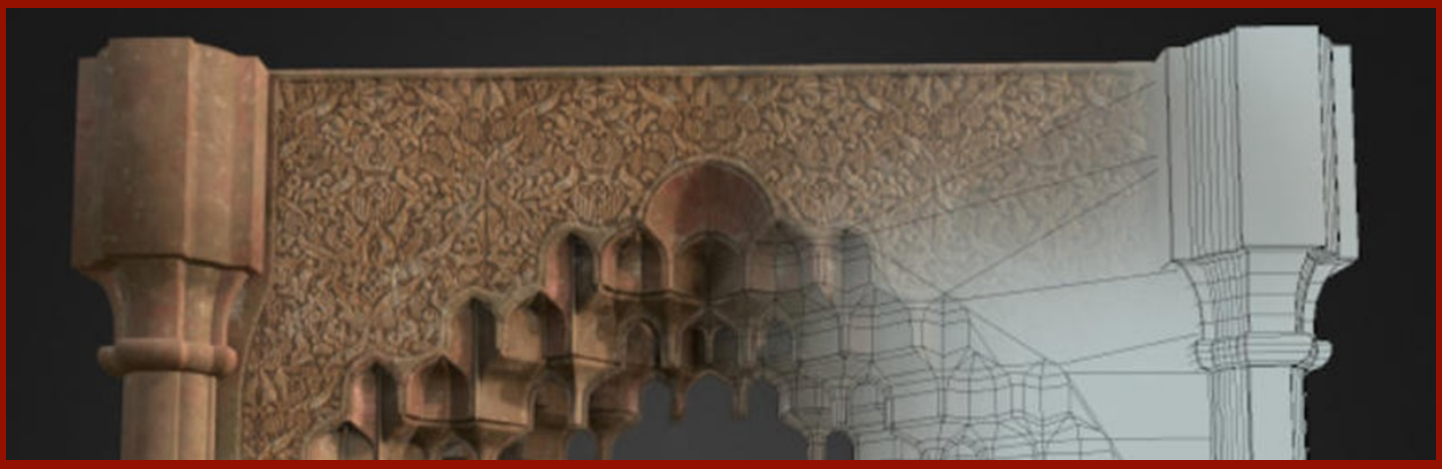
MSc in Digital Scholarship



Course handbook 2022-23

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1. Foreword

1.1 Statement of Coverage

This handbook is designed as a guide for postgraduate students undertaking the Master of Science in Digital Scholarship. It applies to students starting the course in Michaelmas term 2022. The information in this handbook may be different for students starting in other years.

1.2 Version

This is version 1.0 of the Handbook for the MSc Digital Scholarship, published in September 2022.

1.3 Disclaimer

The *Examination Regulations* relating to this course are available at https://examregs.admin.ox.ac.uk/, please use the search fields to find this course's regulations.

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 Administrator interdisciplinary@humanities.ox.ac.uk

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

1.4 Welcome

A warm welcome to Oxford and to the MSc in Digital Scholarship.

By coming to Oxford, you are joining one of the world's most vibrant communities of digital scholars. Our programme is organised by the Humanities Division in collaboration with colleagues at the Bodleian Libraries and academics across all faculties in the Humanities, including Oxford's leading museums and press, which ensures that you are able to learn from many leaders in the field.

Each Paper is carefully designed to ensure that you learn about the full range of issues which arise when digital tools and methods are applied to traditional humanistic scholarship. You will gain technical skills, be able to study further in your own discipline, and get the chance to work first-hand on one of Oxford's flagship digital projects - all of which will enable you to explore a topic of your own in the form of a dissertation.

Throughout the year, in addition to academic and personal tutors, you will be offered the support of a career mentor, someone who is working in an area of digital scholarship which

may specifically interest you. In addition, you will be able to enjoy regular fieldtrips to the Bodleian's world-leading digital facilities and be invited to events and seminars hosted by Digital Scholarship @ Oxford (DiSc).

Oxford is an exciting place in which to study and live. It has great libraries and museums, with rich research collections. There is an excellent music and arts scene, and beautiful buildings and surrounding countryside. Above all, you will be joining a community of thinkers and scholars who will provide you with countless opportunities to learn and to satisfy your intellectual curiosity. Don't hesitate to throw yourself into all this and make the most of it.

We are delighted to have you here and wish you every success in your studies.

Sarah Ogilvie

Dr Sarah Ogilvie,

Director, MSc in Digital Scholarship

1.5 Useful contacts

Course Contacts

If you have any queries, one of the following people should be able to help:

Course Administration
Email: interdisciplinary@humanities.ox.ac.uk
Phone: 01865 280699

Other contacts

You may also find the following contacts helpful:

IT Services
Online enquires: https://help.it.ox.ac.uk/help/request
Phone: 01865 (6)12345 (for urgent enquires only)

Library
Online enquiries: https://www.bodleian.ox.ac.uk/ask

Disability Advisory Service
Email: disability@admin.ox.ac.uk

Please see section 7 for further information on who to contact for support.

1.6 Governance and Oversight of the Course

The MSc Digital Scholarship is overseen by a Steering Committee which consists of the Course Director, senior academics from faculties in the Humanities, and two student representatives. The Steering Committee meets once each term.

1.7 Key Places

Teaching for your courses may take place in faculty or college buildings.

A searchable map of Oxford University locations is available here:
https://www.ox.ac.uk/visitors/map?wssl=1

We anticipate that your core lectures and seminars will primarily take place in the following venues. Please click on the links for location and access information:

Harris Manchester College (Paper 1)
https://maps.ox.ac.uk/#/places/oxpoints:23232395

Other venues are dependent on which of the option courses you are taking.

The faculties in the Humanities are as follows:

Faculty of Asian and Middle Eastern Studies
http://www.orinst.ox.ac.uk

Faculty of Classics
http://www.classics.ox.ac.uk

Faculty of English Language and Literature
http://www.english.ox.ac.uk

Faculty of History
http://www.history.ox.ac.uk

Department of History of Art
http://www.hoa.ox.ac.uk

Faculty of Linguistics, Philology, and Phonetics
http://www.ling-phil.ox.ac.uk

Faculty of Medieval and Modern Languages
http://www.mod-langs.ox.ac.uk

Faculty of Music
http://www.music.ox.ac.uk

Faculty of Philosophy
http://www.philosophy.ox.ac.uk

Ruskin School of Art
https://www.rsa.ox.ac.uk/

Faculty of Theology and Religion
https://www.theology.ox.ac.uk

1.8 Important Dates

Dates of Full term

The dates of Full term in the academic year 2022-23 are as follows:

Term	From	To
Michaelmas 2022	Sunday 9 October	Saturday 3 December
Hilary 2023	Sunday 15 January	Saturday 11 March
Trinity 2023	Sunday 23 April	Saturday 17 June

Where there is reference to 'Week 1', 'Week 6', etc., this applies to the weeks of Full term, during which classes run. 'Week 9', 'Week 10', etc. are the weeks immediately after Full term. The week immediately before Full term is commonly known as 'Week 0'. By convention, Oxford weeks begin on a Sunday.

Teaching dates

Details of your core seminars and lectures are given in this handbook (see Teaching and Learning, section 3), or will otherwise be confirmed early in Michaelmas term or at your induction sessions.

Dates and times for your Subject-Specific Paper classes should be communicated to you by your host faculty or option tutor; these may have to be discussed and agreed with your option tutors and fellow students at the beginning of term to avoid clashes with core teaching.

Summative Assessment Deadlines

Your summative assessments will be due as follows. The submission times and dates must be strictly adhered to; please see Assessment (section 4), and the Exam Conventions (Appendix B) for more details.

