# Student Handbook

## Live Short Online Courses 2025-26



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# Statement of Coverage

This handbook is for students starting courses during the academic year 2025-26. The information in this handbook may be different for students starting in other years.

| Version | Action | Date |
|---|---|---|
| Version 1.0 | Creation of Handbook | 14 August 2025 |
| Version 1.1 | Elaboration of AI use in summative assessment policy | 16 December 2025 |
| Version 1.2 | Updated link to policy using on third-party proofreaders (10.3) | 26 January 2026 |
| Version 1.3 | Fixing and deleting broken links (2, 5, and Appendix 2) | 20 April 2026 |

The Examination Regulations relating to this course are available below. If you have any concerns, please contact the Online Courses Office.

The information in this handbook is accurate as of the date in the table above. It may, however, be necessary for changes to be made in certain circumstances. If such changes are made the Department will publish a new version of this handbook together with a list of the changes and students will be informed.

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# 1. Contact details

The course team is based at:

Oxford University Department for Continuing Education,
University of Oxford,
Ewert House,
Ewert Place,
Banbury Road,
Oxford, OX2 7DD

**Online Courses Office:** For enrolments and general course-related enquiries, please contact the Online Courses Office.

Email: onlinecourses@conted.ox.ac.uk

Phone: +44 (0)1865 270295/280974

**Student support:** Our Student Support Officer can advise students on disability-related support, funding and welfare matters.

Email: student.support@conted.ox.ac.uk

Phone: +44 (0)1865 280355

**Director of programme:** Dr Toby Martin directs the programme and is responsible for its academic quality.

Email: toby.martin@conted.ox.ac.uk

**Director of Undergraduate Studies:** Dr Ismini Pells is responsible for matters relating to students on undergraduate level courses and is available as a source of impartial advice for any academic related issues.

Email: dus@conted.ox.ac.uk

**Continuing Education Library:** The Continuing Education Library at Rewley House in Oxford can help students locate online learning resources and provide physical access to resources for those students able to visit Oxford.

Email: library@conted.ox.ac.uk

Phone: +44 (0)1865 270454

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# 2. University policies

The Department and University have a wide range of policies and regulations that apply to students. Departmental policies are available on our Policies, codes and guidance webpage. University policies are easily accessible through the A-Z of University regulations, codes of conduct and policies available on University regulations and policies A-Z webpage. Please be aware that some of these policies only apply to full-time residential students. If you have any queries, please contact your Course Administrator.

This handbook contains guidance on the Live Online Course programme. You should read it in collaboration with the information above, plus the Examination Regulations and Conventions (see Appendices) and the specific details of your course programme, syllabus, and learning outcomes which you will find on the relevant Departmental webpage.

Please also note the policy on recording lectures by students on the webpage for the Educational Recordings Policy

# 3. Accessing your online course

Courses on this programme are hosted online using Canvas, the University of Oxford's Virtual Learning Environment (VLE). Canvas contains all the course materials, as well as the link to the weekly webinar which is held on Microsoft Teams. Students will be sent full joining details prior to the start date.

In order to ensure familiarity with Canvas and Teams, students are invited to explore our guide Using Teams and Canvas in your online course. This guide includes details of how to sign up to a live guided tour of the online environments before your course commences.

# 4. Teaching and learning

The learning outcomes of the course are achieved by:

Online course content, which**:**

- provides a structured introduction to the subject matter, concepts and methods of the subject discipline that you are studying
- facilitates the development of the cognitive skills of the subject discipline
- provides a context for discussion of issues and sharing of ideas

Live webinars, which

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- provide a structured context for active learning and discussion
- help to consolidate knowledge, and develop individual as well as collaborative means of learning

Formative and summative assessments, which:

- enable students to develop knowledge and understanding of the subject and the concepts and methods associated with it
- helps students to develop powers of critical thinking and effective communication
- develop skills in presenting work according to the conventions of the relevant subject discipline
- enable assessment to be made of individual students' progress and abilities, and encouragement and guidance to be given
- encourage students to assess their own progress

Independent study, which:

- provides an opportunity for students to prepare for discussions and assignments
- provides an opportunity to reflect on and consolidate learning

# 5. IT requirements

To study in this format, you are expected to have some IT skills, and access to a computer and the internet. As you are taking an online course, you are required to engage with the Virtual Learning Environment (Canvas) for course materials. You will also need to have access to and some knowledge of how to use Microsoft Teams. You need to have some level of experience and skill including the use of Microsoft Word or similar word-processing package, email and internet browser, for which we recommend Google Chrome.

The computer you use should meet our recommended minimum computer specification, which you can obtain from the System Requirements page from our online support website. Please also review the University's advice on what hardware and software are required on the Recommendations for student IT equipment webpage.

# 6. Expectations of study

By enrolling on this course, you agreed to abide by all relevant Department and University regulations.

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Although this course is part-time it requires serious commitment from you. Most courses on this programme are credit-bearing courses of the University of Oxford. This credit can be used towards earning a university qualification, including Oxford's Certificate of Higher Education.

All students on the course are expected to work towards achieving its learning outcomes. That is, to acquire the knowledge and skills that the course is intended to impart. All students are expected to engage in independent study and to complete the assessments. While your tutor will provide academic support, you are responsible for your progress, which will depend in large part on your ongoing commitment and engagement.

We advise that you spend up to ten hours per week studying. This will include working through the weekly course materials, exploring any linked resources, engaging in discussion with your tutor and peers, and preparing your assessments. Such independent study may require careful scheduling at times to fit in with your other commitments.

