the College Adviser is additional and complementary to that provided in the student’s department or faculty. The College Adviser is not expected to perform the role of the Course Supervisor, or to be responsible for directing students’ academic work. Rather, the intention is to provide a focal point for an individual student’s relationship with the College, and general academic or pastoral advice and assistance throughout the student’s course of study.
b) Suspension of Status

In cases of serious illness, bereavement or other unforeseen emergency, students occasionally apply for a suspension from the M.Phil., known as a ‘suspension of status’. The Department will usually consider granting a suspension of status for three terms (one academic year), but the suspension can be extended if necessary for a further three terms, giving a maximum suspension of six terms (two academic years).

Students who are granted a suspension are usually expected to return to the course at the point at which they left (a student suspending at the beginning of Hilary Term 2016 would be expected to rejoin the course at the beginning of Hilary Term 2017).

Suspensions of status are granted by the Proctors’ Office, and any student seeking to suspend should first approach their College for assistance, as well as informing their supervisor, the Course Director and the Course Co-ordinator.

c) Feedback and Consultation

Class Representatives

Each year students nominate from among their number two class representatives. The representatives act as a channel for the class to convey their collective views to the Course Director. If appropriate, the representatives can request and convene a class meeting – known as the Joint Consultative Committee – with the Course Director. The representatives are invited to attend meetings of the Teaching Committee for the M.Phil., usually held in weeks 3 and 8 of each term. The class representatives should be nominated as soon as possible in Michaelmas term, and the Course Co-ordinator and Course Director should be informed of the choice. A list of the names of the representatives for all courses can be found on Weblearn:

https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/mphil/page/resources

Personal Feedback

In addition to having class representatives, all students are encouraged to make suggestions for changes and improvements directly to teachers, supervisors and to the Course Director at any time throughout the course. Specifically in relation to lectures, seminars and classes, students are encouraged to complete and return feedback forms (anonymously) to the lecturers concerned or to the Course Director or Course Co-ordinator. Copies of this form are kept by the Course Co-ordinator; they may also be distributed by course convenors. Reports on feedback forms are made each term to the Teaching Committee. Where there are difficulties it is essential that they are brought to the attention of relevant staff as early as possible so that action can be taken.

After the end of each year of the course, students are also required to complete a feedback form covering the whole year, or in the case of second-year students, the course in its entirety. This provides the chance to present feedback on wider issues such as or example the structure of the course.

Feedback on Library Resources

Suggestions for additions to the SSL collection of readings in development studies are always welcome! They can be made through the class representative or directly to the Library staff.
Other

Students on full-time and part-time matriculated courses are surveyed once per year on all aspects of their course (learning, living, pastoral support, college) through the Student Barometer. Previous results can be viewed by students, staff and general public at www.ox.ac.uk/students/life/feedback. The results are reported to the Teaching Committee for consideration on a yearly basis.

d) Complaints and Academic Appeals

UNIVERSITY OF OXFORD
Complaints and academic appeals within the Oxford Department of International Development

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly.

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

2. Nothing in the University’s complaints procedure precludes an informal discussion with the person immediately responsible for the issue that you wish to complain about (and who may not be one of the individuals identified below). This is often the simplest way to achieve a satisfactory resolution.

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

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

Complaints

5. If your concern or complaint relates to teaching or other provision made by the faculty/department, then you should raise it with the Chair of the Teaching Committee (Dr. Cheryl Doss) or with the Director of Graduate Studies as appropriate. Within the faculty/department the officer concerned will attempt to resolve your concern/complaint informally.

6. If you are dissatisfied with the outcome, then you may take your concern further by making a formal complaint to the University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors’ webpage: (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlihgcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statues/regulations/247-062.shtml).
7. If your concern or complaint relates to teaching or other provision made by your college, then you should raise it either with your tutor or with one of the college officers, Senior Tutor, Tutor for Graduates (as appropriate). Your college will also be able to explain how to take your complaint further if you are dissatisfied with the outcome of its consideration.

Academic appeals

8. An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

9. For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

10. For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors.

11. As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors’ webpage: (www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlihgcomplaints), the Student Handbook (www.admin.ox.ac.uk/proctors/info/pam) and the relevant Council regulations (www.admin.ox.ac.uk/statues/regulations/247-062.shtml).

Please remember in connection with all the academic appeals 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 you contact your examiners or assessors directly.
POLICY ON THE RECORDING OF LECTURES AND OTHER FORMAL TEACHING SESSIONS BY STUDENTS

1. The University recognises that there are a number of reasons why students might wish to record lectures or other formal teaching sessions (such as seminars and classes) in order to support their learning. The University also recognises that in most cases copyright in lectures resides with the University or with the academic responsible for the lecture or formal teaching session, and that academics and students may have concerns about privacy and data protection. This policy sets out the circumstances in which such recordings may take place; the respective roles and responsibilities of those involved in such recordings; and the implications of breaches of this policy.

2. For the purposes of this policy, the term 'recording' refers to any audio or visual recording of a lecture or other formal teaching session, made with any type of audio or visual recorder.

Permission to record a lecture or other formal teaching session

3. Students who have been given permission to record lectures or other formal teaching sessions as a reasonable adjustment on disability-related grounds do not need to ask for permission to record from individual academics. Students who believe they have disability-related grounds for recording should contact the University’s Disability Advisory Service (http://www.ox.ac.uk/students/welfare/disability/study or disability@admin.ox.ac.uk) for further information on the process for obtaining such permission.

4. Students may request permission to record any lectures or other formal teaching sessions. All such requests should be made in writing (including by email) prior to the lecture course or equivalent, to the academic responsible. Subject to paragraph 3 above, the decision on whether to grant permission is at the discretion of the academic. Students may only record lectures where the academic responsible for the session has given their consent prior to the start of the lecture in writing (e.g. by email), and recordings of lectures may not be made by students unless this consent has been given. Retrospective requests are not permissible under this policy and covert recording of lectures will be treated as a disciplinary offence.

5. Students granted permission in writing to record a formal teaching session other than a lecture should ask the session leader to check at the start of the session that there are no objections from others present to a recording being made.

6. Where recordings are made available routinely by departments and faculties, students may not make personal recordings unless they have been given permission to record as a reasonable adjustment.

Use of recordings

7. Recordings of lectures or other formal teaching sessions may only be made for the personal and private use of the student.