Assessment	Deadline	Time
Paper 1: Elements - Essay 1	Thursday of Week 0, Hilary	12 noon
Paper 1: Elements - Essay 2	Thursday of Week 0, Trinity	12 noon
Paper 2: Methods 1	Friday of Week 5, Michaelmas	12 noon
Paper 2: Methods 2	Friday of Week 9, Michaelmas	12 noon
Paper 3: Subject-Specific paper	As per host Faculty	
Paper 4: Practicum Digital Asset and Report	Thursday of Week 9, Trinity	12 noon
Paper 5: Dissertation	First Friday in August 2023	12 noon

2. Course Content and Structure

2.1 Overview

The Master of Science in Digital Scholarship is an 11 month course at FHEQ Level 7.

2.2 Course Aims

The purpose of the MSc in Digital Scholarship is to introduce students to the full range of issues which arise when digital tools and methods are applied to traditional humanist scholarship. It has been designed to equip students to surmount these challenges and to develop an ambitious, digitally-enhanced scholarly project of their own.

2.3 Intended Learning Outcomes

Knowledge and understanding

On completion of the course, students will:

- Have a comprehensive background knowledge in the field of research in the Humanities in the digital age.
- Have an understanding of the entire process of devising, implementing, developing, and sustaining next-generation digital projects in the Humanities.
- Acquire knowledge of a coherent series of major topics in digital scholarship, and an understanding of common key issues.

Transferable skills

- Acquire expertise to progress to innovative doctoral research projects and to lead and manage digital projects in and outside the strictly academic domain.
- Acquire practical skills that will support the management of digital projects.

2.4 Course Structure

The MSc Digital Scholarship comprises five elements, all of which must be taken:

Paper 1: Elements of Digital Scholarship (Michaelmas & Hilary terms)

This core paper provides a systematic overview of every stage of a digital project and its data life-cycle. Each topic is illustrated by ongoing work in one or more of Oxford's flagship digital scholarship projects, the key problems they have encountered and the solutions they have developed. As such, the series also serves to introduce you to the Division's major projects in the field, with a view to choosing the Practicum Placement and the dissertation topic.

Paper 1 will be introduced in Week 0 of Michaelmas term and taught for 8 weeks in each of Michaelmas and Hilary terms (16 weeks total). It will be delivered via a two-hour session per

week comprising a lecture from a guest speaker followed by a seminar discussion of assigned readings led by the MSc Course Director, thereby ensuring continuity across topics.

The paper will be assessed by 2 x 2000 word essays, one due by the start of Hilary term and the other due by the start of Trinity term (see section 4 for deadlines)

Paper 2: Methods of Digital Scholarship (Michaelmas)

The Methods of Digital Scholarship offers hands-on technical training. You have the choice of two Technical Options Papers which provide the hands-on training needed to equip you with specific methods relevant to their project. You will choose two technical papers from a list of options each to be taught for 3 sessions each week over 4 weeks in Michaelmas term. Each option will be assessed by either an assignment or a 2,000 word essay, depending on the option chosen. Assessments are due in Week 5 and in Week 9 of Michaelmas term (see above or section 4 for deadlines).

These option courses will usually be taught in tutorials or small seminars, but teaching practices may vary across options as best accommodates the content being taught, or the number of students taking the course.

Paper 3: Subject-Specific Paper (Hilary term)

The Subject-Specific paper provides graduate-level work of a more traditional kind in each student's 'home discipline', selected from a list of existing Master's papers in other faculties. These are taken in Hilary term. Each option course is both taught and examined within its own faculty and the Examination regulations and conventions that apply to each option are those of that faculty. The same is true of arrangements for the approval of essay titles (where required), the presentation of work, word limits, and deadlines. You should ensure that you have familiarised yourself with the appropriate regulations and conventions, which will be available from the graduate studies office of the host faculty.

Paper 4: Practicum Placement (Trinity term)

The Practicum offers you immersion in one of Oxford's vast array of flagship Digital Humanities projects and/or the Bodleian's technical departments in preparation for their dissertation project. You will spend a minimum of 20 days of Trinity term as a research assistant on one the University's digital projects; the Practicum is by submission of a digital asset (the equivalent of a 4,000 word essay, see below for the definition of a digital asset) and a 1,000-word report, both due Trinity term Week 9.

The list of possible placements from which you can choose is provided in Appendix A.

Paper 5: Dissertation (Trinity term and Long Vacation)

Your dissertation enables you to create your own research agenda and work on it under the guidance of a specialist, deploying the methodological sophistication and practical academic skills that are developed in the other elements of the course. The dissertation must be between 10,000 and 12,000 words in length: this word limit includes footnotes/endnotes

but excludes the bibliography. Alternatively, a shorter dissertation (8,000 words) may be submitted if accompanied by a digital asset; see below for the definition of a digital asset

The formatting and presentation of your dissertation must follow scholarly norms – see Appendix D: Guidelines for the Presentation of Written Work.

The title of the dissertation and it must be submitted to the course administration by Thursday of Week 4 of Hilary Term for approval by the supervisor. Permission to submit a digital asset must be sought from your supervisor and the Course Director by Thursday of Week 4 of Hilary term. The dissertation is due on the first Friday in August.

Digital Asset

A digital asset is defined as something that is created and stored on a computer, containing valuable data that can be used for (or is the result of) analysis, visualization, and description, e.g. spreadsheets, documents, audio, videos, websites, software, code, etc.

3. Teaching and Learning

3.1 Organisation of Teaching and Learning

This section of the handbook aims to clarify how teaching and learning will take place on the MSc in Digital Scholarship.

If you have any issues with teaching or supervision please raise them with the course administrators as soon as possible so that they can be addressed promptly. If you remain dissatisfied, details of who to contact are provided in section 7.2, Complaints and Appeals.

As an interdisciplinary programme, the degree is administered by the Humanities Division, which is responsible for the organisation and delivery of the course. The teaching is delivered by academic staff who are based in faculties or departments. The course is managed by the MSc Steering Committee.

The role of colleges is primarily supportive. You will be allocated a college advisor who will provide a focal point for your relationship with the college, and offer general academic or pastoral advice and assistance throughout your course of study. Each college also has a Senior Tutor who takes overall responsibility for monitoring the academic progress of the College's graduate and undergraduate students. If you are struggling with any of the academic requirements of the course you may be asked to seek the advice of the Senior Tutor.

You will be allocated a general supervisor who will provide you with regular information regarding your progress and, where problems arise, provide guidance and assistance as to the best course of action. They will usually also be your dissertation supervisor and they will support you in the writing of your dissertation through a pattern of regular meetings and ensure that you work to a planned framework with clearly agreed stages.

Induction

At the start of the academic year, in the week before the beginning of formal classes (this is called Week 0 or 'Nought week'), there will be induction sessions to introduce you to the course and to life as a Masters student at Oxford. Here is the timetable for Week 0:

Session	With	Day	Time	Venue
IT Services	Graham Addis	Monday, Week 0	2pm – 2.30pm	Online (Teams)
Careers Service Introduction	Janet Sadler	Monday, Week 0	3pm – 3.30pm	Online (Teams)
Introductions, Course Overview	Dr Sarah Ogilvie – Course Director Natasha Kennedy – Learning Support Librarian, Digital Scholarship	Tuesday Week 0	2pm – 4pm	Maevadi Room, Harris Manchester College

Michaelmas term

Paper 1: The timetable of teaching for Paper 1 in Michaelmas term is as follows:

Session	Day	Weeks	Time	Venue
Paper 1: Elements of Digital Scholarship - Lecture and Seminar Michaelmas term	Tue	1-8	2pm-4pm	Maevadi Room, Harris Manchester College

Paper 2

The timetable of teaching for Paper 2 will depend on which two options you have chosen for this paper. **Please note:** A laptop is required for all Paper 2 sessions except IIIF where PCs are used.