Good organisational and time management skills should contribute to successful completion of the course. You will gain the most from it if you attend and participate fully in all the elements. This will benefit both you as an individual and the class as a whole and will make for a more dynamic and stimulating learning environment. Of course, we understand that unexpected events can occur and that, during a given week, it may not be possible for you to contribute as fully as you would like.

# 7. Conduct during the course

Freedom of speech and academic freedom are central tenets of university life. At the same time, the University does not tolerate any form of harassment or victimisation and expects all members of the University community to treat each other with respect, courtesy and consideration. Please note the Terms and Conditions you are expected to follow as a student.

In an online environment, it can be easy to forget that modes of online interaction can deprive us of the cues and non-verbal means that we normally use in face-to-face communications to interpret what someone is saying and feeling. Please follow your tutor's instructions on how they expect discussion to be conducted, and observe their instructions. Please also read and observe the guidelines on the Netiquette webpage.

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# 8. Assessment submission dates

The dates for submission of assessment are given on your course website.

# 9. Guidance on producing assessments

Assessed coursework is an important element of learning, and all students are expected to complete the assessments.

Most courses offer a formative and a summative assessment. The formative assessment usually falls halfway through the course and is a practice piece which has no bearing on the final grade, providing instead an opportunity to receive helpful feedback. The summative assessment usually falls at the end of the course and is assessed on a pass/fail basis, and provides a second opportunity to receive feedback. It is the summative assessment that determines whether a student has passed the course.

Most courses carry credit points at first-year undergraduate level (FHEQ Level 4) in the form of Credit Accumulation Transfer Scheme points (CATS points); these can be accumulated to gain the Department's Certificate of Higher Education or may be transferred to other higher education institutions. Earning CATs points depends upon being registered to earn this credit, as well as on passing the summative assessment. For more information, see our webpage on CATS points.

Passing the summative assessment also qualifies all students to receive a digital certificate of completion.

The Department welcomes all students who will benefit from attending our courses. This includes those whose circumstances militate against their completing the assessments. In these cases, the assessment requirement may be waived, but we do want you to understand that department takes your learning intentions seriously even if you do not submit assessments.

The course contents provide details on the formative and summative assessments that will be expected, and there will usually be options to choose from to cater to different interests. Your assignment needs to be directly relevant to your course and the materials provided as part of it because it is your opportunity to demonstrate what you have learned.

Assessment processes differ for Ancient Languages, which are not accredited. For these courses, the expectation is that students are set three pieces of coursework during the course for formative feedback, which can be

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spaced as the tutor sees fit. As a general guide, the effort and time that students put into the termly coursework in Ancient Languages should be equivalent to that taken to produce 1,500-word essays in other subjects. Tutors are advised to use the Student Answer Book provided so that the questions, answers and the Declaration of Authorship Form are included in one document.

# 10. Good academic practice, plagiarism and generative artificial intelligence

It is important that work produced at university level follows accepted academic conventions. When you use material or arguments (including quotations) from other writers' work it is essential to acknowledge your debt and to include a properly presented reference identifying the source.

## 10.1. Referencing

A reference is a specific referral to a published piece of work in support of a particular argument or statement of fact that you are making. You will depend on material from other writers for many of your assignments. If you do not acknowledge the materials of other writers, you are plagiarising. All quotations, however brief, must be acknowledged, as should ideas or paraphrased statements.

The main purpose of each reference is to provide all the necessary information for the reader to easily find your supporting material and to read more about your evidence or argument. References are also a good reflection of your understanding of the literature. Using them well enhances the quality of your writing. You are reminded, however, that over-reliance on quoted material, even where properly referenced, may restrict your opportunity to present your own material and this may affect marks awarded.

Full details of how to set out your references and bibliography are included in Appendix 2.

## 10.2. Plagiarism and unauthorised use of AI

If you do not provide full references where they are necessary, you may be accused of plagiarism.

The University defines plagiarism as follows. 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

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unpublished material, whether in manuscript, printed or electronic form, is covered under this definition. Students should be aware that the Department actively checks submitted work for evidence of plagiarism, including self-plagiarism. Plagiarism may be intentional or reckless, or unintentional. Under the regulations for examinations, intentional or reckless plagiarism is a disciplinary offence.

The use of Artificial Intelligence (AI) is becoming increasingly common. However, unless your assignment instructions explicitly ask you to use such a tool, the regulations of the University of Oxford limit the use of AI to specific conditions. The consequences of using such tools outside of these conditions are as serious as for plagiarism.

Unless it is expressly permitted in assignment instructions, students **should not** use AI tools to:

- Generate ideas at the start of an assignment
- Plan or structure an assignment
- Summarise, evaluate or synthesise scholarly work
- Draft any text that will be submitted as part of an assignment
- Provide feedback or suggest edits to an assignment
- Translate their assignment text from an original language to English

The reason for forbidding the use of AI for these tasks is that these are all important aspects of learning that students are expected to accomplish usually as part of the learning outcomes of a course. As these courses are English-language accreditations, the ability to write in English is fundamental.

Students **may** use AI for the following tasks:

- To assist in scholarly navigation, such as to locate or identify relevant publications or information
- To check spelling or grammar
- To translate excerpts from primary and secondary source texts from one language to another

Note that for these latter tasks for which permission is granted, AI remains subject to significant error and inaccuracy. Students are responsible for checking the authenticity and reliability of sources, as well as the accuracy of translations and grammar or spelling checks.

Where AI has been used in the preparation of an assessment, whether that is according to the baseline policy outlined above, or according to the specific requirements of an assignment where more extensive use of AI has been

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permitted, students are required to submit a short, maximum 100-word statement outlining where AI has been used, and for what purpose. This statement should come at the very end of an assignment and is not counted in the word count.

