MPhil in DEVELOPMENT STUDIES

COURSE HANDBOOK
2019/20
Purpose of the Course Handbook

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

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

This Handbook applies to students starting the course in Michaelmas Term 2019. The information in this Handbook may be different for students starting in other years.

Other Key Sources of Information

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

MPhil Development Studies Canvas site: https://canvas.ox.ac.uk/courses/1912

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

Examination Conventions (accessed via the MPhil Development Studies Canvas site): https://canvas.ox.ac.uk/courses/1912

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

For information about your College specifically, please see your College website.

University term dates and attendance

Oxford University’s academic year is divided into three terms: Michaelmas Term (MT), Hilary Term (HT) and Trinity Term (TT). Each term is 8 weeks in length; however, you are expected to arrive in Oxford one full week before the beginning of term (at the start of 0th week) and to remain in Oxford until the end of the ninth week of term. This is because it is often necessary to schedule lectures, mock examinations or other course deadlines in Week 0 or Week 9. Please see the schedules on the following pages for details.
The dates of these terms for the years 2018-19 and 2019-20, and the dates between which you should be in Oxford are the following:

<table>
<thead>
<tr>
<th>Term</th>
<th>Dates</th>
<th>Attendance required</th>
</tr>
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<tbody>
<tr>
<td>Hilary Term 2020</td>
<td>19 Jan – 14 March</td>
<td>12 Jan. – 20 March</td>
</tr>
<tr>
<td>Trinity Term 2020</td>
<td>26 Apr – 20 June</td>
<td>20 Apr – 29 June</td>
</tr>
<tr>
<td>Michaelmas Term 2020</td>
<td>11 Oct – 5 Dec</td>
<td>5 Oct – 11 Dec</td>
</tr>
<tr>
<td>Hilary Term 2021</td>
<td>17 Jan – 13 March</td>
<td>11 Jan – 19 March</td>
</tr>
<tr>
<td>Trinity Term 2021</td>
<td>25 Apr – 19 June</td>
<td>19 Apr – 25 June</td>
</tr>
</tbody>
</table>

You must notify your Course Supervisor and the Course Director should you need to be absent from Oxford for an extended period during the time your attendance is required.
Examination Regulations

The Examination Regulations relating to this course are available at [https://www.admin.ox.ac.uk/examregs/searchresults/?search%5Btype%5D=subject&search%5Bstudent_type%5D=postgraduate&search%5Bcourse%5D=Master+of+Philosophy+in+Development+Studies&search%5Bstart_date%5D=&search%5Bend_date%5D=&search%5Btopic%5D=](https://www.admin.ox.ac.uk/examregs/searchresults/?search%5Btype%5D=subject&search%5Bstudent_type%5D=postgraduate&search%5Bcourse%5D=Master+of+Philosophy+in+Development+Studies&search%5Bstart_date%5D=&search%5Bend_date%5D=&search%5Btopic%5D=). If there is a conflict between information in this handbook and the Examination Regulations then you should follow the Examination Regulations. If you have any concerns please contact the Course Co-ordinator (mphil-admin@qeh.ox.ac.uk).

The information in this handbook is accurate as of September 2019, however it may be necessary for changes to be made in certain circumstances, as explained at [www.graduate.ox.ac.uk/coursechanges](http://www.graduate.ox.ac.uk/coursechanges). If such changes are made the department will publish a new version of this handbook online together with a list of the changes and students will be informed.
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Please see the online version (in the Departmental Canvas site) of the Handbook for the Appendix 2: University Guidance and Legislation and Appendix 3: Information about the Department and its facilities.
Welcome to the M.Phil. in Development Studies

A warm welcome to Oxford and ODID!

In your two years at Oxford, we want to explore Development Studies with you in a way that is inter- and multi-disciplinary, historical and critical. Development studies has always been subjected to critical enquiry: when and how ‘development’ as a distinct concept was invented, why the tides of theory and policy ebb and flow as they do, what gives rise to resistance and by whom, where the global economy is headed and how we, as scholars, practitioners, and private individuals, relate to all this. Our project celebrates these debates.

In your first year you will be introduced to social science disciplines, to a range of research methods and to theories and issues in our core course. You will read widely before reading deeply for your dissertation and your second year options. One of Oxford’s strengths is its libraries. The Social Science Library holds a wide range of development studies materials; the large number of specialist area studies and disciplinary libraries provide added depth and hold important archival collections. Your teachers will have reading lists and advice on material that goes beyond what you are exposed to in formal lectures and classes. Another of Oxford’s strengths is the vast range of seminars and conferences held throughout term time – you are encouraged to take full advantage of the intellectual discussions and world-class speakers that abound across the University.

We see the M.Phil. as an interactive process of learning between teachers and students. You may also want to create study or discussion groups of your own. Students often organize guest speakers and workshops. Meetings will be organised to solicit your ongoing views on the course, and you will have the opportunity to fill in feedback forms for each component of the course. During the Induction Week you will be asked to elect two Course Representatives who will act to convey your collective views to the Teaching Committee.

I am available to meet with you during my office hours for enquiries on any matter connected with the course. I typically have several hours available each week to meet with students. You can set up an appointment with me via a link in the Canvas MPhil site). Your course supervisor will be your first point of contact, but do not hesitate to come and see me if you have any worry or problem you cannot solve with your course supervisor. I very much look forward to working with all of you in the coming two years!

Sincerely,

Cheryl Doss

Course Director, October 2019
<table>
<thead>
<tr>
<th>Week</th>
<th>Michaelmas Term</th>
<th>Week</th>
<th>Hilary Term</th>
<th>Week</th>
<th>Trinity Term</th>
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<tbody>
<tr>
<td>0</td>
<td>Induction</td>
<td>0</td>
<td>Core Course: Three copies of assessed essay No. 1 via online submission by 9:30 am Monday.</td>
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</tr>
<tr>
<td>2</td>
<td>Core Course: Preferred topics for essay no. 1 to be sent to Course Co-ordinator by noon Friday</td>
<td>1</td>
<td>Economics Foundation only: essay to be handed to relevant lecturer by 9:30 Monday. Core Course: Preferred topics for essay no. 2 to be sent to Course Co-ordinator by Friday, noon</td>
<td>1</td>
<td>Examinations: two out of three Foundation Courses Safety in Fieldwork Workshop (provisional timing)</td>
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<tr>
<td>2</td>
<td></td>
<td>2</td>
<td>Anthropology: essay to be handed to relevant lecturer by 9:30 Friday</td>
<td>2</td>
<td>Research ethics form, safety in fieldwork form, travel insurance form due on Monday. All require extensive advance preparation.</td>
</tr>
<tr>
<td>3</td>
<td>Anthropology: essay 1 to be handed to relevant lecturer by 9:30 Friday</td>
<td>3</td>
<td>History &amp; Politics: essay to be handed to relevant lecturer by 9:30 Friday</td>
<td>3</td>
<td>Research Design Essay: Draft assessed essay to supervisor by 12 noon Friday.</td>
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<tr>
<td>4</td>
<td>Thesis Preparation: Hand to course supervisor a two-page description of the thesis topic</td>
<td>4</td>
<td>Thesis Preparation: Hand to course supervisor a two-page description of the thesis topic</td>
<td>4</td>
<td>Option courses: option course choice to be made online by 12 noon on Friday</td>
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<tr>
<td>5</td>
<td>History &amp; Politics: essay 1 to be handed to relevant lecturer by 9:30 Friday</td>
<td>5</td>
<td>Economics Foundation: Mock exam</td>
<td>5</td>
<td>Research Design Essay: Assessed essay via online submission by noon, Wednesday.</td>
</tr>
<tr>
<td>6</td>
<td>Research Methods (Qualitative): essay to be handed to relevant lecturer by 9:30 am Monday</td>
<td>6</td>
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<tr>
<td>7</td>
<td>Core Course: Draft assessed essay no. 1 to supervisor by 12 noon Friday</td>
<td>7</td>
<td>Core Course: Draft assessed essay No. 2 to supervisor by 12 noon Friday</td>
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<tr>
<td>8</td>
<td>Exam Entry for Foundations online</td>
<td>8</td>
<td>Research Ethics Workshop (provisional timing)</td>
<td>8</td>
<td>Examination: Research Methods</td>
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<tr>
<td>9</td>
<td>Thesis outline form to be handed in to Course Co-ordinator on 12 noon Wednesday. Core Course: Three copies of assessed essay No. 2 to Course Co-ordinator by 12 noon Friday</td>
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M.Phil. Development Studies: Schedule of Second Year Deadlines

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<thead>
<tr>
<th>Week</th>
<th>Michaelmas Term</th>
<th>Week</th>
<th>Hilary Term</th>
<th>Week</th>
<th>Trinity Term</th>
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<td>0</td>
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<td>0</td>
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<tr>
<td>1</td>
<td>Welcome back session with course director</td>
<td>1</td>
<td>Thesis: title and abstract to be sent to Course Co-ordinator by 12 noon Friday</td>
<td>1</td>
<td>Thesis: to be handed in to the Examination Schools by 12 noon Friday Examination: Two Options examinations to be held during week 1, week 8 or week 9</td>
</tr>
<tr>
<td>2</td>
<td>Meet with supervisor and establish a set of deadlines for writing thesis</td>
<td>2</td>
<td>Thesis: draft to be handed in to thesis supervisor by 12 noon Friday, or later ONLY by negotiation of a mutually agreed new deadline</td>
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<tr>
<td>4</td>
<td>Thesis workshops: on fieldwork findings. Prepare presentations in advance.</td>
<td>4</td>
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<tr>
<td>8</td>
<td>Exam Entry for Options courses online</td>
<td>8</td>
<td></td>
<td>8</td>
<td>Examination: Two Options examinations to be held during week 1, week 8 or week 9</td>
</tr>
<tr>
<td>9</td>
<td></td>
<td>9</td>
<td></td>
<td>9</td>
<td>Examination: Two Options examinations to be held during week 1, week 8 or week 9</td>
</tr>
<tr>
<td>10/11</td>
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<td>10/11</td>
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NB: There will be Option formative essays and other deadlines in Michaelmas and Hilary Terms – details from course conveners.
1. Overview of the course

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

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

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

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

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

Six elements comprise the M.Phil. in Development Studies:

a)  Core course
b)  Foundations Courses
c)  Research Methods
d)  Thesis Preparation: Workshops
e)  Options
f)  Thesis

Students must successfully pass all the assessed components of the course in the first year in order to progress to the second year. These are the following:

a)  Two Foundations examinations
b)  Examination in Research Methods
c)  Two Core course Essays
d)  Research Design Essay
Students will submit and receive feedback on both formative and summative work. Formative work is designed to give you feedback, but the marks do not count towards your degree. Summative or assessed work is that for which the marks do count.

