



REFUGEE
STUDIES
CENTRE

MSc in Refugee and Forced Migration Studies

Course Handbook
2022–2023



This handbook is for all students commencing the MSc in Refugee and Forced Migration Studies in Michaelmas Term 2022. The information in this book may be different for students starting in other years.

NB: ODID is striving to become a low waste, low carbon department. In line with our mission, this handbook has only been made available to students in electronic format on CANVAS in order to reduce the department's carbon footprint, so please think carefully before you print any of it.

DISCLAIMER

The Examination Regulations relating to this course are available online at:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosbciraforcmigrstud&srchYear=2022&srchTerm=1&year=2021&term=1>



If there is a conflict between information in this handbook and the online Examination Regulations, then you should follow the Examination Regulations. If you have any concerns please contact Andrea Smith at the Department of International Development on andrea.smith@qeh.ox.ac.uk.

The information in this handbook is accurate as at 3 October 2022, however it may be necessary for changes to be made in certain circumstances, as explained at www.graduate.ox.ac.uk/coursechanges webpage. If such changes are made the department will publish a new electronic version of this handbook on CANVAS, together with a list of the changes, and students will be informed.

HOW TO USE THIS HANDBOOK

This handbook includes essential information that you will need in the course of your studies. It is intended to be as concise as possible, in order to make it useful for you as a quick reference guide. To find specific information, you can navigate to parts of the handbook using the hyperlinks in the Contents Page, and also via hyperlinked cross-references throughout the book. You can also key ctrl + F to bring up a search bar, and enter key words to be found within the text.

Abbreviations/symbols used

ODID	Oxford Department of International Development
RSC	Refugee Studies Centre (within ODID)
SCC	Student Consultative Committee
TC	Teaching Committee
	You will find resources available on CANVAS, Oxford's Virtual Learning Environment (see below for further information)
	See another section within this Handbook


Signposts to further reading online

Throughout this handbook you will also be directed via hyperlinks to information available online. Please take the time to investigate these links for yourself.

CANVAS and Inspira ()

CANVAS is a Virtual Learning Environment, a structured web-based system to support and enhance teaching and learning at the University of Oxford. <https://login.canvas.ox.ac.uk/>. All the MSc course materials (lecture lists, reading lists, schedule, etc.) are held here. You will use your Oxford Single Sign-On (SSO) username and password to log in.

Inspira is a web-based system that you will use only for the purpose of submitting summative work or sitting open book exams.

In parts of this handbook where you are referred to material that is on CANVAS, or to tools on Inspira, you will see this symbol: 

Course Coordinator: Andrea Smith

Andrea should be your first port of call for any non-academic and procedural queries.

Contact: andrea.smith@geh.ox.ac.uk /  01865 281701 or via **TEAMS**

Tuesdays 0930-1730 – available via email all day

Location: Wednesdays 1330-1730 – First floor Old Building, Room 20.04


Thursdays 0930-1730 - First floor Old Building, Room 20.04

NB: This is subject to change

Course Director 2022-23: Dr Tom Scott-Smith

The Course Director has overall responsibility for the organisation of the degree and convenes the Teaching Committee and Student Consultative Committee meetings. Whilst your supervisor is your first point of contact for teaching and academic matters, you can also contact Tom to discuss any course-related issues.

Supervisor

Your supervisor oversees your overall academic progress throughout the year. For further details, please see  [SUPERVISION](#).

Chair of Examiners 2022-23: Professor Cathryn Costello

Queries relating to exams and assessments should be directed to the Course Coordinator (Andrea Smith) in the first instance.

External Examiner 2022-23: Professor Laura Hammond, Professor of Development Studies, SOAS University of London.

Please note: Students are strictly prohibited from contacting external examiners directly

WEB LINKS AND MAILING LISTS

WEB-LINKS

CANVAS is the University's Virtual Learning Environment (VLE). Most course materials relating to the MSc in Refugee and Forced Migration course will be hosted here, along with a variety of other useful information and announcements. Please check regularly. CANVAS is accessed using your Oxford single sign-on, at:

<https://login.canvas.ox.ac.uk/>

Links to other key sources of information on the University and departmental websites:

- University of Oxford: <http://www.ox.ac.uk>
- Department of International Development: <http://www.qeh.ox.ac.uk/>
- Examination regulations: <http://www.admin.ox.ac.uk/examregs/>
- Oxford students: <http://www.ox.ac.uk/students>
- Central University Student Handbook: <https://www.ox.ac.uk/students/academic/student-handbook>.

MAILING LISTS

Your Oxford email address will be included in the class mailing list which you can use to email your whole cohort:

odid-mscfm@maillist.ox.ac.uk

This list will be used by the course director, teaching faculty and the course coordinator to inform you of day-to-day developments and course news. **The list only contains the MSc RFMS students – to reach the faculty, please use/copy in their personal emails.**

All our email communication with you will be through your Oxford email address. We do not add non-Oxford University email addresses to this mailing list. If you use another email address, please make sure your Oxford email is forwarded on.

It is your responsibility to read your Oxford email. Anything emailed to you at your Oxford address will be deemed to have been read by you. Failure on your part to do so will not be accepted as an excuse for any resulting problems.

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1. WELCOME

GREETINGS FROM THE MSC COURSE DIRECTOR

To all new students for the Master of Science in Refugee and Forced Migration Studies

Welcome to Oxford, to the Refugee Studies Centre (RSC), and to the Department of International Development (ODID). This handbook is designed to be your primary source of reference for all matters relating to the MSc in Refugee and Forced Migration Studies in 2022-3.

At the end of 2021, 89.3 million people were forcibly displaced as a result of persecution, conflict, violence and other human rights violations. The invasion of Ukraine in 2022 added another 7 million refugees and around 8 million internally displaced people to this appalling figure. Needs are growing, and refugee predicaments around the world continue to be exacerbated by health crises such as COVID-19 and exclusionary border policies. The political will to respond to the needs of forced migrants has, meanwhile, declined. States continue to engage in populist rhetoric, with significant consequences for human rights. Last year's events in Afghanistan also raised questions about the ethical and legal responsibilities of the great powers, highlighting the continuing need for safe and legal routes to protection.

The past two years have been extraordinary in many respects, and many of us have experienced periods of separation from our friends and families, experiencing restrictions placed on our ability to move and interact with each other. For these and a whole host of other reasons you may be starting the new academic year with a sense of trepidation, as well as of excitement, uncertain of what the next few weeks and months may hold. But let me assure you that the Refugee Studies Centre is an extraordinary place to be. Together, we will engage with these tricky global issues and acquire a wide range of knowledge and skills from the degree. The RSC is a particularly wonderful place to study because of the people who make it up, each contributing to a collaborative and vibrant intellectual and social life. In the pages that follow we set out how we intend to provide you with an enriching and exciting course of study for the next year, providing some crucial information that you can use as a reference point during your studies.

During this nine-month course you will, for example, be introduced to a number of perspectives that will both broaden and deepen your understanding of forced migration. Our teaching remains grounded in a multi-disciplinary approach that includes the perspectives of anthropology, international relations, history, law, politics, and social theory. Taken together, these perspectives will provide you with a rich and diverse training in the social sciences. Another strength of the MSc programme is the individual supervision that we provide to our students. You will be assigned a supervisor at the start of the year and you are expected to meet regularly with them to discuss the essays that you write, your academic progress and your research plans.

Another wonderful thing about studying in Oxford is its libraries. The Social Sciences Library on Manor Road contains the RSC's collection, the world's largest unpublished collection of literature in refugee and forced migration studies. The Social Science Library also contains an excellent collection of books on conflict, development, forced migration, humanitarianism, politics and international relations. The Law Library in the St Cross Building similarly contains a wealth of international and comparative legal materials. Then there is the historical core of the Bodleian library, which, as a legal deposit library, holds every book published in the UK. This library has many beautiful reading rooms, historical buildings, and a wealth of archival materials. You can study under the spacious dome of the Upper Radcliffe Camera, or read alongside the creaky medieval bookshelves of Duke Humfrey's Library.

To help us work together, and to be the contact point between us in course-related matters, I would like to encourage you to identify three fellow MSc students to be your Student Representatives. One of these representatives will take on the role of Social Secretary and organise events for the group. I will meet with the three representatives at the end of each term, to see how things are going. In addition, if you have any questions about the course or need advice about your studies, you can speak to your supervisor or contact me directly - either by emailing to arrange an appointment or by popping up to my office on Monday morning at 9-10am during term time, which will be my office hours.

Finally, our MSc is more than a course of study. It is about people; it is about you. Even and especially in these times, I would encourage you to engage with the wealth of social and cultural activities that Oxford, the University and city, has to offer. Your college will also provide you with an opportunity to meet people from many different fields of study. Take the time to share experiences with them. You never know what connections you might make and what you might learn.

I wish you well and hope you find your time with us challenging, exciting and fulfilling.

Warmly,

A handwritten signature in dark ink, appearing to read 'Tom' followed by a stylized surname.

Tom Scott-Smith
Associate Professor of Refugee Studies and Forced Migration
MSc in Refugee and Forced Migration Studies Course Director, 2022-23

WELCOME FROM LAST YEAR'S CLASS

Dear incoming Refugee and Forced Migration Studies class:

The 2021-2022 Refugee and Forced Migration Studies cohort would like to welcome you to Oxford University, the Department of International Development, and the Refugee Studies Centre!

Speaking from experience, we have no doubt that you will find your time at Oxford to be both intellectually stimulating and personally enriching. The RFMS course will challenge you academically and encourage you to produce quality scholarly research - from the lectures to the extensive reading lists, to individual meetings with supervisors, to informal discussions with peers. However, the RFMS course is not only a space for learning; it is also one that fosters friendships, support networks, and mentorships. Work hard but also have fun and support each other.

Because the course is only nine months, it is intense and demanding from the start. While you may feel overwhelmed, rest assured from those of us who were in your shoes just one year ago, the course is equally manageable as it is rigorous.

Here is some advice that we hope you will keep in mind as you start the degree:

- Take time for yourself: Being a student at Oxford should not only entail studying. It's a time for personal development and exploration. Do not feel guilty about taking time for yourself, however you wish to spend it. Your work will benefit from mindful breaks. We all have different ways of reading, writing, and studying, but it's important for everyone to enjoy themselves. Queen Elizabeth House is a five-minute walk from the University Parks and the expansive open fields that lie beyond it, and a twenty-minute walk from Port Meadow. There is more to the Oxford landscape than the inside of seminar rooms, especially when the sun is out. Oxford may sometimes be overdosing in its potential offers of social activities, so don't stress out if you end up "only" sitting in one of the many cafes people watching.
- Know you deserve to be here: Sometimes looking around the room between the faculty and your peers can feel intimidating. The admission committee does not make mistakes, you have earned your place here. Remember that you deserve to be in the room and that your opinions are always an added value to the discussion, even (or especially) if you're going against the grain. Please share your thoughts and ask your questions, there are genuinely no stupid ones! Your instructors are also there to support you, so reach out to them as well.
- Engage ethically and responsibly: Be mindful (and critical of) your position. Refugee and Forced Migration Studies is a field that inherently studies the figures of the refugee and other displaced individuals, often at the risk of objectifying them and discounting their agency. At the end of the day, the ideas, policies, practices, and experiences you will be discussing throughout the year have a real bearing on people's lives. Don't censor yourself, but be mindful of how you approach and engage with course material as to respect the dignity and humanity of the people we are all seeking to help. A good rule of thumb is not to say something that you wouldn't say in front of a refugee or someone with an experience of displacement. This is very important as some of your classmates may come from these backgrounds.
- Work as a team: This course encourages you to work together with your peers, all of whom have diverse perspectives and insights from the academic and professional work they have undertaken. We found lots of success and fun in creating reading groups, sharing notes, discussing essay topics together, and keeping each other company in the library. In preparation for the exams, while you should be sure to prepare original examination papers, it can be helpful to practice writing, or talk about exam preparation in groups. Your coursemates are also your strongest support network; during stressful moments, be sure to take breaks and talk through challenges – you'll quickly realize that you are not alone in experiencing these. Many of us in this past cohort teamed up and worked collectively on readings and during thesis writing, we booked study spaces so we could write together. We also found it useful to have a WhatsApp group to communicate with each other right at the beginning of the course to create a feeling of community as well as arrange social gatherings and study groups.

- Be strategic on your readings: The reading lists can seem daunting. In most courses, you will of course get the most out of class discussions if you do the required readings, but for the additional readings, select what interests and challenges you most. Additional readings will be useful for the formative essays and exam preparation. Remember that you will not be examined on every week of material; it is okay to strategise and focus additional time on those weeks that are most interesting to you. Also, be critical of the reading list and suggest additional texts you think are missing to your tutors and peers. At the end of the day, as long as you understand the content and can effectively speak about it, then you are solid.
- Don't sweat, but don't slack on the formative essays: The formative essays are not formally graded and are intended to help you work through ideas and arguments on paper. While they do not count towards your final marks, putting effort into the formative essays from the beginning will inevitably help you in both the exams and thesis, and more generally will help you process the course material. Furthermore, if you intend to apply for the DPhil, your marks could be asked for. Thus, use the essays as an opportunity to delve further into topics that you are interested in learning more about, and also as preparation for the work that will be marked. What's more, questions that are asked for the formative essays may be similar in theme and will require the same skills as those asked in the exams.
- Study selectively for the assessments and remember to answer the question instead of showing off your knowledge on a certain topic: A sure-fire way to be in the best position possible on the day of the assessment is to be selective in what you revise, but to have spent time preparing essay plans on the topics you do intend to answer.
- For your thesis, learn what works best for you and stick with it: With the immediacy of coursework, the thesis may be the furthest thing from your mind at the start of the year. You may have come into this program knowing exactly what you want to research; alternatively, you may have no idea. Either (or somewhere in between) is perfectly okay. Keep a journal to track your ideas; writing down and working through your ideas is an extremely important part of the process. Your supervisor will also be able to provide more specific feedback once you begin to articulate your ideas on paper. Know that being proactive does not mean rushing the process. It is equally important to be patient with yourself and to take your time exploring topics to find something you are excited about. Also keep in mind that the process is different for everyone and comparing your pace to your peers' can be more distressing than helpful. It is also important to remember that writing is a deeply personal process and your peers will likely be at different stages at different times. Your supervisor is your primary point of contact for your thesis, but don't be afraid to approach other faculty - inside and outside the RSC - to discuss your thesis. They may share valuable insight with you on your topic and your research and writing process. Also, use your classmates as advisors as well, beyond the sessions the department organises in which we discuss each other's topics.
- Attend additional talks: In addition to course lectures, try to make time for a few additional talks each week. The weekly Refugee Studies Centre Seminar Series is terrific and there are also amazing talks that take place outside the department. You may choose to attend seminars that might help your thesis research or you may find it refreshing to attend seminars on topics that have nothing to do with migration, but will nevertheless broaden your perspective. Look out for the email you'll receive at the beginning of each week from ODID summarising all the talks in Oxford on topics you may be interested in.
- Make use of both breaks: Be sure to take real and well-deserved time off during both breaks, but also be sure to make good use of the time away from classes. During the first break, catch up on any readings that fell through the cracks during the term, consider starting to revise material for exams, and dedicate some time to your thesis. During the second break, focus on exam revisions but also work on your thesis if you can. Know how many weeks and days you have until exams and create a schedule to keep yourself on track.
- Enjoy stepping out of your comfort zone with coursework: You may have never taken a course in one of the subjects (law, ethics, or anthropology, for instance), but don't let that intimidate you. In fact, looking back, these were among the most exciting and enriching courses. Also, many of us were able to explore subjects that were new for us by auditing classes in Hilary Term in both our degree and the Migration Studies Degree, which we'd recommend if you have the time (but do not worry if not!).

- Take advantage of the resources at your fingertips: Your lecturers are your greatest resource. You will be learning from some of the leading scholars in the field. Take advantage of this! It is likely that beyond your supervisor, other professors could provide valuable input on your thesis research or your future career path. Lecturers are approachable and are willing to meet with you one-on-one if you ask. This year is an opportunity to form mentorships and to seek advice from the very scholars whose books we read in class.
- Enjoy yourself: Oxford is a lot – there is a reason that you will get a funny, impressed look when you tell people that you studied here. Don't forget that there is a reason you are here and that if it looks like some people are finding it easy, they are only good actors. Try and stay composed while doing as much as you can, speak to as many people as possible, take care of yourself, and remember that before you know it, the year will have passed.
- Post-COVID-19 reality: we hope you manage to have a much less disrupted academic year with regards to COVID-19. Although we were in person, working with COVID restrictions and a hybrid model remained difficult. Even though COVID is still a reality, the multitude of resources that developed over the course of the pandemic, be it recorded lectures, hybrid classes, and access to more online resources than ever before have made it manageable and sometimes even easier. Regardless of how the course is structured, we continued to share resources for classes and advise each other on our theses. You can create Google Docs to compile potential exam questions and have study calls to review questions for particular classes. It is difficult to give specific advice on how to cope with the new conditions of the degree that you will face, but we can say that undertaking the degree during the pandemic puts things in perspective and makes you realise that it's more important than ever to take time to be outside and to spend time with each other in whatever ways are safe and feasible. Try to stay connected to Oxford and the field by going to talks and conferences that are either in person or streamed online and discuss them with classmates. Try to always remember why you're studying this subject and doing this degree and don't worry too much about the marks. Most importantly, if you are struggling, reach out to someone in the department or at your college. Many of us found out at the end of the year that we had many shared experiences, be it with overall stress or specific issues, and we wished we had reached out sooner to each other.
- Course Socials: Getting together as a course is so important, especially in the first few weeks when meeting everyone and getting to know each other. Having course events is also a great way to celebrate all the amazing achievements and milestones you'll reach over the next nine months. Each year, there are typically two students from the cohort who will represent you as your social reps, working on a small budget to host events both in and out of the department. We definitely recommend there be two reps, as it makes the organising a lot easier. We've held Christmas events at the end of first term – a highlight as well as an end of year celebration. We've also done smaller events such as potlucks in different students' MCRs and other more casual socials, such as pub nights, dinners, and so on – we highly recommend Turf Tavern! Even with full schedules, which they will quickly become, make sure you take time for yourself and your coursemates outside of the classroom – it's so important to unwind from academic work. The course brings together so many wonderful people and we found our cohort to be a much-needed support network, so make the most of it! We promise you'll look back on the memories with your fellow RFMS friends fondly.