For more guidance on what constitutes plagiarism and unauthorised use of AI, see the university's webpage on Plagiarism.

If the marker of your work suspects that parts of it have been plagiarised, are not wholly your own work, or have been generated using artificial intelligence, the Chair of the Board of Examiners will be informed and your work may be referred to the Proctors for disciplinary action.

## 10.3. Use of third-party proof-readers

A third-party proof-reader might include a friend, a family member or a professional engaged for this purpose. The University's policy on the use of third-party proof readers is set out on this page: Use of Third Party Proof-readers. Note that because third party proof-reading is not permitted for assignments shorter than 10,000 words, it is not permitted for any of your assignments.

# 11. Submitting your assessments

It is important to plan your work schedule carefully in order to ensure that you leave enough time to complete your coursework by the submission deadline. The University expects you to keep backup copies of your work in case of computer failure or loss or damage to the original file. Please be aware that such situations are not considered valid reasons for late or non-submission of assignments.

All coursework for formative and summative assessment should be submitted as an attachment, by email to the marking team in the Online Courses Office (onlinemarking@conted.ox.ac.uk). We cannot accept coursework which is submitted as a link connected to any cloud service, such as Google Docs. The coursework will be forwarded to the tutor for marking. Note that portfolios should be submitted in a single bundle rather than as separate pieces.

All assignments must have a completed Declaration of Authorship form submitted with them. The form is available to download from your course's Canvas page. Alternatively, you may request a copy from the Online Courses Office.

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## 11.1 Late submission

You are expected to plan your time in order to be able to submit your assignment by the deadline. If, however, if you find that you are not able to do so then you should refer to the Policy on Late Submission, which explains the circumstances and timescales within which you may apply for permission to submit late. An abbreviated version of policy containing only information that relates to this programme of Live Short Online Courses is provided below as Appendix 5.

To request permission to submit your work late, please contact latesubmission@conted.ox.ac.uk. Please note that your tutor cannot approve late submission requests and therefore you should not send a request to them.

Summative assessments that are submitted without gaining permission via the process explained above will be considered technical fails. As such, they will not be viewed by the marker, nor will they be marked, and feedback will not be provided to students.

There is no late submissions process for formative assignments, so work submitted late will not be marked and feedback will not be provided unless the department has been made aware of a student disability and has recommended a defined extension on these grounds.

## 11.2 Resubmission process

All students who fail their summative assessments, including failure on technical ground, will be offered a resubmission opportunity. Students invited to resubmit will be asked to produce an assessment on a different topic, or set of choices of topics, that will be provided to them.

# 12. Assessment grading and feedback

The assessment criteria against which assessment are marked are found in Appendix 4 of this handbook. The marker will provide feedback on your achievement and guidance on how to improve your work. Your work will be marked ‘Pass’ or ‘Fail’ and will be assessed on the basis of the assessment criteria and your achievement of the learning outcomes of the course.

Feedback for the first formative assignment will normally be returned to students within two weeks of the deadline for submission. Feedback on assessments will normally be returned to students within eight weeks of the deadline for submission. Return dates for summative assessment in particular

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are subject to many factors and although every effort will be made to adhere to them, there may be circumstances in which this is not possible. Where the return date cannot be met, the department will contact students giving the anticipated date. Note that tutors do not and cannot provide additional feedback on request.

# 13. The Certificate of Higher Education

The Certificate of Higher Education programme enables students to use the credit that they gain from completing weekly classes, online courses, accredited weekend courses, linked day schools and courses in Oxford University Summer School for Adults towards gaining an Oxford qualification. If you are interested in registering for the University of Oxford Certificate of Higher Education you should contact the Certificate of Higher Education Administrator, or the Course Director, via certhe@conted.ox.ac.uk. Students who are interested may wish in the first instance to look at the CertHE webpages.

# 14. Fees

Students anticipating any delays or difficulties in paying their fees should contact the Course Administrator in the first instance and as soon as possible. Information on ways in which the Department or University may be able to help with funding can be found on our Funding webpage.

Please see our policy on provision of concessionary fees and fee remission for students on short courses, which can be found on our webpage Concessionary Fees for Short Courses.

# 15. Facilities

Details of facilities and services offered by the Department covering such areas as funding, libraries, study skills and disability support are available on our website.

# 16. Providing feedback

Students are invited to give comments and feedback through evaluation questionnaires. Student feedback is regularly considered by Tutors, Directors of Studies and the Director of the Programme. Do take the time to complete

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the questionnaire as it helps the Department in its quality assurance and future planning.

# 17. Withdrawal from your course

Should you wish to withdraw from your course, please contact: onlinecourses@conted.ox.ac.uk.

# 18. Complaints and appeals

The University and the Department for Continuing Education hope that provision made for students at all stages of their course of study will result in no need for complaints (about that provision) nor for appeals (against the outcomes of any form of assessment).

If you do have a complaint or you are dissatisfied with the outcome of your assessment you should follow the our Complaints Policy.

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# Appendix 1: Guidance on producing your assessments

For additional guidance on producing assessment, students should see our more extensive online study help pages. The information provided here is intended to be complementary to the advice held there.

## Starting out: understanding and planning your assignment

Read the assignment instructions carefully and check that you understand what you are being asked to do. Identify key instructions such as ‘account for’, ‘compare and contrast’, ‘describe’, ‘discuss’, ‘evaluate’; or questions such as ‘why’, ‘when’, ‘what’, ‘how’ and so on. If you are asked to include examples, make sure you pay attention to the criteria those examples should fulfil. Use the instructions to help you to plan your approach and to determine the material you need to include and how you need to organise it. Make sure that you understand the meaning of unusual or specialised words or phrases. If there is anything that you don’t understand, ask your tutor for advice.