8. Students may not:

(a) pass such recordings to any other person (except for the purposes of transcription, in which case they can be passed to one person only);

(b) publish such recordings in any form (this includes, but is not limited to, the internet and hard copy publication).

9. Students may store recordings of lectures for the duration of their programme of study. Once they have completed the programme of study, students should destroy all recordings of lectures or other formal teaching sessions.
Implementation

10. Where a student breaches this policy, the University will regard this as a disciplinary offence. All such breaches will be dealt with in accordance with Statute XI (http://www.admin.ox.ac.uk/statutes/352-051a.shtml)
4. DEGREE LEGISLATION AND OTHER DOCUMENTATION
**Degree Legislation**

In addition to the General Regulations that govern all degrees of Master of Philosophy, specific regulations for each degree also apply.

The regulations for the M.Phil. in Development Studies can be found on the following webpage: [http://www.admin.ox.ac.uk/examregs/](http://www.admin.ox.ac.uk/examregs/), as well as in the University of Oxford Examination Regulations (also known as the Grey Book).

Further details of the regulations applying to the M.Phil. in Development Studies are to be found in the M.Phil. Examination Conventions. These are the formal record of the specific assessment standards for the course. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on marking scales, marking and classification criteria, scaling of marks, progression, resits, penalties for late submission, and penalties for over-length work.

The definitive document will be published on the Department of International Development Weblearn site after the start of Michaelmas Term and accessed with your single-sign-on password.
FORMAL DEGREE REGULATIONS

For formal regulations, and information on course requirements, examinations, thesis submission, supervision and other issues, ALL STUDENTS MUST CONSULT the following in the University of Oxford, Examination Regulations:

- Suspension, removal, reinstatement of graduate students from the Register, etc.
- Information on examinations:
  - Examination entry
  - Special Examination Needs
  - Illness and other urgent issues affecting examinations
  - Religious festivals affecting examinations
  - Dictation of papers, use of calculators, word-processors, dictionaries, etc.
- Withdrawal and non-appearance at examinations
- Exceeding word-limits and late submissions

Hard copies of the regulations should be available in college libraries. However the most up-to-date version of the regulations are published online at http://www.admin.ox.ac.uk/examregs/. The on-line version of the Examination Regulations is the printed version plus any changes that have been subsequently approved and published in the University Gazette: http://www.ox.ac.uk/gazette/. There is normally a short time between Gazette publication of changes and their appearance in the online version.

OTHER IMPORTANT SOURCES OF INFORMATION

Notes of Guidance for Graduate Taught Courses, and Notes of Guidance on Examination and Assessment, issued by the University’s Education Committee (EC), at http://www.admin.ox.ac.uk/epsc/guidance/index.shtml.

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

All course materials (lecture lists, reading lists, course handbooks, etc) are now held on “WebLearn” (https://weblearn.ox.ac.uk/portal). In order to access the site you will require a username and password. Your username is your Oxford Username (i.e. the same as your Webmail username/password); see Webauth <https://webauth.ox.ac.uk/> for more details about University of Oxford Authentication.

Lecture Lists for Development Studies and other related Departments like Politics and IR, Anthropology and Economics, published every term, contain listings of all lectures and classes. Lecture Lists are available at libraries, in colleges and on “Weblearn” (Lecture List for Development Studies).

Official University forms are available online at <http://www.admin.ox.ac.uk/gso/forms/>.

Past Examination papers are published on the OXAM website (Oxford Examination Papers Online), http://missun29.offices.ox.ac.uk/pls/oxam/main. To find past Qualifying Examination papers on this search page, from the drop down menu of ‘Examinations’, select ‘TDEV M Phil Development Studies Qualifying Examination’; select ‘All’ from the drop-down ‘Year’ menu. To find past Research Methods papers, select ‘TDEV M Phil Development Studies (Year I)’, and to find past Optional papers, select ‘HDEV M Phil Development Studies’.
Overseas students: Tier 4 visa obligations

(See also <www.ox.ac.uk/students/international_students/visaduring/legal/>)

You have a responsibility to ensure that you comply with the conditions of your Tier 4 student visa. Not complying with your visa conditions is a criminal offence and can lead to removal from the UK and refusal of future visas for a period of 1-10 years.

Your responsibility includes making sure you do not stay beyond the expiry date as stated on your visa, unless you have made a renewal application. You must also adhere to the work conditions of your visa.

You should also ensure that you co-operate with the University in fulfilling its Tier 4 duties so that it maintains its status as a Highly Trusted Sponsor enabling international students to continue studying at Oxford. This includes replying to any enquiries from the University relating to your visa without delay.

As part of your Tier 4 student visa responsibilities, you must:

- Keep your contact and personal details up-to-date on Student Self Service at all times. This includes changes to your name, address, telephone / mobile and email details.
- Ensure your passport and visa / Biometric Residence Permit card have been scanned by your college at registration and immediately every time you renew your passport and/or visa.
- Inform your college or department immediately if your visa status changes from a Tier 4 (General) Student to any other visa category (for example, a work visa status or an Ancestry Visa) or if you no longer require a student visa to study in the UK because you have acquired an EEA nationality or Indefinite Leave to Remain.
- If applicable, register with the police and update your Police Registration Certificate with any changes.
- Attend all required lectures and tutorials, and hand in all required course work. If you are going to be absent for any reason, please notify your college or department as soon as possible. If there are any concerns about your attendance, you may be reported to the Home Office.
- Bear in mind that a change to your student status will impact on your visa, and possibly, your work entitlement. This could also affect your dependants’ permission to stay and work.
- Comply with any other conditions of your Tier 4 visa – for example, you should not exceed the allowed number of hours you can work during term times, ensure you have a valid visa throughout your studies, etc.

The UK Council for International Student Affairs (UKCISA) have produced a helpful guide outlining Tier 4 students’ visa responsibilities. For a complete list of the conditions of your visa, please refer to the Home Office website:

<https://www.gov.uk/tier-4-general-visa>

The University’s obligations as your sponsor

As a Highly Trusted Tier 4 Sponsor, we are required by the Home Office to maintain a complete and up-to-date record for each of our Tier 4 students. As part of this, we must:

- Ensure your contact and personal details are kept up-to-date at all times – this includes changes to your name, address, telephone and email details.
- Keep copies of your passport ID page, your visa / Biometric Residence Permit (BRP) card and your ATAS certificate, if applicable.
- Make further scans every time you obtain a new passport or visa / BRP card.
• Inform the Home Office if you fail to register / enrol at the start of your course and each year afterwards.