P.S. Reach out to the Migration Studies course reps as well and do some joint socials, you'll already have a lot in common!

- You will find some of our contact information on [CANVAS](#) (📅), and some of us are still in Oxford, so please don't hesitate to reach out. We'd be delighted to hear from you.

Have a terrific year!

Refugee and Forced Migration Studies Class of 2022

OVERVIEW OF DEGREE ADMINISTRATION

Teaching Committee

The MSc RFMS Teaching Committee meets every term. It deals with matters related to the MSc degree programme such as the organisation and content of teaching, policy, examination performance, staff and personnel, equipment, scheduling, publicity, and funding.

Student Consultative Committee (SCC)

During induction week, students are asked to nominate 2-3 fellow MSc students to be their Student Representatives.

SCC meetings are scheduled every term. These meetings serve as a forum for discussing students' reactions to the course as well as other related issues – student representatives can put forward ideas from their fellow students and are expected to pass back any points of interest that are discussed in the meetings. The SCC also deals with student issues related to theses and examinations. The meetings are chaired by the Course Director.

Graduate Studies Committee

Responsibility for the programme is vested in the Graduate Studies Committee of the Department of International Development, which reports to the Social Sciences Division. The Divisional board has formal responsibility for the maintenance of educational quality and standards in its broad subject area and exercises its responsibility through its Academic Committee, which scrutinises proposed course revisions, reports of examiners, and other questions of academic policy. The ODID Graduate Studies Committee meets twice per term. At the University level, the Education Committee is responsible for matters of academic policy. Their website is: <http://www.admin.ox.ac.uk/epsc/>.

Your College

All students are full-time, matriculated college members. The colleges have no formal role in graduate teaching, but all students have college advisors who can discuss both personal and academic matters.

Please note that the academic side of graduate education is the primary responsibility of the University and your department, with colleges in a secondary role.

Some colleges host a wide range of general seminar series in the field of politics, international relations, and area studies. They also have active cross-disciplinary, and cross-area postgraduate student discussion groups. These provide additional networks for informal learning and networking.

CORE TEACHING STAFF

Tom Scott-Smith (Course Director)

Associate Professor of Refugee Studies and Forced Migration



<i>College:</i>	St Cross	
<i>Office Location:</i>	1st Floor RSC, Room 20.11	
<i>Contact:</i>	tom.scott-smith@geh.ox.ac.uk	☎ 01865 281722
<i>Office Hours:</i>	Mondays 9-10 am or email to book an appointment (term time only)	
<i>Courses Taught:</i>	Movement and Morality (Hilary) (Convenor) History and Politics of Humanitarian Aid (Hilary) (Convenor)	
<i>Research Interests:</i>	Humanitarian responses to forced displacement, humanitarian design and technology, refugee camps and shelter, nutrition and the history of hunger relief, anthropology and history.	

Alexander Betts (Course Convener, Politics of Forced Migration)

Professor of Forced Migration and International Affairs



<i>College:</i>	Brasenose	
<i>Office Location:</i>	1 st Floor, Room 20.09	
<i>Contact:</i>	alex.betts@geh.ox.ac.uk	☎ 01865 281727
<i>Office Hours:</i>	Please email to book an appointment (term time only)	
<i>Courses Taught:</i>	Politics of Forced Migration (Michaelmas) (Convenor)	
<i>Research Interests:</i>	International politics of asylum and migration; politics of humanitarianism; UNHCR; international relations theory; displacement in Sub-Saharan Africa; & forced migration; innovation, technology, and the private sector	

Nicole Stybnarova (Course Convener, International Human Rights and Refugee Law)

Departmental Lecturer in Human Rights, Refugee Law and International Public Law



<i>College:</i>	Linacre	
<i>Office Location:</i>	1 st floor, Room 20.10	
<i>Contact:</i>	nicole.stybnarova@geh.ox.ac.uk	☎ 01865 281717
<i>Office Hours:</i>	Please email to book an appointment (term time only)	
<i>Courses Taught:</i>	International Human Rights and Refugee Law I (Michaelmas) (Convenor) International Human Rights and Refugee Law II (Hilary) (Convenor)	
<i>Research Interests:</i>	International Migration Law, Human Rights, Private International Law and Critical Social Theory	

Hanno Brankamp (Course Convener, Anthropology)

Departmental Lecturer in Forced Migration



<i>Office Location:</i>	1st Floor RSC, Room 20.08A	
<i>Contact:</i>	hanno.brankamp@geh.ox.ac.uk	☎ 01865 281801
<i>Office Hours:</i>	Please email to book an appointment (term time only)	
<i>Courses Taught:</i>	Anthropology of Forced Migration (Michaelmas) (Convenor)	
<i>Research Interests:</i>	Geographies of im/mobility and forced migration, humanitarianism, carceral geographies, the spatialities of camps, police and state violence, ethnographic research, displacement in Kenya and (East) Africa, and abolitionist politics	







Uttara Shahani (Course Convener, Research Methods I)




Departmental Lecturer in Forced Migration



<i>Office Location:</i>	1st Floor RSC, Room 20.08A	
<i>Contact:</i>	uttara.shahani@geh.ox.ac.uk	☎ 01865 81708
<i>Office Hours:</i>	Please email to book an appointment (term time only)	
<i>Courses Taught:</i>	Research Methods I (Michaelmas) (Convenor) Postcolonial Borders and Forced Migration (Hilary) (Convenor)	
<i>Research Interests:</i>	South Asia, Sindh and the Sindh diaspora, the history of the British Empire, partitions, decolonisation, and refugee regimes.	

OTHER STAFF TEACHING ON THE DEGREE

	<p>Kathrin Bachleitner IKEA Foundation Research Fellow</p> <table border="1"> <tr> <td><i>Research Interests:</i></td><td>Legacies of conflict, war and displacement, collective memory, identity politics, International Relations, foreign and refugee policies, the Middle East, and Europe</td></tr> <tr> <td><i>Teaching:</i></td><td>Supervision Option Course: Legacies of War and Displacement (Hilary) (Convener)</td></tr> </table>	<i>Research Interests:</i>	Legacies of conflict, war and displacement, collective memory, identity politics, International Relations, foreign and refugee policies, the Middle East, and Europe	<i>Teaching:</i>	Supervision Option Course: Legacies of War and Displacement (Hilary) (Convener)
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<i>Teaching:</i>	Supervision Option Course: Legacies of War and Displacement (Hilary) (Convener)				
	<p>Dawn Chatty Professor Emerita</p> <table border="1"> <tr> <td><i>Research Interests:</i></td><td>Conservation-induced displacement, tribal resettlement, modern technology and social change, gender and development and the impact of prolonged conflict on refugee young people</td></tr> <tr> <td><i>Teaching:</i></td><td>Supervision</td></tr> </table>	<i>Research Interests:</i>	Conservation-induced displacement, tribal resettlement, modern technology and social change, gender and development and the impact of prolonged conflict on refugee young people	<i>Teaching:</i>	Supervision
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	<p>Cathryn Costello Andrew W Mellon Professor of International Refugee and Migration Law/Chair of Examiners</p> <table border="1"> <tr> <td><i>Research Interests:</i></td><td>International and regional refugee law; asylum procedures and access to Protection; EU and European human rights law, in particular migrant and refugee rights; international and comparative migration law; rights of migrant workers; family migration; immigration detention; EU citizenship and family migration</td></tr> <tr> <td><i>Teaching:</i></td><td>Supervision; teaching on International Human Rights and Refugee Law I</td></tr> </table>	<i>Research Interests:</i>	International and regional refugee law; asylum procedures and access to Protection; EU and European human rights law, in particular migrant and refugee rights; international and comparative migration law; rights of migrant workers; family migration; immigration detention; EU citizenship and family migration	<i>Teaching:</i>	Supervision; teaching on International Human Rights and Refugee Law I
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	<p>Dilar Dirik Joyce Pearce Junior Research Fellow</p> <table border="1"> <tr> <td><i>Research Interests:</i></td><td>Women's liberation struggles; refugee autonomy; knowledge production and the state; statelessness and anti-state resistance; feminist epistemologies; anti-colonial struggles; revolutionary movements; nation-state violence</td></tr> <tr> <td><i>Teaching:</i></td><td>Option course: Gendering War, Violence and Resistance (Hilary) (Convener) Supervision</td></tr> </table>	<i>Research Interests:</i>	Women's liberation struggles; refugee autonomy; knowledge production and the state; statelessness and anti-state resistance; feminist epistemologies; anti-colonial struggles; revolutionary movements; nation-state violence	<i>Teaching:</i>	Option course: Gendering War, Violence and Resistance (Hilary) (Convener) Supervision
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<i>Teaching:</i>	Supervision				
	<p>Nao Omata Associate Professor</p> <table border="1"> <tr> <td><i>Research Interests:</i></td><td>Refugee livelihoods, durable solutions (repatriation, integration, resettlement), networks & mobility, relationship with host states & populations, urbanisation</td></tr> <tr> <td><i>Teaching:</i></td><td>Option Course: Refugee Economies (Hilary) (Convener)</td></tr> </table>	<i>Research Interests:</i>	Refugee livelihoods, durable solutions (repatriation, integration, resettlement), networks & mobility, relationship with host states & populations, urbanisation	<i>Teaching:</i>	Option Course: Refugee Economies (Hilary) (Convener)
<i>Research Interests:</i>	Refugee livelihoods, durable solutions (repatriation, integration, resettlement), networks & mobility, relationship with host states & populations, urbanisation				
<i>Teaching:</i>	Option Course: Refugee Economies (Hilary) (Convener)				

	Hiba Salem Pedro Arrupe Research Fellow	
	<i>Research Interests:</i>	Refugee education, youth aspirations, integration and social inclusion, belonging, children's well-being
	<i>Teaching:</i>	Supervision
	Carlos Vargas-Silva Professor in Migration Studies and Director of COMPAS	
	<i>Research Interests:</i>	The interaction of migration with labour markets, public services, and health outcomes, with a key focus on the role of policy in affecting those interactions
	<i>Teaching:</i>	Research Methods II (Hilary) (Convener)
	Roger Zetter Professor Emeritus	
	<i>Research Interests:</i>	Environmental displacement; refugees and labelling; development and protection challenges; undocumented migrants; asylum and refugee identity
	<i>Teaching:</i>	Supervision

OTHER STAFF AT THE RSC

Academic Staff

Dr Evan Easton-Calabria	Senior Researcher
Dr Derya Ozkul	Research Officer, Refugees are Migrants: Refugee Mobility, Recognition and Rights

Library Staff (based at the Bodleian Social Sciences Library, Manor Road Building)

Sarah Rhodes	Forced Migration, African and Commonwealth Subject Consultant
Joanna Soedring	Senior Library Assistant, Reader Services/Refugee Studies
Emma Yendell	Cataloguer

Outreach and Publications Staff

Tamsin Kelk	Communications and Information Coordinator
Annelies Lawson	International Summer School and Conferences Manager

Forced Migration Review

Alice Phillip	<i>FMR</i> Managing Editor
Sharon Ellis	<i>FMR</i> Assistant
Olivia Berthon	<i>FMR</i> Editor
Maureen Schoenfeld	<i>FMR</i> Promotion and Finance Assistant

Administrative Staff

Felicity Leary	RSC Manager
Laurence Medley	Accounts Officer
Madison Bakewell	Project Coordinator, Refugee Economies

DEPARTMENTAL ADMINISTRATIVE STAFF

Contact Details of Administrative Staff at QEH			
Dominique Attala	Graduate Studies Manager	☎ (2)81806 Room 20.24	dominique.attala@qeh.ox.ac.uk
Peter Franklin Routh	Head of Administration and Finance	☎ (2)81804	peter.franklinrouth@qeh.ox.ac.uk
Caterina Bowley	ODID Receptionist and Communications Assistant	☎ (2)81800	reception@qeh.ox.ac.uk
Position vacant	Executive Assistant to the Head of Department	☎ (2)81803	odid-ea@qeh.ox.ac.uk
Gary Jones	ODID Caretaker	☎ (2)81818	caretaker@qeh.ox.ac.uk
Shuqin Zhang	ICT Manager	☎ (2)81821	odidit@qeh.ox.ac.uk
Ioanna Giannouli	ICT Officer	☎ (2)81709	odidit@qeh.ox.ac.uk

The contact details of all University staff can be found on the main [University website](#)


Department and Centre contact details

These can be found on the web as follows:

<i>Departments</i>		<i>Centres</i>	
ODID	http://www.qeh.ox.ac.uk/	RSC	http://www.rsc.ox.ac.uk/

2. SCHEDULES

TERMLY OVERVIEW OF CORE CLASSES AND SEMINARS

These schedules are provided to give an overview only of the classes and seminars running in each of the three terms. Final timetables will be published on [CANVAS](#) () at the start of each term.

The full and final timetable for Michaelmas Term, including room locations and additional meetings and workshops will be provided separately on CANVAS as both a termly overview and a weekly calendar in Induction Week.

MICHAELMAS TERM 2022


Teaching on the MSc will, following the [flexible and inclusive approach](#) to teaching (FIT) that the University has adopted, have a strong focus on small-group teaching, complemented by online pre-recorded lectures and live 'Question and Answer' sessions for most courses. This model of teaching allows flexibility around when and how students and staff engage with each other, and ensures that 'real time' and, where possible, in-person contact, occurs at the point(s) which add the most to your learning.

Whilst students can watch lectures whenever is convenient, we envisage that you will, for each course each week, watch the relevant lecture as soon as possible prior to class. Small-group teaching will be delivered in-person in the Department.

COMPLETE TIMETABLE WILL BE PUBLISHED ON CANVAS

Please be sure to check any emails from the Course Co-ordinator, or announcement notifications from CANVAS, as this is how any last minute amendments or additions to your timetable will be communicated.

HILARY TERM 2023

The Hilary Term timetable will be published on [CANVAS](#) () prior to the start of the term. However, students will again attend four courses: two core courses (Research Methods II and Movement and Morality) plus the two option courses they signed up to in Michaelmas Term.


TRINITY TERM 2023

There are no taught courses in Trinity term, as this term is spent doing the open book exams (in weeks 1 and 2) and writing your thesis. There will, however be one-off events such as thesis workshops and careers events taking place during the term, in addition to the regular RSC seminar series.