The final mark for the degree is made up of four components, weighted as follows:

i) the mean for the two core course essays (20%)
ii) the thesis (30%)
iii) the final mark for Research Methods, which is the mean of the mark for the Research Design Essay and that for the examination in Research Methods (15%)
iv) the marks for each of the two second-year Option examinations (17.5% for each option; total 35%)

These are discussed below in the section on assessment.

2. Course Components

This section discusses the courses that students take: the Core course, the Foundations courses, Research Methods, the Thesis Workshops, and the Options courses. The thesis is discussed in the section on assessed written work.

Core Course

The Core course is convened by Prof. Simukai Chigudu. It runs weekly through the first and second terms of Year 1.

The Core Course introduces students to the multi and inter-disciplinary nature of development studies, and to the concepts and tools that enable critical engagement with a wide range of theories and themes. This is not a ‘how to’ course; it is primarily concerned with the intellectual challenges of understanding processes of social, economic and political change.

There are two components to the course, running over the first two terms:

- Michaelmas Term (MT): Ideas about development: social, political and development theory
- Hilary Term (HT): Key themes in development

As a relatively new field, Development Studies has engaged with ideas from sociology, geography, anthropology, economics, and politics, among others. This fertile yet contested ground is represented in our topics for Term 1. This term is intended to introduce you to some of the key theories of development. Throughout this term we emphasise that ‘development’ is a historically constructed idea, that it has been interpreted in a wide range of not always compatible ways, and that the language of development is loaded with baggage that requires careful exploration. We need to understand the origins of these ideas, the reasons they have had such a powerful appeal, their political uses, and their effects. We should be able to explore them from the point of view of different disciplinary approaches. Lectures are arranged to reflect the chronology of when particular theories, which evolve over time, have been especially pertinent.
In Term 2, we turn to key narratives and debates in development. The coverage is by no means exhaustive but it reflects our strengths, exposes students to innovative research in the field, and draws in policy implications and applicability where possible. Important issues that are typically covered in this term include the state and good governance, global health politics, law and social order in development, gender and development, agriculture, urbanisation and its discontents, social policy in the global South, and the environment and sustainability. Through these wide-ranging topics, we demonstrate that development represents many narratives, which may not always come together in a synthesis. Moreover, we show that while all the viewpoints we cover have had their critics, some of them trenchant, they nonetheless continue to shape thinking about development, consciously and unconsciously, in the academy, among governments and political activists, in the World Bank and NGOs, and elsewhere.

The Core course is examined by means of two 5000-word assessed essays, both submitted in Year 1.

**Foundations Courses**

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

Students are allocated to the two Foundations courses in which they have the least academic experience. Please note that the Economics course is compulsory for those students who have not taken economics in their first degree. Those who have studied economics previously must take Social Anthropology and History and Politics. If you have questions regarding the appropriate foundations courses, please discuss this with Prof. Cheryl Doss, the course director.

The Economics course is convened by Prof. Xiaolan Fu. It is designed to show you how economists think about development. We will initially focus on some key concepts like opportunity costs, the power of incentives, and the workings (and failures) of markets, at both the micro and macro levels. We will then discuss the ways in which economic logic can be used to help understand different choices both within households and at the national level. We hope you gain an understanding of how (mainstream) economics approaches the challenge of development and informs policy debates. In doing so, we will also explore how this discipline speaks to other social sciences. In particular, our second lecture will illustrate the foundation role of economics in development studies and discuss the ways that development economics has evolved since the 1940s. We will not study the various concepts in an abstract way but will focus on their application to developing countries and policy debates. To do so, the course will make intensive use of practical applications and economic data and will minimize the use of abstract formulas and graphs. We also encourage you to check newspapers and blogs as often as possible and also read widely (the reading list includes material from economists with different perspectives).

The History & Politics course is convened by Dr. Dan Hodgkinson. This course aims to expose students to the important methodological and analytical approaches and debates in the disciplines of History and Politics. Selectively using cases from Africa, South Asia, and Latin America, it aims to draw attention to the actors, ideas, institutions, and historical processes through which change has taken place in these continents since the 1860s. The course is not intended to be a chronological or comprehensive history of the developing world or any part of it. Instead, it is thematic, selectively drawing attention to particular ideas, institutions,
actors, and historical processes important in the shaping of contemporary developing societies. In this way, the course seeks to highlight the role of historical and political forces in the shaping of contemporary developing societies.

The course also highlights the methodological and analytical approaches of history and politics as disciplines relevant to the study of developing societies. These two objectives will be carried out through the selective use of specific cases from different regions of the developing world. Transformations in the developing world, in terms of social, political, and economic change, is an important theme that runs through the course. For instance, by exploring changes in ethnic and gender identities, the course highlights changes brought about by colonial and post-colonial states on the nature of social identity and what implications these have for development. This emphasis on social change is complemented with an equal emphasis of guiding ideas such as nationalism and science, key institutions such as the nation-state, and political processes such as democracy and social policy formulation.

The Social Anthropology course is convened by Dr. Geoff Goodwin. The purpose of this course is to introduce some of the foundational concepts and core methodological tools of contemporary anthropology, while showing the relevance of the anthropological way of thinking and researching social life for development studies. Anthropological concepts, methods, and approaches will be illustrated through the presentation of local and ordinary people’s mobilisations to improve their lives, as well as through the discussion of their encounters with those who want to ‘modernise’ and ‘develop’ them.

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

Students write formative essays for the foundations courses, one in each of MT and HT. For the economics course, a mock exam substitutes for the formative essays in HT. While these marks do not form part of the formal examination process, they are extremely valuable and give students the opportunity to explore relevant topics. Foundation essays provide a focus for course reading and an opportunity to critically explore debates. They are essential for students to monitor their progress as they embark in learning how to structure an argument in a new discipline; they also enable the teaching staff to detect possible problems and to address them in good time. It is expected that students will meet the deadlines for the formative essays so that staff can provide timely feedback. Course conveners should be informed in advance of any difficulty in meeting deadlines.

Each Foundation course is examined through a three-hour written examination held at the beginning of Trinity Term in Year 1. Students are required to pass these examinations to be allowed to continue to the 2nd year of the course. (See details below on examinations.)

**Research Methods**

All students take the course in Research Methods. This course is convened by Prof. Jocelyn Alexander (qualitative methods) in MT and by Prof. Pramila Krishnan (quantitative methods) in HT. The quantitative methods section of the course is taught in conjunction with the M.Sc. in Global Governance and Diplomacy. In HT and TT, additional sessions on research design, fieldwork ethics, fieldwork safety, library resources and software and computerised databases are held.
This course aims (1) to provide students with a basic knowledge of social science research methodologies, (2) to inculcate the critical capacity to conduct qualitative and quantitative research and analysis, and (3) to reflect on the ethics and politics of social science research in practice. The main objectives of this course are to raise the epistemological and ethical questions underpinning social science research in the context of international development, to familiarize students with the basic statistical methods used in quantitative social research, and to achieve the challenging project of demonstrating how qualitative and quantitative research methods can be integrated and made complementary.

During MT, students will be introduced to research design and epistemology; the use of archives and texts; ethnography and participant observation; oral history and interviewing; using mixed methods; designing and using surveys; and working with and studying agents of development such as NGOs. Each session will address theoretical issues as well as practical questions regarding the ways in which these methods might be effectively used by M.Phil. students in their thesis research. Two voluntary sessions on data management and basic statistics will also be offered to prepare students for HT.

HT will be dedicated to the formal teaching of basic statistical methods used in quantitative social research, with a particular focus on development. The emphasis will be on the intuitive understanding of concepts and procedures (the mathematical derivation of the techniques will be skipped), but the logic and reason behind each formula will be discussed. Students who have no prior experience will be able to develop skills in research methods and those with some prior knowledge will have the opportunity to enhance their skills. (Students who wish to take further quantitative methods may do so as one of their options in their second year.) During this term, students will be introduced to basic descriptive statistics, hypothesis testing, simple and multiple regression analysis, identification issues, and impact analysis. Students also to develop basic skills in using the statistical software STATA for quantitative analysis.

We do not promote any one theoretical approach or research method, but instead attempt to help students reach an understanding of how different research methods can best be used to reach their objectives in different contexts, depending on the underlying purpose of the research endeavour. We focus on the conception, design and implementation of studies that seek to understand theoretical and practical issues in development.

The Research Methods course is taught through weekly lectures and classes alongside a number of workshops. Extra sessions may be added as needed. Formative work includes one essay due in Michaelmas Term and a series of problem sets in Hilary Term.

The Research Methods course is examined by two forms of assessment. The first is a three-hour examination, which students sit in TT of Year 1. It covers the material from both MT and HT, the qualitative and quantitative components. The second is the 5000-word Research Design essay (RDE).

**Thesis Preparation Workshops**

The Thesis Workshops are run in the second half of HT in Year 1. The workshops will focus on some of the steps that students need to work through in the course of developing a well-thought-out research design and write their RDE. Topics to be covered are: (1) formulating and refining a research question; (2) identifying and using relevant literature, including theory; (3) choosing appropriate methods and locating sources; and (4) creating an individual research agenda. In weeks 5, 6 and 7, the workshops include a lecture and group sessions with a TA. Students may be asked to prepare brief assignments before the TA sessions (less
In week 8, students present their research proposals to a panel of two teaching faculty. In addition, second year students are asked to present the findings of their summer research and the preliminary arguments and conclusions of their thesis in a workshop in MT. In a series of sessions, students will make brief presentations, followed by discussion and comments from their peers and staff. The aim of the workshops is to disseminate the findings of student research, to facilitate the exchange of ideas, to provide feedback and constructive criticism, and to give students the opportunity to develop their presentation skills.

**Options**

A range of optional courses is available for students to take in their second year. Each usually runs for an eight-week term in either MT or HT. The options available vary from year to year depending on the teaching staff. A variety of options are offered within the M.Phil. Programme. Students may also choose options from other programmes within ODID or from other departments at Oxford. Students are strongly encouraged to choose at most one external option.

*Please note that there is a proposed change for students who will take options in 2020-21. The handbook will be updated and students will be notified when this change takes place.*

**Assessed Written work**

There are three components to the assessed written work: the two core essays, the RDE, and the thesis.

**Core Essays**

You will write two Core Essays, each up to 5,000 words long and one on each of the two aspects of the course: social and development theory; and key themes in development.

**Choosing essay topics:** For each essay, students are required to choose two or three essay topics from the list of topics to be found in the reading-list for the Core course, and to send a list of these to the Course Co-ordinator by email, indicating their first, second and third preferences. The Course Convenor, in consultation with the Course Director, will then allocate topics and supervisors to each student.

The lists of topics are to be sent to the Course Co-ordinator by **Friday of week 1, Michaelmas Term** (for the first Core Essay) and by **Friday of week 1, Hilary Term** (for the second Core Essay). Any lists received after the deadline will be of the lowest priority in assigning topics and supervisors.