• Notify the Home Office if you change visa status e.g. to a work visa or indefinite leave to remain and no longer require your Tier 4 student visa.

• Monitor your attendance and keep a record of it.

• Report your non-attendance if you are absent for an extended period and we have been unable to contact you or find out the reason.

• Contact the Home Office if you suspend your studies, defer, transfer course, withdraw from a course or complete your studies earlier than the end date stated on your CAS. The University will usually email you before making a report to the Home Office. If you have any questions about our reporting obligations with regards to student status changes, please email us at <tier4compliance@admin.ox.ac.uk>. You can also find out more about this on our Student Status Changes’ webpage.

Paid work guidelines for Oxford graduate students

Please see below the link to University guidelines on paid work for graduate students. If you are considering taking on paid work while completing the M.Phil., please consult your course supervisor first for their guidance.

www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork
Statement of policy and procedure on conflict of interest

This document sets out the following:

A. Policy Statement
B. Scope
C. Recognising Conflict of Interest
D. Procedure
E. The role and remit of the Conflict of Interest Committee

Illustrative examples and further procedural guidance are set out in the Appendices (available online).

A. Policy Statement

1. Oxford University is a major research university with global reach and influence. It encourages members of its staff to engage in a wide variety of external activities, such as serving on government, business and community boards, providing expert advice, media commentary, professional practice, schools outreach, international projects and collaborations with the commercial world, including via consultancy, research and development, intellectual property (IP) licensing and involvement in 'spinout' companies.

2. The University considers that such activities are in the public interest and are also of benefit to the University and the individuals concerned.

3. On occasion, however, they may give rise to conflicts of interest, whether potential or actual, perceived or alleged.

4. All University staff and students are required to recognise and disclose activities that might give rise to conflicts of interest or the perception of conflicts and to ensure that such conflicts are seen to be properly managed or avoided.

5. If properly managed, activities can usually proceed as normal whilst at the same time upholding the person's obligations to the University, meeting regulatory and other external requirements and protecting the integrity and reputation of the University and its members. By contrast, conflicts which are not managed effectively may jeopardise the University's public standing and may cause serious damage to the reputation of the University and of the individuals concerned.

6. It is therefore the University's policy to encourage and foster external activities whilst ensuring that when conflicts or perceived conflicts of interest arise they are acknowledged and disclosed, and in relevant cases, properly managed.

B. Scope

7. This Policy applies to all staff and students of the University, to all external members of Council and its committees and all others working in the University, such as faculty members who hold grants but are not current members of staff of the University, for example retired members who are still conducting research. It also applies to the staff and directors of subsidiary companies of the University. A reference in this Policy to staff or students includes any person within the scope of the Policy.

8. It is the responsibility of each individual to recognise situations in which he or she has a conflict of interest, or might reasonably be seen by others to have a conflict, to disclose that conflict to the
appropriate person and to take such further steps as may be appropriate as set out in more detail under the procedure below (see further in Section D below).

9. If an individual is uncertain about how this Policy might affect his or her activities or has any questions about its application, he or she should contact the appropriate person (as set out in paragraph 19) or the Secretary of the Committee on Conflict of Interest.

C. Recognising Conflict of Interest

10. A conflict of interest arises where the commitments and obligations owed by an individual member of staff or student to the University or to other bodies, for example a funding body, are likely to be compromised, or may appear to be compromised, by:

10.1 that person's personal gain, or gain to immediate family (or a person with whom the person has a close personal relationship)\(^7\), whether financial or otherwise; or
10.2 the commitments and obligations that person owes to another person or body.

11. There can be situations in which the appearance of conflict of interest is present even when no conflict actually exists. Thus it is important for all staff and students when evaluating a potential conflict of interest to consider how it might be perceived by others.

12. The duty to declare a possible conflict applies to the perception of the situation rather than the actual existence of a conflict. However, the duty is not infringed if the situation cannot reasonably be regarded as likely to give rise to a conflict of interest.

13. Conflicts of interest may be financial or non-financial or both. Further information about both types is set out below.

Financial conflicts of interest

14. A financial conflict of interest, for the purposes of this Policy, is one where there is or appears to be opportunity for personal financial gain, financial gain to close relatives or close friends, or where it might be reasonable for another party to take the view that financial benefits might affect that person's actions.

15. Financial interest means anything of monetary value, for example:

15.1 payments for services;
15.2 equity interests (e.g. stocks, stock options or other ownership interests); and/or
15.3 intellectual property rights (e.g. patents, copyrights and royalties from such rights).

16. The level of financial interest is not the determining factor as to whether a conflict should be disclosed. What might be 'not material' or 'not significant' for one person might be very significant for another. Good practice in many situations will mean the disclosure of 'any' financial interest, however small. A conflict will arise if the interest might provide, or be reasonably seen by others, to provide an incentive to the individual which affects their actions and where he or she has the opportunity to affect a University decision or other activity (because for example he or she is the decision-maker or the principal investigator on a research project). For examples of conflicts involving financial interest see Appendix A.

Non-financial conflicts of interest

17. Non-financial interests can also come into conflict, or be perceived to come into conflict, with a person's obligations or commitments to the University or to other bodies, for example the individual's college or other body of which he or she is a trustee. Such non-financial interest may include any
benefit or advantage, including, but not limited to, direct or indirect enhancement of an individual's career, education or gain to immediate family (or a person with whom the person has a close personal relationship)*. For examples of non-financial conflicts of interest see Appendix A.

D. Procedure

18. It is the duty of every member of staff or student to disclose any conflict of interest or any circumstances that might reasonably give rise to the perception of conflict of interest. Apparent or perceived conflicts of interest can be as damaging as actual conflicts of interest.

19. The general rule, with the exception of committee business (see paragraph 28), is that disclosure should be made at the time the conflict first arises, or it is recognised that a conflict might be perceived, in writing to the Head of Department (or equivalent). If the Head of Department (or equivalent) has an interest in the matter to be discussed, the disclosure shall be made to the person at the next higher level of authority. In most cases this will be to the Head of Division. For University Senior Officers, the line of approval is noted in Council's Standing Orders. Exceptions to this rule are outlined in Appendix B.

20. In the case of undergraduate students, the student should discuss the relevant issues with his or her Tutor or Senior Tutor, who, where appropriate, will consult with the Head of Department following which an approach for dealing with the conflict might be agreed. In the case of postgraduate students, this discussion should be had with the student's supervisor. Where the conflict of interest arises between the interests of the supervisor and the student, the student should discuss the matter with the Senior Tutor or Tutor for Graduates, or the person responsible for postgraduate students in the department, for example the Director of Graduate Studies.