OVERVIEW OF KEY DATES AND DEADLINES

*NOTE: It is essential that submission deadlines are adhered to exactly. Late submission requests have to be approved by the Proctors. **Failure to hand in submissions by the deadline may result in failure to complete.***

MICHAELMAS

Week 0-1	Elect two class representatives and a Social Secretary and let the Course Coordinator have a note of their names by the end of Week 1 (<u>Friday 14 October 2022</u>)
Week 1	Submit Avoiding Plagiarism test results and 'Use of <i>Turnitin</i> ' form to Course Coordinator by 12 noon on <u>Friday (14 October 2022)</u>
Week 5-6	Option course sign up: Sign up to two Hilary Term options courses by end of week 6 <u>Friday (18 November 2022)</u> .
Week 8	Submit draft <i>Thesis Topic Approval Form</i> () to your supervisor by 12 noon on <u>Friday (2 December 2022)</u> You will need to have a final, approved copy of this form signed off by your supervisor by Week 3 in Hilary Term

HILARY

Week 3	Submit <i>Thesis Topic Approval Form</i> , approved in writing by your supervisor, to the Course Coordinator (for submission to the Chair of Examiners) by 12 noon on <u>Tuesday (31 January 2023)</u>
Week 4	Submit a completed <i>Thesis Support Fund Application Form</i> for any thesis related activities planned <u>Friday (10 February 2023)</u> Research Design Essay for Research Methods instructions released at 12 noon GMT on <u>Friday (10 February 2023)</u>
Week 6	Submit CUREC form for ethics approval (and travel insurance form if applicable) for any fieldwork research planned for Easter Vacation or early Trinity by 12 noon on <u>Friday (24 February 2023)</u> NB: Any late forms received after week 8 will not be considered until next term
Week 7	Research Design Essay to be submitted via Inspira by 12 noon GMT on <u>Friday (3 March 2023)</u>
Week 9	Monday 13 and Tuesday 14 March 2023 Virtual Study Trip – in person at QEH (see VIRTUAL STUDY TRIP for more information)

TRINITY

Week 0	Quantitative Research Methods Formative Assessment to be submitted via Canvas by 5pm GMT on <u>Monday (17 April 2023)</u>
Week 1&2	<p>Three x 8 hour online open book exam papers (during weeks commencing 24 April and 1 May 2023*):</p> <p>Paper I: International Legal and Ethical Frameworks Paper II: Political and Anthropological Frameworks Paper III: Contemporary Issues in the Study of Forced Migration</p> <p>*Please note that there is a slight possibility this timing may change. Dates will be confirmed at least 5 weeks beforehand.</p>
Week 3	<p>RECOMMENDED DEADLINE*: Draft of one full chapter to be submitted to your supervisor by 12 noon on <u>Friday (12 May 2023)</u></p> <p><i>*This is a guide only, you can arrange alternative deadlines with your supervisor</i></p>
Week 3 or 4	<i>Thesis Workshop Preparation Form</i> to be submitted to workshop leader
Week 3 or 4	Thesis Workshops
Week 5	<p>RECOMMENDED DEADLINE*: Full draft of thesis to be submitted to your supervisor by 12 noon on <u>Friday (26 May 2023)</u></p> <p><i>*This is a guide only, you can arrange alternative ones with your supervisor</i></p>
Week 8	Theses to be submitted via Inspira by 12 noon BST on <u>Thursday (15 June 2023)</u>
Week 10	Final exam board where students' marks and awards are agreed
Week 11	Final results published on Evision
July	Student graduation ceremonies – organised and scheduled by Colleges (dates may be different for each college)

[See also [FORMATIVE ESSAY DEADLINES](#) for your essay submission schedule]

KEY EXAMINATION DEADLINES

(📄 = on CANVAS)

RESEARCH DESIGN ESSAY, THESIS AND PAPERS I, II AND III			
	MICHAELMAS TERM 2022	HILARY TERM 2023	TRINITY TERM 2023
Research Design Essay 3,000 words		Wk 4 Friday [12 noon, 10 February] Research Design Essay instructions released Wk 7 Friday [By 12 noon GMT, 3 March]: Electronic copy to be submitted via Inspira/Turnitin	
Thesis Between 10,000 and 15,000 words	Wk 1 [By 12 noon, Friday 14 October] Turnitin declaration and Avoiding Plagiarism 1 post-test results to Course Coordinator Wk 6 [By 12 noon, Friday 18 November] Complete and sign CUREC form and submit (approved by Supervisor) to Course Coordinator for any research planned for Christmas Vacation (📄) Wk 8 [By 12 noon, Friday 2 December] Thesis Topic Approval Form (📄) draft must be submitted to your supervisor for approval	Wk 3 [By 12 noon, Tuesday 31 January] Thesis Topic Approval Form (📄) (signed by your supervisor) to Course Coordinator (for approval by Chair of Examiners) Wk 6 [By 12 noon, Friday 24 February] Complete and sign CUREC form and submit (approved by Supervisor) to Course Coordinator for any research planned for Easter Vacation (📄)	Wk 3 [By 12 noon, Friday 12 May] Draft of one full chapter to be submitted to your supervisor Wk 4 [exact date TBC] Thesis Workshop Preparation Sheet (📄) to be submitted to your supervisor Wk 5 [By 12 noon, Friday 26 May] Full draft of thesis to be submitted to your supervisor Wk 8 [By 12 noon BST, Thursday 15 June] Electronic copy to be submitted via Inspira/Turnitin
Papers I, II and III Online open book examinations			Likely to be in Week 1 and 2 (w/c 24 April and 1 May). This may change, but dates will be confirmed at least 5 weeks before the date of the exams.

REGULAR EVENTS AND SEMINARS AT THE RSC

On top of a busy schedule of lectures, seminars and supervisions, you are also encouraged to attend and participate in the RSC seminar series which run each term. See below for details. The series feature invited speakers and are an excellent introduction to cutting-edge forced migration research. See the [RSC website](#) for further information.

	MICHAELMAS TERM	HILARY TERM	TRINITY TERM
RSC Public Seminars	<u>Tuesdays</u> 1-2pm Weeks 1, 3, 5 & 7 Seminar Room 1	<u>Tuesdays</u> 1-2pm Weeks TBC Room TBC	<u>Tuesdays</u> 1-2pm Weeks TBC Room TBC
Annual Elizabeth Colson Lecture			Usually week 2 or 3 Speaker, venue and title TBC
Annual Barbara Harrell-Bond Lecture	Thursday, Week 5 10 November, 5-6.30pm Magdalen College Alex DeWaal <i>Executive Director, World Peace Foundation, Fletcher School Lecture on 'What Justice for Famine Crimes?'</i> [NB: Registration necessary]		
RSC Work in Progress Seminars (Visiting Fellows)	On an Ad hoc basis	On an Ad hoc basis	On an Ad hoc basis

RSC SPECIAL EVENTS IN MICHAELMAS 2022

You should check the events page on the RSC website for regular updates: <http://www.rsc.ox.ac.uk/events>

3.

THE DEGREE

AIMS AND OBJECTIVES OF THE DEGREE

The course aims to offer you an understanding of the complex and varied nature of forced migration and refugee populations, of their centrality to global, regional and national processes of political, social and economic change. It will also help you develop a broad understanding of academic research related to forced migration and refugees, as well as critical thinking and sound evaluative tools.

Teaching programme and lecture lists

Oxford University operates a three-term academic year. Each term consists of Weeks 1 - 8 of classes. In addition, in Michaelmas Term, Week 0 is a time when introductory meetings take place; and Weeks 9 and 10 after Trinity Term are when exam marking and final examination board meetings take place.

As members of the University, you may attend most lectures and seminars held by the University. Occasionally special lectures may require advance permission to attend. Lecture Lists are available from the University Offices on Wellington Square during Week 0 of each term. A copy is also kept at ODID and they also appear on the University's website accessed from:

<http://www.ox.ac.uk/students/academic/lectures/>

Aims and objectives

- To help students understand the complex and varied nature of forced migration and refugeehood and their centrality to global, regional and national institutions and processes of political, legal, social and economic change.
- To contribute to a better understanding of the rights and entitlements of forcibly displaced people.
- To gain a broad understanding of the literature on forced migration and refugees.
- To contribute to a better understanding of the various research methodologies and approaches relevant to the field of refugees and forced migration studies.
- To contribute to the development of original thinking, unique research skills and sound evaluative tools.
- To understand the contribution of various social science disciplines to the study of refugees and forced migration.

Programme outcomes

A. Students will develop a knowledge and understanding of:

- Key theories of migration as they relate to the complex processes and causes of forced migration and refugee flows.
- Global processes of social, economic and political change.
- Ethical, political and sociological issues associated with responses to forcibly displaced people.
- The nature of the international human rights and refugee regime, international law related to refugees, and associated legal and normative frameworks.
- Research methods, including quantitative, qualitative and participatory techniques and research designs relevant to the study of refugees and forced migration.
- The historical evolution of responses to refugees, asylum seekers and other forced migrants.

B. Skills and other attributes

Students have the opportunity to develop the following skills during the course:

I. Intellectual skills

- The ability to undertake critical analysis of key research (particularly in the field of forced migration and in relation to refugees).
- The ability to identify the major ethical, political, legal and sociological issues raised by forced migration.
- The ability to plan and organise empirical research into aspects of forced migration and refugee studies, and the construction of a 10-15,000 word thesis.
- Familiarity with the needs and rights of refugees and other forced migrants and to contribute to academic and practitioner dialogues in the field of humanitarian aid and forced migration policy.
- The ability to contribute new perspectives to forced migration and the study of refugee issues using a combination of theoretical and practical approaches.

II. Transferable skills

- Independent learning.
- Critical analysis.
- Presentational and writing skills.
- A range of research and information technology skills.
- Time management skills.

Related teaching/learning methods and strategies

There is a combination of lectures, seminars, workshops, small group discussion and tutorial classes (5-15 students), student-led presentations, essays and library work leading to a thesis. Students are expected to prepare for each taught element or essay by reading a selection of recommended book chapters, articles and working papers. Teaching staff specifically refer to exemplary studies in forced migration and the literature on refugees to illustrate important theoretical, ethical, methodological and practical issues and whenever possible, involve students in aspects of their own research activity.

Assessment

Course assessment is made up of three elements: a Research Design Essay for research methods, a thesis, and online open book examinations. These summative assessments measure the extent to which students are able to demonstrate knowledge and understanding of the points outlined above. The process and production of the Research Design Essay will assess the students' ability to plan and apply the research techniques they have learned. The assessment of the thesis measures the individual student's ability to work independently and with sustained analytical focus on a multi-disciplinary issue related to refugees and forced migration and to bring that research to fruition in the production of an original piece of work based, primarily on secondary sources.

Formative assessment provides regular feedback on progress through fortnightly student-teaching staff supervision, small group classes on the core courses, comments on students' formative essays, and student exercises and presentations. This ongoing feedback allows for comment on individual strengths and weaknesses and allows for identification of any student requiring additional support.

STRUCTURE OF THE DEGREE AND TEACHING PROGRAMME

The MSc in Refugee and Forced Migration Studies offers four core courses in Michaelmas term; in Hilary term, students undertake two further core courses, as well as choosing two additional courses from a list of options. Most of the courses offered on the MSc feed into either Paper I (International Legal and Normative Frameworks), Paper II (Political and Anthropological Frameworks), or Paper III (Contemporary issues in the Study of Forced Migration); Research Methods is assessed by means of a research design essay.

CORE COURSES

In Michaelmas Term the following courses are provided, which you are expected to attend in their entirety:

- *International Human Rights and Refugee Law I* (taught by Nicole Stybnařova)
- *The Anthropology of Forced Migration* (taught by Hanno Brankamp)
- *The Politics of Forced Migration* (taught by Alex Betts)
- *Research Methods (Part I)* (taught by Uttara Shahani and Emma Walker-Silverman)

In Hilary Term students on the MSc in Refugee and Forced Migration Studies must undertake four courses, two of which must be:

- *Movement and Morality* (taught by Tom Scott-Smith)
- *Research Methods (Part II)* (taught by Carlos Vargas-Silva)

Formative work

As part of these courses students are usually expected to present five essays of approximately 1,500 words in length (📖 see [FORMATIVE ESSAYS](#)). There will be one essay for each of the core courses, (except Research Methods), and one essay based on the introductory module *Historicising the Study of Forced Migration* at the start of Michaelmas. Essays will be assessed by the appropriate course lecturers, except the first essay in Michaelmas, which is assessed by your supervisor. You may also be required to write an essay for the option courses you choose in Hilary term.

CORE COURSE OUTLINES

The Anthropology of Forced Migration (Hanno Brankamp) [Michaelmas]

This course explores the lived experiences of refugees and forced migrants, covering the anthropological literature on displacement, encampment, resettlement and asylum. It looks at how refugee identity is formed, at notions of home and belonging, it explores the social lives of refugee camps, and it examines how forced migrants interact with aid agencies, governments and the UNHCR. The course is structured by going through the archetypal stages of a forced migration: initial crisis, human movement, life in camps, interaction with aid agencies, claiming asylum, and then resettlement and life in exile. It is often said that displacement is a process, and this course looks at the human experience of this process. Each week will involve the close reading of a classic ethnography, placing these in the context of similar work.

International Human Rights and Refugee Law I (Nicole Stybnarova) [Michaelmas]

This course covers the core issues in international refugee law (IRL) and international human rights law (IHRL) that define the scope of international protection. It focuses on the definition of a refugee under the 1951 Refugee Convention and regional instruments, as well as on the role of human rights law in offering protection to refugees and other 'forced migrants'. The course aims to provide students with a critical understanding of the content, workings and shortcomings of international legal responses to refugees, so that by the end of the course, you will have an understanding of both the potential, and the limits, of international refugee law. In addition to receiving a comprehensive grounding in the law on international protection, by actively engaging with the readings, lectures and class activities, students will develop their abilities to engage in legal analysis, synthesis and argumentation.

The Politics of Forced Migration (Alex Betts) [Michaelmas]

Forced migration is inherently political. Its causes, consequences, and responses to it cannot be understood without looking at the role of power, interests, and ideas. The movement of people across communities, especially when forced, necessarily leads to competing claims. In order to make sense of how these claims are reconciled, this course draws primarily upon the tools of both Comparative Politics and International Relations, in order to examine how domestic and international processes shape the behaviour and interactions of states and other actors in relation to forced migration. In addition to introducing students to key concepts, theories, and debates from the academic literature, the course also aims to be an applied course – demonstrating how an understanding of the politics of forced migration can be useful for identifying practical and policy-relevant solutions to contemporary forced displacement challenges. The course covers a wide range of themes including the politics of asylum, the political economy of refugee self-reliance, international cooperation, advocacy and activism, and refugees as actors in world politics, and does so across a range of regions including Europe, Africa, the Middle East, and the Americas.

Movement and Morality (Tom Scott-Smith) [Hilary]

Human movement across borders raises complex moral questions. States, humanitarian organisations, and individuals often justify their various positions on immigration and refugee movements on moral grounds. This course aims to explore a range of moral issues raised by contemporary border controls. We critically consider questions such as: whether people should have the right to move freely between states; whether states should be allowed to trade responsibility for refugees amongst themselves; under what, if any, circumstances disobeying or resisting immigration controls might be justifiable; whether states have a duty to grant admission to non-citizens from countries they have formerly colonized; and if it is morally acceptable to denationalize and deport citizen terrorists. These questions raise controversial and contested issues. We will map the contours of these lively and important debates and identify the positions that we find the strongest. By the end of this course students should have gained a greater awareness of the moral controversies that underpin contemporary debates on border control; an improved understanding of why actors use moral arguments as a resource in political debates; and an introduction to some key debates in moral and political theory.

Research Methods I (Uttara Shahani and Emma Walker-Silverman) [Michaelmas]

Research Methods II (Carlos Vargas-Silva) [Hilary]

How can scholars research forced migration in ways that are responsible, ethical, and valuable? How should we identify the most appropriate methodologies for our research? This course examines these questions, with the aim of developing essential skills for understanding the ethics and complexities around research related to forced migration. The course is presented over two terms. In Michaelmas term (Part 1), the focus is on qualitative methodologies, research design, and data collection. These topics are covered through a combination of broad conceptual and theoretical discussions, alongside specific case studies of 'research in practice'.

In Hilary term (Part 2), lectures and classes will turn to quantitative data analysis, led by Carlos Vargas-Silva. The discussion will include aspects related to sampling different populations in the humanitarian context, developing questionnaires and analysing the collected data. There will also be discussion about ways of 'mixing' these quantitative techniques with the qualitative methods introduced in Part 1.

OPTIONS COURSES [Hilary Term]

The remaining two courses in Hilary Term will be chosen by the student from a list of options. The options for 2022-23 are likely to include:

- *Gendering War, Violence and Resistance* (Dilar Dirik)
- *History and Politics of Humanitarian Aid* (Tom Scott-Smith)
- *International Human Rights and Refugee Law II* (Nicole Stybnarova)
- *Legacies of War and Displacement* (Kathrin Bachleitner)
- *Postcolonial Borders and Forced Migration* (Uttara Shahani)
- *Refugee Economies* (Naohiko Omata)

The availability of any particular options course will be dependent on numbers. Descriptions of the courses can be found below, and students will be presented with more information on the available options in Weeks 4-5 of Michaelmas Term and will need to make their final choices by end of Week 6.

All options, except Law, will ordinarily be capped at **12 students** and places will be allocated on a first come, first served basis. You may, therefore, find that your first choice is not available and so you will have to sign up for another course.

Please note it is possible a course could be cancelled if not enough people sign up for it.

Short videos given by Option Conveners, together with course outlines and reading lists, will be placed on Canvas to help you make your choice at least a week before the sign up deadline. Students are welcome to contact the conveners directly if they have any questions.

OPTIONS COURSE OUTLINES

Gendering War, Violence and Resistance (Dilar Dirik)

Scholarship widely acknowledges that women and other marginalized genders are disproportionately vulnerable in contexts of war and forced displacement. Yet, knowledge production on conflict often treats the dimension of gender as a side issue. This course encourages students to view gender as a central, rather than secondary question in our understanding of war, violence, and forced displacement.

The readings cover past and present contexts of violence and conflict in different geographies. The weeks engage topics like colonization and settler colonialism, state violence, body politics, race, nationalism and militarism, ecocide and land struggles, exile and detention, diaspora, and struggles for peace, decolonization, justice, liberation and revolution from the perspective of gender. How do gendered framings of terms like 'nation', 'land', 'state', 'culture', 'civilization', 'progress', 'democracy', etc. shape the conduct of war and peace? How do people imagine ideas like liberation, peace and justice as being related to issues around gender? In addition to discussing issues and cases, the course familiarizes students with feminist theoretical frameworks and methodologies. Reading against simplistic binaries (e.g. 'womenandchildren' (Enloe 2000) as victims; men as perpetrators), the course encourages students to consider the complexity of human agency in times of war and to understand the ways in which different systems and structures of power interact.