## Researching and finding resources

The materials provided as part of your course are key resources that you may use in your assignments. Your tutor may recommend that you consult additional materials.

You will almost certainly, however, want to look beyond these resources. There are many high-quality, freely available, information sources on the internet, but finding them can be challenging. Here are a few guides that may help to get you started:

- The Bodleian’s Finding Library Resources Online webpage explains how to use the online library catalogue and other repositories to find reliable and high-quality open-access resources
- The Bodleian also list useful resources for some subject areas, including free and open-access online resources, on the Subject Resources Guides webpages
- The Bodleian Library also hosts a page on Guidance for Short Course Students

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## Reading and note-taking

It is helpful to make brief notes when reading. This will enable you to list the key points and the evidence that you need to produce your assignment and will help you to understand and digest what you have read. It is important to record the source of your notes and the relevant page numbers so that you can reference the material and ideas when you come to write up your work. Develop a system for storing your research notes and references.

## Producing an essay plan and collecting material

Once you have done some preliminary reading it is useful to produce a plan for your essay. This will help you to organise your ideas and enable you to plan your research and gather relevant material from your sources in a way that serves the purpose of the assignment. Your plan should be a list of the main points which will form the basis of your argument or discussion. As your work progresses, you may discover that you need to modify your plan as your ideas change. Select your research material carefully, seeking guidance from your tutor if needed.

In terms of structure, an essay will consist of a beginning, a middle and an end. These are:

- **The introduction** which explores the meaning and significance of the question, provides context and indicates the approach to answering the question which the essay is to take.
- **The discussion** which develops a logical argument from a series of points and supports it with relevant evidence such as facts, examples, illustrations, data tables, etc.
- **The conclusion** which draws together your ideas, summarises your argument and demonstrates that you have answered the question.

## Writing your essay

Many students find it difficult to start the writing process. You may find it convenient to write your introduction first but it is not essential to work through an essay from beginning to end. Some students prefer to write their essay in stages and then to combine the separate parts to produce the final polished version. Try to write clearly and precisely and avoid using so many examples that your points are lost in detail. A good rule of thumb is to make one main point in each paragraph of your essay.

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## Reviewing and editing your essay

It is always useful to produce a draft version of your essay. This will enable you to:

- Check that you have answered the question
- Re-order points to strengthen your argument
- Check grammar, punctuation and spelling
- Add or remove supporting evidence
- Check you have cited the information in your essay according to a standard reference system and that your essay has a properly formatted bibliography. Guidance on referencing and bibliography is provided in Appendix II.
- Check the length of your essay. You are expected to complete the task within the available word allowance, which is described in more detail in Appendix III

## Other forms of written work

Much of the guidance given above can be applied to other written work, including short answers to coursework exercises. You may find the following tips useful.

### Producing a project

For projects you need to collect, present and interpret information on a particular topic and to identify a central question. You will find it useful to produce a short draft outlining how you plan to tackle the project in order to assess its feasibility; again, do submit your draft to your tutor as your formative assignment so that he or she can give you advice and guidance.

### Writing a report

Reports recording research projects or practical exercises are structured differently from essays and usually include the following:

- aims which define the objectives of the project methods which describe how the project was planned and implemented and which discuss methodological strengths and weaknesses
- results which present the findings of the project or exercise in prose, tabular and/or graphic form

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- conclusions which summarise and interpret the results, critically evaluate findings and show that the aims have been achieved.

### Writing a review

Some assessment might ask you to review a book, a play, a film or perhaps even an exhibition. The review should be structured like an essay (with an introduction, middle and end) and include:

- a brief summary of the item being reviewed and full details of its authorship, direction or producers
- an evaluation of its strengths and weaknesses
- an indication of the sort of audience for which it is intended and whether it is enjoyable and accessible for that intended readership
- an assessment of its contribution to the subject

Most of these points apply if you are reviewing a play or a film, or are writing a report on a gallery or museum visit. For a film or play, instead of the name of the author and publisher you will include the director's name and the name of the production company. You will want to comment on performance aspects – such as casting, the interpretation of character by particular actors, lighting and scenic details. For a gallery or museum visit, you will include the title of the exhibition (if relevant) and its location and a summary of the pieces viewed. You will wish to comment evaluatively on the presentation of the exhibition, as well as your own critical responses to individual pieces.

## Presenting your written work

It is important that work produced at undergraduate level follows accepted academic conventions. You will be familiar with many of these from your reading but applying them to your own work takes practice and patience. Mastering presentation conventions is one of the objectives of undergraduate study and your tutor can provide further advice as needed.

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# Appendix 2: Referencing

When you use material, information or arguments (including quotations) from sources you have read, it is important to acknowledge your debt and to include a reference identifying the source. If you do not, you may be accused of plagiarism, the consequences of which are set out above in this handbook.

Beyond avoiding plagiarism, learning how to reference properly is a crucial academic skill that underpins the production and validation of knowledge in the wider world. Referencing is how we trace where information has come from so that a reader can authenticate the source and appraise its reliability. Without referencing, we only have the word of the writer. In a piece of academic writing this is never sufficient.

The sections below provide guidance on how to reference sources in the main text of your assignment and how to create a bibliography for most standard subjects. In some subjects, for example music or art, you may need to refer to material such as specific passages of music or individual paintings in your assignment. Other subjects, such as Creative Writing, may not require referencing at all. Your tutor will advise you about the appropriate referencing conventions for your subject.