21. Many situations will require nothing more than a declaration and a brief written record of that declaration, which must be held in the department's or college's records.

22. Some instances will however need to be dealt with by agreeing how the conflict can be actively managed. The approach adopted should be documented and copies provided to the relevant parties. A copy of the final plan must be held in the department's records. One or more of the following strategies may be appropriate to manage the conflict of interest:

22.1 not taking part in discussions of certain matters
22.2 not taking part in decisions in relation to certain matters;
22.3 referring to others certain matters for decision;
22.4 resolving not to act as a particular person's supervisor;
22.5 divesting or placing in trust certain financial interests;
22.6 publishing a notice of interest;
22.7 standing aside from any involvement in a particular project; and/or
22.8 declaring an interest to a particular sponsor or third party.

23. It is the responsibility of those affected to comply with the approach that has been agreed.

24. Any unresolved matter shall be referred to the Conflict of Interest Committee for advice. In cases of particular difficulty, the Conflict of Interest Committee may refer its recommendations to the General Purposes Committee of Council (GPC) for advice or resolution.
25. Guidance on situations that are frequently encountered and which may give rise to particular kinds of conflicts requiring special action is set out at Appendix A.

26. There are however some particular instances where the general procedure is varied and further specific steps are required such that approval is obtained not only from the Head of Department (or equivalent) but from a designated University official, as set out in the table at Appendix B.

27. Each Head of Division will be asked to inform the Conflict of Interest Committee of the actions taken to inform staff of the policy requirements and promote compliance.

28. **Committee meetings:**

28.1 at their first meeting of the academic year, each committee within the University should have a standing item on their agenda about conflict of interest. This item should cover what a conflict of interest is and how the members of the committee should declare such an interest if and when such a circumstance arises;

28.2 it is also recommended that committees adopt the practice of including a similar statement to the following in each agenda:

'Members of [Name] Committee will be asked to declare any interest that could give rise to conflict in relation to any item on the agenda at the beginning of the item in question. All interests so disclosed will be recorded in the minutes of the Committee. If the chairman of the meeting deems it appropriate, the member shall absent himself or herself from all or part of the Committee's discussion of the matter.'

29. **Annual declaration of external interests:** in addition to declaring any conflict or potential conflict in accordance with the procedure above, the following postholders shall be required to submit an annual declaration of external interests to the Conflict of Interest Committee:

29.1 the Vice-Chancellor;
29.2 the the Pro-Vice-Chancellors (Planning and Resources), (Personnel and Equality), (Research, Academic Services and University Collections), (Education), and (Development and External Affairs);
29.3 the Registrar;
29.4 all members of Council;
29.5 all members of the Audit and Scrutiny Committee;
29.6 the Proctors and Assessor;
29.7 the Heads of Divisions;
29.8 Chairs of such other bodies which govern the University's affairs, and such senior officers as shall be specified by Council in consultation with the Committee on Conflict of Interest from time to time;
29.9 directors of subsidiary companies of the University; and
29.10 members of the Conflict of Interest Committee.

30. Persons with grounds to inspect declarations of conflict of interest shall be allowed access at the discretion of the Chairman of the Conflict of Interest Committee.
E. The role and remit of the Conflict of Interest Committee

31. The University has established a Conflict of Interest Committee to advise University bodies, ISIS Innovation Ltd, appointing authorities, and individual staff members or students (in appropriate circumstances).

32. The Committee shall be responsible for:

- advising University bodies, ISIS Innovation Ltd, appointing authorities, and individual staff members or students (in appropriate circumstances);
- monitoring the University's Policy on Conflict of Interest and making recommendations in the light of experience, and of good practice guidelines established by outside bodies;
- ensuring that there are appropriate systems in place to promote and monitor compliance with the Policy on Conflict of Interest;
- reviewing Annual Declarations of External Interest and alerting the appropriate University body where further clarification or action is required;
- advising GPC, or any relevant committees, as appropriate, on cases of difficulties referred to it;
- giving advice in the case of individual questions referred to it;
- performing any such other action on behalf of Council in relation to the University's Policy on Conflict of Interest as may be required from time to time; and
- reporting to GPC, on an annual basis, on the operation of the Committee and the Policy over the prior year.

Review of the Conflict of Interest Policy

33. This Policy shall be the subject of regular review by the Conflict of Interest Committee, GPC and, as necessary, other relevant bodies, such review to take place in the light of guidance on best practice issued by outside bodies and, in any event, not less than once every three years.

* For the purpose of this policy, ‘immediate family’ is defined as follows: spouse or civil partner, son, daughter. However, the ‘close personal relationship’ giving rise to an interest could extend to the following (this is not intended to be an exhaustive list): unmarried partner, parent, brother, sister, grandparent, grandchild, mother-in-law, father-in-law, sister-in-law, brother-in-law, son-in-law, daughter-in-law, the (unrelated) child of an unmarried partner, as well as adopted, half and step members of family.

The Appendices to this document may be viewed at <http://www.admin.ox.ac.uk/researchsupport/integrity/conflict/policy/illustrativeexamples/> and <http://www.admin.ox.ac.uk/researchsupport/integrity/conflict/policy/furtherproceduralguidance/>.
Oxford Department of International Development
Information Security Policy

Context, Objectives and Responsibilities

The Oxford Department of International Development (the Department) handles a wide range of information in the course of its work (e.g. in relation to teaching and research activities, staff, students and financial information).

It is the responsibility of all members of the Department to ensure that the security of information it handles and IT systems it uses are protected, especially in relation to information that is considered to be sensitive or confidential (see Appendix 1 for a data classification scheme). By default, all personal data is assumed to be confidential information.

Measures to protect the security of information are essential to ensure continuity of University activities, respect the interests and privacy of individuals, and to comply with legal requirements. Information in this context refers to all paper and digital information and related IT systems.

This policy is the overarching Information Security Policy for the Department and sets out how information security will be managed in the Department. This policy supplements the University’s IT Security Policy and is designed to ensure that ODID complies with all relevant University and legal requirements in respect of information security. Appendix 3 provides a list of relevant security legislation and University regulations to which this policy makes specific reference. This policy is approved by the Head of Department.