**1st Core Essay**

In your first core essay, you will be asked to critically answer an important theoretical question in development studies with special reference to a key text or set of texts based on one of the major themes addressed in the lectures and classes in Michaelmas Term.
You are expected to read deeply into the specific text(s) assigned to the essay question you have chosen and to read widely in the secondary literature. This is an exercise in critical and analytical writing through which you should demonstrate a clear understanding of the work in question and of the debates and controversies it has provoked, as well as developing your own view on the ideas in question. We advise that you try to identify the key issues raised by the text on its own terms, but also key points on which we might compare and contrast the different texts being analysed on that topic. Depending on the nature of the text(s) that you are reading closely, you should keep the following suggestions in mind:

- Think about context — under what political, economic, social and other conditions was the text produced?
- What were its intended audience and purpose?
- How was the text received, understood, misunderstood? What were the political consequences or implications, if any, of the text?
- What are the strengths and limits of the argument put forward in the text (consider the robustness of the argument, the clarity of the analysis, the basis on which claims are made)? Has the reception of the text changed over time and why?
- How might we locate this text in a broader genealogy of ideas?

2nd Core Essay

For the second essay, your topic will be closely linked to the questions explored in the core course lecture series. The second essay will engage with a major theme in development from an interdisciplinary or multi-disciplinary perspective, based on the questions provided by the lecturers over the term.

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

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

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

While it is critical to be honest about the attribution of ideas, you are encouraged, to explore your own ideas – do not be too modest about them. Make their ownership clear.

The lecturers for the Core Course are usually drawn from M.Phil. staff, however, in a few cases, essay supervisors may not be familiar with course requirements. If this is so, please be sure to share the guidelines for Core Essay supervision (available from the Course Co-ordinator in an e-version) with your supervisor for her or his information.

Each essay for final submission must be:

1. accompanied by a standard cover sheet (available via the M.Phil. Canvas site)
2. A maximum of 5,000 words in length (excluding the bibliography and time-table, but including footnotes), strictly observed. **Exceeding the word limit will result in the imposition of penalties (see p. 29).**
3. accompanied by a word count;
4. written with correct observance of proper procedure in reference citation (see Thesis Guidance Note later in this booklet).

In order to maintain anonymity during marking, students are issued with a four-digit number which should appear on the cover sheet of each essay. Please note that this number is **different** from the examination candidate number issued to each student by the University.

**Research Design Essay**

The Research Design essay is written in preparation for the second-year thesis and must be relevant to the inter-disciplinary field of Development Studies. A ‘Research Design’ consists of a plan for research and for writing a thesis, including:

(a) the specification of a set of research questions or a statement of problems to be analysed;
(b) a discussion of relevant existing scholarship and theoretical approaches within an interdisciplinary framework;
(c) an outline of the initial argument or hypotheses;
(d) a discussion of case selection and empirical sources and analysis; and
(e) an account of how the analysis will bear on or address the research questions posed, or how it will make a contribution to the subject area.

The essay should include a bibliography of works cited and a projected schedule of work. It must not exceed 5,000 words, excluding the bibliography and timetable of work.

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

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

**Literature review: What is the contribution your research will make to existing knowledge?** The research question must be put into the context of the existing literature, both theoretical and topic specific. In this section you need to concisely outline your interpretation of the existing literature and explain how your research project ‘fits’ and will make a contribution: how does your project relate to approaches, ideas and findings in the existing literature and how does it develop these further?

There are a number of approaches: you may identify a gap in the literature (but note that a gap is not enough – it must be an interesting gap!); you may suggest that the accepted findings are controversial or open to doubt; you may question the dominant theoretical framework(s) should be questioned; you may identify a continuing conflict between two or more ‘camps’ or disciplinary approaches; you may suggest that different and more appropriate methods could be used; or you may seek to apply established ideas in a different context or for a different purpose. Make clear your assumptions and the limits of your topic. The account of existing scholarship and research will necessarily, however, be brief.

**Selection of case, methods and empirical material: How will you answer your research questions?**

First, you may want to discuss the selection of cases, events, persons, processes, outcomes, texts, etc. Why have you chosen a specific case or set of cases, a particular data set, or a particular group of interviewees or texts?

Second, you should discuss how you will obtain the relevant empirical material. Primary research materials are diverse, including historical or archival documents, data about organisations, bureaucracies and individuals, interviews and observational data whether from participant observation or non-participant observation, surveys and ethnographies. Existing statistics and survey data are also invaluable sources for some research projects. You should discuss your choice of research methods in some detail (archival research, collecting published documents, interviewing, ethnography, focus groups, participant observation, obtaining large scale datasets, etc), clearly stating why these are the best methods for addressing your research question. Think about practical issues too: are these materials accessible and sufficient to allow you to answer your research questions?

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

Finally, be sure to discuss the advantages and potential limitations of your chosen method(s) and the potential biases of your sources.

**Conclusion:** Finally, you need to conclude by discussing briefly how the data analysis you propose should bear on your research question in such a way as to make a meaningful contribution to the field you have described in your literature review. In some circumstances, you may also need to discuss the feasibility of the project if there is a concern about the availability of data or the sensitivity of the topic. The conclusion should also include a projected **schedule of work** so that the assessors and your supervisor can be satisfied that you have a reasonable prospect of completing the work in the allocated time.
**Bibliography:** Include a complete list of all cited work at the end of your research design. There is no specified reference format, but you should be consistent in how you cite the works.

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

For final submission, the Research Design essay must be:

1. accompanied by a standard cover sheet (available via the M.Phil. Canvas site)
2. A maximum of 5,000 words in length (excluding the bibliography and time-table, but including footnotes), strictly observed. **Exceeding the word limit will result in the imposition of penalties (see p. 29).**
3. accompanied by a word count;
4. written with correct observance of proper procedure in reference citation (see Thesis Guidance Note later in this booklet).

The **essay must be submitted via online only; no hard copy will be accepted.**

In order to maintain anonymity during marking, students are issued with a number which should appear on the cover sheet of the essay. The number used for the RDE is the same as the examination number issued to each student in the first year of the course. The number is available online on each student’s Self-Service Page, and should also be used in each written examination. **This is different from the four-digit number used for submitting the core essays.**
Thesis

The thesis is a major piece of original work. Most students conduct fieldwork for the thesis during the summer between their first and second year. In the first year, students prepare for the thesis fieldwork by identifying a supervisor, choosing a topic, and writing the research design essay. Much of the second year is spent writing and rewriting the thesis.

While the thesis must be in the broad area of Development Studies, it does not need to be on a topic directly related to the courses undertaken as part of the degree. Students must discuss their thesis topic with their course supervisor – the earlier the better, and certainly by Week 8 of Michaelmas Term of year 1.

Theses submitted for the M.Phil. in previous years which, in the opinion of the examiners, are of a high standard are kept in the Social Sciences Library – ask at the issue desk. It may be useful to take a look at these for intellectual inspiration, style and presentation. We encourage you to look at several of these to see the range of ways in which students approach the thesis.

Some of the issues about framing your thesis topic are discussed above in the section on the RDE.

Timetable for writing the M.Phil. thesis

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**Choice of Thesis Topic**

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

A number of factors will influence your choice of a research question:

1) The potential to make a contribution to the academic conversations on this issue. (see above on RDE)

2) It should be a question that will sustain your interest for more than a year!

3) You must identify a supervisor who is willing and able to supervise the thesis. Not all topics have a potential thesis supervisor available.

4) The topic must be one that can be handled within the 30,000 word limit. Although there is no minimum, the thesis must be a substantive piece of work.

5) The thesis must be feasible for you to do, given your background, experience, and skills (including language skills.) Any health constraints should also be considered.

6) You are required to obtain research ethics approval, so it must meet ethical guidelines. Studying vulnerable populations, including children, requires that you go through a very extensive ethics review process.

7) We strongly encourage you **not** to choose sites that are rated by the FCO ([https://www.gov.uk/foreign-travel-advice](https://www.gov.uk/foreign-travel-advice)) as “Advise against all but essential travel”. Travel to these areas may not be approved.

8) If you plan to do a D.Phil. after completing the M.Phil., you should consider the feasibility of extending the research into a D.Phil. thesis. What would you add, or develop further, and
how? Not all good M.Phil. thesis topics are extendable, and a switch to a new topic for your D.Phil. may complicate your progression from M.Phil. to D.Phil. status.

8) Financial constraints. The availability of funding may also shape your decisions about your research plan.

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

Despite the wide interests and competence of Oxford’s academic staff, there can be no guarantee that for every topic and in every academic year a supervisor is available, able and willing to take on the task of thesis supervision. This makes early consultation imperative. Supervisors will vary in terms of what they expect to see from students and when. Some supervisors prefer to give comments on each chapter as it is drafted while others prefer to review and comment on a completed first draft of the entire thesis. Supervisors will need time to read and comment on the drafts. Note that supervisors are not expected to be available during the breaks to read and comment on drafts.

In addition, you will need time to revise the paper, sometimes substantially, in response to the comments. Generally, a complete draft should be provided to the supervisor by week 2 of HT, unless a different schedule is agreed upon in advance.

A series of workshops and deadlines helps to ensure that students are on track with their thesis. The thesis workshop in HT provides additional guidance on choosing a topic, case, methodology, and situating it in the literature. Students have the opportunity to work in small groups with a TA on their RDE. An ethics workshop, focused on the CUREC process (see below), and a field safety workshop will be held at the beginning of TT.

**Thesis Outline**

Students must complete an outline of their thesis topic (in not more than 300 words), giving a preliminary title, on the thesis outline form (available via the MPhil Canvas site). This must be signed by your course supervisor and thesis supervisor (if the same staff member is acting as both, they should sign twice). The signed form must be submitted to the Course Coordinator by **Wednesday of week 9, HT of Year 1.**

**Financial support for fieldwork**

ODID provides some financial support for students to do fieldwork. This has typically been in the range of £700 for each student conducting fieldwork and is allocated automatically. Summer funding may also be available through your College. Fieldwork costs tend to range between approximately £700 and £5,000 depending on fieldwork site(s), the cost of travel, the in-country expenses such as accommodation and whether the student needs to pay a research assistant. It is important to ensure that you will have sufficient funds to carry out your chosen research.
Compulsory Research Ethics (CUREC) and Student Travel forms

A series of forms are due in week 2 of TT. They all require your supervisor’s signature. You supervisor may ask for revisions before signing, so you should contact your supervisor substantially before the deadline. These forms comprise:

- CUREC form
- Student Travel Form

These forms are updated regularly, and you will receive information on how to find the most up-to-date copies from the Graduate Studies Administrator, Dominique Attala, during HT20. Additional information on these forms is available in Appendix 1.