The History and Politics of Humanitarian Aid (Tom Scott-Smith)

Humanitarian aid is concerned with the provision of basic necessities – such as food, water, shelter and security – to people affected by conflict and disaster. Since its roots in the nineteenth century, humanitarianism has grown to become a massive industry, with aid agencies now spending billions of dollars around the world, employing hundreds of thousands of people and wielding considerable political influence. This module examines the nature and purpose of humanitarianism with reference to its 'classical' operating

principles and the dilemmas these have produced in situations of forced displacement over the past fifty years. Through studying a series of recent case studies, students will explore the following questions: Is it possible for humanitarian actors to be neutral in conflict? How can aid prolong war and suffering? Is it ever justifiable for humanitarians to withdraw their assistance when it is needed? Should humanitarian agencies create alliances with military actors? Can we see humanitarianism as a modern form of colonialism? What principles are useful in the negotiation of humanitarian access? What is the proper role of advocacy and media engagement in humanitarian action?

The course is structured chronologically, moving through a series of high profile crises, each of which raised enduring political questions about the nature of aid. These can be thought of as moments of struggle within the industry, within which our idea of what humanitarianism is, and how it should be implemented, underwent some kind of refinement and transformation. Through discussion of these case studies, the module aims to: (i) Explore the origins of humanitarianism and the importance of history to policymakers. (ii) Develop understanding of the main operating principles that underpin humanitarian action and some of the debates surrounding their application (iii) Examine the central dilemmas that recur in humanitarianism, particularly those concerning autonomy, neutrality, and negative consequences (iv) Discuss at least four of the major humanitarian interventions from the past fifty years in detail, (v) Provide tools to make sense of humanitarian dilemmas and an opportunity to put those tools into action, (vi) Assess the negative and positive consequences of humanitarian action, with a focus on influence, economics and identity.

International Human Rights and Refugee Law II (Nicole Stybranova)

The course provides a more detailed insight into particular issues of law and international protection of refugees. It explains the situation of Palestinian refugees in international refugee law; ponders legal questions relating to exclusion from refugee status, cessation of refugee status, repatriation and resettlement; and introduces the rights' aspects of family reunifications. In addition, the lectures contemplate some of the current political issues in the area of refugee protection and the role of law in those. This includes the 'rights' of refugees at sea, privatization of refugee protection and other economic aspects of refugee protection, human trafficking and criminalization of cross-border movement, and a thorough perspective to the structure of international refugee law and human rights law as shaped by colonialism and as upholding colonial power inequalities.

This course is the advanced law option, it builds, therefore, on the foundation course 'International Human Rights and Refugee Law I', which provided an introduction to and overview of the international protection regime. By actively engaging with the readings, seminars and seminar activities, students will further develop their legal skills and will also gain a deeper and more sophisticated understanding of the interrelationship(s) between international refugee law, human rights law and administrative and political practice in the area of forced migration.

Legacies of War and Displacement (Kathrin Bachleitner)

This course is about the legacies that war and displacement leave on societies. It takes two perspectives. One is a bottom-up view, which looks at the lived experiences of ordinary people, including refugees and IDPs, exploring how national identities are affected by conflict. The other is a top-down approach, which explores the responses of political elites. This will analyze how legacies of atrocities and crimes but also suffering and victimhood are integrated into national stories and policies. Through these two perspectives, the course engages several interdisciplinary concepts from the fields of Politics and IR, Sociology, Psychology, History, and Anthropology: collective memory and the politics of memory, social trauma and the formation of group identities, national attachments, populism and nationalism, identity politics and competitive victimhood, national remembrance and the role of the witness, and post-conflict instruments of transitional justice such as reparations, truth commissions, and political apologies. We will draw from empirical examples from around the world, including current and historical experiences of war and displacement.

Postcolonial Borders and Forced Migration (Uttara Shahani)

This course examines the relationship between forced migration and borders across the colonial-postcolonial divide from a historical perspective. It situates postcolonial geographical borders in colonial constructions of race, religion, and ethnicity. It investigates the intersection of race and religion with colonial migration controls and how these controls configured the boundaries of the modern state. The course considers how decolonisation and the making of new-nation states made new refugees. It reviews how imperial history influenced the UN refugee regime and former colonial powers' border control and citizenship regimes. We assess how postcolonial borders have raced, gendered, ethnicised, and communalised citizenship. The course reflects on these issues conceptually, with case studies from Africa, the United States, the Middle East, the UK, and Asia.

Refugee Economies (Naohiko Omata)

This course explores the crucial but under-researched question: What difference does it make, in economic terms, to be a refugee? Amidst the daunting scale of protracted displacement worldwide, there has been growing interest in the development and economic potential of refugees across both policy and academic arenas. Although refugees engage in economic activities in their host states, their economic lives are usually shaped by various aspects of 'refugeehood' – defined as the legal, social, political and/or institutional contexts in which refugees find themselves in exile. By examining a range of factors that influence refugees' economic decisions, strategies and outcomes, the course investigates the ways in which their economic lives are analytically distinct. It takes an interdisciplinary approach by integrating the work of anthropologists, economists, sociologists, geographers, political scientists, lawyers, and practitioners.

This course closely draws upon the 'Refugee Economies' research project based at the RSC, which is a large-scale multi-country study on the economic lives of refugees and host populations in both refugee camps and urban cities across Uganda, Kenya, and Ethiopia. The course will incorporate findings from the research into class materials and invite 'refugee researchers' from these countries as guest speakers, offering students the opportunity to engage with the emic views from the field.

FORMATIVE ESSAYS

During the course of Michaelmas and Hilary Terms, you will be asked to write seven short, formative essays. The essays should be approximately 1,500 words in length and deal with the substantive, theoretical and/or methodological aspects of the material covered in each of core and options course.

The purpose of these short essays is to hone your analytical skills and to prepare you for the challenge of writing the short, summative essays for your open book exams at the start of Trinity Term.

The formative essays, therefore, are intended:

- 1) To prepare and equip students with a variety of skills required for their summative assessment.
- 2) To create a good basis for discussion and subsequent subject learning.
- 3) To give students the opportunity to present a succinct argument.


What makes a good short essay?


- ✓ Concision
- ✓ Structure
- ✓ Clarity
- ✓ Evidence
- ✓ Acute attention to question
- ✓ Theoretical engagement where relevant
- ✓ Good argumentation
- ✓ Independence of thought
- ✓ Awareness of relevant literature and accurate citation


What the short essays are not:

- Literature reviews or summaries – they must contain an argument!
- A general discussion of an issue – they must stay focused on the question!
- In need of an extensive bibliography.


Your course lecturer and supervisor will expect your essay to be a well-written piece of analytical work which is based on, perhaps, half a dozen or so readings around a specific topic. The topic may have been one of the discussion topics of the course outline, or it may have been one which has been specifically assigned in class. Alternatively it may have been a question from a previous year's examination (available in the Library or from Oxford Examination Papers Online [OxAM]: www.oxam.ox.ac.uk).

Your supervisor and course lecturer will expect a piece of work which sets out an argument; engages in analysis; and draws a conclusion. The writing guidelines in this handbook (see  [WRITING](#)) should be useful to follow in preparing for your first few essays. In most cases you will need to spend a week reading around your essay topic and a few hours, or a day or two, planning and writing it.

Your supervisor or course lecturer will provide you with feedback via [CANVAS](#) (), usually within two weeks of the submission date, for discussion at your next meeting.

The first essay of Michaelmas Term, due in Week 2 and marked by your supervisor, will be on a subject discussed in the introductory module: *Historicising the Study of Forced Migration*. All other essays will be assessed by the relevant course convenor, who will provide you with written feedback and an indicative mark (via [CANVAS](#) ()). You are encouraged to discuss this feedback with your supervisor.



FORMATIVE ESSAY SUBMISSION DEADLINES

ESSAYS ASSESSED BY SUPERVISOR/COURSE CONVENER		
	Michaelmas Term	Hilary Term
Essay 1 - topic from Historicising Forced Migration Seminar	Week 2 – to Supervisor	
Essay 2 - topic from the Anthropology of Forced Migration	Week 5 – to Course Convener	
Essay 3 - topic from International Human Rights and Refugee Law	Week 7 – to Course Convener	
Essay 4 - topic from The Politics of Forced Migration	Week 9 – to Course Convener	
Essay 5 - topic from Movement and Morality		Week 4 – to Course Convener
<p>In addition, you will also write a formative essay for your two option courses and a number of assignments for Research Methods.</p>		
<p>A Word version of your essay should be submitted via CANVAS () by 5pm on the Friday of the week in which the essay is due.</p>		

TYPICAL STUDENT SCHEDULE

Michaelmas	Hilary	Trinity Term
Classes/Supervision (Weeks 1-8)	Classes/Supervision (Weeks 1-8)	Classes/Supervision
<ul style="list-style-type: none"> Core course: Politics of Forced Migration Core course: Anthropology of Forced Migration Core course: International Human Rights and Refugee Law I Core course: Research Methods I Thesis: identify topic and title; preliminary literature review Research Design Essay: Ongoing research design training and weekly activities in RM tutorials 	<ul style="list-style-type: none"> Core course: Movement and Morality Core course: Research Methods II Options course 1 Options course 2 Thesis: confirm topic and title; develop abstract; start work Research Design Essay: instructions released in week 5 	<ul style="list-style-type: none"> Thesis: complete work and write up
Assessment	Assessment	Assessment
	<ul style="list-style-type: none"> Submission: Research Methods Research Design Essay 3,000-word essay (Friday Week 7) 	<ul style="list-style-type: none"> Examinations: 3 x online open book exams (Weeks 1&2 expected) Submission: Thesis (Thursday Week 8)
Vacation	Vacation	
<ul style="list-style-type: none"> Courses: catch up on reading Work on thesis 	<ul style="list-style-type: none"> Courses: exam revision and Quantitative Research Methods formative essay Thesis: continue work 	

Full-time MSc students should generally regard their studies as a full-time occupation of 40 hours per week during term time, and should normally be available for academic commitments during core working hours (i.e. 9 am to 5 pm on weekdays).

Students who feel they would benefit from further support and training for handling their study workloads can sign up for skills training. (for further information see  [OPPORTUNITIES FOR SKILLS TRAINING](#) and [CANVAS](#) ())

VIRTUAL STUDY TRIP

It is anticipated that we will hold a virtual Study Trip in Week 9 of Hilary Term, on Monday 13 and Tuesday 14 March 2023. It is likely to take place over two days with presentations by specially invited members of international organisations, who will attend over Zoom and appear on the large screens in QEH seminar rooms. These virtual sessions will provide students with first-hand exposure to the policy-world related to forced migration, and an opportunity to discuss key issues with colleagues in person. The study trip will be held jointly between our degree and the MSc in Migration Studies, and presence in QEH/ODID will be necessary for the seminars and discussions.

STUDENT GRANTS

The Grants Committee is able to make small grants available to students on the MSc in Refugee and Forced Migration Studies, as detailed below.

Thesis Support Fund

This is designed to support students on the MSc in Refugee and Forced Migration Studies in the preparation of their theses. Students will be able to apply for funds *up to* £250 that are needed for activities relating directly to their thesis. While we generally discourage primary fieldwork (given the tight timetable of the course), this money may be used for travel and fees in respect of activities such as the following:

- Consulting archives or library collections outside Oxford.
- Meeting with academics or other experts in institutions outside Oxford.
- Participating in workshops or conferences relating to the theme of the thesis.
- Technical support in the preparation of the thesis.
- Primary research costs in exceptional cases

ODID Hardship Fund

As a last resort, the department has a hardship fund that is intended to award small grants to help students who have found themselves in unexpected financial difficulties. These grants are intended only for self-funded students. Please email the Course Coordinator for details.

CAREERS INFORMATION AND ADVICE

There is a *Careers Orientations Session* held in week 4 of Michaelmas (**Monday 1 November, 1100-1200**) via TEAMS, led by Damilola Odimayo from the University's Careers Service.

A series of careers workshops/presentations specifically geared to MSc in Refugee Studies and Forced Migration students will be scheduled during Michaelmas and Hilary terms. These will be convened by Dr. Tom Scott-Smith and will involve informal conversations with former students over Zoom. Details will be posted on [CANVAS](#) (📅)

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. The Careers Service holds a yearly information session at the Department of International Development, open to all students.

For advice and more information regarding internships, job opportunities please see the Oxford Student website (www.ox.ac.uk/students/life/experience) and the University Careers Service website (www.careers.ox.ac.uk).

Other careers events to look out for:

- International Organisations' Day – London School of Economics – November
- International Careers Day – January

OXFORD MIGRATION STUDIES SOCIETY

The Oxford Migration Studies Society is a student-run University Society that aims to connect people in Oxford examining any facet of migration and cultural pluralism, and to build dialogue and relationships across disciplines, organising forums for socialising, resource and information sharing, and research support.

Society members have included students and researchers from the Refugee Studies Centre (RSC), international development, politics, history, geography, and sociology. The society's projects have included regular social events, research presentation seminars, publications, and special events such as speakers, field trips, workshops, and inter-university conferences and exchanges.

More information is available from the Society's webpage: <http://oxford-mss.com/category/omss/>

MIGRATION AND MOBILITY NETWORK

Researchers of migration and mobility across the University have the possibility to join a new network: (http://torch.ox.ac.uk/migration-and-mobility#quicktabs-theme_term_quicktab=0) which reaches across the University's migration research centres as well as beyond: it aims to be a platform for anyone working on themes relating to migration and mobility. We consider the Oxford Migration Studies Society OMSS as the 'student arm' of this network, and would be delighted to assist with any events if required, and advertise for them on the network website.

For regular network newsletters, as well as general enquiries, please email the network coordinator, Domiziana Turcatti (domiziana.turcatti@wolfson.ox.ac.uk), or the generic network email address (migration-mobility@torch.ox.ac.uk).

OXFORD MONITOR OF FORCED MIGRATION

The *Oxford Monitor of Forced Migration (OxMo)* is an independent, student-run publication that moves to engage with various aspects of forced migration through academic scholarship. At its core, *OxMo* is dedicated to protecting and advancing human rights of individuals who have been forcibly displaced. By monitoring political, legal and practical developments, we seek to draw attention to the plight of forced migrants, identify gaps within existing international and national protection regimes and engage with the many practical and conceptual concerns which perpetuate displacement. We seek to present critical yet balanced analyses of forced migration issues, placing particular emphasis on monitoring the policies and actions of governments, international organizations, and local and international NGOs. Equally, we are committed to giving expression to innovative undertakings that move to alleviate and counter the numerous difficulties that forced migrants face.

Aside from serving as an important academic forum, *OxMo* is unique in that we seek to establish a space for students to meaningfully take part in the ongoing discourse between scholarship and practice that underpins Forced Migration Studies. We believe that students remain a highly valuable yet under tapped resource in the effort to allay forced migration predicaments and advance human rights. Overall, *OxMo* aims to foster a truly global dialogue that moves beyond the "north/south" dichotomy by cultivating intellectual exchanges between equals.

More information is available from *OxMo*'s web site: <http://oxmofm.com/>

If you are interested in getting involved in any of the above, there will be an introductory meeting in Week 1 of Michaelmas Term.

REFUGEE AND MIGRATION LAW DISCUSSION GROUP

The Refugee and Migration Law Discussion Group is a forum for the discussion and debate of any and all aspects of refugee and migration law. Experts from a range of backgrounds and disciplines (including internationally renowned scholars and academics, practitioners and activists) are invited to present their work and ideas and discuss them with members of the group who include staff and postgraduate students of the Law Faculty and Refugee Studies Centre.

The group has representatives from Socio-Legal Studies, Law, Criminology, and ODID. If you are interested in becoming the ODID co-convener, please go to the website:

<https://www.law.ox.ac.uk/content/refugee-and-migration-law-discussion-group> or email the group contacts for more information:

emilie.mcdonnell@law.ox.ac.uk

kathryn.kaelin@worc.ox.ac.uk

stacy.topouzova@law.ox.ac.uk

Co-convener is a very simple role that involves the choosing speakers and guests as well some logistical aspects of organising the gatherings.


4. SUPERVISION

SUPERVISION

You will have been assigned an individual supervisor, with whom you will have a short, introductory meeting in Induction Week. During this meeting you and your supervisor should discuss your needs, expectations and ways of working and what your responsibilities are.

After this initial meeting, you will be expected to meet regularly with your supervisor on a one-to-one basis to discuss your progress, programme of study, research interests and formative essays. These meetings may be scheduled in advance for the whole term.

It is up to you and your supervisor to agree exactly when and for how long you meet, but it is a good idea to get this into your diaries at the start of each term. As a general guide, you should expect to see your supervisor every two weeks during term, with meetings lasting for around 30 minutes.


Your supervisor will help you to start thinking about your thesis from the start of the course, and will suggest preparatory readings to help you develop your thinking. Come prepared to discuss your ideas from the start, as your supervisor will help you to identify a suitable topic and questions. By the end of Michaelmas term, you have to submit a draft *Thesis Topic Approval Form* to your supervisor for feedback; and your supervisor must have approved this by the **Tuesday of Week 3 in Hilary**, when it is submitted to the Course Coordinator for approval by the Chair of the Examiners (see  [EXAM DEADLINES](#)).

Your supervisor will have access via CANVAS to your essay feedback from your course lecturers. They may discuss with you any challenges you are facing in the writing of these essays, and suggest measures for improvement.