The General Purposes Committee is responsible for both identifying and assessing security requirements and risks, recommending mitigating actions, and for reviewing this policy on an annual basis. Members of this group will provide direction, visible support and promote information security through appropriate commitment and adequate resourcing.

It is the responsibility of all Group Directors, line managers, supervisors and sponsors to ensure that their staff and any visitors are (1) made fully aware of this policy; and (2) given appropriate support and resources to comply. Group Directors and other line managers (or their nominee e.g. project coordinators) must also liaise with the Departmental Administrator to ensure that relevant actions are taken when staff leave the Department (e.g. return of cards, removal of access rights to buildings, networks and IT systems). To support this, the Department has a leavers’ checklist.

It is the responsibility of all students, staff and visitors to ODID to comply with this policy, and with all other policies and procedures relating to information security. If a user is uncertain whether a particular activity is permissible under this or related policies, they should consult their line manager or supervisor.

All students, staff and visitors to ODID are required to be aware of the University Regulations and Policies applying to all users of University ICT Facilities (see Appendix 2). All new members of staff and students and visitors will be given a copy of this policy and be made aware of associated policies and guidance relating to it.
Risk Assessment, Review and Incident Reporting

ODID will review risk annually as part of its annual risk assessment.

All new projects, types of software and hardware, procedures or other activity with an information systems element must be subject to risk assessment by the relevant Principal Investigator or leader of the project.

Confidentiality risks associated with storage location of data collected online via external services (e.g. Qualtrics – used to conduct surveys) should be considered during project development and both funders and data owner(s) should be satisfied that the risks are acceptable.

Suspected or actual security incidents, e.g. the theft or loss of a mobile device used for storing data (whether this is a University device or a personal device that you have used to access University data), or a virus attack, should be reported immediately to the Head of Department and IT Officer. They will then decide on the Department’s response.

Procedure and Practice

(i) General

Appropriate physical measures must be taken to prevent the theft, loss or inadvertent exposure of confidential data e.g. lock office doors, lock computer screens when not at your desk, lock away hard copy confidential documents, do not read confidential information in a public place where it can be viewed by others, do not leave confidential information in a photocopier or on a printer.

Confidential information should be stored on University managed servers, e.g. stored on the Departmental servers and not on local hard drives.

Confidential information should be downloaded from secure University systems (e.g. Oracle Financials, HRIS) only when strictly necessary for the purposes of your role.

Passwords should not be easy to guess. You must not under any circumstances share your password with others or allow others to use your account to access the University network or other resources.

(ii) Authentication and authorisation

All members of staff are issued with a University card that makes them an authorised user of the ODID computer network and the University of Oxford Nexus email system. The rights and responsibilities of University of Oxford card holders are detailed at http://www.admin.ox.ac.uk/card/

ODID user accounts will only allow access to areas appropriate to the account holder’s job and responsibilities. Variations to this must have supervisory or line management approval.

Visitor access will be determined by a combination of University card status and entitlements.

(iii) Computers and software

No hardware or software should be installed within the Department unless approved by the Departmental IT Officer. Staff are expected to have read and understood the ODID IT Security Policy and agree to adhere to it. A hard copy of the policy will be given to every new member of staff and student in their induction pack.
Supervisors and line managers will ensure that their staff adhere to the ODID IT Security Policy [link to be inserted]. Any breaches should be reported in the first instance to the IT Officer.

(iv) E-mail

Confidential information should not be sent outside the University using email unless essential. If you are thinking of sending very sensitive or confidential information via email, please carefully assess the risks, e.g.

How sensitive is the information?
What are the risks of the email not reaching the right person?
Is the content such that other parties would wish to ‘hack’ the email?
Within the University, if the risks are high, can you use alternatives to email, such as Weblearn or SharePoint? Please be mindful when using sites such as Weblearn or SharePoint of the need to keep under review who is granted access to the site.
All computers have 7-zip installed which may be used to encrypt documents.
Please take care to ensure that emails containing confidential data are sent to the correct address. Do not rely solely on any ‘autocomplete’ function for the email address and please take particular care when selecting an address from a directory.
If you receive confidential information inadvertently via email, you should delete it as soon as possible.
Please ensure you take general precautions to safeguard your email account such as using strong passwords and not responding to phishing emails or giving your password to anyone else.

(v) Hard copies

When sending confidential documents by post, whether internal or external post, you must ensure that the envelope is sealed securely, marked ‘Private and confidential’, and addressed correctly. Recorded delivery must be used for confidential documents sent by external post.

(vi) Remote access

Only trusted machines, not public kiosk machines, should be used to connect to the University network remotely.
(a) Using a personal computer to access University systems
If you use a personal computer to access University systems you must protect University data by (a) ensuring that the machine is protected by a firewall, anti-virus software and the installation of security updates; (b) using Remote Desktop; (c) in exceptional circumstances where University data needs to be stored on the machine, ensuring that the machine is encrypted using one of the University’s approved systems.

(b) Laptops - University purchased
With the exception of machines that remain permanently in the Department, University-purchased laptops should be protected through whole disk encryption (WDE), using a system provided by the Departmental IT officer.
In some cases, it may not be practicable or appropriate to apply WDE e.g. in the case of shared laptops, because of the number of users. In such cases, there must be an assessment of risk, and appropriate measures taken to reduce the risk and provide protection e.g. not using the laptop to store confidential information and/or keeping it in a secure room.

(c) Mobile devices including Tablets and Smart Phones (both University purchased devices and personal devices holding University information including email. Be alert to security issues when handling any potentially confidential or sensitive information on your mobile device.)
You should apply an appropriate password. Adjusting the default settings allows you to apply a more advanced password.

You should apply the latest security patches to your device.

Applications should be installed only from trusted locations.

When using your device on an unsecured public Wi-Fi network you must use the University’s Virtual Private Network (VPN) service in order to ensure a secure connection to the University network. If a University-purchased tablet or smartphone, or a personal device holding University information, is lost or stolen, please report this immediately (see para. 13).

(d) Memory sticks
As a general rule do not use memory sticks (USB drives) to store confidential University data. If there is a well-justified exceptional case, you must use a stick/drive that is encrypted using AES 128 bit or 256 bit keys - see the Departmental IT officer.

(e) Cloud services
Staff, students and visitors should obtain explicit authorisation from their Group Directors, line managers (or equivalent) for the storage, exchange or synching of confidential data using either free or commercial cloud storage services (e.g. Dropbox, SkyDrive, Google Docs etc.). The University provides limited private cloud services (Sharepoint and Weblearn) and the Department also offers cloud storage based on its own servers (details of which may be obtained from the Departmental IT Support Officer). These should be considered ahead of public services.