The CUREC forms must be approved by the Department Research Ethics Committee (DREC). They often require clarification or changes. Similarly, the Safety in Fieldwork form requires approval from the Department Head. Applications to travel to areas with FCO restrictions may require lengthy processes for approval and the application may be rejected. Thus, it is critical that they are submitted on time. Only after the above forms have been received and approved can the student’s thesis topic be formally approved by the Course Director.

It is essential that the thesis topic, supervision arrangements and summer research plans are all finalised in advance of the completion of the forms. Meeting the week 2 deadline is important in order to ensure that any safety, insurance and ethical difficulties can be addressed and resolved so that you can begin your fieldwork on time.

Immunisations available via the Occupational Health Service

The University’s Occupational Health Service, 10 Parks Road, provides travel advice, immunisations and antimalarial prophylaxis to University staff and certain students travelling in the course of their work. M.Phil. students are encouraged to book any necessary immunisations or other treatment needed in advance of their fieldwork through the Occupational Health Service; they hold a travel clinic on Monday afternoons. They can be contacted by telephone: 01865 (2)82676, or e-mail: enquiries@uohs.ox.ac.uk. Book well in advance so that courses of immunisation can be completed in good time (at least six weeks before your departure date). Bring a completed travel appointment request form, available on the following webpage: https://www.admin.ox.ac.uk/uohs/travelhealth/. ODID will pay for any immunisations provided by the Occupational Health Service (in addition to the travel grant noted above); Dominique Attala is the contact person within the Department for any queries.

This service does not extend to families or other accompanying persons or travel on College business. Advice for non-University business should be obtained from your G.P. Please note that ODID will pay for immunisations provided by the Occupational Health Service only, not for immunisations provided by your G.P.

Contact with supervisor during fieldwork

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

**Thesis Presentation**

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

*Typing and binding.* The thesis should be printed on A4 size paper, double spaced and on one side of the paper only, with a 1" (3cm) margin on the left hand side. For ease of reading, we recommend that you use a font size no smaller than Times New Roman 11 point. The thesis must be securely and firmly bound in either hard or soft covers. Loose-leaf binding is not acceptable. Oxford print-shops are familiar with the appropriate types of binding for Masters theses.

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

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

*Title page.* Specimen title pages are to be found on the M.Phil. Canvas site.

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

**Reference citation**

The purpose of a bibliography is to enable a reader to find the original book, article or source. The system adopted should thus be clear and consistent. Care should be taken to ensure that it is accurate and that every reference cited in the body of the text appears in the Bibliography. There are a number of citation systems; consult with your supervisor and choose one and use it consistently throughout the thesis. There are a number of citation managers which can make compiling your references much easier, such as Mendeley, Refworks, or Zotero. (The Social Sciences Library offers training on these.)

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

You need to discuss the inclusion of appendices and annexes with your thesis supervisor. If you are using a great deal of newspaper quotations, unpublished records and reports, and grey literature materials, you may wish to separate those from your main bibliography. You may append survey questionnaires, maps, or any other field material you feel relevant. Lists of interviewees should be included in your bibliographical references rather than in an appendix. All identifiers of the author **MUST** be taken out of the appendices and annexes (ex. sample letters, forms).

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

Assessment of the Thesis

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

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

Examiners will assess the thesis under three broad headings:

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

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

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

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

4. Examination Organization

The full examination conventions are provided in Appendix 1. Here, we provide an overview.

The final mark for the degree is made up of four components, weighted as follows:

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

ii) the thesis (30%)

iii) the final mark for Research Methods, which is the mean of the mark for the research design essay and that for the examination in Research Methods (15%)
iv) the marks for each of the two second-year Option examinations (17.5% for each option)

In order to progress to the second year of the degree, students must receive passing marks in:

- Two core essays:
- Two Foundations exams
- The Research Methods Exam
- The Research Design Essay (RDE)

To complete the degree, students must also receive passing marks in:

- The thesis
- Two Options courses

Note that students are required to pass the Foundations exams, but that these do not count towards the final overall grade. All grades (including the Foundations marks) appear on the final transcript.

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

Examination Board

The examination board oversees the assessment of all assessed work, including the foundations, research methods, and options exams and the core essays, RDE, and thesis.

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

The External Examiner for the M.Phil in Development Studies examinations which take place over the 2019-20 academic year is Professor Nando Sigona, Department of Social Policy, Sociology and Criminology, University of Birmingham. Students are strictly prohibited from contacting the External Examiner or the internal Examiners directly. If you are unhappy with an aspect of your assessment, you may make a complaint or appeal (see p. 40).

In any one year, the same M.Phil. Examiners are responsible for first-year and second-year examinations and assessed written work.

The Board of Examiners produce a report on examinations each year to monitor trends and keep a record of students’ performance. The report from the previous Trinity Term is posted on Canvas during Michaelmas Term, so the report from Trinity Term 2019 will be available to students in Michaelmas Term 2019.
Taking the Examinations

Students enter for their examinations online, via the Student Self-Service system, during MT of Year One and Year Two. You will be sent reminders online. You will be automatically entered for all compulsory assessment items (i.e. Core course essays, Research Methods examination and RDE) but will have to enter the two Foundations courses you are taking. In your second year, you will have to enter the two Options courses you are taking as well as a draft title of your thesis.

It is possible to change your examination entry after the deadline, but you will have to pay a fee to do so. Please contact your College if you need to change your entry and inform the Course Co-ordinator.

In order to maintain anonymity during marking, students are issued with a number which is used for all assessed work. The number is available online on each student’s Self-Service Page.

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

In the case of our M.Phil., each Foundation course, the Research Methods course and each Option is examined by means of 3-hour examinations. Such examinations are usually held in the Examination Schools on the High Street – a nineteenth century building, purpose-built for the holding of examinations. Past examination questions are available on the Weblearn OXAM site: [https://weblearn.ox.ac.uk/portal/site/oxam](https://weblearn.ox.ac.uk/portal/site/oxam).

The Foundations examinations are held in week 1 of TT of the first year. The other examinations for graduate students generally take place in weeks 7, 8 and 9 of TT (Please note that some option exams may take place in week 1 of TT). Details of the examination timetables, once finalized, can be found at [http://www.ox.ac.uk/students/academic/exams/timetables](http://www.ox.ac.uk/students/academic/exams/timetables).

Candidates for all written examinations are required to wear sub-fusc., i.e. the formal academic style of clothing laid down by University regulations.

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

Information on the standards of conduct expected in examinations is available on the Oxford Students website ([www.ox.ac.uk/students/academic/exams/guidance](http://www.ox.ac.uk/students/academic/exams/guidance)).

Examinations are written by hand in booklets referred to as ‘scripts’. Students with specific learning difficulties or physical disabilities may request in advance permission to use a word-processor. Such alternative arrangements should be requested after matriculation and not later than Friday of Week 4 of the term before the examination.

Assessment Process

The marking process for examinations and assessed written work is as follows:

All examinations and assessed written work for the M.Phil. are blind double-marked. This means that the assessors do not know the identity of the students and the students do not
know the identity of the assessors. The assessors are people knowledgeable about the subject, drawing from people both within and outside QEH.

Marks are returned independently, with comments, by the initial examiners/assessors. The final mark is the mean of the marks of the two examiners/assessors unless:

   i)  it differs by more than 6 marks;
   ii) one mark is less and one more than 49;
   iii) one mark is less and one more than 64;
   iv) one mark is less and one more than 69.

In these cases, the examiners/assessors are asked to consult with each other and come to an agreement. The agreed marks and explanatory comments are then submitted. If differences remain, the Chair of Examiners will refer this either to a third examiner or to the external examiner, along with all initial and final marks and comments of internal assessors. The mark of the third marker is taken as final.

The exam board is responsible for finalizing all marks. All of the marks are considered in detail for inconsistencies and can be adjusted as appropriate. Once your marks have been finalized by the Board of Examiners, they are published on your Student Self-Service pages. The Course Co-ordinator will inform you when your marks are available; please contact the co-ordinator if you have any difficulty in finding your marks. Your marks will not be made available to anyone other than you, your course supervisor, your essay or thesis supervisor (if this is a different person) and the M.Phil. Course Director.

### Marking Scale

#### Distinction level

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

#### Merit level

| 65-69 | **Merit**: strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation |

#### Pass level

| 55-64 | **Good pass**: competent analytical standard with most points developed rather than stated |
| 50-54 | **Pass**: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them |

#### Fail

| 45-49 | **Marginal fail**: inadequate development of points made |
| 0-44  | **Outright fail**: inadequate coverage and inadequate analysis |
**Overall award of Distinction:** Students can be awarded an overall Distinction at the end of the second year. While the Examiners have some discretion in this, a good guideline is an average mark of 70% with the thesis mark being 70% or above.

**Word-count: Penalties for over-length essays**

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

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

**Penalties for late or non-submission**

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations (Regulations for the Conduct of University Examinations, Part 14.)

<table>
<thead>
<tr>
<th>Lateness</th>
<th>Cumulative mark penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• after the deadline but submitted on the same day</td>
<td>2 percentage points</td>
</tr>
<tr>
<td>• within a week</td>
<td>5 percentage points</td>
</tr>
<tr>
<td>• within two weeks</td>
<td>7 percentage points</td>
</tr>
<tr>
<td>• after two weeks</td>
<td>fail</td>
</tr>
</tbody>
</table>
**Deadlines for submission of assessed written work**

<table>
<thead>
<tr>
<th>Assessed Work</th>
<th>Deadline Details</th>
</tr>
</thead>
<tbody>
<tr>
<td>1st Core Essay</td>
<td>Monday, Week 0, HT of Year One</td>
</tr>
<tr>
<td>2nd Core Essay</td>
<td>Friday, Week 9, HT of Year One</td>
</tr>
<tr>
<td>RDE</td>
<td>Wednesday, Week 5, TT of Year One</td>
</tr>
<tr>
<td>Thesis</td>
<td>Friday, Week 1, TT of Year Two</td>
</tr>
</tbody>
</table>

Deadlines for all assessed work must be strictly observed. Failure to do so constitutes a breach of examination regulations, for which students may be penalised, including by the deduction of marks or outright failure of that component.

Failure to submit thesis by the deadline is automatically reported to the University Proctors by Exam Schools for their adjudication.

**Applications for extensions of deadlines**

Please note that the department cannot grant extensions of deadlines for assessed work. All such requests must go via your College to the Proctors.

In case of illness, students must request an extension of the deadline through the senior tutor or tutor for graduate students at their College, who will inform the University Proctors. A letter of support and explanation from your doctor/GP will be required. Please also inform your supervisor and the Course Co-ordinator if applying for an extension of the deadline.

**Meetings of the Board of Examiners**

The final marks for all assessed work must be published at a meeting of Board of Examiners. Thus, if a student delays in submitting assessed work, even with approval of the Proctors, it may delay such publication and thus delay the progression on the degree. The Board of Examiners for the M.Phil. usually meets during HT to finalize marks for the 1st Core Essay, then twice during TT to finalize marks for the 2nd Core Essay, Foundations examinations, Research Methods examination, Research Design Essay, Options examinations and theses. The timing of these meetings varies according to the Examiners’ availability, but the final Examiners’ Meeting is usually held at the end of 10th week or the beginning of 11th week, TT.