Although your supervisor will be in close and regular contact with you throughout the year, supervision should focus on your academic progress. If you have any queries about procedural or administrative matters to do with degree or exam administration, you should contact the Course Coordinator. Other personal, logistical, pastoral or financial matters should be directed to your College Advisor.

Supervisors are drawn from the teaching and research staff based at the Refugee Studies Centre, although on occasion we may appoint a supervisor from another department or centre if this would be more appropriate for your thesis subject.


Reporting Supervision Issues

If you have any issues with your supervision, please raise these as soon as possible so that they can be addressed promptly. It is very important for a student to be able to work well with their supervisor, so any problems raised will be taken seriously and considered carefully. Reports should be made to the Course Director, Tom Scott-Smith, via email. All such reports will be treated in the strictest confidence and handled tactfully. (See also  [SUPERVISION OF THESIS](#) for more information)

GUIDANCE FOR STUDENTS AND SUPERVISORS

(Adapted from regulations originally issued by the Education Committee)

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. He or she 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 his or her course, including faculty/departmental handbooks/notes of guidance, and 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. He or she 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, including in particular the presentation of the required written material in sufficient time for comment and discussion. Both the student and supervisor may want to keep a record of all formal, scheduled meetings. They may also want to agree a record of what has been discussed and decided.
7. The student should recognise that a supervisor will have many competing demands on his or her 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 his or her 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.
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, the end of year examinations and the presentation of essays. 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, taking the advice of the supervisor. Particular attention should be paid to final proof-reading [see  [PROOF READING](#) for further information].

RESPONSIBILITIES OF THE SUPERVISOR

1. In considering an invitation to supervise an MSc student, the supervisor must recognise and accept the responsibilities both to the student and to the Graduate Studies Committee for the Department of International Development (ODID) implicit in the supervisory relationship.
2. The supervisor is required to have a meeting with the new student not later than the first week of full term.
3. The supervisor is responsible for giving advice about the nature of the course and the standard expected. The supervisor can also help advise the student about literature and sources, attendance at classes, and requisite techniques (including helping to arrange instruction where necessary).
4. Where during the course of the year a student wishes, in addition to contact with his or her supervisor(s), to have limited consultation with one or two other academics, the supervisor should try to identify (in conjunction with the Course Director) such colleagues and to arrange for an approach to them by the student.
5. 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.
6. The supervisor should ensure that the student works within a planned framework which marks out the stages which the student should be expected to have completed at various points in his or her period of study. This is particularly important for meeting various deadlines related to the supervision and preparation of the student's thesis.
7. The supervisor should meet with the student regularly. Times should be fixed early in each term so as 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 certain things have been done. Informal day-to-day contact should not be seen as a substitute for formal scheduled meetings. The supervisor should also be accessible to the student at other appropriate times when advice is needed. The supervisor should also request written work as appropriate. Such work should be returned with constructive criticism and in reasonable time.
8. The supervisor should tell the student from time to time how well, in the supervisor's opinion, 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 are given to the student.
9. The supervisor is required to report in writing to the Graduate Studies Committee for the Department of International Development (ODID) on the student's work three times a year, once at the end of each term. Each report should state the nature and extent of recent 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 comments made by essay markers and special supervisors.
10. The supervisor should not be absent on leave (during term-time) unless appropriate temporary supervision has been arranged for the student.

FEEDBACK ON LEARNING AND ASSESSMENT

Feedback on both formative and summative assessment is an important element of all programmes at Oxford and may be provided informally and/or formally.

Feedback on formative assessment and other informal feedback

Feedback on formative assessment e.g. course essays or assignments, should:

- ✓ Provide guidance to those for whom extended pieces of writing are unfamiliar forms of assessment.
- ✓ Indicate areas of strength and weakness in relation to the assessment task.
- ✓ Provide students with an indication of the expectations and standards towards which they are working.

Students can expect to receive feedback on their progress and on their formatively assessed work submitted during Michaelmas and Hilary. This will take the form of:

- ✓ Informal feedback provided during classes/tutorials and other interactions with teaching staff.
- ✓ Your essays returned to you within two weeks of the submission, and written feedback via [CANVAS](#) (🖨) giving you overall comments on your work and an indicative mark. In addition, the lecturer may have annotated your essay, highlighting individual points of strength and weakness in your argument.
- ✓ Your supervisor will be able to view your essays and feedback via the Grades tool on [CANVAS](#) (🖨), so you should expect to discuss these during your regular supervisions.

Feedback on summative assessment

Summative assessment contributes 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.

The purpose of feedback on summative assessment e.g. theses, is to provide a critical review of the work and suggestions for improvements and future development of the research topic to enable students to develop their work for doctoral study, if appropriate.

Feedback on theses

Under the direction of the Chair of Examiners, we provide written feedback to all students on their theses. The principal component of these are the assessors' reports as added to (and edited, if required) by the examiners. The Chair ensures that the feedback is consistent with the final agreed mark in cases where, for example, examiners have over-ridden the assessors' mark, or where assessors disagreed, and appropriate synthesis of the feedback is provided. Students will receive one report only and we aim to distribute it within two weeks following the meeting of examiners at which the marks are ratified.

**Under no circumstances should any academic staff be contacted with regard to formal extension requests for assessed elements as this could undermine the impartial assessment process.
Requests MUST go through your college tutor.**

Other information about assessment standards

Students are advised to read the internal and external examiners' reports for the last cohort (published on [CANVAS](#) (🖨) under 'Summative Assignments and Exam Resources' in mid-Michaelmas) which can provide valuable insights and contribute to students' preparations for examinations and other forms of assessment.

GRADUATE SUPERVISION REPORTING (GSR)

At the end of each term, your supervisor will submit a report on your academic progress. To facilitate this reporting, the University operates an online Graduate Supervision Reporting (GSR) system. You have the opportunity to contribute to your termly supervision reports, **via Student Self Service** (link below), by reviewing and commenting on your own progress.

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

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

When reporting on academic progress, students on taught courses should review progress during the current term, and measure this progress against the timetable and requirements for their programme of study. All students should briefly describe which subject-specific research skills and more general personal/professional skills they have acquired or developed during the current term. You should include attendance at relevant classes that form part of your programme of study and also include courses, seminars or workshops offered or arranged by your department or the division. Students should also reflect on the skills required to undertake the work they intend to carry out. You should mention any skills you do not already have or you may wish to strengthen through undertaking training.

If you have any complaints about the supervision you are receiving, you should raise this with your Course Director or the ODID Director of Graduate Studies. You should not use the supervision reporting system as a mechanism for complaints.

Students are asked to report in **Week 7** of term via the [Student Self Service portal](#), using their Oxford SSO sign in details. Once you have completed your sections of the online form, it will be released to your supervisor for completion and will also be visible to your course director, director of graduate studies and to your college advisor. When the supervisor's sections are completed, you will be able to view the report, as will the relevant course director, director of graduate studies and your college advisor. Directors of graduate studies are responsible for ensuring that appropriate supervision takes place, and this is one of the mechanisms they use to obtain information about supervision. College advisors are a source of support and advice to students, and it is therefore important that they are informed of your progress, including concerns (expressed by you and/or your supervisor).

To access the reporting system, go to <https://www.ox.ac.uk/students/selfservice?wssl=1>. You will be able to log on to the site using your single sign-on details. However, should you need additional support, please contact the Course Coordinator in the first instance.

5.

WRITING AND REFERENCES

WRITING ESSAYS AND PREPARING PAPERS FOR CLASS WORK

Introduction

These notes are guidelines on preparing the essays which you are asked to give in the course of reading for the degree. They are plainly stated, so as to render them easy to follow. But they are not meant as dogmatic instructions to be followed unquestioningly. There is no such thing as the perfect essay. What follows are suggestions on how to write a good essay.

At the basis of an essay question, there usually is a problem. The problem may not have any solution, and the task may consist of explaining the nature of the problem or perhaps presenting several imperfect solutions with their criticisms. But essay writing is really about understanding problems.

When you write an essay, you are an author. Essay writing is an exercise in thinking. Always state what you think and back it up with good arguments. Do not just set out an assortment of the paraphrased opinions of the *cognoscenti*, without comment, acknowledgement or criticism.

Step One: Decide what the problem is all about

Underline the key words in the essay question and set out the relationship between them. Ask yourself simple questions such as: 'What is?', 'Why is?', 'How does?', or even 'Is/are?'

For example, if you were writing an essay entitled:

Compare and contrast legal pluralism and legal culture as ways of studying migrants' relationship with the law

You might underline legal pluralism, legal culture, relationship with the law, and especially ways of studying, and then ask yourself: 'what is legal pluralism?', 'what is legal culture?', 'what is meant by relationship with the law?'

Some further questions to ask yourself might be:

- Should I focus on laws in the destination country only?
- Should I focus more on migrants' perceptions of laws, or their formal normative relationship to the law, or the relationship as actually experienced?

You should also ask yourself: 'What is the point of the question?' or 'What is the question driving at?'. It is important to note that in the question 'legal pluralism' and 'legal culture' are two *perspectives* rather than actual situations. The question is thus asking for a theoretical or methodological evaluation of the two approaches. If you elaborate how migration may affect the legal culture of the receiving society, then you are probably missing the point.

If you were unable to break down the question in this way, you would not be able to answer the question. It could be that you had not done the required reading or had not attended classes. There is no substitute for this. However, if you have read widely and attended classes and are still uncertain or confused about the terms being used, it is useful to consult the *Encyclopaedia of the Social Sciences* or even the *Shorter Oxford English Dictionary*.

Step Two: Find the missing link

Very often the relationship between the key words is not simple and direct. There may be unstated assumptions, other factors than the plain and obvious, theoretical dimensions and so on which also need to be taken into account.

To take an example, if the question being asked were:

How can we reconcile the idea that human and economic development tends to increase migration and mobility, with the fact that the proportion of international migrants has not increased significantly over the past century?

The missing links would be that:

- The last century experienced significant human and economic development; and
- There is a causal relation between development and migration (i.e., development causes migration).

Unpacking this second assumption could be a way to address the question.

Step Three: State your major points

When you have located the missing links you should be able to state the major points of your essay in the form of short, linked statements. This is an essential part of preparing your explanation. Very often students (and lecturers) find they can explain something better the second time around. It may be that they were not sure what the major points were, or how they were linked, the first time. Usually, it is because they were not rigorous enough about isolating the major points and indicating how they were linked. When you know what the major points are and thus what you want to leave out, you can begin to plan your essay.

In planning your essay, you will find that each of the major points you want to make will form the focus of a major section. Typically, each major section will consist of the statement of the major point (the principle at issue); evidence (examples, illustrations, analogies, diagrams); qualifications (elaborations and important exceptions); and, finally, a restatement of the major point.

Step Four: Structure each section

- Express the point at issue in a simple, direct statement. Keep technical terms to a minimum, though some will be unavoidable, and avoid complex grammatical structures. Useful introductions to your major sections could be: 'Now the next point is ...', 'A second feature is ...'. These serve as markers between sections and draw attention to the major points.
- Choose one or two apt examples or illustrations. They should be short and appropriate. Little point is served by dredging up vast chunks from your sources, unless you wish to work out theoretical implications arising from the texts at length. If you are discussing the economic consequences of labour migration, do not digress into the ecological consequences of labour migration.
- Give any important qualifications. Again, it is more helpful to give 'lead-ins' such as 'Of course there are exceptions ...', 'Now there are problems / difficulties ...'. In writing up your essay you will naturally wish to select more elegant phrases and ring the changes but these act as clarifiers. Remember to give only the main elaborations and leave out vague cases which are not essential.
- Restate your major point. At the end of each section you should restate the point at issue in a slightly extended form and in different words. The use of alternative words increases the chances of being understood and enhances your own understanding. Often a change of words, or word order, brings impact to your meaning and opens up entirely new perspectives

Step Five: Summarise the main points you have made

At the end of the essay or paper you should summarise the major points you have made and give a conclusion. Sometimes, this will be your own answer to the question posed.

Summarising your main points brings together your argument and makes a conclusion possible. Useful introductions to your summary might be: 'So, we can assert that...', 'Our conclusion must be...', 'It seems that...'. The summary might also contain any final thoughts: for example, if you found it hard to answer the question posed yourself or to come to a conclusion about the title set, you might want to indicate a few reasons why. Diagrams are sometimes useful in a summary.

Step Six: Plan your introduction

Planning introductions and conclusions is what most students find hardest. In the case of the conclusion, it is most frequently difficult because the student is not sure of their stance on a topic or problem. In the case of the introduction, it usually is because they cannot make up their minds about what they want to say. Accordingly, it is easier to plan the start of the essay or paper after you have planned the major sections and their summary. The reason is that you need to know what your explanation will consist of before you can draw the attention of your readers or audience to what you are going to explain and the way you are going to tackle it. If you don't know what your major sections will be, clearly you cannot do this.

The main functions of an introduction are to indicate the essential features of the essay or paper and generate interest in what is being explained. The introduction is also a good place for specifying basic assumptions and indicating any theoretical slants which you wish to take up later. All of this will be important to gain and hold the attention of your reader or audience. Clear structure generates interest, understanding and favourable attitudes to the topic.

In most cases, the introduction will also contain a short essay plan.

Step Seven: Write your completed essay plan

Select a single large sheet of paper. Leave enough space for any extra thoughts which may occur to you as you write out the plan. Ideally, with good planning there ought not to be any, but there are always some. Your essay plan should look something like this:

Introduction

Section One: major point, example, qualification, restatement

Section Two: major point, example, qualification, restatement

Section N: major point, example, qualification, restatement

Summary / conclusion

Step Eight: Write down your essay

When you write down your essay, remember the virtues of the paragraph. Each paragraph should contain a point; new points should go into new paragraphs, unless they are simple one-liners (in which case, should they be in that particular place? Should they be in the essay at all?).

Not all major sections need the whole gamut of examples, qualifications and restatements, but never forget that what is straightforward and obvious to you when you write the essay may not be obvious to your reader.

If you need to put in a quotation, of course you will need to check the exact version. Get into the habit now of making quotations traceable to yourself and your reader. It must **always** be possible to trace the sources of your quotations. Some students keep apt quotations on index cards for ready reference. In any event, the requirement of proper referencing is not limited to direct quotations. You should always acknowledge ideas and opinions which are not your own and which are not sufficiently generalised to be mere commonplaces. Proper referencing enables your readers to give credit where it is due and not dismiss your brilliant, original perspectives as simple plagiarism. It will also help you when it comes to revisions.

Offer a full bibliography (or list of references), with every reference consisting of name of the author, date, full title, place of publication, and publisher. Only when you quote from readings contained in your course syllabus, it may sometimes not be necessary to give full bibliographical references. In such cases, a referral to the syllabus may be sufficient.

Useful Sources

On writing a master's thesis:

Phyllis Creme and Mary R. Lea (2008) *Writing at University: a guide for students*, Buckingham: Open University Press.

General Reference Books

Encyclopaedia of Social Sciences - for technical words or words in common use which have specific disciplinary meanings.

Shorter Oxford English Dictionary - which despite its name is very long and gives detailed meanings, as well as similar and opposites like Roget.

(Adapted from Department of Anthropology and Sociology handout, SOAS, 1996)

OPPORTUNITIES FOR SKILLS TRAINING AND DEVELOPMENT

A wide range of information and training courses and materials are available to help you develop your academic skills, including English for Academic Studies courses. [see [CANVAS](#) (📖) for further details]

THE THESIS

Your thesis should be between 10,000 and 15,000 words including footnotes, but excluding bibliography, appendices, list of abbreviations, short abstract and table of contents. Students awarded a Distinction (or sometimes a high merit) on the thesis may be invited to submit it to the Bodleian Library. They may also be invited to edit their work for submission for publication in the RSC Working Paper series.

FIELDWORK

We do not encourage original, field-based research on the degree, given the time constraints that students are subject to. A thesis can often be just as – or more – effective when it is based on secondary sources. The most important element of a thesis is formulating a suitable question – and usually this question is far more effectively answered by drawing on existing research or theory. Primary research in the form of, for example, online or telephone-based or web-based interviews or other research, remains possible however. If you plan on undertaking (telephone) interviews, you should refer to the discussions in your Research Methods classes regarding ethical research and ensure that you have completed the necessary forms for the department **in good time** (e.g. CUREC and/or any Risk Assessment and Travel forms). Any planned primary research will have to go through the ethics procedures outlined 📖 below **before it is undertaken**. Forms and guidance notes are available under 'International Development/Research Ethics Information' on [CANVAS](#) (📖). Your supervisor will need to read and sign off your application, which should then be submitted to the Departmental Research Ethics Committee (DREC) at ODID for approval.

Contact the Course Convener for further information about fieldwork-related travel and safety, including in relation to risk assessment and travel insurance.

Approval can take up to 4 weeks to come through, so please make sure you apply BY THE END OF WEEK 6 IN MICHAELMAS TERM at the latest for any projects planned for Hilary Term, or by WEEK 6 IN HILARY TERM for any work planned in the Easter Vacation or Trinity Term.

NB: Please note that any late forms received after week 8 will not be considered until next term*

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.