(vi) Backup and archiving
If encrypting a device or data (e.g. a laptop or USB stick prior to taking off site) individuals should ensure that they have a copy of any critical data stored on the Department file server such that the encrypted copy is not the only copy of the data.

(vii) Disposal
All confidential data must be removed from office equipment prior to re-use or disposal.

ODID provides or can arrange for shredders and/or confidential waste disposal sacks for the secure disposal of any hardcopy and/or CDs or DVDs.

Computer hard disks, USB sticks and other storage media must be wiped prior to disposal (e.g. at end of life, on an individual leaving the Department). The Departmental IT officer can arrange this.
## Appendix 1: Data Classification Scheme

| Confidential                  | The Information Security Policy defines "confidential information" as information which is of limited public availability; is confidential in its very nature; has been provided on the understanding that it is confidential; and/or its loss or unauthorised disclosure could have one or more of the following consequences:
|                              | Confidential information should be available only to small, tightly restricted groups of authorised users.
|                              | Disclosure of confidential information will have a severe adverse impact on the business of the University, its reputation, or the safety or wellbeing of its staff/members.
|                              | Unauthorised disclosure of confidential information may have a severe financial impact on the University.
|                              | The confidentiality of such assets will far outweigh the importance of their availability.
|                              | Information assets in this category would include highly sensitive personal information as well as those with a high financial value, legal requirements for confidentiality and information, which are critical to the business operation of the University.
| Limited to restricted staff groups in ODID: | Student admissions information
|                              | Student files
|                              | Live examination papers
|                              | Recruitment and personnel files and data
|                              | Payroll data
|                              | Student and staff personal data
|                              | Legally privileged documents
|                              | Senior Management and Strategic papers
|                              | Credit / payment card details.
| Restricted                   | Information intended for a defined audience but not particularly sensitive.
|                              | Limited to ODID staff:
|                              | Committee minutes, draft discussion papers, some personnel/financial data.
|                              | Research data as so defined and held by research groups or individuals.
|                              | Limited to ODID staff:
|                              | Research data as so defined and held by research groups or individuals.
| Open | Information intended for the public domain or that carries no appreciable confidentiality risk. | All information is assumed to be open unless specifically designated otherwise. |
Appendix 2: Relevant Legislation, University Rules and Sources

Legislation:


University Rules:

University Regulations Relating to the use of Information Technology Facilities: http://www.admin.ox.ac.uk/statutes/196-052.shtml
University Information Security Policy: http://www.it.ox.ac.uk/infosec/ispolicy/
JANET(UK) Statement of acceptable use Policy: https://community.ja.net/library/acceptable-use-policy
University Policy on Data Protection: http://www.admin.ox.ac.uk/dataprotection/
University Policy on Freedom of Information: http://www.admin.ox.ac.uk/foi/
University Privacy Policy: http://www.admin.ox.ac.uk/dataprotection/privacypolicy/
Trade Mark and Domain Name Policy: http://www.admin.ox.ac.uk/lsf/faq/#d.en.30994
Rules for University Web Sites: http://www.ox.ac.uk/web/rules/
Computer disposal: http://www.ict.ox.ac.uk/oxford/disposal/
Handling Illegal Material: http://www.ict.ox.ac.uk/oxford/rules/soaguidelines.xml
Other related policies can be viewed here: http://www.it.ox.ac.uk/legal/rules/

Sources:

Example policies and wording from here: http://www.it.ox.ac.uk/infosec/istoolkit/tools/
Data classifications: http://www.it.ox.ac.uk/media/global/wwwitservicesoxacuk/sectionimages/security/classification_scheme26.08.11.pdf & http://www.ictf.ox.ac.uk/conference/2013/presentations/wks-a1-tightening-it-security.pdf (accessible to IT Support Staff only)
5. UNIVERSITY GUIDANCE AND INFORMATION
List of University Websites

1. Oxford University Regulations and Codes of Conduct

   (i) Oxford University Statutes and Regulations website

   http://www.admin.ox.ac.uk/statutes/regulations/

   This contains numerous useful documents but not yet the Examination Regulations. See for example Regulations Relating to the Use of Information Technology Facilities

   (ii) 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 Graduate Taught Courses
   - Notes of Guidance on Examinations and Assessment
   This site also gives information on Access to Teaching and Learning for Students with Disabilities

   (iii) Oxford University Equality and Diversity Unit

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

   This contains numerous useful documents, including information on disability, and on racial equality. It also contains the Code of Practice Relating to Harassment

   (iv) Oxford University Proctors’ Office

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

   This contains information about complaints procedures and numerous other matters. See especially:
   - Essential Information for Students
   - Council Regulations 31 of 2002 (about complaints procedures: See para 48 onwards for Appeals concerning higher degrees involving research)

   (v) Oxford University Research Support

   http://www.admin.ox.ac.uk/rso/integrity/

   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
(vi) Oxford University 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)
- Safety in Fieldwork (Guidance Note S7/95)

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.’

(vii) Information on Data Protection

http://www.admin.ox.ac.uk/councilsec/dp/index.shtml

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

2. Other useful Oxford University websites

(i) Student Gateway

http://www.ox.ac.uk/students/academic/guidance

(ii) Social Sciences Division website

http://www.socsci.ox.ac.uk/

(iii) Visas and immigration information

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

(iv) Careers Service

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

(v) Student societies

http://www.ox.ac.uk/students/life/clubs

(vi) University guidelines on paid work

http://www.admin.ox.ac.uk/edc/policiesandguidance/policyonpaidwork/

(vii) University Policies and Regulations

The University has a wide range of policies and regulations that apply to students. These are accessible on the website: www.ox.ac.uk/students/academic/regulations/a-z
6. INFORMATION ABOUT ODID AND THE UNIVERSITY
Information about Departmental Facilities

Introduction

Welcome to the Oxford Department of International Development, Queen Elizabeth House. We hope you have an enjoyable and successful time in the department. These notes are to provide you with information on how the department works. If after reading them you still have queries about aspects of departmental functions, please do not hesitate to ask questions of the members of staff listed below.

The Oxford Department of International Development comprises over 100 staff – academics, researchers and support staff – and some 200 students. In addition to the MPhil in Development Studies, the department’s student body consists of those undertaking the MSc in Global Governance and Diplomacy, the MSc in Refugee and Forced Migration, the MSc in Economics for Development, the MSc in Migration Studies, and those working for a research degree.