## What is a reference?

When you use material or information from other authors in your assignment, you can do this directly using a quotation (reproducing the actual words of the author) or by using paraphrase (describing the author's idea or ideas in your own words). Direct quotations are usually reserved for important or provocative points, which need to be discussed or produced in support of an argument. Try to keep direct quotations as short as possible because one of the objectives of writing an assignment is to express your own views in your own words. Short quotations should be placed in inverted commas ('like this'). Longer quotations, if used, should be indented from the main text and do not require inverted commas.

Any information that you use in your essay taken from elsewhere, whether paraphrased or inserted as a direct quotation, requires referencing. The two main ways of referencing are by using 'in-text' references or by placing the reference in a footnote.

For these courses, you may use any standard referencing system you choose. The requirement is that you use your system of choice systematically and consistently. We recommend, however, that you use the Harvard (Cite Them

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Right) system if you choose to use in-text references, and the MHRA system if you choose to use footnotes. We also suggest that you read through the following guides and aim to fully comprehend both systems, even if you know you are only choosing one. This will give you a richer contextual knowledge of how to reference, and provide a solid foundation in your academic education.

## Using the Harvard system for in-text references

There are many versions of the Harvard referencing system, and we recommend that you use the 'Cite Them Right' version, but there are plenty of equally suitable variants. Note that access to the Bloomsbury Cite Them Right website has recently been put behind a paywall. However, a comprehensive guide is given below, and others can be found at the following free sources:

- The Open University Quick Guide to Harvard Referencing (Cite Them Right)

The Harvard system uses summary in-text references in rounded brackets (parentheses), including the author's surname, date of publication and, usually, a page number reference. Full details of the publication are then supplied in the bibliography or reference list at the end of the essay (details on this below). An example sentence would be:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22).

Pay particular attention to the placement of commas and spaces in the reference. In this sentence, the reference indicates the surname of the author we are citing is 'Smith', the work was published in the year 2008, and this information was specifically taken from page 22. Note that where single pages are used, the abbreviation 'p.' stands for 'page', where a range of pages is used, you should use the abbreviation 'pp.' (e.g. Smith, 2008, pp. 22–31).

Where you want to include the author's name in the sentence itself, you would write instead:

> As Smith (2008, p. 22) has shown, the city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.

The source you are using may, however, have multiple authors. In which case, the citation would be formatted as per the examples in this table:

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| One author | Two authors | Three authors | Four or more authors |
|---|---|---|---|
| (Smith, 2008, p. 22) | (Smith and Andrews, 2008, p. 22) | (Smith, Andrews and King, 2008, p. 22) | (Smith *et al*., 2008, p. 22) |
| As Smith (2008, p. 22) has shown… | As Smith and Andrews (2008, p. 22) have shown… | As Smith, Andrews and King (2008, p. 22) have shown… | As Smith *et al.* (2009, p. 22) have shown… |

Note that '*et al.*' should always be in italics, as it is a Latin term, and the '*al.*' should always end with a full stop as it is an abbreviation of a longer word.

If page numbers are not available (if, for instance, you are citing some forms of ebook or website), it is acceptable to substitute the page numbers for a different stable identifier, such as a chapter number, or even the percentage of an ebook if you are reading on an e-reader, which might look like this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, ch. 1).

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, 67%).

Sometimes, you might need to reference a work that you have not directly accessed, but you have found cited in someone else's work. Usually, you would want to follow up and locate the primary source, but there may be reasons you cannot or might not want to. In such a case, you would use what is known as a secondary reference, which looks like this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22 cited in Andrews, 2020, p. 82).

In this instance, you are talking about how Andrews has discussed the work of Smith. But you might also find that two authors have made the same point

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independently, in which case you would include both in the same reference in chronological order with the earliest first as follows:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards (Smith, 2008, p. 22; Peters, 2012, p.101).

In your readings you may see the term '*ibid.*' used where the same source is cited in immediate succession. This is not used in the Harvard system: instead you must repeat the full reference.

*3. Using MHRA for references in footnotes*

You might prefer to put your references in footnotes. In this case, we recommend that you use the *Modern Humanities Research Association* style, abbreviated to 'MHRA'. MHRA uses superscript numbers in the text to reference footnotes found in the footer at the bottom of each page (as opposed to endnotes that are found at the end of the document, which is a more rarely used system). You will need to learn how to insert footnotes using your word-processing software (in Microsoft Word, for instance, you will find the function in the 'References' tab). Full details for MHRA referencing can be found on the MHRA website, using this link: http://www.mhra.org.uk/style/.

Unlike the Harvard system, MHRA requires you to put more bibliographic details in the footnote when it is the first time you have referenced the source:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.[1]

Note that in footnote 1 below, that full bibliographic details are provided, including the forename and surname of the author, the title of the work (in this case a book), the place of publication (London), the publisher (Bloomsbury), the date of publication and finally the page number. Pay close attention to placement of italics, commas, full stops and parentheses. For full details on referencing other kinds of sources such as book chapters, journal articles and webpages, see the following section on reference lists.

The second time you cite the same source, however, you can abbreviate the reference, in the following manner:

[1] Andrew Smith, *The Medieval City of Southampton: trade, exchange and society* (London: Bloomsbury, 2008), p. 22.

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> Detailed examination of archaeological finds from Southampton has shown that levels of wealth remained stable throughout the 8th and 9th centuries.[2]

Note how in footnote 2 the title of the book has also been abbreviated to a shorter form, as this is not the first time we have referenced the same source.

Unlike in the Harvard system described above, if you cite the same source in immediate succession, you can abbreviate the reference even further by using the term '*ibid.*'. Note that '*ibid.*' is always in italics, and always ends with a full stop, as it is an abbreviated Latin term. Here is an example of how to do this:

> The city of Southampton has yielded extraordinary evidence for the existence of complex trading systems with its hinterland and beyond from the early eighth century onwards.[3] Though unusually developed for their time, these early trade networks were of a considerably smaller scale than those that emerged in the late medieval period.[4]

In this example, we are referring to a later part of the same book (page 145 as opposed to page 22), and we are only able to use the abbreviation '*ibid.*' because there are no references between footnotes 3 and 4.