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 (available via [CANVAS](#)). If this shows a CUREC 2 form is required, complete this too (but please note that this is not advised as it can take up to 2 months to process).
2. Sign the form yourself and then obtain your supervisor's signature.
3. Give your completed form to the **Course Coordinator**, for forwarding to the Departmental Research Ethics Committee (DREC). **Please note that you should do this at least 30 days before you plan to start your research.**

Details of the procedure and application forms can be found on the Central University [Research Ethics Committee \(CUREC\) website](#):

**Please note you must not undertake any interviews until you have received CUREC approval.
Any late forms received after week 8 will not be considered until next term**

THESIS SUPPORT FUND

A thesis support fund is available to support students in the preparation of their theses (see [STUDENT GRANTS](#) for further information).

THESIS ADMINISTRATION AND SUPPORT

TIMETABLE OF DEADLINES

MICHAELMAS

General	Start to discuss possible topics and approaches with supervisor, and undertake a preliminary literature review
Friday of Week 6	Deadline to submit CUREC forms for any research due to be carried out in Christmas vacation.
Week 8	You should complete a <u>draft Thesis Topic Approval Form</u> (See CANVAS) and submit this to your supervisor for feedback by 12 noon on Friday (2 December 2022) . The form will ask you to explain your choice and list some of the questions you will ask in your thesis, as well as to list five essential sources
Vacation	Continue work on formulating your thesis topic, approach and literature review

HILARY

Week 3	<p>Final <i>Thesis Topic Approval Form</i> (signed off by your supervisor) must be submitted to the Course Coordinator, for approval by the Chair of Examiners by 12 noon on Tuesday (31 January 2023)</p> <p>After Week 3 in Hilary term, ALL substantive changes of topic (i.e. those which affect the analytical or descriptive terrain of your thesis, and not simply minor changes to the title) MUST be formally approved by the Chair of Examiners.</p> <p>Please discuss this with your thesis supervisor if in doubt as to the extent of any proposed changes. Your supervisor should, in any case, approve ALL topic changes. Should you wish to make a substantive change to your topic, you will need to complete a <i>Thesis Topic Change Form</i> (on CANVAS).</p>
Weeks 1-8	Start more detailed work on literature review and framing your thesis; regular meetings with your supervisor
Friday of Week 6	Deadline to submit CUREC for any research due to be carried out in Easter vacation
Vacation	Continue working on your thesis literature review and undertake any primary research, where relevant.

TRINITY

Week 3	RECOMMENDED DEADLINE: by 12 noon on Friday (12 May 2023) : Draft of one full chapter of thesis to be submitted to supervisor for comment
Week 3 or 4	[Exact time and date TBC] : The thesis workshops are an opportunity to present your work in progress to a small group of your peers and a member of RSC staff, who will provide feedback on the subject matter, structure and general comments on your work.
Week 5	<p>RECOMMENDED DEADLINE: by 12 noon on Friday (26 May 2023): Full draft of thesis to be submitted to supervisor for comment.</p> <p>Only your supervisor should be asked to read a draft of your thesis. <u>You may consult other members of staff for a discussion on a specific aspect of your work, but only with your supervisor's approval.</u> This will ensure that the RSC is fair to all students and will prevent assessors from reading your work in advance.</p>
Week 8	Final submission of thesis to Examination Schools by 12 noon BST on Thursday (15 June 2023) .

SUPERVISION OF THE THESIS

Changes of supervisor

Your supervisor will have been allocated, as far as is possible, based on your research interests. In Michaelmas and Hilary terms your supervisor provides general support for settling in, managing expectations, marking and reviewing formative essays and essay feedback, as well as discussing thesis topics and ideas. Students may, in some cases, change supervisor at the start of Hilary Term based on the topic of their thesis. The final decision about any new supervisor will be taken by the Course Director in conjunction with relevant academic staff. You should not approach staff members yourself. Staff have limited availability for supervision, so please do not be disappointed if your preferred thesis supervisor is unavailable.

Supervision and reading drafts

ONLY your supervisor should be asked to read a draft of part or all of your thesis. You may consult other members of staff for a discussion on a specific aspect of your work, but make sure you discuss this with your supervisor in advance. This is to ensure we are fair to all students and will prevent the markers from reading your work in advance.

In order to ensure equity, the standard entitlement for every student is to have one chapter and one full draft read by your supervisor. Your supervisor may agree to re-read some sections, but their ability to offer this will be at their discretion and based on their availability.

Thesis Supervision formerly ends in week 8 of Trinity Term, but In the case of students who have been granted an extension, some additional supervision time may be possible on a case by case basis where supervision meetings have been missed during term time.

Supervision varies from supervisor to supervisor. It will also be affected by your own working pattern and the nature of your research topic. Sometimes relatively frequent, short discussions can work well. At other times, longer, structured discussion or written comments may be more effective. It is up to you and your supervisor to establish how you will best work together. We would strongly recommend that during your first meeting, you agree on a timetable of meetings and what work you will submit before each meeting. We would expect you to meet your supervisor regularly throughout the year (roughly once a fortnight in term; you should not expect your supervisor to be available in vacations).

PROOF READING/COPY EDITING

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.


With reference to this, we would draw your attention to points 3-6:

3. No candidate shall cheat or act dishonestly, or attempt to do so, in any way, whether before, during or after an examination, so as to obtain or seek to obtain an unfair advantage in an examination.
4. No candidate shall plagiarise by presenting someone else's work as their own, or by incorporating other people's work or ideas into their own work without full acknowledgement. This includes: verbatim quotation, cutting and pasting from the internet, and paraphrasing without clear acknowledgement; collusion; inaccurate citation; failure to acknowledge assistance; use of material written by professional agencies or other persons; and autoplagiarism.

5. Unless specifically permitted by the Special Subject Regulations for the examination concerned, no candidate shall submit to the examiners any work which he or she has previously submitted partially or in full for examination at this University or elsewhere. Where earlier work by the candidate is citable, he or she shall reference it clearly.
6. No person shall dishonestly give help to a candidate before, during or after an examination so as to give, or attempt to give, that candidate an unfair advantage in an examination.

Please see  [CITATION AND PLAGIARISM](#) for details on good practice in citation and avoiding plagiarism.

CHANGES OF THESIS TOPIC

After Week 3 in Hilary Term, **ALL** substantive changes of topic (i.e. those which affect the content of your thesis, and not simply minor changes to the title) **MUST** be formally approved by the Chair of Examiners. Please discuss this with your supervisor if in doubt as to the extent of any proposed changes. Your supervisor must, in any case, approve any changes to your thesis topic. Should you wish to change your topic substantively, you will need to submit a *Thesis Topic Change Form* to the Chair for approval (on [CANVAS](#) ).

HOW TO FIND PAST THESES IN THE SSL

To find copies of previous theses by students on the MSc in Refugee and Forced Migration Studies, go to the Bodleian Library main catalogue (<http://solo.bodleian.ox.ac.uk>). Under 'Refine your search', select 'Theses'. If you search for the words 'Refugee' anywhere in the record, this will bring up a list of recent theses which received distinction and which are available to be consulted in the Social Sciences Library.


THESIS WRITING GUIDELINES

Students are required to write a multidisciplinary thesis, which will contribute to 45% of their overall mark for the course. Your thesis should be an original piece of work, **but not necessarily a work of primary research**. It must be a minimum of 10,000 and a maximum of 15,000 words, including the footnotes but not the bibliography. Examiners are not required to read beyond 15,000 words and over-length theses will incur a penalty (for details, please consult the examination conventions). Students awarded a distinction for their thesis are usually encouraged to publish it following the degree, often as an *RSC Working Paper*. A best thesis prize is awarded by the Examiners' Committee to the value of £100.

Below is a guide to writing your thesis. Your supervisor will be your primary point of reference to discuss any questions you might have regarding your specific area of work. However, the general information below may prove helpful to you in preparing your work.

What the examiners are looking for

- A well-chosen topic with a clear question and aim, which is rooted in the relevant literature.
- Appropriateness of the structure (and methodology in exceptional cases, and only where relevant).
- A critical attitude to evidence, and, where relevant, an awareness of ethical research.
- Good knowledge of relevant theory and how it applies to your question. Critical engagement with literature, including an *assessment* of other texts rather than simple description of them.
- Clear and accurate referencing, spelling and grammar
- The most successful theses will contain ideas or insights which make an original contribution, rather than simply summarising established wisdom. This can be either a matter of saying original things about something quite familiar; or discussing unfamiliar material within the context of a familiar debate but offering new perspectives. The most successful theses also critically engage with existing literature, rather than simply reporting or summarising.

Resources: MSc in Refugee and Forced Migration Studies marking scale and guidelines (see full exam conventions on [CANVAS](#) )

Choosing your topic

The thesis is an opportunity for you to harness your enthusiasm for a particular intellectual interest. You may know this topic before you arrive in Oxford; other students may find inspiration from classes taken or lectures heard in Michaelmas Term, from another student or a member of staff. Regardless of where the idea comes from, you should make sure that the decision is yours, that you are excited by the avenues the thesis could explore, confident that you can live with it for many months and that you can convince others of the value of research in the area. Choose a topic which will allow you to capitalise on your past experience and academic strengths. This passion will be evident in the thesis and the appropriateness of the topic will have a bearing on your final mark.

Discuss it with your supervisor

You should take the opportunity during your first meeting with your supervisor to discuss any thoughts for your thesis topic, even if they are embryonic. Your supervisor will be able to direct you to reading material which could assist you in your choice, as well as identify key researchers in the field working in the department. Take Michaelmas term to explore possibilities and ideas, as you may change your interest after exposure to the course syllabus.

Identify a question

Once you have decided an area of research, frame it as a question. This will help you to identify avenues of enquiry and to think about your hypothesis. It will direct your thinking towards analysis and away from description of the existing situation.

Further considerations

You should consider existing scholarship in the area. If little scholarship exists, it will be difficult to produce a thesis from secondary sources. Check that your sources are in a language that you can understand; where your sources are located and whether you will need to travel; and whether it will require quantitative analysis.

Conducting research

Identify a framework of literature and debates

This will help to situate your thesis in current research. It includes analysing existing research in the area (perhaps by producing a short literature review), identifying current debates, evaluating the strengths and weaknesses of major arguments and looking for gaps within the literature, where you might locate your own research. Your supervisor will be able to point you in the direction of current research in the area, but it will be up to you to appraise the arguments, scrutinise the gaps and examine ideas of direct relevance to your research. Identify the key concepts pertinent to your question and begin to scrutinise them in relation to your topic.

Evaluate your sources

Drawing on the subjects discussed in Research Methods, be prepared to question your sources. Don't take it for granted that previous researchers have drawn the appropriate conclusions, or that a theory applies to all situations. Draw on your analysis of current debates in the field to really consider the validity of your sources. Refer to the raw sources used by other writers in the field. Ensure that your sources are not too dated.

Refine your question

Once you have undertaken preliminary research, refine your question. Discuss the scope of the question with your supervisor; your thesis will be weak if the research area is too broad or so thin that there is a dearth of sources. A clear and well-articulated question is absolutely crucial to good research.

Finally, be flexible. The literature you read during the course of your research may change the direction of your thoughts or your opinions.

Planning the thesis

Make a timetable

Draw up a timetable in which to write your thesis, in consultation with your supervisor. Arrange a date with your supervisor for him/her to read over one draft, allowing enough time for you subsequently to take on board arising suggestions. You will find that life in Hilary Term becomes particularly busy: even if a last-minute blitz has worked in the past, you might be disappointed with the results of it on a project of the scale of the thesis. You will also need to leave time to account for any computer hassles near the end. Always save your thesis to a USB stick/external hard-drive/email account as well as the hard drive of your computer, to circumvent the panic of computer crashes. Ensure that you have the document ready for the printer in time to get it to Examination Schools by the deadline.

You will be conducting some research during the writing process, as they are not always nicely delineated processes, so ensure that you leave enough time for this during the writing process.

Write a plan

Write a one-page document 'What am I trying to say' which will help you to collate and order your main arguments. This will help you to form a plan/structure for the work itself. You will probably find that you refine the plan as your ideas evolve, but make sure you still use a plan, as this will ensure your structure remains logical. Divide up your time according to the plan, ensuring you spend an appropriate amount of time proportionate to the length of text or importance of the point to the general argument. Diversions might be tantalisingly interesting, but you will find that 15,000 words is a limiting space in which to fit all your research.

Writing the thesis

Define your key concepts – and early on!

Don't leave the definition of an important word/area in your question until the thirtieth page. Give due consideration to the definition of all your key concepts and theoretical aspects, ensuring that you evaluate their strengths and their relevance to your topic and your argument. Be sure to lay out your central research question, and justify its importance, right at the very start.

Convince your reader

Set out your argument early on in the thesis and bear in mind that your object is to persuade your reader of your hypothesis. Explain clearly at the start of the thesis why this topic is important and notable; in short, why your reader should care. Don't leave the theory only to the introduction and conclusion but integrate it properly throughout

Structure

The paragraph is the basic unit making up the thesis. Ensure that each paragraph has a point which is set out at the beginning, justified with evidence and related to the broader argument. Evidence, in the form of data or case studies, should be short and directly relevant. Don't quote chunky passages of text, unless you're analysing the theoretical implications of the text at length. Make sure you explain the significance of the example included. Each paragraph should build on to the argument of the previous one as the logical progression of your argument. You will have more material than space which will require you to carefully select and prioritise your material. Ask yourself how each example/point advances the argument as a litmus test for its inclusion in the thesis and to ensure that your message is clear. Be careful if your thesis is peppered with 'however' or 'on the other hand' as clarification or analysis of ideas is helpful, you need to ensure that your message is not confused or contradictory.

At the end of each section you should restate your major points in different words, relating them to the broader argument. This will help you to conclude the section and the thesis as a whole, as well as ensuring that the reader is entirely clear of the point you are making.


Familiarise yourself with academic work

Read articles in academic journals to gain stylistic hints. How do academics in the field construct their arguments and situate them within the existing scholarly debate? What techniques do they use to convince readers of the power of their own ideas? How do they use evidence without incorporating lengthy slabs of narrative?

Grammar, punctuation and spelling



You may use whichever convention is easiest for you (e.g. American English or UK spelling) as long as you are consistent. You are responsible for all aspects of the thesis and should allow enough time to edit the work carefully, including correction of spelling errors.

Referencing

The purpose of a bibliography is to allow readers to find the original book, article or source. You should adopt a clear and consistent system and take care to ensure the accuracy of each citation. Make sure that you only include sources to which you have referred in the thesis. (See  [CITATION AND PLAGIARISM](#))

THESIS AND RESEARCH DESIGN ESSAY FORMAT AND PRESENTATION

Format

- Must be presented in size 12 font (preferably Ariel or Calibri)
- Must be 1.5 line spaced
- **Must be written in Word using a standard cover sheet template file so as to avoid any identifying meta data appearing on your work.** The cover sheet should show your essay title, candidate number and word count on the front (You will find the templates on [CANVAS](#) )
- Must be anonymous, with only your candidate number on the front cover sheet
NB: Do not include anything in your work that might identify you: this includes acknowledgments for help given, or references to your own previous work, such as a thesis or paper, which is unlikely to have been read by the rest of the class.
- Must have a bibliography that consists only of references that are cited in the text; the section title should be 'References Cited'. All direct quotations must be fully referenced, with a page number.
- Must follow a recognized system of referencing that accurately and consistently applied throughout. Either author-date or footnote style is acceptable, but please consult with your supervisor and course director as some referencing styles are more or less appropriate for certain types of research. Most theses use an author-date system (see  [REFERENCING](#) for the House Style Guide for Referencing and Bibliographies)
- Shouldn't exceed the stipulated word limit (3,000 words for the Research Design Essay and 15,000 for the Thesis) and state the word count clearly on the front cover sheet

NB: The word count should include your main text, in-text citations and any footnotes (which should be kept to a minimum); but exclude numerical data tables, and reference tools such as your bibliography (and any appendices, a list of abbreviations, short abstract and table of contents). Exceeding the given word count for submitted work may incur an academic penalty (please refer to the degree's Exam Conventions for further details – they will be published on Canvas in Michaelmas Term)

SUBMISSION PROCEDURE

Where, when and how to submit:

You will need to submit electronically **via Inspira**:

- your Research Design Essay (by 12 noon GMT on Friday Week 7 Hilary, 3 March 2023)
- your thesis (by 12 noon BST on Thursday Week 8 Trinity, 15 June 2023)

Declaration of authorship

You will also be asked to complete an authorship declaration electronically via Inspira, and the word count will be checked. ***Penalties may be applied if you exceed the word limit.***

Screening/retaining an electronic copy of your work (Guidance is available on [CANVAS](#))

You will be required to use Inspira when you submit your work. Inspira will run it through *Turnitin*, a plagiarism detection service which screens students' work and compares it with the *Turnitin* database. You will be asked to complete an authorship declaration that the electronic material you have screened is your own work. Checks will be made of such declarations and dishonesty will be treated as an attempt to cheat in the examination. You will be responsible for retaining an electronic copy of your submitted work until the examination is concluded.

 **COVER SHEET TEMPLATES AND GUIDANCE WILL BE AVAILABLE ON CANVAS**

HOUSE STYLE FOR REFERENCES AND BIBLIOGRAPHIES

Clear referencing is important to enable the reader to trace any publication referred to in the text, including printed sources such as books, journal articles, conference proceedings, government publications or theses, and electronic sources such as URLs, e-journals, archived discussion list messages or references from a CD-ROM database.

We recommend the Chicago Manual of Style system for referencing. You can find a simple guidance on the style here https://www.chicagomanualofstyle.org/tools_citationguide.html.