The following Paper 2 options are taught in Weeks 1 to 4 of Michaelmas term, with the timetables for each as shown:

Session	Day	Weeks	Time	Venue
IIIF	Mon, Wed & Fri	1-4	9.30am-12noon	Kennet room, Thames Suite, IT Learning Centre
Social Network Analysis	Mon, Wed & Fri	1-4	9am-12noon	Room 12, Examination Schools, High Street
Spatial Mapping and GIS	Mon, Wed & Fri	1-4	10am-12noon	Sassoon Room, Weston Library
Digital Musicology	Mon, Wed & Fri	1-4	9am-12noon	Room 277, OeRC, 7 Keble Road

The following Paper 2 options are taught in Weeks 5 to 8 of Michaelmas term, with the timetables for each as shown:

Session	Day	Weeks	Time	Venue
Text Analysis	Mon, Wed & Fri	5-8	9am-12noon	Room 206, Clarendon Institute, Walton Street
Data Visualization	Mon, Wed & Fri	5-8	9am-12noon	Room 12 (weeks 5, 6 & 8) & Room 11 (week 7), Examination Schools, High Street

Session	Day	Weeks	Time	Venue
Text Encoding for Digital Editions (TEI)	Mon, Wed & Fri	5-8	10am-1pm	Centre for Digital Scholarship, Weston Library (1st session week 5: meet in Blackwell Hall)
Linked Data	Mon, Wed & Fri	5 & 6	9am-12noon	Room 277, OeRC, 7 Keble Road
	Wed, Fri	7		
	Mon, Tue, Thu	8		
	Fri	9		

Other teaching timetabled for Michaelmas term:

Session	Day	Weeks	Time	Venue
Bodleian Digital Fieldtrips	Thu (fortnightly)	1, 3, 5, 7	9am-12noon	See Appendix A
Coding for Humanities – Introduction to Python (optional unassessed course)	Thu	1-8	2pm-4pm	Rees Davies Room, History Faculty
Initial Supervision Session	To be arranged between student and supervisor			

Hilary term

Teaching for **Paper 1** continues in Hilary term with the following timetable:

Session	Day	Weeks	Time	Venue
Paper 1: Elements of Digital Scholarship - Lecture and Seminar Hilary term	Tues	1-8	2pm-4pm	Maevadi Room, Harris Manchester College

Other teaching timetabled for Hilary term is as follows:

Session	Day	Weeks	Time	Venue
Bodleian Digital Fieldtrips	Thu (fortnightly)	1, 3, 5, 7	9am-12noon	See Appendix A
Coding for Humanities – Introduction to R (optional unassessed course)	Thu	1-8	2pm-4pm	To be confirmed
Supervision	To be arranged between student and supervisor			
Paper 3: Subject-Specific paper	As determined by the tutor and/or host faculty who are delivering the course			

Trinity term

The teaching for Trinity term is as follows:

Session	Details
Paper 4: Practicum placement	Minimum of 20 days. To be determined by placement host
Paper 5: Dissertation	Supervision sessions are to be arranged between the student and supervisor

3.2 Expectations of Study

You are responsible for their own academic progress. You should treat the course as a full-time job. You might therefore expect to work 35-40 hours per week during term.

In your preparation and learning, aim to be self-motivated and to pursue your interests. At Oxford, perhaps more than in some other institutions, it is hoped that you will develop your own ideas and share them in seminar discussion, supported by appropriate evidence. In written work, try to develop your own argument, in dialogue with existing views, so that you are bringing something distinctive to the topic being explored. Seminars and tutorials are conceived as a discussion among equals, where everyone – students and tutors – collaborates in sharing thoughts and moving towards intellectual clarity.

4. Assessment

4.1 Assessment structure

The course is assessed through:

- Elements of Digital Scholarship, weighted at 15% (7.5% each element)
- Methods of Digital Scholarship, weighted at 15% (7.5% each element)
- Subject-Specific Paper, weighted at 15%
- Practicum placement, weighted at 15%
- Dissertation, weighted at 40%

4.2 Summative Assessment

Full details of the procedures for summative assessment are given in the Examination Conventions and Regulations. **You should read these carefully before embarking on any examined work.**

Examination regulations are the formal register of the structure of the examinations of the course.

The examination regulation are at: https://examregs.admin.ox.ac.uk/, please use the search fields to find this course's regulations.

Marks for individual assessments will be released with the publication of the degree outcome. You will receive assessors' feedback on the dissertation at the end of the examination cycle.

Examination conventions are the formal record of the specific assessment standards for the course or courses to which they apply. They set out how your examined work will be marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for exceeding word limits.

The examination conventions are in Appendix B and on Canvas (https://canvas.ox.ac.uk/courses/160431)

The structure and timetable for the examined elements of the course are as follows:

Assessment	**Deadline**	**Time**
Paper 1: Elements - Essay 1	Thursday of Week 0, Hilary term	12 noon
Paper 1: Elements - Essay 2	Thursday of Week 0, Trinity term	12 noon
Paper 2: Methods 1	Friday of Week 5, Michaelmas term	12 noon
Paper 2: Methods 2	Friday of Week 9, Michaelmas term	12 noon
Paper 3: Subject-Specific paper	As per host faculty	

Assessment	Deadline	Time
Paper 4: Practicum Digital Asset/Report	Thursday of Week 9, Trinity term	12 noon
Paper 5: Dissertation	First Friday in August	12 noon

Paper 1 (Elements)
Paper 1 will be assessed by two essays of up to 2,000 words.

Paper 2 (Methods)
Paper 2 will be assessed by a practical assignment or an essay of up to 2,000 words

Paper 3 (Subject Specific Paper)
The Subject Specific Paper will be examined according to the regulations and timeline of the Faculty teaching the course.

Paper 4 (Practicum)
The Practicum will be assessed by a combination of a digital asset and a report of up to 1,000 words commenting on what learning you have acquired from the placement.

Paper 5 (Dissertation)
You can submit either a dissertation of between 10,000 – 12,000 words, or a dissertation of at least 8,000 words **and** a digital asset.

4.3 Good Academic Practice and Avoiding Plagiarism

Plagiarism is presenting someone else's work or ideas as your own, with or without their consent, by incorporating it into your work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence. When you submit a piece of work for assessment, you will be signing a certificate confirming that it represents your own unaided work. For further guidance, please see Appendix D below. More information about plagiarism can be found here: www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Properly referencing your sources in written work will not only help you to avoid breaking the University's plagiarism rules, but can also help you to strengthen the arguments you make in your work. Advice on referencing can be found in Appendix D below. Further general guidance on referencing can be found here: https://www.ox.ac.uk/students/academic/guidance/skills/referencing

4.4 Entering for University examinations

The Oxford Students website gives information on the examination entry process and alternative examination arrangements: www.ox.ac.uk/students/academic/exams.

4.5 Submitted Work

Deadlines for submitting your assessments are above in section 4.2

All assessments will be submitted online via Inspera. Ensure you are familiar with the online submission process in advance of any deadline. Full information is provided on the Oxford students' website (www.ox.ac.uk/students/academic/exams/submission).

Please note:

- The submission time (noon) and date must be strictly adhered to unless you have been given permission by the Proctors (via your College) to submit at a later time and date. Penalties will be imposed by the Board of Examiners for work that is submitted after the deadline.
- **No acknowledgments are to be included** in essays or the dissertation. This to minimise any possibility of students being identified; the process of assessment examination is anonymous.

Electronic submission

- All submitted files must be in PDF format.
- Hardware or internet connectivity problems unrelated to the Inspera system will not be accepted as mitigating factors for late submission. **Make frequent backups of your work** and **give yourself plenty of time to make your submission.**
- You will need to use the course coversheet (provided online) as the first page of the work being submitted. Remember to put your **candidate number, assignment title and word count on the front page** of your work. **Do not** add your name, student number, college or supervisor to any part of the work.
- Take time to check your submission before submitting it online. **Make absolutely sure that the file you are submitting is the correct and final version**.

Word limits:

- **Include**
  - footnotes/endnotes
  - quoted text
- **Exclude**
  - title
  - table of content
  - Illustration and table captions/ legends
  - bibliography
  - appendices

4.6 Problems completing assessments

There are a number of University processes in place to help you if you find that illness or other personal circumstances are affecting your assessments or if you experience technical difficulties with an online exam or submission. Full information is available on the Oxford students' website (www.ox.ac.uk/students/academic/exams/problems-completing-your-assessment). If you are late in handing work in or believe you will not meet a deadline, you should consult the Senior Tutor at your College as a matter of urgency.