*3. Formatting a reference list or bibliography using Harvard (Cite Them Right*)

Whether you have used Harvard or MHRA, you will still need to provide a reference list or bibliography at the end of your essay. The formatting style for your reference list depends on the referencing style you have used in your essay. Thus, a reference list for an essay that uses Harvard will look different from one that uses MHRA.

A reference list is a list of all the sources you have referenced in your essay. Note that you will sometimes see the terms 'reference list' and 'bibliography' used interchangeably, as most of the time they are the same thing. However, they can be subtly different, and if you are providing a list of references you have cited in your work, then the correct technical term for this is a 'reference list'. A bibliography might also include works that are relevant, but not cited in your text. You should only every provide one or the other, never both.

Works will be formatted different in your reference list depending on the type of source they are. The most commonly encountered types of sources include books (monographs), edited volumes including chapters written by different

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[2] Smith, *The Medieval City of Southampton*, p. 48.
[3] Andrew Smith, *The Medieval City of Southampton: trade, exchange and society* (London: Bloomsbury, 2008), p. 22.
[4] *Ibid.*, p. 145.

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authors, book chapters, ebooks, journal articles, and websites. If you want to cite a more unusual source seek advice from your tutor, or just make sure that you cite all sources of that nature in a consistent and systematic manner.

The table below provides examples of different kinds of sources, and how they would appear in a reference list. Pay close attention to the placement of spaces, punctuation, and italics as well as capitalisation conventions.

| Type | Example references using Harvard (Cite Them Right) |
|---|---|
| **Book (monograph)** | Hills, C. (2003) *The Origins of the English*. London: Duckworth.<br><br>Higham, N. and Ryan, M.J. (2013) *The Anglo-Saxon world*. Yale: Yale University Press.<br><br>Bradley, R. (1998) *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits*. 2nd edn. Oxford: Oxbow Books. |
| **Edited volume** | Carver, M. (ed.) (2003) *The cross goes north: processes of conversion in northern Europe, AD 300-1300.* York: York Medieval Press. |
| **Book chapter (from an edited volume)** | Sofield, C.M. (2015) 'Anglo-Saxon placed deposits', in C. Ruhmann and V. Brieske (eds) *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*. Hannover: Niedersächsisches Landesmuseum, pp. 111–120.<br><br>Hills, C. (2015) The Anglo-Saxon migration: an archaeological case study of disruption, in B.J. Baker (ed.) *Migration and disruptions: toward a unifying theory*. Florida: University Press of Florida, pp. 33–51. |
| **Ebook** | Morris, M. (2021) *The Anglo-Saxons: a history of the beginnings of England: 400 – 1066*. Cambridge: Pegasus Books. Available at: https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359 (accessed: 28 June 2022). |
| **Journal article** | Scull, C. and Naylor, J. (2016) 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60(2), pp. 205–241. |

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|---|---|
| | Crawford, S. (2004) 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36(1), pp. 87–102. Available at: https://doi.org/10.1080/0043824042000192641 (accessed 23 June 2022). |
| **Website** | Oxford University Department for Continuing Education (2022) *Archaeology research*. Available at: https://www.conted.ox.ac.uk/about/archaeology-research (accessed 23 June 2022).<br><br>*North Leigh Roman Villa* (2022) Available at: https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633 (accessed: 28 June 2022).<br><br>Nb. In the first example, we know the author, which in this case is an institution. In the second example, we do not know the author (which is often the case with websites), so it is simply skipped. |

Once you have finished your reference list, citing all these works, it would look like this:

**Reference list**

Adams, D. (1979) *The hitchhiker's guide to the galaxy*. Available at: http://www.amazon.co.uk/kindle-ebooks (accessed: 23 June 2022).

Bradley, R. (1998) *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits*. 2nd edn. Oxford: Oxbow Books.

Carver, M. (ed.) (2003) *The cross goes north: processes of conversion in northern Europe, AD 300-1300.* York: York Medieval Press.

Crawford, S. (2004) 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36(1), pp. 87–102. Available at: https://doi.org/10.1080/0043824042000192641 (accessed 23 June 2022)

Hills, C. (2003) *The Origins of the English*. London: Duckworth.

Hills, C. (2015) The Anglo-Saxon migration: an archaeological case study of disruption, in B.J. Baker (ed.) *Migration and disruptions:*

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*toward a unifying theory*. Florida: University Press of Florida, pp. 33–51.

Higham, N. and Ryan, M.J. (2013) *The Anglo-Saxon world*. Yale: Yale University Press.

Morris, M. (2021) *The Anglo-Saxons: a history of the beginnings of England: 400 – 1066*. Cambridge: Pegasus Books. Available at: https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359 (accessed: 28 June 2022).

*North Leigh Roman Villa* (2022) Available at: https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633 (accessed: 28 June 2022).

Oxford University Department for Continuing Education (2022) *Archaeology research*. Available at: https://www.conted.ox.ac.uk/about/archaeology-research (accessed 23 June 2022)

Scull, C. and Naylor, J. (2016) 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60(2), pp. 205–241.

Sofield, C.M. (2015). 'Anglo-Saxon placed deposits', in C. Ruhmann and V. Brieske (eds) *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*. Hannover: Niedersächsisches Landesmuseum, pp. 111–120.

Note that the works are arranged in alphabetical order. Works by the same author are listed in chronological order of publication.