For more complicated questions about referencing unusual documents or unpublished sources, consult the full manual, which is held in the Bodleian (The Chicago Manual of Style, 17th Edition. Chicago: University of Chicago Press).

The link above offers a quick guide to both the footnote system and the author-date system, however we have a preference for the author-date system, which is the norm for social sciences, and which also has the advantage of being succinct. Some theses make extensive use of archival or unpublished documents, and in those cases the footnote system may be preferable – although be aware that footnotes (like in-text citations) are included in your word count. The best approach is to consult your supervisor.

NB: We recommend the Chicago Manual of Style for referencing only. On questions of English spelling and usage, we would prefer students to follow English language and grammatical conventions.

6. EXAMINATION AND ASSESSMENT

NOTES ON THE EXAMINED ELEMENTS

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


i)	Examination Paper I (Legal and Normative Frameworks)	15%
ii)	Examination Paper II (Political and Anthropological Frameworks)	15%
iii)	Examination paper III (Contemporary Issues in the Study of Forced Migration)	15%
iv)	Submission (Research Design Essay for Research Methods)	10%
v)	Submission (Thesis)	45%


Papers I, II and III are online open book examinations, each of which requires 3 essays of around 1500 words to be written within an **8 hour window** and are expected to be submitted in Weeks 1 and 2 of Trinity Term. The dates of these will be confirmed at least 5 weeks beforehand.

You will find a full description of the topics which are covered in the examination papers below and on the 2021-22 Examination Regulations.

Each paper accounts for 15% of your final mark.

NB: Papers I, II and III were assessed via in-person, 3 hour written examinations. This year these examinations will be held online and are open book. The format of the papers, the examination standard expected and the weighting of the components remain unchanged.

The **Thesis** is approximately 15,000 words, which accounts for 45% of your final mark, and must engage in the multi-disciplinary analysis of a single issue in forced migration. The word count should be not less than 10,000 words and not more than 15,000 words. See  [FORMAT AND PRESENTATION](#) for more details.

The topic of this essay must be submitted to your supervisor via the *Thesis Topic Approval Form* by the end of Michaelmas, and then the signed form must be submitted to the Course Coordinator by week 3 of Hilary for approval by the Chair of the Examiners. See  [EXAM DEADLINES](#) for specific dates.

The **Research Design Essay** for Research Methods involves an assessed piece of research design in response to a written brief, which will be released in week 5 of Hilary Term. It can be up to 3,000 words

SUMMARY OF THE EXAMINED ELEMENTS FOR THIS DEGREE

The successful completion of the MSc in Refugee and Forced Migration Studies Degree requires the submission of the following assessment units:

Assessment Title	Weighting	Method of Assessment	Submission Date	Term	Courses Relating to this Assessment Unit	Comments
Research Design Essay	10%	Essay	12 noon GMT Friday Week 7 Hilary	Hilary	Research Methods I (Michaelmas) and II (Hilary)	One written Research Design Essay of a maximum of 3,000 words (including footnotes, but excluding bibliography)
Paper I: International Legal and Ethical Frameworks	15%	Online open book exam	n/a	Trinity	International Human Rights and Refugee Law I (Michaelmas) and Movement and Morality (Hilary)	The open book exams are likely to take place in Weeks 1 and 2 of Trinity term but there is a possibility this may change.
Paper II Political and Anthropological Frameworks	15%	Online open book exam	n/a	Trinity	The Anthropology of Forced Migration and The Politics of Forced Migration (Michaelmas)	
Paper III: Contemporary Issues in the Study of Forced Migration	15%	Online open book exam	n/a	Trinity	Option Course I and II (Hilary)	
Multidisciplinary Thesis	45%	Thesis	12 noon BST Thursday, Week 8 Trinity	Trinity	All courses	A thesis of not more than 15,000 words (excluding references and appendices) on a subject approved by the supervisor.

EXAMINATION ORGANISATION

What follows is a summary of the most important facts that relate to the examinations process. Further information can be found in the *Examination Regulations - 'Grey Book'* (on the University website), and the Education Committee's notes of guidance on their website. **Please also ensure that you read the Examination Conventions on [CANVAS](#) (📖) for further details about the examination and marking process.**

Conduct

The proper conduct of all examinations in the University comes under the jurisdiction of the Proctors (see below for further information).

Proctors' Office www.admin.ox.ac.uk/proctors

The fair and proper conduct of all examinations in the university comes under the jurisdiction of the Proctors. There are two Proctors who are University officers, elected annually from the academic staff, who ensure generally that the statutes, customs and privileges of the University are observed. When a complaint is received, the Proctors have the power to summon any member of the University to help them in their enquiries. A student is entitled to appear before the Proctors to put his/her case and may be accompanied by a friend or an adviser.

Complaints and academic appeals (see also 📖 [COMPLAINTS AND APPEALS](#)) <http://www.admin.ox.ac.uk/proctors/complaints.shtml>

Entering for Examinations

You will find details of how to check you are entered for the correct assessed elements here:
<http://www.ox.ac.uk/students/academic/exams/entry>

Pass mark

A pass mark must be achieved in each of Papers I, II and III, the Thesis, and the Research Design Essay. A candidate who fails an element of the Examinations may, at the discretion of the Examiners, be permitted to retake, usually by next year's set deadlines.

Submission of examined work

Where deadlines are imposed, it is essential that they are strictly complied with. Penalties can be imposed for non-observance. At their most severe, these can amount to students being deemed to have failed part of their course.

Extensions

In very exceptional circumstances, (usually because of illness) it may be possible to request a short extension of time to hand in examined work. Contact your **College Tutor Course Coordinator** who will advise you on how best to submit this request to Student Administration for consideration. **DO NOT APPLY DIRECTLY TO YOUR SUPERVISOR.** If your request is accepted, it will be forwarded to the Chair of Examiners for the MSc in Refugee and Forced Migration Studies.

Please note that such extensions should be approved **in advance**, and must be requested through your College. Failure to hand in papers and deposit your work by the deadline and without prior approval may result in failure to complete the degree.

Preparing for Examinations

To help you prepare for your open book exams in the first week of Trinity, we will hold an informal Exam Briefing/feedback session at the end of Hilary. The formative essays written during the year follow the same format as the open book exams, and so constitute key practice for these. Further details of the workshop will be circulated during Hilary.

Importance of answering the question as set

You must answer questions in the exact form in which they have been set for all written work. This is particularly important in the online open book examinations which make up part of your final mark. The question is not a prompt. If you rephrase it, you will be at a serious disadvantage, since we are only able to assess your work under one of the questions as formulated. This does not mean that you cannot critically evaluate the under-lying implications and assumptions of the question – indeed, this is exactly what we are looking for!

Arrangement in Cases of Illness and Disability

Candidates requiring special arrangements for the examinations for reasons of illness or disability must make prior application through their respective colleges to the Proctors.

The Proctors' rules concerning arrangements in cases of illness and disability are detailed in the University Student Handbook available online: <https://www.ox.ac.uk/students/academic/student-handbook>. Subject to the provisions given in these notes, a candidate who fails to appear at the time and place appointed for any part of his or her examination shall be deemed to have withdrawn from the examination.

Mitigating Circumstances

Information on what to do if you would like examiners to be aware of any mitigating circumstances that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (<https://www.ox.ac.uk/students/academic/student-handbook>).

EXAMINATION REGULATIONS

The *Examination Regulations* (which you may also hear referred to as ‘the Grey Book’) contain most of the University's formal regulations relating to examinations and to the programmes of study offered by the University. They are available online at: <http://www.admin.ox.ac.uk/examregs/>.

These contain most of the University's formal regulations relating to examinations and to the programmes of study offered by the University.

The following sections are of particular use:

Section 1: *Regulations for the Conduct of University Examinations*

<https://examregs.admin.ox.ac.uk/Regulation?code=rftcofunivexam&srchYear=2022&srchTerm=1&year=2022&term=1>

Section 8: *Regulations for the Degree of Master of Science by Coursework*, which is split into two subsections:

General regulations for all MSc by coursework degrees

<https://examregs.admin.ox.ac.uk/Regulation?code=grftdomosciebycour&srchYear=2022&srchTerm=1&year=2022&term=1>


Special regulations specific to the MSc in Refugee and Forced Migration Studies:

<https://examregs.admin.ox.ac.uk/Regulation?code=mosciraforcmigrstud&srchYear=2022&srchTerm=1&year=2021&term=1>

MSc in Refugee and Forced Migration Studies students may be provided with selected international legal materials for use during some examinations.

EXAMINATION CONVENTIONS ()


Examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, penalties for late submission and under/over-length work.

The full examination conventions for the MSc in Refugee and Forced Migration Studies will be published on [CANVAS](#) () in Michaelmas.

PAST EXAM PAPERS

Past exam papers are available in the Library or at: www.oxam.ox.ac.uk.

PREVIOUS EXAMINERS' REPORTS

Anonymised copies of Examiners' reports from the last three years can be found on [CANVAS](#) (). The reports for 2020-21 will be published online in early Michaelmas Term.

GOOD PRACTICE IN CITATION AND AVOIDING PLAGIARISM

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

Online avoiding plagiarism course/Use of *Turnitin*

By the end of Week 1 Michaelmas term, you will be required to show that you have read and understood the University's guidelines on academic good practice, which are available at: <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

You will also have to take an online courses: Avoiding Plagiarism which is available at: <https://CANVAS.ox.ac.uk/portal/hierarchy/skills/plag>

Avoiding Plagiarism involves an online test. Once you have completed the test successfully, the system will automatically send an e-mail confirming your results to your University e-mail address. Please check carefully that this has not been sent to your junk mail box.

Please print out this confirmation that you have successfully completed the test and submit it to the Course Coordinator **by 12 noon Friday Week 1 Michaelmas (15 October 2021)**.

You should also read, sign and date the Use of *Turnitin* declaration, which is included in your Induction Pack (and is also available on [CANVAS](#)), and submit this to the Course Coordinator by the same date.

University of Oxford Education Committee (EC) notes of guidance on avoiding plagiarism

Below are the Education Committee's short notes:

What is plagiarism?

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) in a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

Why does plagiarism matter?


It would be wrong to describe plagiarism as only a minor form of cheating, or as merely a matter of academic etiquette. On the contrary, it is important to understand that plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. Deliberate plagiarism is unethical and can have serious consequences for your future career; it also undermines the standards of your institution and of the degrees it issues.

What forms can plagiarism take?

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.
- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precise regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagerism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.


Not just printed text!

The necessity to reference applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text drawn from books and journals, and to unpublished text, whether from lecture handouts, theses or other students' essays. You must also attribute text or other resources downloaded from web sites.

Please also refer to  [REFERENCING](#) for guidance on good referencing practice, and the house style for referencing and bibliographies.

AFTER THE EXAMINATIONS

Feedback on your thesis

Under the direction of the Chair of Examiners, written feedback is provided to all students on their theses. (See  [FEEDBACK](#) for more information).

Receiving your results

You will receive an automatic e-mail once your examination results are available via your Student Self Service Academic and Assessment Results page. You will need to log in to Student Self Service using your Oxford Single Sign-on at: <http://www.ox.ac.uk/students>. Your Academic and Assessment Results page will detail all of your assessment results and your final classification. Results are generally available by the first half of July.

NB: You will not receive results for any of the assessment units which make up your final degree until you receive your final results and degree classification in early July.

Best thesis prize and Gil Loescher Prize for Best Overall Performance

The Examiners may, at their discretion, award a prize for the best thesis submitted by a student, and for the best overall performance by a student, taking into account performance in each of the individual examined elements. A prize of £100 will be sent to each student during the summer.

Deposit of Theses receiving distinction in the Bodleian

The Examiners will normally recommend that theses awarded a distinction (or sometimes a high merit) should be deposited in the Bodleian Library. The Course Coordinator will write to you if this is the case, asking you to complete an *Information for Thesis Cataloguing* form (GSO.26b) and a *Deposit and Consultation of Thesis* form (GSO.3b)..

Graduation from the MSc

Degrees are not automatically conferred at the end of the course, but at a degree ceremony (in person) or *in absentia*: <http://www.ox.ac.uk/students/graduation/ceremonies/>.

Degree ceremonies are arranged via your college, rather than by the Department. You should receive an invitation to a degree ceremony quite soon after arriving in Oxford (during Michaelmas term). Degree ceremonies will take place in late July and mid-September. You should check with your college to find out which ceremonies you are eligible for.

Publishing your work

Students who get a distinction for their MSc theses may be encouraged to edit their research for submission for simultaneous publication in the [RSC](#) Working Paper series, and a number of the Working Papers on these sites have originated in this way.

You are also very much encouraged to participate in public debates on forced migration and refugee-related issues, for instance by publishing in various forums, and we are proud to be associated with you. We suggest you identify yourself as follows: **XX is/was an MSc student in Refugee and Forced Migration Studies, Oxford, 2021-22.**

Progression from MSc to DPhil

On completion of the degree, you can apply to study for a DPhil at Oxford. This could be in International Development with ODID, or with another Department of the University (subject to their eligibility criteria). Admission to read for a DPhil at ODID is at the discretion of the Graduate Studies Committee, which will take into account:

1. the feasibility and coherence of your research proposal;
2. the availability of appropriate supervision; and
3. the marks you achieve in the MSc*.

If your application is successful, you will be admitted as a Probationary Research Student (PRS) leading to the DPhil programme. During the first academic year you will be required to do a number of tutorials on relevant topics with your supervisor(s); to undertake coursework for examination; and most importantly to submit a substantial piece of work outlining your proposed research. Your upgrading from PRS to the status of DPhil candidate is subject to an assessment of your written work.

You will receive more detailed guidelines about applying for admission to PRS and reading for a DPhil at Oxford during Michaelmas term.

*** ODID normally requires an overall grade of 67% with a distinction (70% or above) on your thesis, although achieving these marks will not guarantee you a place on the DPhil.**

COMPLAINTS AND ACADEMIC APPEALS

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 programme of study will result in no need for complaints (about that provision) or appeals (against the outcomes of any form of assessment).

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

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

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

Complaints

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 (Course Director) or with the Director of Graduate Studies as appropriate. Complaints about departmental facilities should be made to the Departmental administrator (Graham Bray). If you feel unable to approach one of those individuals, you may contact the Head of Department/Faculty (Professor Diego Sánchez-Ancochea). The officer concerned will attempt to resolve your concern/complaint informally.

If you are dissatisfied with the outcome, you may take your concern further by making a formal complaint to the Proctors under the University Student Complaints Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

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

Academic appeals

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

If you have any concerns about your assessment process or outcome it is advisable to discuss these first informally with your subject or college tutor, Senior Tutor, course director, director of studies, supervisor or college or Head of Administration and Finance as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. Queries must not be raised directly with the examiners.

If you still have concerns you can make a formal appeal to the Proctors who will consider appeals under the University Academic Appeals Procedure (<https://www.ox.ac.uk/students/academic/complaints>).

Please remember in connection with all the academic appeals that:

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

7. DEGREE ADMINISTRATION

UNIVERSITY REGULATIONS AND POLICIES

The university has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Student website: <https://www.ox.ac.uk/students/academic/regulations?wssl=1>.

While every effort is made to ensure the accuracy of the information contained in this Handbook, it is for guidance only and does not constitute authoritative statements of University policy and practice in particular areas. For these, other documents should be consulted, including:

Oxford University Statutes and Regulations
www.admin.ox.ac.uk/statutes/

Education Committee Guidance Notes

The Education Committee of the University is responsible for academic policy matters. Their website is: <http://www.admin.ox.ac.uk/epsc/>

Residence requirements

MSc candidates are required to keep statutory residence and pursue their studies in Oxford for no less than three terms after admission. The *Examination Regulations* state that: ‘... student members who are reading any other degree of the University shall reside, for the period prescribed for that degree, within twenty-five miles from Carfax [centre of Oxford].’

Anyone wishing to live further than this will need to apply in writing to the Proctors who may authorise this in special circumstances. This means that students are required to reside in Oxford for at least weeks 1-8 for Michaelmas, Hilary and Trinity terms.

Overseas students: Tier 4 visa obligations

(See also <https://www.ox.ac.uk/students/visa/during/legal?wssl=1>)

If you are here on a Tier 4 student visa, you have the responsibility to ensure that you comply with the conditions of that visa. Not complying 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. Please make sure to 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 study at Oxford.

Should you wish to stay in the UK to work when you have finished your studies you will need to apply for visa permission to do so. To find out more go to <https://www.ox.ac.uk/students/visa/work?wssl=1>.

Paid employment

The University recommends that full-time graduate students on a taught course (such as a Master’s) do not undertake more than 8 hours’ paid work each week whilst studying.

Students who wish to take up paid employment are required to seek advice from their supervisor in the first instance. Students must ensure that paid employment does not impair their studies. The MSc in Refugee and Forced Migration Studies is a serious and intense academic programme, and paid employment is advisable for students only under exceptional circumstances. If permission is granted, your supervisor will monitor on a termly basis that a proper balance is maintained between paid employment and academic coursework. Please note that University guidelines stipulate that masters courses are expected to entail full-time commitment. Please refer to the university’s guidelines at: <https://www.ox.ac.uk/students/visa/during/work>.