4.7 Examiner's Reports

Past examiner's report can be accessed on the course Canvas site (https://canvas.ox.ac.uk/courses/160431).

5. Skills and learning development

5.1 Academic Progress

At the end of each term, the relevant tutors/supervisors will submit a report, on the Graduate Student Reporting system (GSR), about your academic progress.

Within GSR you have the opportunity to contribute to your termly reports by reviewing and commenting on your own progress. You are strongly encouraged to take the opportunity to do this, and to record also any skills training you have undertaken or may need to undertake in the future, and your engagement with the academic community (e.g. seminar and conference attendance).

You are asked to report in Weeks 6 and 7 of term. Once you have completed your sections of the online form, it will be visible to your tutors and to your College Advisor. These GSR reports provides a shared channel for recording and reflecting on your progress, and for identifying areas where further work is required.

Please note that if you have any complaints about the supervision you are receiving, you should raise this immediately with the course administration. Do not wait for the end-of-term supervision reporting process.

5.2 Opportunities for skills training and development

There are a number of services and programmes across the University that provide support in developing yourself both personally and professionally. These opportunities complement the development opportunities provided through your own activities – within and beyond your research - and those provided by your course.

Humanities Researcher Development and Training Programme

The Humanities Researcher Development and Training Programme is a comprehensive personal and professional development programme of events, opportunities, workshops and resources to support and develop Humanities researchers at all stages of their career from postgraduate level upwards. Some opportunities are bespoke and developed in-house; others are provided through external partners, student support services or in partnership with faculties. The programme serves all the faculties of the Humanities Division and any researchers working in Humanities-related subject areas.

The aims of the programme are:

- To train our postgraduate students and postdoctoral researchers to become research leaders of the future
- To empower postgraduate students and postdoctoral researchers to become pioneers in a range of careers and professions, within and beyond the sphere of higher education
- To enhance our postgraduate students' and postdoctoral researchers' disruptive voice as active citizens who are confident speaking truth to power, and as ambassadors for the Humanities

Experiential, hands-on learning is fundamental to our approach, with student-led and early career researcher-led initiatives and projects being generated and supported through a range of funds and initiatives such as the AHRC-TORCH Graduate Fund, Student Peer Review College, and the annual Public Engagement with Research Summer School. All of these mechanisms are in turn run (with support from the Researcher Development and Training Manager) by early career researchers themselves.

How to get involved

The Humanities Researcher Development and Training Programme is open to all postgraduate students (Master's and DPhil) and early career researchers (including college appointments and those on teaching-only contracts) in the Humanities Division. An extensive programme of opportunities runs throughout the academic year, arranged into a number of 'pathways':

Business and Entrepreneurship – pitch an idea to the Humanities Innovation Challenge Competition and win £2,000, or find out what history can teach us about entrepreneurship through the Said Business School's series of lectures on 'Engaging with the Humanities'

Career Confidence – explore your options, develop your CV, draft cover letters for roles within or beyond academia, practise fellowship interview techniques, enhance your digital profile or learn how to give a teaching presentation. We work closely with the Careers Service, who offer tailored support for postgraduate and postdoctoral researchers (see below)

Digital Humanities – learn how to encode text, 3D-scan museum objects and write code, or participate in the world-leading Digital Humanities at Oxford Summer School

Heritage – network with industry leaders in the heritage sector, learn how to set up a research collaboration with a heritage organisation, take a tour of a museum under development with a lead curator, or contribute to Trusted Source, the National Trust's research-led online knowledge bank

Public Engagement with Research – create a podcast, practise on-camera interviews, learn the techniques of 'storytelling' when talking about your research, apply for funding to support a public engagement project for your research through the Graduate Fund, or participate in the annual Public Engagement with Research Summer School

Preparation for Academic Practice – attend workshops on writing journal articles, preparing for the DPhil viva, organising a conference, or using EndNote. Pitch your idea for a monograph to editors from world-leading publishing houses, and prepare a fieldwork application for ethical review.

Creative Industries – participate in workshops led by organisations in the creative industries, develop a research collaboration, or learn about career opportunities in this sector

Teaching – build on the training offered by your faculty (Preparation for Learning and Teaching at Oxford) and gain accreditation to the Staff and Educational Development Association by enrolling in Developing Learning and Teaching seminars. Attend workshops on applying your teaching experience to the job application process, or learn how to teach with objects at the Ashmolean Museum.

All our events and opportunities are **free** to attend, and a number of workshops, particularly those in the 'Preparation for Academic Practice' pathway, are repeated each term. See www.torch.ox.ac.uk/researcher-training for the calendar of upcoming events and for more information about the programme. You can also email the Humanities Researcher Development and Training Manager, Caroline Thurston, at training@humanities.ox.ac.uk if you have any queries.

IT Services and Bodleian iSkills

There are training opportunities offered from IT Services and Bodleian iSkills. They are aimed to enable you to build breadth of knowledge in technical skills by taking modules in other programming languages or technical approaches, or to build depth of knowledge by taking additional courses in technical skills which interested them. Both providers teach across the University so you will be able to engage and learn with students (and staff) from other disciplines and university functions. Training options from ITS can be free or carry a low charge for students (usually below £30), and include relevant topics such as copyright and intellectual property, mapping and spatial analysis with GIS, programming languages and database software. Bodleian iSkills training is free and on research skills such as research data management, open access and digital preservation and sustainability as well as two short courses on digital editions.

Digital Humanities @ Oxford network (DH@Ox) & Centre for Digital Scholarship

In addition to formal training opportunities, the *Digital Humanities @ Oxford* (https://digitalscholarship.web.ox.ac.uk/) network brings together students, researchers and staff with an interest in this area through social media, twice-termly newsletters and a programme of events supported by TORCH. DH@Ox has close links with other University networks such as Reproducible Research Oxford which runs 'Reproducibilitea' discussion groups, and many of the TORCH academic networks. You are encouraged to be active members of the DH@Ox and other networks during their course to build their skills, knowledge and networks.

The *Centre for Digital Scholarship* (https://www.bodleian.ox.ac.uk/digitalscholarship) at the Bodleian Libraries also hosts a range of seminars and workshops that you are encouraged to attend, to broaden their understanding and benefit from hearing a range of speakers from different backgrounds.

5.3 Employability and careers information

Information and advice on careers can be found on the Student website at https://www.ox.ac.uk/students/life/experience and the University Careers Service (www.careers.ox.ac.uk).

6. Student Representation, Evaluation and Feedback

6.1 Student Representation

The MSc in Digital Scholarship is run by a Steering Committee, on which members of all faculties involved in the course are represented. The Committee is chaired by the Course Director Two students representatives from the course cohort also serve on the Steering Committee; they may be chosen by discussion and agreement, or if necessary by an election.

The student representatives will attend the 'Open Business' section of Steering Committee meetings: they will be invited to offer an oral report relaying the students' sources of satisfaction and/or concerns with the course at that point in time, and to discuss these with Committee members.

The Humanities Division hosts a Graduate Joint Consultative Forum to discuss issues of common interest to students across the Humanities as well as to seek student views on a range of topics relevant to them. Meetings are normally held once per term. Membership will be established at the start of the academic year.

6.2 Division and University Representation

Student representatives sitting on the Divisional Board are selected through a process organised by the Oxford University Student Union (Oxford SU). Details can be found on the Oxford SU website, https://www.oxfordsu.org/ along with information about student representation at the University level.

6.3 Opportunities to provide evaluation and feedback

There will be an opportunity for students to provide feedback on the course toward the end of the academic year. Feedback gathered from both of these is taken to the Steering Committee meeting in Michaelmas term of the following year for analysis and any appropriate action in response.

Students on full-time and part-time matriculated courses are surveyed once per year by the university on all aspects of their course (learning, living, pastoral support, college) through University sponsored surveys. Previous results can be viewed by students, staff and the general public at https://www.ox.ac.uk/students/life/student-engagement?wssl=1

7. Student Life and Support

7.1 Who to Contact for Help

Email addresses and phone numbers for your key course contacts are listed in section 1.5.