**Mitigating Circumstances Notices to Examiners**

Information on what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website (www.ox.ac.uk/students/academic/exams/guidance). Again, you must report any such matters to your College in the first instance, and they will assist you.
Failure in assessed work

Students do occasionally fail and the Regulations on retaking the examination are rigorously applied.

Students who fail a core essay are permitted to resubmit their essays once. (Students may not resubmit a passing essay.) The date for resubmission is set by the Chair of Examiners in each case, usually in the term after which the essay is first submitted.

Students who fail the Foundations exam or the research methods exam in Trinity Term may be permitted to resit the examination in September of the same year. Resit examinations are usually set in early September, so it will be important to take this into account when planning fieldwork and other travel. A student who fails the examination a second time will not be permitted to continue with the course.

A student who fails the RDE may be permitted to resubmit by the end of July so that the mark can be published in September. They must pass the second time in order to continue in the course.

A student who fails one or both of the option exams may be allowed to resit. It is expected that they would resit the exam/s in TT of the following year. The student must pass the exam at the second attempt in order to complete their degree.

A student who fails the thesis may be allowed to resubmit, usually in TT of the following year. The Board of Examiners will provide feedback on the failing thesis to assist in rewriting.

Provision of formative and summative feedback

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

Formative assessment for the Foundations and Research Methods courses is carried out by the marking of essays, assignments, mock examinations or group projects. Written feedback is provided as soon as possible on essay, assignment and test performance, and oral feedback on projects, and students are encouraged to discuss points of concern with the markers (usually the course convener or staff who have given lectures on the course).

The M.Phil. includes summative assessment in both years of the course. A feedback report of two paragraphs is given for each Core essay submitted. This may be longer where the essay has failed. In these cases, the Board of Examiners provides guidance on re-writing the essay, based on the points raised by the assessors and the External Examiner.

For the Research Design Essay, since this essay contains a discussion of students’ fieldwork plans, the Board of Examiners provides feedback on the plans to the students’ supervisors, following the comments made by the assessors. Supervisors are responsible to communicate the feedback to the students.

Lastly, the first marker will compile a report (reviewed by the Board of Examiners) outlining the strengths and weaknesses of the thesis, using comments from both markers. The report
will be sent to each student as soon as possible following the Final Examiners’ Meeting, and is usually sent out by email by the Course Co-ordinator.
EPSC Notes of Guidance on Examinations & Assessment: Plagiarism

Good Practice in Citation, and the Avoidance of Plagiarism

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

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

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

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

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

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

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

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

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

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

Guidelines on third party proofreading are provided in Appendix 2.

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

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

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

**Awards**

**University Awards Framework**

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

**M.Phil. Prizes**

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

There are nine main contact points for students:

i. Course Supervisor
ii. Essay Supervisor
iii. Thesis Supervisor
iv. Course Director
v. Director of Graduate Studies
vi. Tutor for Admissions
vii. Course Co-ordinator
viii. Graduate Student Administrator
ix. College Adviser
x. The Social Science Library Services

i. Course Supervisor

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

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

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

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

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

Responsibilities of the student

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

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

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

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

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

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

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

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

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

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

11. The student should ensure that the standard of his or her English is sufficient for the completion of written assignments, including the Core assessed essays, the end of year examinations and the presentation of a thesis. Students whose first language is not English should take advice on this.

12. The student should make full use of the facilities for career guidance and development, and should consult their supervisor for advice and encouragement where appropriate.
13. The student should ensure that he or she allows adequate time for writing up the thesis and other assessed work, taking the advice of the supervisor. Particular attention should be paid to final proof-reading.

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

Responsibilities of the course supervisor

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

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

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

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

5. The supervisor should give guidance and advice on the choice of topic for each of the Core Course Essays and should comment on a draft of the essays. If, in the supervisor’s view, it would be more appropriate for another member of staff to fulfil this role, given the particular topic of the essay, the supervisor should make the necessary arrangements for such supervision.

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

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

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

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

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

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

Responsibilities of the Department

1. The Department should provide information about:
   (i) any induction provided on a departmental basis;
   (ii) welfare arrangements within the University, e.g. the Counselling Service, Student Hardship and Access funds, the provisions for support offered by the Proctors and the Assessor, arrangements for dealing with issues of harassment;
   (iii) any general transferable skills from which the student is likely to profit during the course, and the available provision at departmental, faculty and university level.

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

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

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

ii. Essay Supervisor

Students will be assigned a supervisor for each of the two core essays. The Essay supervisor should discuss the topic with the student, offer advice on readings, discuss an outline of the proposed essay, and provide comments on a draft. The draft essay must be delivered to the
supervisor two weeks before the deadline for the submission of the essay – or by a date agreed by the student and essay supervisor – and the supervisor should return it in time for the student to revise the essay as needed.

Typically, the supervisor reads and comments on one full draft of the essay. For students who are struggling with the writing of such essays, the supervisor may read a revised section of the essay and provide further comments if the time-frame allows.

iii. Thesis Supervisor

The course supervisor will assist students in identifying an appropriate thesis supervisor. The thesis supervisor should discuss the thesis topic with the student, offer advice on readings and on methodological approaches, supervise the Research Design Essay, provide guidance in the completion of the research ethics and other forms that precede field work, discuss the field work findings, offer advice on writing up, and read a draft of the thesis.

The standard arrangement is that the draft thesis should be delivered to the supervisor in week 2 of Hilary term and should be returned within a month. Thesis supervisors and students may agree on other arrangements, such as the supervisor providing comments on chapters as they are written.

Thesis supervisors should meet students a minimum of two times per term. It is important to discuss the frequency of meetings and expectations regarding supervision early on, and to establish the best means of communication.

iv. Course Director

The Course Director for 2019-20 is Prof. Cheryl Doss. She is responsible for the overall administrative organization of the degree. Much of this work does not impinge directly on the students. The Course Director chairs the Teaching Committee which deals with such matters as the organisation and content of teaching, liaison with the library, equipment and timetabling. This Committee meets in Weeks 3 and 8 of each term. The topics of each Core Essay as well as the thesis topic must be approved by the Course Director. S/he also organises feedback meetings. She is available to meet with students – office hours are available by online sign-up.

v. Director of Graduate Studies (DGS)

The DGS for 2019-20 is Prof. Jörg Friedrichs. Course supervisors are required to write a report each term on the progress of the students in their care. Copies of these reports are sent to the University Offices and to the student’s college. The DGS, along with the Course Director, reviews these reports and follows up any which suggest that a student’s performance is giving cause for concern.

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

**vi. Tutor for Admissions**

The Tutor for Admissions in 2019-20 is **Prof. Pramila Krishnan**. She oversees the admissions procedures in ODID for students applying to the M.Phil. and M.Sc. courses, and also those wishing to join ODID as Probationer Research Students. She is available to speak with M.Phil. students who are considering a research degree in development studies at ODID.

**vii. Course Co-ordinator**

The MPhil Course Co-ordinator is **Josie Inaldo**. She is an invaluable source of information and advice. *She should be your first port of call for any administrative queries* – if she does not know the answer immediately she will know where to direct you. The Course Co-ordinator is the contact point for handing in Core course essays, and is responsible for maintaining students’ records. She liaises closely with the Course Director. The Course Co-ordinator’s email address is: **mphil-admin@qeh.ox.ac.uk**; her office is in room 20:24.

**viii. Graduate Student Administrator**

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

**ix. College Adviser**

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

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

**x. The Social Science Library Services**

The extensive Development Studies collections are housed at the Bodleian Social Science Library (SSL) in the Manor Road Social Science building, five minutes' walk from Mansfield Road.

All library holdings are searchable through the online catalogue, SOLO (http://solo.bodleian.ox.ac.uk). The Library has access to a comprehensive collection of electronic journal titles via e-Journals A-Z and databases (Databases A-Z) listed under useful
links on SOLO. As members of the University, students can also use the Bodleian Library, as well as the libraries within the Bodleian Libraries system such as Law, Radcliffe Science and Anthropology.

Students will be provided with a library induction session at the beginning of Michaelmas Term, and if requested a search skills session for online resources later in the term in preparation for dissertation writing. The Libguide for International Development also provides useful links for subject-specific resources (http://libguides.bodleian.ox.ac.uk/development).

Sarah Rhodes, Subject Consultant for International Development, is based in the SSL and available for individual research appointments on request (sarah.rhodes@bodleian.ox.ac.uk). Social Sciences data management queries can be addressed to John Southall (john.southall@bodleian.ox.ac.uk). The SSL website can be found at www.bodleian.ox.ac.uk/ssl.

6. Feedback, Consultation, Complaints and Appeals

Class Representatives

Each year students nominate from among their number two class representatives. The representatives act as a channel for the class to convey their collective views to the Course Director. If appropriate, the representatives can request and convene a class meeting – known as the Joint Consultative Committee – with the Course Director. The representatives are invited to attend meetings of the Teaching Committee for the M.Phil., usually held in weeks 3 and 8 of each term. The class representatives should be nominated as soon as possible in Michaelmas term, and the Course Co-ordinator and Course Director should be informed of the choice. A list of the names of the representatives for all courses can be found on Canvas: https://canvas.ox.ac.uk/courses/22107

In addition, the class representatives typically organize the Holiday Party in December, other social events, and may organize additional speakers.

Personal Feedback

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

**Feedback on Library Resources**

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

**Other Feedback**

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

**Complaints and Academic Appeals**

The University’s policy on complaints and academic appeals is the following.

The University, the Social Sciences Division and the Oxford Department of International Development all hope that provision made for students at all stages of their course of study will result in no need for complaints about that provision or appeals against the outcomes of any form of assessment.

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

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

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

**Complaints**

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with the Director of Graduate Studies. Complaints about departmental facilities should be made to the Departmental Administrator. If you feel unable to approach one of those individuals, you may contact the Head of Department, Prof. Chris Adam. 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](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 departmental administrator as appropriate. They will be able to explain the assessment process that was undertaken and may be able to address your concerns. **Queries must not be raised directly with the examiners.**

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

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**7. Illness and Emergency**

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

Students who are granted a suspension are usually expected to return to the course at the point at which they left (a student suspending at the beginning of Hilary Term 2020 would be expected to rejoin the course at the beginning of Hilary Term 2021).