## Formatting a reference list or bibliography using MHRA

If you use MHRA, then your reference list will look slightly different from the Harvard style one. The table below provides the same list of references, but formatted as they would look using MHRA.

| Type | Example references |
|---|---|
| **Book (monograph)** | Hills, Catherine, *The Origins of the English* (London: Duckworth, 2008).<br><br>Higham, Nicholas and Martin Ryan, *The Anglo-Saxon world* (Yale: Yale University Press, 2013). |

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| | |
|---|---|
| | Bradley, Richard, *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits,* 2nd edn. (Oxford: Oxbow Books, 1998). |
| **Edited volume** | Carver, Martin, ed., *The cross goes north: processes of conversion in northern Europe, AD 300-1300* (York: York Medieval Press, 2013). |
| **Book chapter (from an edited volume)** | Sofield, Clifford M., 'Anglo-Saxon placed deposits', in *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*, ed. by C. Ruhmann and V. Brieske (Hannover: Niedersächsisches Landesmuseum, 2015), pp. 111–120.<br><br>Hills, Catherine, 'The Anglo-Saxon migration: an archaeological case study of disruption', in *Migration and disruptions: toward a unifying* theory, ed. by B.J. Baker (Florida: University Press of Florida, 2015), pp. 33–51. |
| **Ebook** | Morris, Marc, *The Anglo-Saxons: A History of the Beginnings of England: 400 – 1066* (Cambridge: Pegasus Books, 2021) <https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359> [accessed: 28 June 2022]. |
| **Journal article** | Scull, Chris and John Naylor, 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60.2 (2016), 205–241.<br><br>Crawford, Sally, 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36.1 (2013), 87–102 <https://doi.org/10.1080/0043824042000192641> [accessed 23 June 2022]. |
| **Website** | Oxford University Department for Continuing Education, *Archaeology research* (2022). <https://www.conted.ox.ac.uk/about/archaeology-research> [accessed 23 June 2022].<br><br>*North Leigh Roman Villa* (2022) <https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633> [accessed: 28 June 2022]. |

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Nb. In the first example, we know the author, which in this case is an institution, in the second example, we do not know the author.

Once you have finished your reference list, citing all these works, it would look like this:

**Reference list**


Bradley, Richard, *The passage of arms: an archaeological analysis of prehistoric hoards and votive deposits,* 2nd edn. (Oxford: Oxbow Books, 1998).

Carver, Martin, ed., *The cross goes north: processes of conversion in northern Europe, AD 300-1300* (York: York Medieval Press, 2013).

Crawford, Sally, 'Votive deposition, religion and the Anglo-Saxon furnished burial ritual', *World Archaeology*, 36.1 (2013), 87–102 <https://doi.org/10.1080/0043824042000192641> [accessed 23 June 2022].

Higham, Nicholas and Martin Ryan, *The Anglo-Saxon world* (Yale: Yale University Press, 2013).

Hills, Catherine, *The Origins of the English* (London: Duckworth, 2008).

Hills, Catherine, 'The Anglo-Saxon migration: an archaeological case study of disruption', in *Migration and disruptions: toward a unifying* theory, ed. by B.J. Baker (Florida: University Press of Florida, 2015), pp. 33–51.

Morris, Marc, *The Anglo-Saxons: A History of the Beginnings of England: 400 – 1066* (Cambridge: Pegasus Books, 2021) <https://www.barnesandnoble.com/w/the-anglo-saxons-marc-morris/1138531451?ean=9781643135359> [accessed: 28 June 2022].

*North Leigh Roman Villa* (2022) <https://www.oxfordshirecotswolds.org/things-to-do/attractions/north-leigh-roman-villa-p54633> [accessed: 28 June 2022].

Scull, Chris and John Naylor, 'Sceattas in Anglo-Saxon graves', *Medieval Archaeology*, 60.2 (2016), 205–241.


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Sofield, Clifford M., ‘Anglo-Saxon placed deposits’, in *Dying Gods: Religious beliefs in northern and eastern Europe in the time of Christianisation*, ed. by C. Ruhmann and V. Brieske (Hannover: Niedersächsisches Landesmuseum, 2015), pp. 111–120.

Note that the works are arranged in alphabetical order. Works by the same author are listed in chronological order of publication.

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# Appendix 3: Word counts

The maximum word count for your assignment will be included in the assignment instructions in your course, where you are also given the summary guidance that your word count is calculated including references and quotations, but not including the assignment title or the bibliography. Some assignments in some subject areas may have somewhat more complex demands, so the table below is included for full detail.

Note that exceeding the word count is forbidden, and that markers are obliged to read no further than a 3% leeway once the word count has been met. In other words, should you exceed the word count by more than 3%, the marker will not read any paragraphs or conclusions that may remain, and your mark will be based only on what the marker has read. Sometimes it can seem very hard to fit all your ideas into the word count, but this is precisely the purpose of the academic exercise. A good essay will be succinct, focused on the question and will be written concisely without excess detail, discussion, or digression.

| **Course:** | **Short Online Courses (Open Access)** | **Include in Word Count?** |
|---|---|---|
| **Document front:** | Coursework/ assignment title/ question | No |
| | Table of contents/ figures/ authorities/ list of illustrations etc | No |
| **Document main body or referred to from main body:** | Chapter/ section headers | Yes |
| | Abstract | No |
| | Text body | Yes |
| | In-text reference | Yes |
| | In-text citation | Yes |
| | Footnote | Yes |
| | Endnote | Yes |
| | Table content | No |
| | Table caption | No |

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| | | |
|---|---|---|
| | Figure (chart) content | No |
| | Figure (chart) caption | No |
| | Illustration caption | No |
| | Screenshots | No |
| **Document end:** | Appendices (normally student-produced) | Yes |
| | Bibliography | No |
| | Descriptive catalogue | No |
| | Supplementary information not produced by student for the assessed work | N/A |
| | Index | No |
| | Artificial Intelligence use declaration (see Section 10.2) | No |

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# Appendix 4: Assessment criteria

Summative assignments are assessed on a pass/fail basis, where the pass mark is 40%, according to the assessment criteria below.