The course administration can be contacted to arrange a meeting or discuss a problem with which you need support.

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

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

7.2 Complaints and Appeals

Complaints and academic appeals within the Humanities Division

The University, the Humanities Division and the Steering Committee for the MSc Digital Scholarship all hope that provision made for students at all stages of their course of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

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

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

Complaints

If your concern or complaint relates to teaching or other provision made by the Steering Committee for MSc Digital Scholarship then you should raise it with the Course Director. They will attempt to resolve your concern/complaint informally.

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

If your concern or complaint relates to 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, supervisor or college or 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).

7.3 Student Societies

There are over 200 clubs and societies covering a wide variety of interests available for you to join or attend, including clubs and societies for music, sports, dancing, literature, politics, performing arts, media, faiths, national and cultural groups, volunteering and many more. Many of these societies are represented at the OUSU Freshers' Fair, which is held in Week 0 of Michaelmas term at Oxford University Exam Schools. For lists of clubs and societies and for more information visit: http://www.ox.ac.uk/students/life/clubs.

7.4 Policies and Regulations

The University has a wide range of policies and regulations that apply to students. These are easily accessible through the A-Z of University regulations, codes of conduct and policies available on the Oxford Students website www.ox.ac.uk/students/academic/regulations/a-z

Please note the Policy on recording lectures here:
academic.admin.ox.ac.uk/policies/recording-lectures-other-teaching-sessions

8. Facilities

8.1 Social Spaces and Facilities

The University and individual colleges have numerous social facilities and students are encouraged to consult their College handbook and websites such as http://www.ox.ac.uk/students for further details.

8.2 Workspace

You should consult individual faculty libraries and your College for details of dedicated graduate workspaces that might be available. Many graduate students tend to work in the study areas provided by University, faculties and college libraries for use by all students and researchers.

8.3 Libraries and Museums

Oxford is richly provided with libraries and museums. For more information please consult: http://www.ox.ac.uk/research/libraries

8.4 IT and Email

All users of the University's computer network should be aware of the University's rules relating to computer use, which can be found on the website at http://www.it.ox.ac.uk/rules.

Once you have received your University Card and activated your Oxford SSO account, you will be able to find out your email address from IT Service's registration website: https://register.it.ox.ac.uk/self/user_info?display=mailin. Access to email is available through Nexus webmail (https://owa.nexus.ox.ac.uk/), using a desktop client such as Outlook, Thunderbird or Mac Mail, or using a mobile device such as an iPhone/iPad, Android phone/tablet or Blackberry. For client configuration information see the web pages at http://www.it.ox.ac.uk/welcome/nexus-email. The email system is controlled by Oxford University's IT Services and problems should be referred to them.

You are encouraged to use your University email address as your main email address and should check your University account regularly. This will be one of the main ways in which supervisors, administrative staff and other members of the University contact you. It is not practicable to keep track of private email addresses for each individual student.

The Course Administrator maintains an email list for circulating important information and other announcements to students.

The IT Services Help Centre at 13 Banbury Road provides a single location and point of contact for user support services. Information can be found on the IT Services website: http://help.it.ox.ac.uk/helpcentre/index.

8.5 Registration and Student Self-Service

All new students are sent a college fresher's pack containing details of how to activate their Oxford Single Sign-on account. The Oxford Single Sign-on is used to access Student Self Service to register online, as well as to access other central IT services such as free University email, Canvas and the Graduate Supervision System.

In order to complete your registration as an Oxford University student, navigate to http://www.ox.ac.uk/students/selfservice and log on using your Single Sign-on username and password. New students must complete their registration by the end of the first week of term in order to confirm their status as members of the University. Ideally students should complete registration before they arrive. Continuing students must register at the anniversary of the term in which they first started their programme of study.

Once students have completed their University registration, an enrolment certificate is available from Student Self Service to download and print. This certificate may be used to obtain council tax exemption. In addition to enabling students to register online, Student Self Service provides web access to important course and other information needed by students throughout their academic career. Students can amend their address and contact details via Student Self Service, and they can use the Service to access detailed exam results, see their full academic record, and print transcripts.

Appendix A – Individual courses' details

Paper 1: Elements of Digital Scholarship

All students attend all Paper 1 sessions. There are no options for Paper 1.

Paper 2: Methods options

Students are allocated two options from:

1. IIIF
2. Advanced Digital Imaging
3. Network Analysis
4. Text Analysis
5. Data Visualization
6. Text Encoding for Digital Editions (TEI)
7. Linked Data
8. Spatial Mapping and GIS
9. Digital Musicology

A Coding for Humanities is also available to students, consisting of the following courses:

a. Introduction to Python
b. Introduction to R

Coding for Humanities is not compulsory and is not formally assessed.

Paper 3: Subject-Specific Papers

Students will choose one option from a list offered by individual faculties in the Humanities and made available to students shortly after the beginning of term. Teaching and assessment is administered by the host faculty.

Paper 4: Practicum

Although the list may be subject to change, it is anticipated that the following projects will be able to host students. Descriptions of each project are available here: https://www.humanities.ox.ac.uk/mscdigsch-curriculum#tab-3263016 .

- Newton Project (Prof Rob Iliffe)
- Cuneiform Digital Library Initiative (Dr Emilie Page-Perron & Prof Jacob Dahl)
- I.Sicily (Prof Jonathan Prag)
- Early Modern Letters Online (Prof Howard Hotson & Miranda Lewis)
- Digital Miscellanies Index (Prof Abigail Williams)
- OED Data Engineering (Casper Grathwohl)
- OUP Journals Analytics (Julia McDonnell)
- Electronic Enlightenment (Prof Andrew Kahn)

- TIDE Travel, Transculturality, and Identity in England c. 1550-1700 (Prof Nandini Das)
- Digital Image Archive of Medieval Music (Prof Liz Leach & Dr Julia Craig-McFeely)
- Digital Bodleian (Judith Siefring)
- Digital Voltaire (Prof Nicholas Cronk)
- Nuns' Network & the Medingen Manuscript Project (Prof Henrike Laehnemann)
- Digital Delius (Prof Dan Grimley)
- Beckett Digital Manuscript Project (Prof Dirk van Hulle)
- English Philosophical Texts Online (Prof Peter Millican & Dr Amyas Merivale)
- Beethoven in the House (Dr Kevin Page)
- Taylor Editions (Prof Henrike Laehnemann & Emma Huber)
- iGen Language Project (Dr Sarah Ogilvie)
- Cabinet (Prof Howard Hotson & Dr Kathryn Eccles)
- CatCor (Letters of Catherine the Great) (Prof Andrew Kahn)
- Quill (Dr Nicholas Cole)
- Crowdsourcing the OED (Dr Sarah Ogilvie)
- Edgeworth Project (Prof Ros Ballaster)
- WillPlay (Prof Abigail Williams)
- Linked Art (Dr Kevin Page)
- Voltaire Lab (Prof Nicholas Cronk)
- EU Agenda Project (Prof Scott Hales)
- Clarin Digital Research Infrastructure and Archive (Martin Wynne)
- Celtic, Germanic, and Slavonic Parsed Corpora (Prof David Willis)
- ARCHiOX Digital Imaging (John Barrett & Elaine Anstee, Bodleian)
- Tweetolectology (Prof David Willis)
- Archiving WhatsApp (Susan Thomas, Bodleian)
- Bodleian Electronic Archives and Manuscripts (Susan Thomas)

Paper 5: Dissertation

Either a 10-12,000 words dissertation, or a 8,000 words dissertation **and** a practical component as described in the course handbook.