Suspensions of status are granted by the Proctors’ Office, and any student seeking to suspend should first approach their College for assistance, as well as informing their supervisor, the Course Director and the Course Co-ordinator.
Appendix 1: Additional course information

List of Options courses for 2019-20

Courses belonging to the M.Phil. in Development Studies

*Coming of Age in Times of Change: Youth, Aspiration and Dissent in sub-Saharan Africa*

**Course convener: Dr. Dan Hodgkinson**

This eight-week course explores the history of young people’s struggles for self-mastery in Africa and the attempts by social and political authorities to control them – dynamics that have been at the centre of some of the continent’s most pivotal events. As part of this course, students will critically engage with the epistemological ways in which categories of ‘youth’ are constructed and the ontological experiences of the young people affected by them.

*Contemporary Development Economics*

**Course convener: Prof. Cheryl Doss**

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

*Gender & Development*

**Course convener: Prof. Masooda Bano and Dr. Maria Jaschok**

This option examines key concepts in gender and development relating to: population; land-use and the environment; employment, assets, markets and credit; social issues; civil society; violence and conflict; political organization and theories of power.

*History & Politics of South Asia*

**Course convener: Prof. Nandini Gooptu**

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

*Pathologies of Power: Politics, Epidemics and Global Health in Africa*

**Course convener: Prof. Simukai Chigudu**

This course examines the politics of state-society relations, the workings of international development and humanitarian operations, and dynamics globalisation and modernity in Africa using epidemics as an organising framework for a series of historical and contemporary case studies.
**Poverty and Human Development**  
**Course convener: Dr. Sabina Alkire**  
This option examines human development, seen as the expansion of capabilities or intrinsically valued freedoms, and scrutinizes the instrumental interrelationships between dimensions of poverty. It covers key topics and debates such as ethical foundations of human development; the interconnections between dimensions of poverty; multidimensional measures of poverty and inequality; and agency, empowerment and democratic practice. It explores particular cases in depth and addresses selected policy issues.

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

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

**Courses shared with other degrees or offered by other degrees**

**Development Economics**  
**From the M.Sc. in Economics for Development, ODID**  
**Course convener: Prof. Doug Gollin**  
**Special requirements:** This option requires the agreement of the Course Director of the M.Sc. in Economics for Development, which will normally be given only to students with a first class single-discipline first degree in Economics, and may require a qualifying exam to be taken, to allow time for which applications must be made by email to the Course Co-ordinator by week 6 of Hilary Term.  
For details of the content of this course, please see the Course Handbook for the M.Sc. in Economics for Development, which is available from the Course Co-ordinator.
Peacebuilding & State-Building
From the M.Sc. in Global Governance & Diplomacy, ODID
Special requirements: None, but places on the course limited to 3 M.Phil. students only.
This course examines contemporary processes of peacemaking, peacebuilding, and post-conflict statebuilding.

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

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

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

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

The Political Economy of the Middle East and North Africa
Shared with the M.Phil. in Modern Middle Eastern Studies, Oxford Centre for Islamic Studies
Course convener: Dr. Adeel Malik
Special requirements: None.
This course introduces the political economy of the Middle East and North Africa (MENA) using a multidisciplinary approach. It will engage students with the main theoretical and empirical debates on the subject and will cover a range of topics, including a brief economic history of the region; economic growth and fluctuations; the political economy of oil; economic adjustment and reform; state-business relationship in the Middle East; key issues around food, agriculture and water; poverty and human development; labour markets in MENA.
China's transition to a market society has produced dramatic changes in the lives of its citizens. In this unit we will consider pressing social concerns that confront China in the course of its ongoing reforms and continuing integration into the global community and market place. Using selected problems to explore wider issues of change and inequality across gradients of gender, class, residency, and citizenship designation we consider questions such as: Can peasants and migrants claim a share of the economic growth? What are the wellbeing and stability implications of the fragmentation of China’s urban working class? How do inequalities engendered by rapid social change shape people's health risks? What are the intended and unintended outcomes of the one-child policy? Can education remedy gender inequalities? What is the digital divide? What form(s) does it take in China?
Procedure for taking non-ODID (‘external’) Options
(i.e. those not listed above)

Please note that there is a proposed change for students who will take options in 2020-21. The handbook will be updated and students will be notified when this change takes place.

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

Students who are interested in taking outside options must complete the following steps:

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

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

2) The student should contact the convener of the non-ODID paper and enquire if she or he will agree to allow the student to attend and fully participate in all lectures/classes, and allow the student to do the written assignments (e.g. tutorial essays or formative essays) and class presentations (if applicable), and to mark these in the same way as those by other students offering the course. A written confirmation of this from the course convenor should be sent to the MPhil Course Co-ordinator.

3) The student must inform the Course Co-ordinator about the non-ODID Option she or he intends to take and send the Course Co-ordinator a course outline or reading list and details of teaching and examination arrangements

4) The student must obtain written confirmation from the convener of the non-ODID Option that s/he agrees to allow the student to participate fully in his/her course. The student must also obtain written confirmation that the examiners/assessors of their course will be willing to set and mark the exam for the ODID M.Phil. student in the Trinity term. It may be necessary to confirm this with the Course Director or Chair of Examiners of the degree to which the non-ODID option belongs. This written confirmation must be sent to the Course Co-ordinator.

5) The student and his/her Course Supervisor must inform the Course Co-ordinator once it is confirmed that all concerned with the non-ODID paper have agreed to teach, mark and examine the ODID student. The M.Phil. Development Studies Teaching Committee must approve the choice of options and teaching and marking arrangements before any arrangements can be finalized. For this to be possible the agreements must be secured and the paperwork completed before week 6 of Trinity Term in the first year.
(5) **Students and their Course Supervisors** are strongly urged to copy the Course Coordinator in all emails exchanged with outside conveners and Course Directors/Chairs of Examiners.

**Research Ethics and CUREC Forms**

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

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

**Ethical Guidelines for Good Research Practice**

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

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

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

**I. Relations With and Responsibilities Towards Research Participants**

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¹ These are adapted with permission from the ethical guidelines of the Association of Social Anthropologists of the Commonwealth.
The association of researchers with the people among whom they carry out research entails personal and moral relationships, trust and reciprocity between the researcher and research participants; it also entails a recognition of power differentials between them.

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

(a) Most researchers in Development Studies would maintain that their paramount obligation is to their research participants and that when there is conflict, the interests and rights of those studied should come first;
(b) Under some research conditions, particularly those involving contract research, it may not be possible fully to guarantee research participants' interests. In such cases researchers would be well advised to consider in advance whether they should pursue that particular piece of research.

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

(a) The researcher should try to minimise disturbances both to subjects themselves and to the subjects' relationships with their environment. Even though research participants may be immediately protected by the device of anonymity, the researcher should try to anticipate the long-term effects on individuals or groups as a result of the research;
(b) Researchers may sometimes be better placed than (at the least, some of) their informants to anticipate the possible repercussions of their research both for the immediate participants and for other members of the research population or the wider society. In certain political contexts, some groups, for example, religious or ethnic minorities, may be particularly vulnerable and it may be necessary to withhold data from publication or even to refrain from studying them at all.

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

(a) Like other social researchers, researchers in Development Studies have no special entitlement to study all phenomena; and the advancement of knowledge and the pursuit of information are not in themselves sufficient justifications for overriding the values and ignoring the interests of those studied;
(b) Researchers should be aware that for research participants becoming the subject of scholarly description and interpretations can be a welcome experience, but it can also be a disturbing one. In many of the social scientific enquiries that have caused controversy this has not arisen because participants have suffered any actual harm, directly or indirectly. Rather, the concern has resulted from participants' feelings of having suffered an intrusion into private and personal domains, or of having been wronged (for example, by having been caused to acquire self-knowledge which they did not seek or want).

(4) Negotiating informed consent: Following the precedent set by the Nuremberg Trials and the constitutional laws of many countries, inquiries involving human subjects should be based on the freely given informed consent of subjects. The principle of informed consent expresses the belief in the need for truthful and respectful exchanges between social researchers and the people whom they study.
(a) Negotiating consent entails communicating information likely to be material to a person's willingness to participate, such as: - the purpose(s) of the study, and the anticipated consequences of the research; the identity of funders and sponsors; the anticipated uses of the data; possible benefits of the study and possible harm or discomfort that might affect participants; issues relating to data storage and security; and the degree of anonymity and confidentiality which may be afforded to informants and subjects.

(b) Conditions which constitute an absence of consent: consent made after the research is completed is not meaningful consent at all. Further, the persons studied must have the legal capacity to give consent. Where subjects are legally compelled (e.g., by their employer or government) to participate in a piece of research, consent cannot be said to have been meaningfully given by subjects, and researchers are advised not to pursue that piece of work.

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

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

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

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

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

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

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

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

(d) If guarantees of privacy and confidentiality are made, they must be honoured unless there are clear and over-riding ethical reasons not to do so. Confidential information must be treated as
such even when it enjoys no legal protection or privilege, and other people who have access to
the data should be made aware of their obligations likewise; but participants should be made
aware that it is rarely, if at all, legally possible to ensure total confidentiality or to protect the
privacy of records;
(e) Similarly the measures taken by other researchers to maintain the anonymity of their research
field and participants.
(6) **Fair return for assistance:** There should be no economic exploitation of individual informants,
translators and research participants; fair return should be made for their help and services should be
respected.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

III. Relations With, and Responsibilities Towards, Colleagues and the Discipline

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

(1) Individual responsibility: Researchers bear responsibility for the good reputation of social science research and its practitioners. In considering their methods, procedures, content and reporting of their enquiries, behaviour in the field and relations with research participants and field assistants they should therefore try to ensure that their activities will not jeopardize future research.
(2) **Conflicts of interest and consideration for colleagues:** It should be recognised that there may be conflicts of interest (professional and political) between researchers from other countries and local researchers:

(a) Consideration for and consultation with researchers who have worked or are working in the proposed research setting is advisable and is also a professional courtesy.

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

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

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

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

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

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

**IV. Relations With Own and Host Governments**

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

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

(2) **Cross-national research:** Research conducted outside one's own country raises special ethical and political issues, relating to personal and national disparities in wealth, power, the legal status of the researcher, political interest and national political systems:
Development studies researchers should bear in mind the differences between the civil and legal, and often the financial, position of national and foreign researchers and scholars;

They should be aware that irresponsible actions by a researcher or research team may jeopardise access to a research setting or even to a whole country for other researchers.

(3) Open research: Scholars owe a responsibility to their colleagues around the world not to use their role as a cover for clandestine research or activities.

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

V. Responsibilities to the Wider Society

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

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

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

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

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

(3) Maintaining professional and scholarly integrity: Research can never be entirely objective - the selection of topics may reflect a bias in favour of certain cultural or personal values; the employment base of the researcher, the source of funding a various other factors may impose certain priorities, obligations and prohibitions - but scholars should strive for objectivity and be open about known barriers to its achievement:
(a) Researchers should not engage or collude in selecting methods designed to produce misleading results, or in misrepresenting findings by commission or omission;
(b) When it is likely that research findings will bear upon public policy and opinion researchers should be careful to state the significant limitations on their findings and interpretations.