## Knowledge and understanding

- shows understanding of the requirements of the assignment
- displays knowledge of the subject matter
- demonstrates understanding of relevant ideas, contexts, issues and relationships

## Selection and analysis

- selects appropriate ideas, evidence, data, techniques
- evaluates evidence/ analyses data or sources used to support argument or justify conclusion

## Organisation and structure

- structures assignment according to the conventions of the discipline
- develops a logical and coherent argument
- shows ability to organise ideas, evidence, data to support argument

## Communication and presentation

- uses language and/ or tables, graphs etc. effectively to communicate ideas

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# Appendix 5: Course regulations

**1.** The Department for Continuing Education shall offer a programme of short courses. Each short course will be approved by the Director of Studies in the relevant subject area and the Director of online short courses or the Director of Oxford University Summer School (OUSSA) as appropriate.

**2.** The programme of short courses will consist of:

i. two-hour classes held weekly across ten weeks;

ii. two-hour classes held weekly across twenty weeks;

iii. full-time courses of one week (OUSSA);

iv. practical weekend courses;

v. linked-day schools, online or face to face;

vi. two-hour classes held weekly across five or six weeks.

**3.** Courses will be accredited at undergraduate FHEQ Level 4. Credit in the form of Credit Accumulation and Transfer Scheme (CATS) points shall be awarded to candidates who achieve a satisfactory standard in the assessed work set for each module.

**4.** Credit for each module will be awarded on the following scale:

i. ten CATS points for the courses under 2.i;

ii. twenty CATS points for the courses under 2.ii;

iii. ten CATS points for the courses under 2.iii;

iv. five CATS points for the courses under 2.iv;

v. ten CATS points for the courses under 2.v;

vi. five CATS points for the courses under 2.vi.

**5.** Credit awarded shall be unclassified.

**6.** Credit awarded to students who are formally registered for the Certificate of Higher Education may contribute towards the Certificate of Higher Education within the provisions of the regulations for that Certificate.

**7.** The form or forms of assessment will be chosen by the Course Tutor and approved by the Director of Studies or nominee, in relation to

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the intended learning outcomes for the course and will be of 1,500 words or equivalent per 10 CATS points.

**8.** Candidates who fail to satisfy the examiners will be permitted to resubmit the assessment on not more than one further occasion which shall normally be within three months of notification of the initial failure.

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# Appendix 6: Late submission policy

This appendix sets out the Department's policy, pertaining to Live Short Online Courses, for students who are unable for good reason to submit work by the deadline. The policy aims to be clear, consistent, and equitable, and to permit a timely resolution.

## 1. Late Submission

The default position is that deadlines must be adhered to.

Students may apply for permission to submit late in circumstances where reasonable plans to study and to write an item of assessment have been affected such that they will not have an equitable amount of time to complete this before the deadline. Permission to submit late will not be granted where a student simply seeks more time to finalise their work.

The Proctors have delegated to the Department the authority to grant permission to submit late where valid reason can be shown.

## 2. Applying for permission to submit late

### i. Timing

Students may request permission to submit late up to three weeks before the deadline. A response before the deadline will only be guaranteed if the request is made at least five days before the deadline. Until a response has been received, the student should presume permission to submit late without a penalty will not be granted and hence that late submission will incur a marks penalty.

Once the submission deadline has passed, permission to submit late can only be requested with the submission or within seven days of the submission. Where no submission is made within fourteen days of the deadline the assessment will be recorded as a fail.

### ii. Process

Applications must be made via a Permission to Submit Late application form, available from the Online Courses Office.

Students are required to explain the circumstances that gave rise to the request and how these circumstances impacted on their ability to submit the work on time.

Supporting evidence will be required from one of the following:

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a) From a doctor, if illness lasting more than seven days is the reason for the request
b) From an employer, if changes in working circumstances are the reason for the request and the request is to submit the work more than seven days after the deadline

Where an unforeseen event has a very material impact, students may be better served by requesting to suspend from the course.

## 3. Late Submission Fee

Work submitted late without permission may be subject to a late submission fee. The current fee can be found on the University website at:

http://www.ox.ac.uk/students/fees-funding/fees/liability/other-charges

## 4. Mark deductions

Where a request to submit late is not granted or work is submitted late without a request being made, marks will be deducted as follows:

a) Up to 24 hours late, loss of 5% of the mark awarded;
b) Between 1 and 7 days late, loss of 10% of the mark awarded;
c) Between 8 and 14 days late, loss of 20% of the mark awarded.

After 14 days the work will not be accepted for marking and the student will be recorded as having failed that item of assessment.

For work which is assessed as pass/fail only, mark deductions will not be applied. Where such work is submitted late without permission, the Chairman of the Board of Studies will make a decision on the appropriate penalty, which may include failing the work.

## 5. Impact of failure to submit work within 14 days

Failure to submit work within fourteen days of the deadline will lead to the assessment being recorded as a fail. The student will be required to resubmit, generally under a fresh title. Marks for resubmitted work following non submission are capped at a pass.

## 6. Appeal

Students have a right of appeal to the Proctors via the Director of the Department, in respect of mark penalties or decisions made arising from failure to submit work. Appeals must be made within fourteen days of the decision.

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