Bodleian Digital Fieldtrips

Michaelmas term

Term/Week	Date	Event	Meeting Point
MT – WK1	Thu 13 Oct 2022	Special Collections and the collision between the 2 forms of communication – analogue and digital	Information Desk Blackwell Hall, Weston Library, Broad Street
MT – WK3	Thu 27 Oct 2022	Tour of the Book Storage Facility in Swindon	Coach Pickup Outside Weston Library, Broad Street
MT – WK5	Thu 10 Nov 2022	Imaging Studio – Tour	Information Desk Blackwell Hall, Weston Library, Broad Street
MT – WK7	Thu 24 Nov 2022	Digital Bodleian	Reception, Osney One Building, Osney Mead Oxford OX2 0EW

Hilary term

HT – WK1	Thu 19 Jan 2023	Accessing Data & Sensitive and Confidential Data	Information Desk Blackwell Hall, Weston Library, Broad Street
HT – WK 3	Thu 02 Feb 2023	Web archiving: contrasting UK Web Archive with the Archive-IT work 'Archive of tomorrow: Health Information and Misinformation in the UK Web Archive' project workshop	Information Desk Blackwell Hall, Weston Library, Broad Street
HT – WK5	Thu 16 Feb 2023	Digital music and musicology	Information Desk Blackwell Hall, Weston Library, Broad Street
HT – WK7	Thu 02 Mar 2023	3D scanning and VR	Information Desk Blackwell Hall, Weston Library, Broad Street

Appendix B - Examination Conventions

1. Introduction

This document sets out the examination conventions applying to the MSc in Digital Scholarship for the academic year 2022-23. The supervisory body for this course is the Steering Committee for the MSc in Digital Scholarship.

Examination conventions are the formal record of the specific assessment standards for the course 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.

2. Rubrics for individual papers

The course will be assessed in the following elements:

1. **Elements of Digital Scholarship:** Two take-home essays of up to 2,000 words each.
2. **Methods of Digital Scholarship:** Two papers to be taken, both in Michaelmas term. Assessment for each paper will be either an assignment or a 2,000 words essay. The two papers will have equal weight.
3. **Subject-Specific Paper:** the conventions for this paper will be determined by the faculty teaching the paper. Candidates should ensure that they have familiarised themselves with the appropriate Conventions, available from the graduate studies office of the host faculty.
4. **Practicum placement:** creation of a digital asset as described in the Course Handbook, an accompanying 1,000 word report outlining the learning achieved during the placement.
5. **Dissertation**: Either a 10-12,000 words dissertation, or a 8,000 words dissertation **and** a practical component as described in the course handbook.

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:

70-100	Distinction
65-69	Merit
50-64	Pass
0-49	Fail

3.2 Qualitative criteria for assessments

Distinction quality work will demonstrate:

- Originality and a wide knowledge of relevant material
- Very clear and subtle expression and exposition
- Very well-focussed illustration
- Very good scholarly apparatus and presentation
- An elegant and incisive argument with a deep understanding of the issues involved

Merit quality work will demonstrate:

- Some originality and good knowledge of relevant material
- A clear argument with a good understanding of the issues involved
- Very clear expression and exposition
- Well-focussed illustration
- Good scholarly apparatus and presentation

Pass quality work will demonstrate:

- A good understanding of the issues and grasp of relevant literature
- A good structure and appropriate scope
- Clear expression and exposition
- Appropriate illustration
- Due attention being paid to scholarly apparatus and presentation

Failing work may:

- Show an insufficient depth of knowledge and understanding of issues
- Lack argumentative coherence
- Display an inadequate use of illustration
- Show problems relating to scholarly presentation

In addition to the above, a dissertation will also demonstrate:

Distinction quality work:

- The ability to pose and engage with sophisticated questions

Merit quality work:

- The ability to pose well-judged questions

3.3 Verification and reconciliation of marks

Each submission will be marked by two markers. The marks will fall within the range of 0 to 100 inclusive.

Each initial marker determines a mark for each submission independently of the other marker. The initial markers then confer and are encouraged to agree a mark. Where markers confer, this does not debar them from also re-reading where that may make it easier to reach an agreed mark.

In every case, the original marks from both markers are entered onto a marksheet available to all examiners, as well as the marks that result from conferring or re-reading.

If conferring or re-reading (which markers may choose to do more than once) does not reduce the gap between a pair of marks where a mark can be agreed between the markers, the submission is third read by an examiner. A third marker will be appointed in all cases of differences of 10 marks or over between the marks awarded by the first two markers.

The third reader of a submission will adjudicate between the two internal marks, and their mark will be the final one.

The expectation is that marks established as a result of third readings would not normally fall outside the range of the original marks. However, it is permissible for the third examiner to recommend to the Board of Examiners a final mark which falls outside the bounds of the two existing marks. Such a recommendation will only be approved by the Board if it can provide clear and defensible reasons for its decision.

3.4 Scaling

The Examiners may choose to scale marks where in their academic judgement:

a) a paper was more difficult or easy than in previous years, and/or

b) an optional paper was more or less difficult than other optional papers taken by students in a particular year, and/or

c) a paper has generated a spread of marks which are not a fair reflection of student performance on the University's standard scale for the expression of agreed final marks, i.e. the marks do not reflect the qualitative marks descriptors.

3.5 Short-weight convention

There are no formal penalties for work that falls short of the minimum word limit. However, work that is significantly under-length is likely to be inadequate in its coverage and content, and will be so marked. As a rough guideline, less than three-quarters of the maximum word limit is likely to be inadequate.

3.6 Penalties for late or non-submission of submitted work

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.)

Late submission	**Penalty**
After the deadline but submitted on the same day	-5 marks (-5 percentage points)
Each additional calendar day	-1 mark (- 1 percentage point)
Max. deducted marks up to 14 days late	-18 marks (- 18 percentage points)
More than 14 days late	Fail

Failure to submit a required element of assessment will result in the failure of the assessment. The mark for any resit of the assessment will be capped at a pass.

3.7 Penalties for over-length work and departure from approved titles or subject-matter in submitted work

The Board has agreed the following tariff of marks which will be deducted for over-length work:

Percentage by which the maximum word count is exceeded:	**Penalty** (up to a maximum of –10)
Up to 5% over word limit	-1 mark
Up to 10% over	-2
Up to 15% over	-3
Each further 1-5% over	-1 further mark

3.8 Penalties for poor academic practice in submitted work

In the case of poor academic practice, and 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 will be referred to the Proctors. Also, where the deduction of marks results in failure of the assessment and of the programme the case will be referred to the Proctors.

Serious and extensive cases of poor academic practice will be referred to the Proctors.

4. Progression rules and classification conventions

4.2 Final outcome rules

Weighting of each assessment:

Elements of Digital Scholarship	15%
Methods of Digital Scholarship	15%
Subject-Specific Paper	15%
Practicum placement	15%
Dissertation	40%

The pass mark on each paper is 50, and this mark must be achieved on each element to gain the MSc.

To achieve a Distinction, an average mark of 70 or above across the four elements is required, with marks of 70 or above in at least three elements, one of which will normally be the dissertation (the mark for which must not in any case fall below 68).

To achieve a Merit, an average mark of 65 or above across the five elements is required, with marks of 65 or above in at least three elements, one of which will normally be the dissertation (the mark for which must not in any case fall below 63).

4.3 Progression rules

Not applicable to this course.

4.4 Use of vivas

Vivas are not used in relation to this course.

5. Resits

Should a candidate fail any element of the examination, that element may be re-submitted once, and as outlined in the General Regulations for the Degree of Master of Science by Coursework (https://examregs.admin.ox.ac.uk/Regulation?code=grftdomosciebycour). In

these circumstances, and if the re-sit is successful, the candidate degree's classification would be capped at a Pass.

6. Consideration of mitigating circumstances

A candidate's final outcome will first be considered using the classification rules/final outcome rules as described above in section 4. The Board of Examiners will then consider any further information they have on individual circumstances. Candidates may make a submission under Part 13 of the Regulations for Conduct of University Examinations, that unforeseen circumstances may have had an impact on their performance in an examination. A subset of the board (the 'Mitigating Circumstances Panel') will meet to 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. The Panel will evaluate, on the basis of the information provided to it, the relevance of the circumstances to examinations and assessment, and the strength of the evidence provided in support. 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 decide whether and how to adjust a candidate's results. Further information on the procedure is provided in the *Policy and Guidance for examiners, Annex C* and information for students is provided at www.ox.ac.uk/students/academic/exams/guidance.