Epilogue

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

Ethical Review Procedures for Research in the Social Sciences

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

**Why is ethics scrutiny and approval important?**

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

**You need ethics approval if...**

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

M.Phil. students should apply for research ethics approval in Trinity term of their first year. An early start is recommended. Filling out these forms requires that you have addressed many of the issues of your research design as you will have to discuss the recruitment of participants, any risks to participants, plans for managing your data securely, and submit interview guidelines. The forms must be signed by your thesis supervisor, who may suggest revisions before signing the forms.

All students must complete the CUREC 1a form. CUREC 2 need only be completed under certain circumstances specified in the CUREC 1a form. (These are cases where there are complex ethical issues, such as recruitment of people whose ability to give free and informed consent is in question, risk to participants of criminal prosecution or the use of deception.)

Forms may be downloaded from the CUREC website: <http://www.admin.ox.ac.uk/curec/>. Please see also the Departmental Canvas page: ADD LINK for further guidance on research ethics and the CUREC forms.

1. The CUREC 1a form and (only if necessary) the CUREC 2 form should be filled in by students and signed by the student and his/her thesis supervisor.

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

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

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

Fieldwork

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

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

Preparation

Safe fieldwork is successful fieldwork. It is very difficult to do effective fieldwork when you are worrying about your own safety and that of those around you. Thorough preparation can pre-empt many potential problems. When discussing your research with your supervisor please think about the safety implications of where you are going and what you are doing. Following this discussion and before your travel will be approved, you will be required to complete a travel risk assessment form. This requires you to set out the significant safety risks associated with your research, the arrangements in place to mitigate those risks and the contingency plans for if something goes wrong. There is also an expectation that you will take out University travel insurance (there is no cost to doing so). Your department also needs accurate information on where you are, and when and how to contact you while you are away. The travel assessment process should help to plan your fieldwork by thinking through arrangements and practicalities.

Training

Safety in Fieldwork Training is compulsory for all students. Even if you are familiar with where you are going there may be risks associated with what you are doing. The departmental course is held usually in week 1 of TT.

For those who are unable to take this course, a wide range of other fieldwork training courses are available throughout the university. Students have found many of them to be useful. The courses on vicarious trauma are particularly useful for students who are involved in research on potentially traumatic or distressing topics.

- **DTC courses:**
  [https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1af61604698/page/2832334d-a036-49dc-a296-b79a103cebf5?toolstate=9de8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023](https://weblearn.ox.ac.uk/portal/site/6939a387-2945-437f-8f0a-1af61604698/page/2832334d-a036-49dc-a296-b79a103cebf5?toolstate=9de8f288-6d71-4850-8167-efbcd2aa0b24=%2Fstatic%2Findex.jsp%3FopenCourse%3D3C00D30023)

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

Several sites provide resources for women travellers:


- [http://saferbusinesstravelforwomen.com/principles/](http://saferbusinesstravelforwomen.com/principles/)
M.Phil. in Development Studies Examination Conventions, 2019-20

For First and Second Year Examinations 2019-20

Introduction

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of an award.

The supervisory board responsible for approving the examinations is the Social Sciences Board’s Teaching Audit Committee. If any changes are made to these Conventions, students will be informed by the Course Co-ordinator and a revised version will be posted on Canvas.

All students should refer to the Essential Information for Students at http://www.admin.ox.ac.uk/proctors/info/pam/index.shtml for further information on examination matters and plagiarism.

1. First Year Requirements - Qualifying examinations

(a) Two Foundation Papers, each examined by a three-hour written paper taken in term 3, chosen from (i) Economics, (ii) Social Anthropology and (iii) History & Politics. Students with no previous training in economics must take Economics as one of their foundation courses; otherwise the other two must be taken. Information about the rubric of these examinations will be discussed by the course convenor in each of the courses before the end of term 2.

(b) Research Methods

Research Methods is examined by means of:

a three-hour written paper taken in term 3 and

a Research Design Essay.

Candidates are required to submit the essay by 12 noon on Wednesday of Week 5 of Trinity Term to the M.Phil. Development Studies. No hard copy of the essay may be submitted. The essay must be accompanied by a declaration indicating that it is the candidate’s own work. In the event of a candidate’s failing the essay, it must be rewritten, resubmitted and a pass mark awarded before the candidate may proceed to the second year of the course. The Essay must not exceed 5000 words in length (excluding the bibliography but including footnotes), and specifies a set of research questions or a statement of problems to be analysed. It consists of a plan for research and for writing the thesis, including (a) the specification of a set of research questions or a statement of problems to be analysed; (b) a discussion of relevant existing scholarship and theoretical approaches within an interdisciplinary framework; (c) an outline of the initial argument or hypothesis; (d) a discussion of case selection and empirical sources and analysis; (e) an account of how the analysis will bear on or address the research questions posed. Information about the rubric for the three-hour paper will be discussed by the convenor of the qualitative methods before the end of term 1 and by the convenor of the quantitative methods before the end of term 2.
The Research Design Essay, submitted in the first year, and the first year Qualifying Examination written paper in Research Methods (above) shall each constitute 50% of the marks for the Research Methods component of the final examination. These marks are carried over into the student’s second year.

(c) Two core essays

Students must submit two core essays in term two of the programme, on topics related to the core course components, selected by the candidate in consultation with the Course Supervisor and approved by the Course Convener. Guidelines concerning the approval of essay topics are included in the Course Handbook. The mark awarded for the two core essays taken in the first year also constitute an element in the second-year final examination (see point 4.2(i) below).

The first core essay (on ideas about development: social, political and development theory) must be submitted to the Course Secretary by 9:30 noon on Monday of Week 0 of Hilary Term. The second essay (on key themes in development) must be submitted to the Course Secretary by 12.00 noon of Friday of Week 9 of Hilary Term.

Each core essay for final submission must be: (i) 4000 - 5000 words in length (excluding the list of references but including footnotes and appendices), strictly observed (ii) accompanied by a standard cover sheet, obtainable from the M.Phil. Canvas site; (iii) accompanied by a word count; (iv) accompanied by a declaration of authorship (v) accompanied by the submission of an identical electronic copy, Three hard copies of the essay should be submitted to the Course Secretary by the same deadline and the electronic one should be submitted to the Secretary by email at the same time. An additional electronic copy of the essay must also be submitted to Turnitin so the Department can check for plagiarism. Exceeding the word limit may result in the imposition of penalties – See point 3.8 below.

2. Second Year Requirements

(a) Options

Students are required to take a three-hour written examination for each of two options at the end of term six. Exams will usually have no fewer than 8 questions, but the structure will be different according to the option course. Information about the rubric for the three-hour papers will be discussed in class by the course convenor before the last class of the course, or circulated by email by the course convenor by the beginning of term six at the latest.

In the case of certain second-year Options, when M.Phil students may join a course on another degree, it is the examiners/assessors for that degree who act as assessors. In such cases the M.Phil. Examiners pay close attention to the calibration of marking conventions.

(b) Thesis

Students must submit a thesis of not more than 30,000 words (excluding the bibliography, acknowledgements, title, list of contents, tables, figures, graphs and captions, but including footnotes) on a topic approved by the Graduate Studies Committee or by a person or persons to whom the Committee may delegate this function, usually the Course Director by Wednesday, week 9 of Hilary Term. The thesis must be on a topic in the general field of development studies.

Three copies of the thesis must be handed in to the Examination Schools by 12.00 hours on Friday Week 1 of Trinity Term, year 2, two copies with the student’s examination number, and one with the
author’s name (Library copy), together with a declaration of authorship. An additional electronic copy of the thesis must also be submitted to Turnitin so the Department can check for plagiarism.

3. Marking conventions

3.1 University scale for standardised expression of agreed final marks

Agreed final marks for individual papers will be expressed using the following scale:

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>70-100</td>
<td>Distinction</td>
</tr>
<tr>
<td>65-69</td>
<td>Merit</td>
</tr>
<tr>
<td>50-64</td>
<td>Pass</td>
</tr>
<tr>
<td>0-49</td>
<td>Fail</td>
</tr>
</tbody>
</table>

3.2 Qualitative criteria for different types of assessment

The following reflects the expected quality for each range of marks in all assessed work:

**Distinction level**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>80-100</td>
<td><strong>Superb work</strong> showing nuanced command of intellectual debates and making a creative contribution to them</td>
</tr>
<tr>
<td>75-79</td>
<td><strong>Excellent work</strong>, intellectually stimulating and original argument</td>
</tr>
<tr>
<td>70-74</td>
<td><strong>Fine work</strong> showing powerful analysis and critical engagement with the secondary literature</td>
</tr>
</tbody>
</table>

**Merit level**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>65-69</td>
<td><strong>Merit</strong>: strong and well-developed analysis with some indication of distinction potential; no significant errors of fact or interpretation</td>
</tr>
</tbody>
</table>

**Pass level**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>55-59</td>
<td><strong>Good pass</strong>: competent analytical standard with most points developed rather than stated</td>
</tr>
<tr>
<td>50-54</td>
<td><strong>Pass</strong>: basic analytical skills apparent from identification of intellectual problems and some structured discussion of them</td>
</tr>
</tbody>
</table>

**Fail**

<table>
<thead>
<tr>
<th>Range</th>
<th>Grade</th>
</tr>
</thead>
<tbody>
<tr>
<td>45-49</td>
<td><strong>Marginal fail</strong>: inadequate development of points made</td>
</tr>
<tr>
<td>0-44</td>
<td><strong>Outright fail</strong>: inadequate coverage and inadequate analysis</td>
</tr>
</tbody>
</table>
3.3 Verification and reconciliation of marks

All examinations and assessed written work for the M.Phil. are blind double-marked.

Marks are returned independently, with comments, by the initial examiners/assessors. The final mark is the mean of the marks of the two examiners/assessors unless:

it differs by more than 6 marks;
one mark is less and one more than 49;
one mark is less and one more than 64;
one mark is less and one more than 69.

In these cases, the examiners/assessors are asked to consult with each other and come to an agreement. The agreed marks and explanatory comments are then submitted. If differences remain, the Chair of Examiners will refer this either to a third examiner or to the external examiner, along with all initial and final marks and comments of internal assessors. The mark of the third marker is taken as final.

In the final exam board all marks (excluding the previously finalised marks for the two core essays) will be considered in detail for inconsistencies and exceptional cases will lead to moderation as appropriate.

3.4 Marking of examination scripts

Students are required to answer three questions in each 3-hour examination (see below for penalties for departure from rubric). The assessors each provide an overall mark for the paper comprising the mean of the marks for the three answers; these overall marks are then agreed or forwarded to a third marker as discussed above.

In most cases, students may answer any three questions provided, except where questions are marked as ‘either/or’.

Two examination papers are divided into two sections each, and students are required to answer at least one question from section one and at least one question from section two. These cases are the following: the Foundation examination in Economics, which is divided into section 1 (essay answers) and section 2 (exercises); and the examination in Research Methods, which is divided into section 1 on qualitative research methods and section 2 on quantitative research methods.

