

## **M.Phil. in Medieval and Modern Languages**

*1. Who is the Course Director with overall responsibility for students on this course?*

The Director of Graduate Studies (DGS).

*2. What induction arrangements are made for new students?*

Introductory meeting with the DGS and GSA on the Tuesday of 0<sup>th</sup> week of Michaelmas Term, at which student representatives also introduce themselves; followed by introduction to IT resources from a representative of OUCS, and then a library induction.

*3. What is the overall length of the course, and for how many weeks are students expected to work in Oxford?*

The MPhil lasts two academic years, and finishes in June in the second year. Students must be in residence during term time (3 terms of 8 weeks). Students would be expected to spend around a month and a half of the Long Vacation at the end of the first year doing the fundamental research for which libraries are essential.

Six terms. About 32 weeks per year, with self-directed reading and work on the dissertation in the summer vacation between the two years, whether this is done in Oxford or elsewhere.

*4. What is the pattern of lectures, classes, seminars, tutorials and self-directed work for this course?*

There are four elements to the course: three Special Subjects, a Theory or Method option, and a 20,000-word Dissertation. Teaching for the Special Subjects takes place over one eight-week term (each), in the form of small seminars and/or individual tutorials. Teaching for the Theory/Method option is spread over two eight-week terms, and takes the form of larger seminar groups at which the participants are expected to make presentations. In the case of Methods of Scholarship (History of the Book, Palaeography), more general cross-language seminars are followed by specific language sessions, and then individual tutorials once the students have identified a particular topic to work on. The Dissertation is the student's own self-directed work, under the guidance of a supervisor, and drawing on work done for the other options: the essential groundwork is done in the third term, archival/library work is undertaken over the summer vacation, and the second year of the course is largely devoted to writing, although the third Special Subject will also be done during this second year.

*5. What one-to-one or small group teaching will students on this course receive? See 4.*

*6. Who will take overall responsibility for an individual student's progress and for completing the joint progress report form in each term of the course?*

The designated supervisor, who will receive reports from those teaching other elements of the course.

*7. What workspace will be provided? What IT support/library facilities/experimental facilities will be available?*

There is no specific workspace provided, though students generally work in the Taylorian or Bodleian libraries or their dependent libraries, which are excellently well equipped. College

facilities are also much appreciated by postgraduates. There is a dedicated IT room for postgraduates in the Wellington Square annexe.

8. *What opportunities are provided for students to take part in research seminars or groups? What formal research and generic/transferrable skills training will be provided?*

(i) *Research seminars:* All the language units offer at least one and up to five research seminars, often organized by period, and usually meeting fortnightly. Some of these are specifically for the training of students, while others are primarily for more senior researchers but welcome attendance by postgraduates.

(ii) *Faculty-based research skills training:* Training is provided by the Faculty in doing archival research. Other training in specific research skills such as use of national libraries, or palaeography, is covered by the Methods of Scholarship course, with further training arranged by individual supervisors as necessary.

(iii) *Faculty-based generic skills training:* Skills training is provided by the Faculty for writing funding applications, using EndNote, preparing to teach, and preparing for academic employment. Presentation of research papers is covered by the language-specific postgraduate research seminars. Additional language training is provided by the Language Centre, and additional IT training by OUCS. Other skills training is provided online by the IGRS skills portal (of which the Faculty is a member), or by the Division.

9. *What are the arrangements for student feedback and for responding to student concerns?*

Students are invited to fill in a termly self-assessment form, which is sent to their supervisor, to the Faculty, and to their College. This has been largely, but not entirely, superseded by the equivalent facility on the online Graduate Supervision Reporting System. Feedback forms are used for some elements of the taught course. There are elected student representatives of each of the postgraduate courses, and those representatives sit on the graduate JCC which meets termly, and also on the Graduate Studies Policy Committee. The DGS is available by e-mail or in person to respond to specific concerns that cannot be dealt with by the committees.

10. *What arrangements for accommodation, meals and social facilities will be made?*

Graduates are allowed to use the Senior Common Room in the Taylorian. There is an active student-run group, OLGAs (the Oxford Language Graduates' Association), registered as a University Society, which organizes weekly social lunches and other events in term time, and also a mentoring scheme for new graduates. Accommodation and meals are provided by colleges, not by the Faculty.

11. *What arrangements are in place for pastoral and welfare support?*

#### *College*

There is an extensive framework of support for graduates within each college. Every student is allocated a College Advisor from among its Senior Members, usually in a cognate subject. He or she will arrange to see each student from time to time and may be contacted for additional advice and support on academic and other matters. In college students may also approach the Tutor for Graduates and/or the Senior Tutor for advice. The Tutor for Graduates is a fellow of the college with particular responsibility for the interests and welfare of

graduate students. In some colleges, the Senior Tutor will also have the role of Tutor for Graduates. Each college will also have other named individuals who can offer individual advice.

### *Faculty*

The Graduate Studies Administrator is available in the Faculty Graduate Office in working hours. The DGS is available by arrangement. Primary pastoral and welfare support is however provided by the supervisor, the separate Faculty Advisor (allocated to each student on the course), and the College (College Advisor, Tutor for Graduates, Welfare Officers).