7. Details of examiners and rules on communicating with examiners

Professor David De Roure (Chair)
Professor Melissa Terras (External Examiner)

Candidates should not under any circumstances make contact with individual examiners.

Appendix C - Plagiarism

Information about plagiarism, including a link to an online tutorial, may be found here: https://www.ox.ac.uk/students/academic/guidance/skills/plagiarism

Plagiarism in the research and writing of essays and dissertations

Definition

Plagiarism is the use of material appropriated from another source or sources, passing it off as one's own work. It may take the form of unacknowledged quotation or substantial paraphrase. Sources of material here include all printed and electronically available publications in English or other languages, or unpublished materials, including theses, written by others.

Plagiarism also includes the citation from secondary sources of primary materials which have not been consulted, and are not properly acknowledged (see examples below).

Why does plagiarism matter?

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

What to avoid

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

There are various forms of plagiarism and it is worth clarifying the ways in which it is possible to plagiarise:

- **Verbatim quotation without clear acknowledgement**

Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.

- **Paraphrasing**

Paraphrasing the work of others by altering a few words and changing their order or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and

will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.

- **Cutting and pasting from the Internet**

Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

- **Collusion**

This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.

- **Inaccurate citation**

It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of book*, discussed in Wilson, E., *Title of book* (London, 2004), p. 189).

- **Failure to acknowledge**

You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

- **Professional agencies**

You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided. Under Statute XI on University Discipline, all members of the University are prohibited from providing material that could be submitted in an examination by students at this University or elsewhere.

- **Autoplagiarism**

You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination, unless this is specifically provided for in the special regulations for your course.

- **Relating principles of plagiarism to the research and writing of essays and the dissertation**

Essays and dissertations will invariably involve the use and discussion of material written by others, with due acknowledgement and with references given. This is standard practice, and can clearly be distinguished from appropriating without acknowledgement, and presenting as your own material produced by others, which is what constitutes plagiarism. It is possible to proceed in two ways if you wish to present an idea or theory from one of your sources.

An argument, for example, from Raymond Gillespie's work on religion in Ireland in the early modern period might be presented by direct quotation as follows:

'The idea of providence [became] powerfully divisive in early modern Ireland since each confessional group was convinced that it had unique access to the power of God'.[1]

Or, you might paraphrase:

Providence caused conflict in early modern Ireland: each confession claimed particular Divine favour.[2]

If you adopt the latter course, be aware that you should be expressing ideas essentially in your own words and that any paraphrased material should be brief.

When you conduct research for your dissertation, you should always consult the primary materials, as far as possible, rather than depending on secondary sources. The latter will often point you in the direction of original sources, which you must then pursue and analyse independently.

There may, however, be some occasions on which it is impossible to gain direct access to the relevant primary source (if, for example, it is unprinted and located in a foreign or private archive, or has been translated from a language with which you are unfamiliar). In these circumstances, you may cite from the secondary source, with full acknowledgement. This should be in the following form, here in a Welsh-language example:

'In order to buy this [the Bible] and to be free of oppression, go, sell thy shirt, thou Welshman'.[3]

When choosing your dissertation subject it is important to check that you can gain access to most of the primary materials that you will need, in order to avoid the type of dependence discussed here.

***Guidance for note-taking*:**
The best way to ensure that you do not engage in plagiarism of either of the kinds discussed above is to develop good note-taking practices from the beginning. When you take notes from secondary sources always register author, title, place and date of publication and page numbers. Above all, if you think you might wish to quote a sentence or phrase directly, put it in quotation marks from the outset: otherwise make sure the summary language is your own.

When you extract a primary source immediately note both its place or origin and situation within your secondary text. If you have any doubts about how to access the primary material, ask for advice at this early stage, not when you come to assemble your ideas prior to writing up the essay or dissertation.

***Penalties*:**

The Proctors regard plagiarism as a serious form of cheating for which offenders can expect to receive severe penalties including the return of a mark of zero on the work submitted. Even the lightest penalties for plagiarism will almost certainly have the effect of pulling down the candidates' overall result. The Examiners will check theses for plagiarism, and will use internet forms of check if it is deemed necessary to do so.

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[1] R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50
[2] R. Gillespie, *Devoted People: Belief and Religion in Early Modern Ireland* (Manchester, 1997), p. 50
[3] Thomas Jones, *Hen Gwndidau Carolau a Chywyddau*, cited and translated in G. Williams, *Wales and the Reformation* (Cardiff, 1997), p. 358.

Appendix D - Guidelines for the Presentation of Written Work

Your work should be lucid and presented in a scholarly manner. Display such evidence as is essential to substantiate your argument. Elaborate it in a manner which is clear, concise, consistent, accurate and complete.

Styling your work as you write:

There are several sets of conventions and published guides to explain them. None is obligatory, but some will be more appropriate (and generally used) in particular disciplines. The important point is that you should follow one system throughout all the pieces of work submitted.

The Harvard system largely avoids footnotes by citing references in the text, where they take the form of the author's surname followed by the date of publication and any page reference within brackets: e.g. (Johnston, 1989: 289). The works referred to are gathered at the end of the piece of work, arranged alphabetically by author, with full bibliographical details.

An alternative system (Chicago) confines references to footnotes, normally using the full author name, title and publication details in the first reference and an abbreviated form of author and title in subsequent references.

Whichever system you adopt, you should choose it early and learn its conventions so well that you automatically apply them consistently.

The relation of text, notes and appendices:

The ideal relationship is perhaps best expressed as one of scale. The text is self-evidently your major contribution. The word-limits placed on the essays and dissertation assume a scale appropriate to the topic, the time which you have to work on it, and the importance of writing clearly and succinctly. In writing and revising your work, strive always to make it simpler and shorter without prejudicing the substance of your discussion.

The main function of a footnote is to cite the authority for statements which you make in the text, so that your readers may verify them by reference to your sources. It is crucial that these references are accurate. Try to place footnote or endnote number references at the end of sentences or paragraphs.

Footnotes, placed at the bottom of the page on which the material to which they refer is contained, should be indented as paragraphs with the footnote number (raised as superscript) preceding the note itself, and the second (and subsequent) line(s) of the note returning to the left-hand margin. They should also be single-spaced. Most word-processing programmes use this as standard form. The same holds for endnotes.

Appendices offer a convenient way of keeping your text and footnotes clear. If you have hitherto unpublished evidence of primary importance, especially if it is unlikely to be readily accessible to your examiners, it may be helpful to append it. Every case must be argued in terms of the relevance and intrinsic value of the appended matter. If the Appendix takes you

over the word limit, you must seek formal approval to exceed that word limit well before submission.

Textual apparatus: if you are presenting an edition of a literary work, the textual apparatus, in single spacing, must normally appear at the foot of the page of text to which it refers.

Quotation in foreign languages:

Quotations in foreign languages should be given in the text in the original language. Translations into English should be provided in footnotes, or in the body of your text if the translation forms part of the substance of your discussion. If reference is made to a substantive unpublished document in a language other than English, both the document in the original language and a translation should be printed in an Appendix.

Abbreviations:

These should be used as little as possible in the body of the text. List any which you do use (other than those in general use, such as: cf., ed., e.g., etc., f., ff., i.e., n., p., pp., viz.) at the beginning of the essay (after the table of contents in the case of the dissertation), and then apply them consistently. Adopt a consistent policy on whether or not you underline abbreviations of non-English origin.

Avoid loc. cit. and op. cit. altogether. Reference to a short title of the work is less confusing and more immediately informative. Use ibid. (or idem/eadem), if at all, only for immediately successive references.

Italic or Roman?

Be consistent in the forms which you italicise. Use italics for the titles of books, plays, operas, published collections; the names, full or abbreviated, of periodicals; foreign words or short phrases which have not become so common as to be regarded as English.