3.5 Scaling

Rescaling of papers is not undertaken.
3.6 Short-weight convention and departure from rubric

There is no compensation for missing answers (short weight) or for incomplete answers. Where students answer more questions than the rubric allows, the weakest question will be dropped.

In the two exams where answers to specific sections are mandatory (Economics and Research Methods), where a candidate has failed to answer a compulsory question, or failed to answer the required number of questions in different sections, the complete script will be marked and the issue flagged. The board of examiners will consider all such cases so that consistent penalties are applied.

3.7 Penalties for late or non-submission

The scale of penalties agreed by the board of examiners in relation to late submission of assessed items is set out below. Details of the circumstances in which such penalties might apply can be found in the Examination Regulations ( Regulations for the Conduct of University Examinations, Part 14.)

<table>
<thead>
<tr>
<th>Lateness</th>
<th>Cumulative mark penalty</th>
</tr>
</thead>
<tbody>
<tr>
<td>• after the deadline but</td>
<td>2 percentage points</td>
</tr>
<tr>
<td>submitted on the same day</td>
<td></td>
</tr>
<tr>
<td>• within a week</td>
<td>5 percentage points</td>
</tr>
<tr>
<td>• within two weeks</td>
<td>7 percentage points</td>
</tr>
<tr>
<td>• after two weeks</td>
<td>fail</td>
</tr>
</tbody>
</table>

Failure to submit a required element of assessment will result in the failure of the Examination.

3.8 Penalties for over-length work and departure from approved titles or subject-matter

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

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

4.1 Qualitative descriptors of classes

The overall classification results from the average of different courses. Nevertheless, overall the outcomes should reflect the overall quality of the work in the following way:

**Distinction**: Demonstrates overall excellence, a strong knowledge base and wide-ranging secure command of material.

**Merit**: Demonstrates strong and well-developed analysis with some indication of distinction potential.

**Pass**: Demonstrates overall a good standard of knowledge and familiarity with material, and the ability to apply it effectively.

**Fail**: Fails overall to demonstrate a sufficient range of knowledge, or fails to apply it appropriately.

Note that the aggregation and classification rules in some circumstances allow a stronger performance on some papers to compensate for a weaker performance on others.

4.2 Classification rules (FHS) / Final outcome rules (FPE/PGT) for the Final Marks

The final mark for the degree is made up of seven components, weighted as follows:

(i) and (ii) Core essays: the marks for each of the two core course essays (10% for each essay);

(iii) Thesis (30%)

(iv) Research Methods: the mark is the mean of the mark for the Research Design Essay and for the examined paper on Research Methods (15%)

(v) and (vi) Options: the marks for each of the two second-year Optional papers (17.5% for each option)

If the mark for one component of the final examination is not consistent with marks in the other components, the mark is discussed and in some cases moderated, where appropriate, at the final Examiners’ meeting in view of the overall performance of the candidate. This will normally be done by reading that component where the mark is out of line.

**Criteria for the award of a pass**

To pass the examination, candidates must achieve a mark of at least 50 in each of the seven summatively assessed components listed above.

**Criteria for award of distinction**

The Examiners may award a distinction if the following conditions are met:

the candidate achieves a mean of 70 or above on the seven components of the final examination

and

the candidate achieves a mark of 70 or above on the thesis.
4.3 Progression rules for the Qualifying Examination

A pass mark of 50% must be achieved in each of the following components in order for students to proceed to the second year of the course:

- Two Foundation papers
- Research Methods Examination
- Research Design Essay
- Two core essays

Failure after resit in one (or more) component of the Qualifying Examination would amount to a failure of the entire degree and students would be required to leave the course.

There is no provision for the award of distinction in the Qualifying Examination.

4.4 Progression from M.Phil to D.Phil

Candidates who have successfully completed the M.Phil and who wish to pursue research in the same subject area, may be admitted to the D.Phil in Development Studies if they meet the admission criteria. This is at the discretion of the ODID Graduate Studies Committee, which will take into account:

- the feasibility and coherence of the research proposal
- the availability of appropriate supervision
- marks achieved in the M.Phil.

Normally candidates will be expected to have achieved a mean mark of at least 67%, with at least 70% for the thesis, but attainment of this mark does not guarantee admission to the D.Phil.

Candidates who, having successfully completed the M.Phil, wish to pursue research in a different or complementary subject area that requires further field research or empirical data collection may be admitted to the status of Probationary Research Student (PRS). The same conditions of admission apply as for the transfer from M.Phil to D.Phil, outline above.

4.5 Use of vivas

*Viva voce* examinations are not held for the M.Phil. in Development Studies.

4.6 Resits

A candidate who fails one or more of the foundation papers, and/or the Research Methods examination may be permitted to re-take them in early September of the first year. If a candidate fails either of the core essays, or the Research Design Essay, s/he will be allowed to re-submit before the beginning of the next academic year. If a candidate fails any component of the first year on a second occasion, s/he is not permitted to continue to the second year.

One resit/resubmission attempt is permitted for all summatively assessed components of the programme. Re-sits for components failed in the second year, including the thesis, would normally be in term 3 of the following academic year. Marks for any element that has been successfully completed at the first attempt may be carried forward and it will therefore only be necessary for students to re-sit the failed element(s).
4.7 Factors affecting performance

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

Where a candidate or candidates have made a submission, under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen factors may have had an impact on their performance in an examination, a subset of the board will discuss the individual applications and band the seriousness of each application on a scale of 1-3 with 1 indicating minor impact, 2 indicating moderate impact, and 3 indicating very serious impact. When reaching this decision, examiners will take into consideration the severity and relevance of the circumstances, and the strength of the evidence. Examiners will also note whether all or a subset of papers were affected, being aware that it is possible for circumstances to have different levels of impact on different papers. The banding information will be used at the final board of examiners meeting to adjudicate on the merits of candidates. Further information on the procedure is provided in the Policy and Guidance for examiners, Annex B and information for students is provided at www.ox.ac.uk/students/academic/exams/guidance.

4.8 Plagiarism

The Examination Board shall deal wholly with cases of poor academic practice where the material under review is small and does not exceed 10% of the whole.

Assessors should mark work on its academic merit with the board responsible for deducting marks for derivative or poor referencing.

Determined by the extent of poor academic practice, the board shall deduct between 1% and 10% of the marks available for cases of poor referencing where material is widely available factual information or a technical description that could not be paraphrased easily; where passage(s) draw on a variety of sources, either verbatim or derivative, in patchwork fashion (and examiners consider that this represents poor academic practice rather than an attempt to deceive); where some attempt has been made to provide references, however incomplete (e.g. footnotes but no quotation marks, Harvard-style references at the end of a paragraph, inclusion in bibliography); or where passage(s) are ‘grey literature’ i.e. a web source with no clear owner.

If a student has previously had marks deducted for poor academic practice or has been referred to the Proctors for suspected plagiarism the case must always be referred to the Proctors. Also, where the deduction of marks results in failure of the assessment and of the programme the case must be referred to the Proctors.

In addition, any more serious cases of poor academic practice than described above should also always be referred to the Proctors.
5. Details of examiners in 2019-20 and rules on communicating with examiners

Nikita Sud (Chair)
Dan Hodgkinson
Adeel Malik
Nando Sigona, Professor, Department of Social Policy, Sociology and Criminology, University of Birmingham

Candidates should not under any circumstances seek to make contact with individual Internal or External Examiners.

Appointment and role of Examiners

There are four Examiners for the M.Phil in Development Studies – three internal to the University and one external. One of the three internal examiners acts as Chair of the Board of Examiners. The three internal examiners are appointed by the Graduate Studies Committee of the Department of International Development on recommendation of the departmental Nominations Committee, which is composed of the Director and Deputy Director(s) of the Department of International Development and the Director of Graduate Studies. They are normally appointed for a term of three years. Each examiner usually covers a different discipline. In addition they are assisted by a number of Assessors appointed by the Chair of Examiners, so as to ensure full competence in the assessments of all disciplines and geographical regions included in the degree.

The External Examiner is also nominated by the Nominations Committee, having considered evidence of competence and absence of conflict of interest. S/he is invited by the Vice Chancellor and normally serves a term of three years.

The External Examiner acts as an impartial external arbiter of academic standards. The external examiner monitors the standard of the course, the standard of the achievement of the students, the procedures for assessment and for the fair conduct of examinations and assessment. S/he will also arbitrate in marks when internal assessors cannot agree.

The External Examiner is provided with full information on the aims and objectives of the degree, its practical organisation, the syllabus, the course handbook (Guidance notes for students) and the marking conventions. S/he is consulted on draft examination papers (on which s/he is expected to comment), including re-sits, and agrees the principles according to which the external examiner will see scripts and other assessed material. S/he is invited to attend all examiners’ meetings, and is consulted about their timing. S/he must attend all examiners’ meeting where marks are finalised, and must sign the pass list.

In any one year the M.Phil Examiners are responsible for both the First Year Qualifying Test and the Final Examination at the end of the Second Year.

Examiners’ Reports

The Internal and External Examiners are required to produce reports after the examinations for consideration by the Graduate Studies Committee of the Department of International Development (ODID), the Social Sciences Division and the Educational Committee (EC). Minutes of examiners’ meetings must be taken.
Examiners’ reports must be submitted by the end of September of the year in which the examination was taken. The report is expected to cover the following aspects of the examinations:

- the standards demonstrated by the candidates
- the extent to which the standards are appropriate for the award
- the quality of teaching and learning which is indicated by their performance
- the design, structure and marking of assessments
- the procedures for assessment
- the adequacy of the External Examiner’s access to the material necessary to make the required judgements and his/her power to call upon such material
- candidates’ performance in relation to that of their peers in comparable courses and the rationale for such comparisons
- the coherence of policies and procedures relating to their own duties

The Examiners’ reports are discussed by the M.Phil Development Studies Teaching Committee and the Graduate Studies Committee in the term following the examinations. Any issues arising from the reports are then addressed.
Progression from M.Phil. to D.Phil. Status

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

Advance planning for the D.Phil.

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

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

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

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

The D.Phil. admissions process

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

1. Applications should be made in early January (of the second year of the M.Phil.) and this is the deadline for those applying for scholarships (Clarendon and ESRC). Applications should be submitted to the Graduate Admissions Office. Please ask the Graduate Student Administrator for the exact dates within these months, as it will change each year. Please note that this deadlines is for the D.Phil. in International Development only – if you are intending to apply to a different department, you should contact that department for their deadlines.

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

(a) A provisional thesis title

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

(c) An indication of how the period of doctoral study will be financed (please refer to item 3 above).
2. In addition, the student should submit:

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

   (b) two separate pieces of written work.

   (c) transcripts of previous higher education.

   (d) a curriculum vitae.

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

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

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

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