As well as academics working on individual research, the department hosts five research groups: the Refugee Studies Centre (RSC), the Oxford Poverty and Human Development Initiative (OPHI), Young Lives, the Technology and Management Centre for Development (TMCD) and the International Growth Centre (IGC).

Visiting research fellows also work here under a variety of schemes to undertake reading and research into aspects of development. At any one time the department has up to ten fellows associated with it.

The department is located at 3 Mansfield Road. Development Studies and forced migration library holdings are housed in the Social Science Library in Manor Road, which is five minutes’ walk away.

Further information about the department can be found on http://www.qeh.ox.ac.uk
People

Listed below are the names and internal telephone numbers of administrative and support staff based in the department with whom you are likely to come into contact in the course of your degree studies here.

Graduate Student Administrator Dominique Attala (81806)
Graduate Student Coordinator (MPhil) Rachel Miller (81807)
Main Reception Penny Rogers (81800)
Assistant to the Head of Department Sue Garrett (81803)
Head of Administration Lindsay Rudge (81804)
Deputy Administrator TBC (81805)
HR Assistant Jane Ashford (81733)
Finance Officer Wendy Grist (81824)
ICT Officer Hamayun Minhas (81821)
Travel Insurance Coordinator Nicola Shepard (81815)
Caretaker Gary Jones (81818)

Administrative offices

The core administrative staff are based on the first floor of the old building adjacent to the graduate student administrative office (20.24). Office hours are Monday to Friday 9.00 am to 5.15 pm. A message can be left on general enquiries voice mail ((2)81800) out of office hours.

Opening hours

The main Mansfield Road building is open and Reception staffed from Monday to Friday 9.00 a.m. to 5.15 p.m. Access is unavailable after this time.

Teaching Rooms

The main seminar rooms in the department are Seminar Room 1 (ground floor, old building), Seminar Room 2 (first floor, old building), and Seminar Room 3 (lower ground floor, new extension). There are also two additional seminar/meeting rooms, the Music Room on the ground floor in the Frances Stewart wing, and Meeting Room A on the lower ground floor of the new extension.

Details of the day's programme of lectures and seminars for all courses will be available at Reception. If you are unsure where a lecture is being held, please check in Reception.

Please ensure that mobile phones are switched off during lectures and seminars.

General Facilities

There are noticeboards in reception which cover information about University seminars and courses, health and safety and general what's-on-in-Oxford.
Telephones in the public areas of the department can be used for calls within the University and Colleges at no cost. Emergency calls (999) can also be made on these phones.

Students are not able to use the photocopier in Reception. Students who have work to present at a formal seminar which requires multiple copying should ask their Course Coordinator who will make the copies. Please ensure that you give enough time for this and do not leave it to the last minute! All users must be aware of copyright legislation covering the use of photocopiers. Please read the notices by the machines. A notice regarding copyright legislation is also provided in this booklet.

**Common Room and Catering**

The department's main common room (Hall) for students and staff is located on the ground floor at Mansfield Road. The room is available during working hours for relaxation and there is a selection of papers to read.

The department has a kitchen run by Will Pouget, who operates the Vaults and Alpha Bar in the Covered Market, supplying mainly organic snacks and light lunches from 12.00 to 1.30 pm, Monday – Friday in term time. A fair trade coffee machine is also available in the kitchen area. The main seating area for consumers is in the area adjoining the kitchen, but people are welcome to use the common room and courtyard.

Manor Road also has a catering facility and a common room which is available to students during the building’s open hours. Please check the Manor Road Building website (http://www.manor-road.ox.ac.uk/) for opening times.

**Parking**

Car parks are for permit holding University staff only and are patrolled by the University's Security Service staff who have the authority to clamp parked cars not displaying a permit.

There are public bicycle racks in Mansfield Road and Jowett Walk. You are strongly advised to secure your bike with a strong lock. Please do not leave your bike in the racks over long holiday periods.

**Addresses**

It is important that your Graduate Student Coordinator is kept informed of any change of address.
Safety and Security

The departmental guidance note Safety for Staff, Students and Visitors can be found in the Departmental Policies and Health and Safety Information section on WebLearn at: https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo. Please read it carefully and if you have any queries please refer to the Administrator or the Safety Officer. A fire drill will be held in Michaelmas Term. Please ensure that you understand the procedures by reading the blue notices posted around the building. If the drill is not carried out satisfactorily we are obliged to repeat it.

The Thames Valley Police Student Safety website can be found at: http://www.thamesvalley.police.uk/crime-prevention/keeping-safe/student-safety.htm. The contact number for non-emergency enquiries is 101.

All students, whether or not they use a computer in the department, should read the DSE (Display Screen Equipment) notes carefully (see https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/staffinfo for departmental notes on DSE use and http://www.admin.ox.ac.uk/safety/policy-statements/s8-09/ for the University's policy statement on the use of DSE). The department has staff who can advise on workstation layout. Please refer to the ICT officer if you would like advice.

The department's insurance cannot accept liability for loss of personal possessions. It is important that belongings are not left unattended in seminar and lecture rooms. If your class leaves a room for a short break do not leave any valuables in the room, particularly cash or cards. CCTV is in operation in various parts of the department.

Safety in Fieldwork and Travel Insurance

There are extensive guidance notes and information regarding safety in fieldwork on WebLearn (https://weblearn.ox.ac.uk/portal/hierarchy/socsci/qeh/safety) as well as travel questionnaire and insurance application forms. This guidance must be read before any fieldwork is contemplated. When you know in which countries you wish to undertake your fieldwork, you will need to complete a travel questionnaire and insurance application form and undertake a risk assessment which must be approved and signed off by your supervisor. Please read the guidance notes carefully and complete the high risk form at least four weeks in advance of travel in case there are queries with the Insurance and Safety Office.

Occupational Health Service

The Service provides travel advice, immunisations and antimalarial prophylaxis to University staff and certain students travelling in the course of their work, for example, undertaking research abroad, attending conferences or going on field trips. There is a travel clinic on Monday afternoons in the University Occupational Health Service at 10 Parks Road. Telephone: 01865 (2)82676, or e-mail: enquiries@uohs.ox.ac.uk.
Book well in advance so that courses of immunisation can be completed in good time (at least six weeks before your departure date). Bring a completed travel appointment request form (see your course coordinator for more information on this form). This service does not extend to families or other accompanying persons or travel on College business. Advice for non-University business should be obtained from your G.P.