Use roman for the titles of articles either in periodicals or collections of essays; for poems (unless it is a long narrative poem the title of which should be italicised); and for any titled work which has not been formally published (such as a thesis or dissertation), and place the title within single inverted commas.

For such common abbreviations as cf., e.g., ibid., pp., q.v., etc., use roman type.

Capitals

Reserve these for institutions or corporate bodies; denominational or party terms (Anglican, Labour); and collective nouns such as Church and State. But the general rule is to be sparing in their use. The convention in English for capitalisation of titles is that the first, last and any significant words are capitalised. If citing titles in languages other than English, follow the rules of capitalisation accepted in that language.

Quotations:

In quotation, accuracy is of the essence. Be sure that punctuation follows the original. For quotations in English, follow the spelling (including capitalisation) of the original. Where there is more than one edition, the most authoritative must be cited, rather than a derivative one, unless you propose a strong reason to justify an alternative text.

Short quotations: if you incorporate a quotation of one or two lines into the structure of your own sentence, you should run it on in the text within single quotation marks.

Longer quotations: these, whether prose or verse or dramatic dialogue, should be broken off from the text, indented from the left-hand margin, and printed in single spacing. No quotation marks should be used.

Quotations within quotations: these normally reverse the conventions for quotation marks. If the primary quotation is placed within single quotation marks, the quotation within it is placed within double quotation marks.

Dates and Numbers

Give dates in the form 27 January 1990. Abbreviate months only in references, not in the text.

Give pages and years as spoken: 20-21, 25-6, 68-9, 100-114, 1711-79, 1770-1827, or from 1770 to 1827.

Use numerals for figures over 100, for ages (but sixtieth year), dates, years, lists and statistics, times with a.m. and p.m. (but ten o'clock). Otherwise use words and be consistent.

Write sixteenth century (sixteenth-century if used adjectivally, as in sixteenth-century architecture), not 16th century.

References

Illustrations, tables etc.: The sources of all photographs, tables, maps, graphs etc. which are not your own should be acknowledged on the same page as the item itself. An itemised list of illustrations, tables etc. should also be provided after the contents page at the beginning of a dissertation, and after the title page in the case of an essay.

Books: Precise references, e.g. in footnotes, should be brief but accurate. In Chicago style, give full details for the first reference, and a consistently abbreviated form thereafter. All such reduced or abbreviated titles should either be included in your list of abbreviated forms or should be readily interpretable from the bibliography. Follow the form:

Author's surname; comma; initials or first name (although in footnotes these should precede the surname – e.g. Henry James, W.W. Greg); comma; title (italicised); place of publication; colon; name of publisher; comma; date of publication (all this in parenthesis); comma; volume (in lower-case roman numerals); full stop; number of page or pages on which the reference occurs; full stop.

For example, an entry in the bibliography should be in the form:

Greg, W.W., *The Calculus of Variants* (Oxford, 1927).

Or:

Greg, W.W., *The Calculus of Variants* (Oxford: Oxford University Press, 1927).

But a reference in a footnote should be in one of the following forms:

(*First time cited)* Either:

See W.W. Greg, *The Calculus of Variants* (Oxford, 1927), pp. 43-4.
Or: See W.W. Greg, *The Calculus of Variants* (Oxford: Oxford University Press, 1927), pp. 43-4.

(Subsequent citations) Either:
See Greg, *Calculus*, pp. 43-4.
Or: See Greg (1927), pp. 43-4.

Journals: Follow the form:

Author's surname; comma; initials or first name; title of article (in single quotation marks); comma; title of journal (either full title or standard abbreviation, italicised); volume (in lower-case roman numerals); date (in parenthesis); comma; page number(s); full stop.

For example, an entry in the bibliography should be in this form:

Bennett, H.S., `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

But a reference in a footnote should be in the form:

(first citation):

H.S. Bennett, `Fifteenth-Century Secular Prose', *RES* xxi (1945), 257-63.

(subsequent reference):

either: Bennett, `Secular Prose', p. 258.

Or: Bennett (1945), p. 258.

Plays: In special cases you may wish to use through line numbering, but in most instances follow the

form:

Title (italicised); comma; act (in upper-case roman numerals); full stop; scene (in lower-case roman

numerals); full stop; line (arabic numerals); full stop.

E.g. *The Winter's Tale*, III.iii.3.

Other works: Many works, series, as well as books of the Bible, have been abbreviated to common forms which should be used. Serial titles distinct from those of works published in the series may often be abbreviated and left in roman. Follow these examples:

Bede, *Historia ecclesiastica* 2.3, ed. B. Colgrave and R.A.B. Mynors
(Oxford, 1969), p. 143.

Bede, *Historia ecclesiastica* 2.3, p. 143 (for subsequent references)
Prov. 2:5; Thess. 4:11, 14. (Do not italicise books of the Bible.)

Manuscripts: Both in the text and in the notes the abbreviation MS (plural MSS) is used only when it precedes a shelfmark. Cite the shelfmark according to the practice of the given library followed by either

f. 259r, ff. 259r-260v or fol. 259r, fols. 259r-260v. The forms fo. and fos. (instead of f. or fol.) are also acceptable.

The first reference to a manuscript should give the place-name, the name of the library, and the shelf-mark. Subsequent references should be abbreviated.

e.g. Paris, Bibliothèque Nationale, MS lat. 4117, ff. 108r-145r. Vatican City, Biblioteca Apostolica Vaticana, MS Vat. Lat. 5055, f. 181r.

Bibliography:

A list of works consulted must be provided, usually at the end of the essay or dissertation.

The bibliography should be in alphabetical order by authors' surnames, or titles of anonymous works, or of works (especially of reference works) usually referred to by title, e.g. *Middle English Dictionary*, not under Kurath, H. and Kuhn, S., its editors.

It is sometimes helpful, and therefore preferable, to present the bibliography in sections: manuscripts, source material, and secondary writings. You might follow the pattern:

1. Primary
    A. Manuscripts
    B. Printed Works
2. Secondary
    A. Contemporary with the author(s) or work(s), the subject of your dissertation
    B. Later studies

References must be consistently presented, and consistently punctuated, with a full stop at the end of each item listed.

Either capitalise all significant words in the title, or capitalise the first word and only proper nouns in the rest of the title. In capitalising foreign titles follow the general rule for the given language. In Latin titles, capitalise only the first word, proper nouns and proper adjectives. In French titles, capitalise only the first word (or the second if the first is an article) and proper nouns.

Whereas in footnotes, and for series, publishing details may be placed within parentheses, for books in the bibliography the item stands alone and parenthetical forms are not normally used.

Give the author's surname first, then cite the author's first name or initials. Place the first line flush to the left-hand margin and all subsequent lines indented.

The publishing statement should normally include the place of publication; colon; publisher's name; comma; date of publication. When the imprint includes several places and multiple publishers simplify them to the first item in each case.

The conventional English form of the place-name should be given (e.g. Turin, not Torino), including the country or state if there is possible confusion (Cambridge, Mass., unless it is Cambridge in England).

For later editions and reprints, give the original date of publication only, followed by semicolon; repr. and the later publishing details: *Wuthering Heights*. 1847; repr. London: Penguin, 1989.

For monographs in series, omit the series editor's name and do not italicise the series title. Follow the form:

Borst, A., *Die Katherer*, Schriften der Monumenta Germaniae Historica 12. (Stuttgart, 1953), pp. 45-50.

For edited or translated works, note the distinction in the use of ed. in the following examples:

Charles d'Orléans, *Choix de poésies,* ed. John Fox. Exeter: Exeter University Press, 1973. [In

this case the abbreviation means that the work is edited by Fox and does not change when there is more

than one editor.]

Friedberg, E., ed., *Corpus iuris canonici*. 2 vols. Leipzig, 1879-81. [Here the abbreviation refers to the editor; the plural is eds.]

Bloch, Marc, *Feudal Society*, trans. L.A. Manyon. Chicago: Chicago University Press, 1961.