Internships/Pro Bono Work

Sometimes students on the course agree to undertake volunteer work with local refugee/migration organisations. While this is often helpful to the organisation and to the students concerned, it is important that such commitments are limited to a maximum of 2 hours a week to ensure that this participation does not interfere with their academic commitments.

University policies on conflict of interest / academic integrity in research

You will find details of these on [CANVAS](#) (📖) under Study Guidance.

STUDENT CONSULTATION AND FEEDBACK

You are encouraged to make suggestions for change and improvements at any time to your teachers and supervisor.

Suggestions from students for high quality additions to the collection of readings in the library are especially welcomed.

Class representatives

During Induction Week we ask you to elect two or three class representatives from among your number. The representatives act as a channel for the class to convey their collective views to the Course Director.

Training for student representatives - Oxford University Student Union (OUSU) run training courses for class representatives, which we strongly encourage you to attend. The OUSU will get in touch with you early in Michaelmas, and you can contact them direct for further information via this link: <https://www.oxfordsu.org/>.

Social Secretary

We will also ask you to choose one of your elected class representatives to act as social secretary for your cohort. They will be responsible for organising social events and gatherings to help you get to know each other and bond as a group.

The names of these elected student representatives will be published on [CANVAS](#) (🖨) by week 2.

Student Consultative Committee

One of the main forums for student feedback are the meetings of the Student Consultative Committee. These usually take place in Week 8 of each term. These meetings can be used to discuss students' reactions to the course, as well as other related issues. The meeting is chaired by the Course Director, and notes are taken by the Course Coordinator (for consideration by the MSc in Refugee and Forced Migration Studies Teaching Committee). These meetings are usually attended by the student representatives, although any member of the class is welcome to attend. But, we ask that your representatives should solicit the views of the whole class before each meeting, and come prepared to speak to these during the meeting.

Departmental representation

Student representatives may be asked to attend a departmental meeting with the Head of Department, usually held twice a year. This is a forum for any department-specific feedback to be given, or for recent new developments to be announced by the HoD.

Division and University representation

Student representatives to sit on the Divisional Board are selected through a process organised by the Oxford University Student Union (OUSU). Details can be found on the OUSU website along with information about student representation at the university level.

University wide evaluation

Students on full-time 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 the general public at: <https://www.ox.ac.uk/students/life/student-engagement?wssl=1>.

Individual student course evaluation


At the end of Michaelmas and Hilary terms, all students are asked to evaluate the courses they have studied. All answers are confidential and anonymous. Detailed entries will be kept on file and a summary of the views expressed will be discussed at MSc in Refugee and Forced Migration Studies Teaching Committee meetings.

SOURCES OF INFORMATION AND SUPPORT

Details of the wide range of sources of support available can be found on the Oxford Students website (www.ox.ac.uk/students/welfare), including in relation to mental and physical health and disability.

Within the Department

If you have any queries regarding procedural or administrative matters, or to do with the administration of the exams, please contact the **Course Coordinator**, Andrea Smith (andrea.smith@qeh.ox.ac.uk; tel: (2)81701).

Your first port of call for any academic matters should be your **supervisor**: (see  [SUPERVISION](#) for further details about supervision.

However, the **Course Director** (Tom Scott-Smith) is also available to discuss any matters to do with the course with you: please e-mail her to arrange an appointment (tom.scott-smith@qeh.ox.ac.uk).

If your issue is to do with teaching on the course, or with the course itself, and you need to speak to someone outside the course about this, you should contact the ODID Director of Graduate Studies (DGS): Associate Professor Nikita Sud (nikita.sud@qeh.ox.ac.uk).

You can find more information and staff contact information via the ODID Departmental Website: <http://www.qeh.ox.ac.uk/>

Within your College

All students are assigned a College Adviser, who is usually a Fellow of the College.

Your College Adviser can:

- provide pastoral support, for example on health, personal or coping issues, and/or direct you to appropriate persons for assistance;
- monitor your progress, by discussing your University supervision reports and by being available for consultation, either in person or by email;
- discuss with you any problems or difficulties you may be experiencing in your Department or Faculty, and/or with your supervisor;
- consult the Tutor for Graduates/Senior Tutor if there are concerns about your academic progress and if you appear to be experiencing difficulties with your academic work;
- offer guidance on sources of support available within the College and University

In addition your College Adviser may be able to offer you advice on academic-related matters such as: applications for research funding, conferences and seminar attendance, publication and career plans.⁵

Your College Adviser is *not* expected to perform the role of your Department or Faculty Supervisor(s), and is not responsible for directing your academic work or for giving detailed academic guidance.

You will first meet your College Adviser during your first term, and you are encouraged to contact your College Adviser as and when you need advice or help. (You should also feel free to consult other College officers as necessary: see below.)

Your College Adviser may be changed during periods of sabbatical or other academic leave. Should there be reasons for you to seek a change of Adviser, you should contact your Tutor for Graduates/Senior Tutor.

Every college has their own systems of support for students, please refer to your college handbooks (which can be found on your college websites) for further information on who to contact and what support is available.

⁵College Advisers would not normally be expected to provide academic references, as others are better placed to do so. They might provide a reference for other purposes, such as Junior Deanship, or a character reference.

Further information

This guidance focuses specifically on the role of your College Adviser. Your College Adviser will be able to direct you to relevant sources of advice and support, which you should feel free to consult as necessary. These might include (but are not limited to):

- College Chaplain or Welfare Fellow
- MCR President or MCR Welfare Officers
- College Nurse or GP
- College Counsellor
- College Tutor for Graduates/Senior Tutor or Academic Administrator
- College/Tutorial Office or equivalent
- College Bursary or equivalent
- Financial Aid/Student Hardship Officer

Within the wider University

Central University Student Handbook

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

As well as providing general information and guidance you may need to help you to make the most of the opportunities on offer at the University of Oxford, this handbook also gives you formal notification and explanation of the University's codes, regulations, policies and procedures.

For all student-related information visit the Student Gateway at
http://www.ox.ac.uk/current_students/index.html

CANVAS

<https://canvas.ox.ac.uk>

Source of all course-related information and regularly updated.

IT Services

<https://www.it.ox.ac.uk/home>

For all your IT needs.

The Bodleian Libraries

<https://www.ox.ac.uk/research/support-researchers/information-and-data-services/libraries>

<https://www.bodleian.ox.ac.uk/>

Links to the catalogues, individual libraries and library support services

Careers

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

Comprehensive guidance and support for life after the MSc.

Language Centre

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

If you need foreign languages for your study or help in improving your academic English.

Overseas students

Advice for overseas students on a wide range of matters is available from the International Student Advisory Service, including visa information:

<https://www.ox.ac.uk/students/new/international>

Equality and Diversity Unit

<https://edu.admin.ox.ac.uk/home>

See [SPECIAL NEEDS AND DISABILITIES](#) below for further information on disability support.

Health, Welfare, Childcare and Financial Hardship

Further information regarding Equality, Health and Welfare, counselling, childcare and financial hardship, can be found here: <http://www.ox.ac.uk/students/shw/>

University Gazette

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

The *University Gazette* is a useful source of information on changes to regulations, prizes available, lectures and seminars, jobs, accommodation etc.

FREQUENTLY ASKED QUESTIONS

Can I change my course?

In theory, this is possible; but in practice, changing course can be difficult. Please speak to your Course Director for advice.

Who do I speak to if I'm taken seriously ill or need to leave Oxford unexpectedly?

Please familiarise yourself with what to do in cases of illness or medical emergency: you will find a link on the University's Student Health site: <http://www.ox.ac.uk/students/welfare/health>.

In all cases, please let both your College Advisor and also, if possible, your Supervisor or the MSc RFMS Course Coordinator know what has happened.

What financial help is available should I have unexpected funding problems while on course?

Both your College and the Department may be able to help and advise you with financial problems. You should contact, in the first instance, your College Adviser (or the College Financial Aid/Student Hardship Officer, if your college has such a post). Within the Department, please contact the Graduate Studies Administrator, Dominique Attala (tel: (2)81806; dominique.attala@qeh.ox.ac.uk). Please note, however, that support may only be offered in cases of financial hardship and where your expected sources of funding have failed.

What do I do if I need to take a break from studying (suspend status)?

You may apply to the Graduate Studies Committee to suspend status for a specified period.

If your application is approved, you will not be required to pay fees during the period of suspension and will resume your former status at the end of the period.


Suspension of status may be for between one and three terms. In exceptional cases, additional terms may be requested, but these need the additional approval of the University Education Committee as dispensation from the Examination Regulations is required. It can only be granted while a student still has status available to return to.

Suspension of status is normally granted where you are not able actively to study. This could be for various reasons, but the most common circumstances include health-related/personal grounds, domestic crisis or unforeseeable financial difficulty.

When a student suspends, the clock stops, and the student returns from suspension at the point when they departed. Normally students do not have access to University/College facilities (including libraries) whilst suspended as it is assumed they are not studying (though e-mail access may be retained, to allow you to keep in touch with your supervisor(s) etc).

Applications for suspension of status must be made to the Graduate Studies Committee (through the Graduate Studies Administrator) using the form [GSO.17](#); should be for a specified period of time; and *must* have the support of the supervisor(s) and the college.

How do I make a complaint or appeal?

For information about this, please see  [COMPLAINTS AND APPEALS](#)

SPECIAL NEEDS AND DISABILITIES

The Disability Advisory Service (DAS) can provide information, advice and guidance on the way in which a particular disability may impact on your student experience at the University and assist with organising disability-related study support. For more information visit: www.ox.ac.uk/students/shw/das/

The University's Disability Office website is at: <https://academic.admin.ox.ac.uk/disability-advisory-service>.

Department contacts

If you have any concerns or need advice you can refer to your supervisor, or the department's Disability Lead and Disability Co-ordinator:

Disability Co-ordinator - Dominique Attala (Graduate Studies Manager)

Disability Lead – Peter Franklin Routh (Head of Administration and Finance)

RECORDING SEMINARS

Students who believe they have disability-related grounds for recording seminars should contact the Disability Advisory Service on disability@admin.ox.ac.uk.

COUNSELLING SERVICE

The Counselling Service is here to help you address personal or emotional problems that get in the way of having a good experience at Oxford and realising your full academic and personal potential. They offer a free and confidential service. For more information visit: www.ox.ac.uk/students/shw/counselling/

A range of services led by students are available to help provide support to other students, peer support, OUSU Student Advice Service and Nightline. For more information visit: www.ox.ac.uk/students/shw/peer/.

There are also over 40 titles of e-book available covering a variety of topics including academic life, identity, self-care, relationships, mental health, disability, overcoming traumatic events, how to deal with anxiety, time management, food disorders, bereavement, etc. Readers can access these even when the libraries are closed. A list containing all the titles available (including direct links to the ebooks) is available at: <http://www.bodleian.ox.ac.uk/using/disability/resources/self-help-books> and they are also available on SOLO.

EQUALITY AND DIVERSITY

The **Equality and Diversity Unit** promotes equality, values diversity and supports departments/faculties and colleges in maintaining a working, learning and social environment in which the rights and dignity of all members of the University community are respected. It aims to ensure that no student will be treated less favourably on the grounds of age, disability, gender, gender reassignment, marriage and civil partnership, pregnancy and maternity, race, religion and/or belief, and sexual orientation. For more information on the networks and activities the Unit supports, visit: <https://edu.admin.ox.ac.uk/home>. These include:

- LGBT Staff Network (staff and graduate students)
- Race Equality Network (staff and students)
- Oxford Women's Network (staff and students)
- LGBT History Month
- Black History Month

The Equality and Diversity Unit supports a network of over 300 harassment advisors in departments/faculties and colleges and a central Harassment Advisory Service. For more information on the University's Harassment and Bullying policy and the support available for students visit: <https://edu.admin.ox.ac.uk/harassment-advice>.

8.
INFORMATION
ABOUT OXFORD LIBRARIES AND
THE RSC

OXFORD'S LIBRARIES

The Bodleian Libraries form the integrated library service of the University of Oxford, offering over 13 million volumes, 26 site libraries, over 4,000 study places, 80,000 online journals, 1,700 research databases, document supply services, information skills training programmes and world-class staff expertise: www.bodleian.ox.ac.uk/.

To search the collections, locate items, access online resources, reserve or renew books, and for the library's instant chat service, please use SOLO (Search Oxford Libraries Online): solo.bodleian.ox.ac.uk/. For off-site access to online resources log-in to SOLO with your Single-Sign-On. An extensive range of guides to resources and services are available online, <https://libguides.bodleian.ox.ac.uk> and details of forthcoming training are available at: <https://www.bodleian.ox.ac.uk/ask/workshops>.

The Bodleian Social Science Library (SSL) is the main library for the University of Oxford Social Sciences Division and particularly supports the Departments of: Economics, International Development, Geography, Anthropology, Politics and International Relations, Sociology, and Social Policy and Intervention, and the Centres for: Criminology, Refugee Studies, Russian and East European Studies, and Socio-Legal Studies. Of particular interest is the unique grey literature collection on refugee studies and forced migration, now fully searchable via SOLO. The SSL is housed on the ground floor of the Manor Road Building, www.bodleian.ox.ac.uk/libraries/ssl and is open 7 days a week during term-time (9am to 10pm Mon – Fri, 10am – 6pm Sat, 11am - 7pm Sun). The Library offers a variety of study spaces including graduate study rooms, individual study carrels, and two group discussion rooms which are available for booking. For answers to FAQs (Which password do I use? How do I print, copy and scan? How do holds work? etc.), please see the Bodleian Libraries main website www.bodleian.ox.ac.uk.

To arrange a one-to-one research support appointment with the subject consultant please email sarah.rhodes@bodleian.ox.ac.uk. Support for graduates needing to create or use qualitative data is provided by John Southall, the Data Librarian, at the SSL (john.southall@bodleian.ox.ac.uk). For information about library services for readers with disabilities please contact the SSL Reader Services Librarian, craig.finlay@bodleian.ox.ac.uk. To request new library materials for purchase, email the details to Sarah Rhodes.

Reading Lists are available via Oxford Reading Lists Online (ORLO). This interface provides students with the availability of print materials within the libraries as well as direct links to e-books, e-journals and scanned chapters which can also be accessed when off campus. Reading lists can be found via the ORLO link on the front page of SOLO or directly via <https://oxford.rl.talis.com/index.html>. Students can also link through to their lists via the departmental CANVAS link: <https://canvas.ox.ac.uk/>.

In addition to the SSL, there are separate libraries for Business, Education and Law. Area studies are well served by the Vere Harmsworth Library, the Weston Library (for Africa and Commonwealth, and South Asia materials), the Nizami Ganjavi Library, the Latin American Centre Library, the Bodleian Japanese Library, and the KB Chen China Centre Library.

Oxford College Libraries generally offer collections and services to their own members. Nuffield College also offers reference access to its library to all postgraduate members of the University.

Box of Broadcasts is an on-demand TV and radio service for education. Members of the University of Oxford can search an archive of over 2 million broadcasts, record programmes from over 65 free-to-air channels, and create their own playlists and clip compilations. Content includes BBC One, BBC Two, BBC Four, ITV, Channel 4, Film4, 10 foreign language channels and more. This resource requires you to log in with your Oxford Single Sign-On via SOLO. Please note that access is provided under the terms and conditions of an ERA licence, which means that this resource is: a) To be used for non-commercial educational purposes only b) Available within the UK only.

REFUGEE STUDIES CENTRE - GENERAL INFORMATION

The origins of the Refugee Studies Centre go back to 1982 when Dr Barbara Harrell-Bond was awarded a three-year Fellowship by the British Overseas Development Administration to undertake research on Ugandan refugees in Southern Sudan. One result of her study was the book *Imposing Aid: Emergency Assistance to Refugees*. Another outcome of the ODA award was the inspiration to establish, with the crucial assistance of Dr Ahmed Karadawi, an official unit at Queen Elizabeth House (now the Oxford Department of International Development) for the study of forced migration. The Refugee Studies Programme (RSP) was created in response to the neglect of the study of refugees within universities and to the need for accountability for the massive amount of funds spent on humanitarian assistance programmes. In 1987, the RSP began offering a nine-month Foundation Course on the Study of Forced Migration. Almost 450 Visiting Fellows and other students participated in this course up to June 1998. This course was then replaced by the MSc in Refugee and Forced Migration Studies. In January 2000 the RSP became the Refugee Studies Centre (RSC).

The purpose of the RSC is to carry out multi-disciplinary research and teaching in the field of forced migration and to encourage and facilitate the dissemination of research findings in this field to academics, policy-makers and practitioners. See the [RSC website](#) for more information.

RSC VISITING FELLOWSHIP PROGRAMME

Visiting Fellowships at the RSC are open to senior and mid-career practitioners and policy makers, professional academics, post-doctoral scholars, independent non-academic researchers, and PhD (DPhil) students who are working in fields related to forced migration, who wish to spend a period of study and reflection in a conducive academic environment, and to academics and other researchers. Each Fellow undertakes a specific programme of self-directed study of research, guided by an academic advisor. Fellowships are normally held over one term in the academic year, but in certain instances this can be extended. There will normally be no more than six Visiting Fellows in residence at the RSC at any one time.

Visiting Fellows have access to some of the University's academic facilities, including libraries, seminars, language laboratories and computer training courses. Fellows use the computers and desk space on the first floor of the RSC.