More information on vaccinations and preparation for travel abroad are available from the Occupational Health website at: http://www.admin.ox.ac.uk/uohs/at-work/travel/.

Library Services

The extensive Development Studies collections are housed in the Bodleian Social Science Library (SSL) at Manor Road, the Social Science building, five minutes’ walk from Mansfield Road. All library holdings are searchable through the online catalogue SOLO http://solo.bodleian.ox.ac.uk. Many course readings are also available through the SSL e-readings link via Weblearn. The Library has access to a comprehensive collection of electronic journal titles via OU e-journals and databases through OxLIP+ (Oxford Libraries Information Platform). As members of the University, students can also use the main University Library, the Bodleian, and other libraries within the Bodleian Libraries system such as Law, Radcliffe Science and Anthropology.

Students will be provided with a library induction session at the beginning of Michaelmas Term, and a search skills session for online resources at the start of Hilary Term in preparation for dissertation writing. The Libguide for International Development also provides useful links for subject-specific resources (http://libguides.bodleian.ox.ac.uk/development). Sarah Rhodes, Subject Consultant for International Development, is based in the SSL and available for individual research appointments on request (sarah.rhodes@bodleian.ox.ac.uk). Social Sciences data management queries can be addressed to John Southall (john.southall@bodleian.ox.ac.uk). The SSL website can be found at www.bodleian.ox.ac.uk/ssl.

Computing Areas

There are two hot-desking areas at Mansfield Road:

Room 10.09 (ground floor, Frances Stewart Wing) – this is a quiet study area with 11 computers and 2 network printers. This area is open between 9 am and 5.15 pm, although it is possible to stay later.

Outside the lower ground floor seminar rooms (new extension) with 8 computers and 2 network printers. This area is open between 9 am and 5.15 pm, although it is possible to stay later. The doors between the new extension and the main building lock at 8 pm; however, exit is always possible using the green button.
In order to use the computers, students will require a username and password. To obtain a username/password, please send an email to the ODID ICT Officer at: it-support@qeh.ox.ac.uk

Although the department does not normally charge for printing, all print usage is monitored and the department reserves the right to make a charge where printing is regarded as excessive.

Wireless

The department is linked to the Oxford Wireless LAN (OWL). Full details of OWL and how to connect to it are available at: http://www.oucs.ox.ac.uk/network/wireless/

Within Mansfield Road, wireless access is available in all public locations.

Computing Facilities

IT at Oxford

You will find a useful introduction to IT at Oxford at http://welcometoit.ox.ac.uk/. This site provides information on the various resources available throughout the University, and how to obtain access to them. The University's Computer Usage Rules and Etiquette can be found at http://www.ict.ox.ac.uk/oxford/rules/. A copy of the University's Rules for Computer Use can be found in this pack.

IT Services

The University's IT Services is located 15 minutes’ walk away in Banbury Road. It offers a wide range of services, including a large variety of courses which are open to all students. Further details may be found at http://www.it.ox.ac.uk/ or via the department's Noticeboard page, in various information leaflets available from IT Services and displayed on ODID Foyer noticeboards. In order to use these services you will be required to identify yourself by your University Card, giving the Card's barcode number where necessary.

Email

The main central email server at Oxford is called Nexus. Nexus is one of the systems run by the University's IT Services.

All new members of the University are automatically pre-registered for a Nexus account for when they arrive in Oxford. Most Oxford users have an email address relating to their college, e.g. chris.jones@sant.ox.ac.uk. Graduate and staff users also get an email address relating to their department, e.g. chris.jones@qeh.ox.ac.uk.
WebLearn

All course materials (lecture lists, reading lists, etc) are now held on WebLearn. WebLearn (http://www.weblearn.ox.ac.uk/) is a web-based virtual learning environment (VLE). In order to access the site you will require a username and password. Your username is your Oxford Username (i.e. the same as your Nexus username/password) (see Webauth (https://webauth.ox.ac.uk/) for more details about University of Oxford Authentication)

Language Centre

The University's Language Centre is located at 12 Woodstock Road. It provides resources for members of the University who need foreign languages for their study or interest. There may be a charge. For more information see the website: http://www.lang.ox.ac.uk/

Careers Service

The University's Careers Service is situated at 56 Banbury Road Oxford. The Careers Service exists to enable current and recent Oxford University students to make and implement well-informed decisions about their careers. More information regarding this is available from their website at: http://www.careers.ox.ac.uk/.

Cycling in Oxford

Oxfordshire County Council provides a website offering comprehensive information on cycling in Oxford (e.g. regulations, safety, details of cycle lanes/routes). The website is at http://www.oxfordshire.gov.uk/cms/public-site/cycling. There are also some useful resources on the University’s travel page at http://www.admin.ox.ac.uk/estates/ourservices/travel/bike/.

Student Counselling Service

The University has a professionally staffed confidential Student Counselling Service for assistance with personal, emotional, social and academic problems. The Service is available free to all matriculated undergraduate and graduate members of the University. http://www.ox.ac.uk/students/welfare/counselling/

Harassment

The University's policy relating to Harassment is available at: http://www.admin.ox.ac.uk/eop/harassmentadvice/

The department is currently in the process of appointing two advisors who will advise in complete confidence on any problems that may arise from alleged or apparent
breaches of the Code. The names of these advisors will be announced as soon as possible after the start of Michaelmas Term.

Disability

If you have any concerns or need advice please refer to your supervisor or the Course Coordinator, Rachel Miller. The University's Disability Office website is at: http://www.admin.ox.ac.uk/eop/disab/ Issues to be raised with the department’s Disabilities and Special Needs Committee should be forwarded to the secretary (Jane Ashford tel.: 81733, email: jane.ashford@qeh.ox.ac.uk) who will refer to the Chair if immediate action is required.

Useful Information for Students

The drop down list on the department's Noticeboard page has links to many useful sites, mainly in the University but some outside. The University of Oxford link directs you to the University's home page where a current students link http://www.ox.ac.uk/students leads to a wide range of information including Careers Service, Language Centre, IT, student organisations, study information, funding information and publications. If you cannot find what you require please ask Rachel Miller or your supervisor who will help.

We all wish you a happy and productive time in the Department.
The ODID Intranet and WebLearn Sites

Intranet: Noticeboard page:
WebLearn: Main ODID site:
WebLearn: Departmental Policies and Health and Safety Information page: