



**UNIVERSITY OF OXFORD**  
**Department of Statistics**

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**Mathematics and Statistics**  
**Undergraduate Handbook**  
**2016–17**

This handbook applies to students starting the Mathematics and Statistics course in Michaelmas term 2016. The information in this handbook may be different for students starting in other years.

The Examination Regulations relating to this course are available at <https://www.admin.ox.ac.uk/examregs/2016-17/pexaminmath/studentview/> for the Preliminary Examination and <https://www.admin.ox.ac.uk/examregs/2016-17/hsomathandstat/studentview/> for the Final Honour School. 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 Academic Administrator in the Department of Statistics ([academic.administrator@stats.ox.ac.uk](mailto:academic.administrator@stats.ox.ac.uk)).

The information in this handbook is accurate as at October 2016, however it may be necessary for changes to be made in certain circumstances, as explained at <https://www.ox.ac.uk/coursechanges>. 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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Comments or suggestions for matters which might be amended or which might usefully be covered in subsequent editions of this handbook would be welcome. They should be sent to the Academic Administrator in the Department of Statistics ([academic.administrator@stats.ox.ac.uk](mailto:academic.administrator@stats.ox.ac.uk)).

# 1 Introduction

## Welcome

Welcome to Oxford and to the Mathematics and Statistics course. We – the members of the Department of Statistics – are very pleased to welcome you to Oxford.

The Mathematics and Statistics course combines the strengths of the traditional mathematics course with the ability to pursue probability and statistics in depth, and reflects the strong demand from employers for graduates with statistical knowledge. You join an expanding number of researchers, lecturers and graduate students in statistics at Oxford. We hope that, as the course progresses, we can show you the interest and excitement of statistics and its applications. We also hope that your enthusiasm for the subject increases as you develop your talents in this field, and that your education here will equip you well for your future, wherever that may be.

We hope you find your time in Oxford enjoyable, challenging and rewarding.

Charlotte Deane (Head of Department) & Neil Laws (Director of Studies)  
Department of Statistics

### 1.1 Purpose of this handbook

This handbook provides information about the Mathematics and Statistics course. There is also a separate *Handbook for the Undergraduate Mathematics Courses* which covers the Mathematics and Statistics course as well as the single-subject Mathematics course and the other joint Mathematics courses. This handbook cross references to the Mathematics handbook where appropriate. Both handbooks are available online:

[http://www.stats.ox.ac.uk/current\\_students/bammath/course\\_handbooks](http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks)

<http://www.maths.ox.ac.uk/members/students/undergraduate-courses/teaching-and-learning/handbooks-synopses>

You are given the handbooks at the beginning of your course and you will be informed of the availability of supplements, including synopses of lecture courses for each year of your course. Read in conjunction with the supplements, they explain how the course is structured, how the course is assessed, and give you information about other resources to which you have access.

The handbooks also give you some information about how colleges work in relation to your Mathematics and Statistics course. Your college tutors will give you more detailed information about the support provided within the tutorial system. Further information is also available in the form of College Handbooks on College websites.

### 1.2 Other important sources of information

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

These govern all academic matters within the University and contain the general regulations for the conduct of University examinations, as well as specific regulations for each degree programme offered by the University.

If any information in the Examination Regulations affecting you is changed you will be informed. However, there is a convention that the syllabus cannot be changed to your disadvantage once you have started studying for the examination concerned, provided you take your examinations at the normal times.

**Oxford Student Handbook** <http://www.admin.ox.ac.uk/proctors/info/pam/>

This contains general information and guidance about studying at the University of Oxford, and gives you formal notification and explanation of the University's codes, regulations, policies and procedures.

**Oxford Students website** <http://www.ox.ac.uk/students>

This provides access to information, services and resources.

### **Synopses of lecture courses**

At the start of each year the syllabi for the coming year's examinations are published together with the synopses of lecture courses. The syllabi are the content on which examinations may be set; the synopses state the intended content of lecture courses but lecturers may include extra material enhancing the syllabus but which is not examinable. Included with the course synopsis is the course reading list. For Prelims, a formal syllabus giving the examinable content is published. For Parts A, B and C the syllabi are defined by the synopses. The Prelims syllabi are available at

<http://www.maths.ox.ac.uk/members/students/undergraduate-courses/teaching-and-learning/handbooks-synopses>

The Parts A, B and C syllabi are available at

[http://www.stats.ox.ac.uk/current\\_students/bammath/course\\_handbooks](http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks)

where there are also guidance notes about Part C projects.

### **Lecture List**

This gives the titles, times and places of lectures for courses and is available at

<http://www.maths.ox.ac.uk/members/students/lecture-lists>

## **1.3 Contact points**

There are a number of people in the department who can help you with any queries or problems you may have and their contact details are given below. If you are not sure who to contact please email [academic.administrator@stats.ox.ac.uk](mailto:academic.administrator@stats.ox.ac.uk)

See also the list of contact emails and useful web addresses in the Mathematics handbook.

### **1.3.1 Department of Statistics**

#### **Director of Studies**

Dr Neil Laws [laws@stats.ox.ac.uk](mailto:laws@stats.ox.ac.uk)

#### **Academic Administrator, Disability Co-ordinator**

Mrs Jan Boylan [boylan@stats.ox.ac.uk](mailto:boylan@stats.ox.ac.uk)

### **1.3.2 Mathematical Institute**

#### **Director of Undergraduate Studies**

Dr Richard Earl [director-ugrad-studies@maths.ox.ac.uk](mailto:director-ugrad-studies@maths.ox.ac.uk)

## Academic Administrator

Mrs Charlotte Turner-Smith `charlotte.turner-smith@maths.ox.ac.uk`

### 1.3.3 Mathematics Undergraduate Representation Committee (MURC)

#### General

<https://www.maths.ox.ac.uk/members/students/undergraduate-courses/undergraduate-representation/murc>

This page contains the list of college representatives who you can contact to raise an issue related to the teaching of the mathematics and joint schools degrees. Matters can also be sent to the MURC chair.

**Chair** Charlie Hutchings (Lincoln College) `charles.hutchings@lincoln.ox.ac.uk`

### 1.4 Email

You will be allocated a college email account. Important information about your course will be sent to this account. If you do not plan to access it regularly then you should arrange for mail to be forwarded to an account which you do read regularly. You are asked to bear in mind that lost email is your responsibility should you choose to forward email to a system outside the University.

### 1.5 Your first weeks at Oxford University

You may have already read the guide *How do Undergraduates do Mathematics?* (originally prepared by Prof Charles Batty with the assistance of Prof Nick Woodhouse, with more recent updates by Dr Richard Earl, Prof Frances Kirwan and Dr Vicky Neale). If not, you are strongly recommended to read it as part of the induction to your course. It is available at [https://www.maths.ox.ac.uk/system/files/attachments/study\\_public\\_0.pdf](https://www.maths.ox.ac.uk/system/files/attachments/study_public_0.pdf)

The Mathematics Department induction session is held at 2pm on Friday Week 0 in the Mathematical Institute, lecture theatre 1, at which you will be given important documentation for your course. The corresponding Statistics Department induction session is held at 3.30pm on Friday Week 0 in the Department of Statistics lecture theatre.

Further useful information can be found at

<http://www.maths.ox.ac.uk/members/students/undergraduate-courses/teaching-and-learning/prelims-students>

The mathematics students have also developed a useful *Guide to Freshers* and website (<https://www.maths.ox.ac.uk/members/students/undergraduate-courses/undergraduate-representation/murc>). You may find it helpful to read their briefer more informal view on what you need to know at the beginning of your course.

### 1.6 The Department of Statistics

The Department of Statistics has about 30 lecturers/professors, 20 postdoctoral researchers and 60 research students. The Department is a world leader in research including computational statistics and statistical methodology, probability, statistical genetics and bioin-

formatics. In the 2014 Research Excellence Framework (REF), Oxford's Mathematical Sciences submission was ranked overall best in the UK.

This is an exciting time for the Department – the department has recently moved into a new home on St Giles'. The new building provides improved lecture and teaching space, a variety of interaction areas, and brings together researchers in Probability and Statistics. It has created a highly visible centre for the Department in Oxford.

## 1.7 The Mathematical Institute

The Mathematical Institute, on Woodstock Road, is a focus for mathematical activity in Oxford. All of your lectures in your first year will take place in the Institute.

# 2 Mathematics and Statistics

## 2.1 Overview

The University offers two courses in Mathematics and Statistics:

MMath	Mathematics & Statistics	4-year
BA	Mathematics & Statistics	3-year

The Master of Mathematics (MMath) in Mathematics and Statistics and the Bachelor of Arts (BA) in Mathematics and Statistics may be compared to national standards for higher education qualifications through the Framework for Higher Education Qualifications (FHEQ). The University awards framework (UAF) maps the awards of the University against the levels of the FHEQ. The FHEQ level for the MMath is 7 and for the BA is 6. The relevant subject benchmark statement for the course, which sets out expectations about standards of degrees in a given subject area, is Mathematics, Statistics and Operational Research (QAA 2015).

The courses are accredited by the Royal Statistical Society and graduates (with at least a Second Class degree result) can apply for the Society's professional status of Graduate Statistician (GradStat). This is a step on the way to the higher professional status of Chartered Statistician (CStat).

The aims of the courses and the intended learning outcomes are listed in Appendix A.

## 2.2 First year

The first year of the Mathematics and Statistics course is identical to the single subject Mathematics course. The first year examination is the *Preliminary Examination in Mathematics*, there is not a separate examination for Mathematics and Statistics. The Mathematics handbook (see 1.1) gives full details, including a list of important dates.

## 2.3 Second, Third and Fourth years

Many options are available in the second, third and fourth years. These vary a little from year to year depending on faculty interests and current research interests. The list of



courses currently being taught can be found in the relevant course synopses available at [http://www.stats.ox.ac.uk/current\\_students/bammath/course\\_handbooks](http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks). You will receive information on the options available to you, year by year, when it becomes available.

Section 3.7 of the Mathematics handbook (see 1.1) gives further information on the issues in Sections 2.6–2.8.

## 2.4 Second year (Part A)

The second year consists of compulsory core material on

- Linear Algebra
- Differential Equations 1
- Metric Spaces and Complex Analysis
- Probability
- Statistics

plus long options on Rings and Modules, Integration, Topology, Differential Equations 2, Numerical Analysis, Fluids and Waves, Quantum Theory, Simulation and Statistical Programming,

plus short options on Number Theory, Group Theory, Projective Geometry, Introduction to Manifolds, Integral Transforms, Calculus of Variations, Graph Theory, Special Relativity, and Modelling in Mathematical Biology.

The core material is arranged as follows: Linear Algebra, Differential Equations 1, Metric Spaces and Complex Analysis, and Probability are in Michaelmas Term; Statistics is in Hilary Term. The long options are in Hilary Term, except Quantum Theory which is in Michaelmas Term. The short options are in the first half of Trinity Term.

All students must offer 9 examination papers, and students may opt to offer an additional paper from the long options (making 10 papers in total) if they wish. Students considering taking an additional long option are advised to discuss this with their college tutors. The 9 or 10 papers offered must include the 5 papers on the core subjects and the paper on the short options, plus 3 or 4 papers on the long options.

## 2.5 Third and Fourth years (Parts B and C)

You will take the equivalent of eight 16-hour units in the third year from the schedule of Part B units; those continuing to the fourth year will take the equivalent of eight 16-hour units from the schedule of Part C units in that year. Units are designated either as H-level (aimed at the third year undergraduates) or M-level (aimed primarily at the fourth year or MSc students).

In Part B, all students must take the double-unit on applied statistics. You must also take two units (and you may take more) from the statistics units labelled SB2 and SB3. In Part C, at least half of your units must be on statistics and these must include a statistics project. For this project, statistics is understood in a broad sense (so includes probability, etc).

## 2.6 Choosing options

When choosing options your college tutors will be able to give you advice. There are Options Fairs run in the Mathematical Institute in Trinity term – of your second year for Part B and of your third year for Part C – where representatives from the different subject groups (across mathematics and statistics) will discuss the individual options and be available to answer any questions you may have.

## 2.7 Three or four years

The choice of which degree you take will depend on your interests and aptitudes, your performance in the first three years and your career intentions. You should discuss your decision with your college tutors, who will be able to advise you on which course is more appropriate for you.

**You will need to be awarded at least an Upper Second (2.1) in the classification at the end of Part B in order to progress to Part C.**

In the event that you do not achieve a 2.1 or better, there is an appeal process whereby you might ask that this regulation be waived in your case. To do this your college will need to make a case to the Education Committee for you to continue to Part C. The departments strongly feel that the fourth year is a challenging masters year and that in most cases at least a 2.1 is needed as an indicator of likely success on the MMath; consequently the department will only support the appeal if it feels there is a good academic case nonetheless. Successful appeals have usually had an overall USM at Parts A and B close to 60 (which corresponds to a 2.1) and/or a clear sense of progress from Part A to Part B (showing that you are coping well as the course becomes more difficult) and/or good marks in those options which you plan to continue studying into Part C. Strong support from your college is also expected.

## 2.8 Changing course

Normally your college will have admitted you to study a specific course. Therefore you would need permission to change to another course. The structure of the Mathematics and Statistics course, particularly having the same first year as Mathematics, means that changing between from Mathematics to Mathematics and Statistics (or vice versa) is a possibility. Again, your College Tutor will be able to give you advice. Typically a number of students change from Mathematics to Mathematics and Statistics during the second year, changing later than this is also possible.

# 3 Teaching and Learning

## 3.1 The Departments and the Colleges

Oxford University is a collegiate university. All undergraduates are members both of a college and the University. Courses, syllabi, lectures, and examinations are organised and delivered by the University. Colleges are responsible for making undergraduate admissions to the University. They deliver tutorial and class teaching, and are generally responsible for

the academic and personal well-being of their students. See Section 4 of the Mathematics handbook for a fuller description of the role of colleges.

The Mathematical Institute and the Statistics Department contain lecture theatres and seminar rooms in which lectures and intercollegiate classes are given. Problem sheets may be downloaded from the departments' websites, also some lecture notes. Most matters concerned with the administration of the courses are dealt with in the departments – for example the production of synopses, lecture timetables and lecture notes. If you have any comments relating to departmental provision, please contact the Academic Administrator in the first instance.

If you have any issues with teaching or supervision please raise these as soon as possible so that they can be addressed promptly. Details of who to contact are provided in Appendix B.

### 3.2 An average week

Students are responsible for their own academic progress. Typically your tutors will be expecting you to work **around 40 hours per week** during term time. This may vary a little from week-to-week, depending on how you are finding the material. Also many of these hours are *flexitime*, meaning that you will be free to follow other pursuits providing that you put the hours in elsewhere during the week. You are advised to read the University's guidance on undertaking paid work at <http://www.ox.ac.uk/students/life/experience>.

Of these 40 or so hours, around 10 will be lectures, and around 2–3 will be on tutorials or classes. This means that there is a good deal of time (25+ hours) that is unassigned, to be filled by your own independent study.

It is important that you quickly get into a mode of learning that suits you. Please read Section 4 of the Mathematics handbook which gives advice on how to study, how to get the best out of lectures, the use of problem sheets and problem solving – that advice applies equally to Mathematics and Statistics students.

In summary, the main ingredient for success in mathematics/statistics at university is committed independent study. It is the breaking down of subtle analytical problems yourself, the appreciation of how method and theory connect, the necessary organisation and perseverance that the course requires, which ultimately make our students successful academics or sought-after employees more widely.

### 3.3 Tutorials

To support lectures in the first and second years, colleges arrange tutorials and classes for their students. How these are organised will vary from college to college and subject to subject. For example, in your first and second years you might have two (one-hour) tutorials each week, with between one or two other students. Consequently it is a highly individual and flexible way of teaching and tutorial groups are usually arranged to include students that work well together and, perhaps, who are progressing academically at about the same rate.

You will be set some work for each tutorial and in the tutorial you will discuss the work and be able to ask about any difficulties you have experienced. In order to get the best

out of a tutorial, it is important that you are well prepared and also that you see the tutorial as an opportunity to get resolved all the problems that you have encountered that week – to that end you may well want to make a list during the week of queries to be raised in the tutorial. A tutorial is, after all, a hour with an expert in that area. Your tutor is unlikely to give up the answer to your question immediately and may respond with hints or questions of his/her own to that end – but this is all towards improving your understanding of the material and showing you how you might have made further progress with the problem yourself.

The exception to the above is the Part A long option on Simulation and Statistical Programming: the workload of this option is equivalent to that of other long options, though the teaching is an integrated programme of lectures, practical sessions and problems classes.

### **3.4 Classes**

Each 16-hour lecture unit in Parts B and C is supported by classes run under the Intercollegiate Class Scheme. Students generally attend four  $1\frac{1}{2}$ -hour classes (or the equivalent) for each Part B or C unit.

Each class will usually consist of between five and twelve students from a number of different colleges and is run by a class tutor and a teaching assistant. The course lecturer provides suitable problem sheets, and also provides specimen solutions for the class tutors and teaching assistants. Students hand in their solutions in advance and these are marked by the teaching assistants; at each class, some of the problems are discussed in detail, and there is an opportunity to ask the class tutor and teaching assistant about any particular difficulties. The class tutors report to colleges through the intercollegiate class database on your performance throughout the term. If you are ill and unable to attend the class please inform the Class Tutor in advance of the class.

Consultation sessions to help with revision are run during Trinity term.

### **3.5 Practicals**

For some of the units there is a component of compulsory practical work, e.g. Computational Mathematics in the first year, Applied Statistics in the third year. Arrangements will be explained by the course lecturer; your college tutor will also advise. Those who run the practical sessions will also give advice on how the work is to be written-up.

### **3.6 Project**

There are many things to be gained from doing a statistics project, which is why all fourth year students must do a statistics project and write a dissertation on it. In terms of your statistical education, a project is an opportunity to do a substantial and sustained piece of statistical work (and, for example, to develop further the skills learned in doing the third year applied statistics practical work). In addition, the general skills of organising material and explaining it are important to learn, and we also recognise that some students might show their abilities better in doing a project than on an examination paper.

## 4 Assessment and Examinations

### 4.1 College examinations

The tutorial, as well as a medium of instruction, is a personally tailored form of continuous, formative assessment, and both you and your tutor should have a good idea of how your studies are progressing. College tutors will also organise college examinations, called *collections*, usually at the start of term. These are not to be confused with the University's *public* examinations which count towards you for your degree classification(s); rather they are an opportunity to check on how you are progressing academically and provide you with feedback to allow you to identify misunderstandings you may have with the material and improve your examination technique.

### 4.2 University examinations

You will sit examinations each year in Trinity term, called *public examinations*. The regulations governing these are set out in the University Examination Regulations (see Section 1.2) and guidance for students is given in the Examination Conventions which are published online at

<https://www.maths.ox.ac.uk/members/students/undergraduate-courses/examinations-assessments/examination-conventions>

for Prelims and at

[http://www.stats.ox.ac.uk/current\\_students/bammath/examinations](http://www.stats.ox.ac.uk/current_students/bammath/examinations)

for Parts A, B and C.

The definitive version of the conventions is made available online each October. Modifications must be published to prospective candidates not less than one whole term before the examination takes place. 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 you award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length work.

For each examination (Prelims, Part A, Part B and Part C) the departments nominate a board of examiners, which is made up of internal examiners and, for the second public examinations, external examiners (academics from another university). Assessors may also be appointed to assist the examiners. Formally, the examiners are independent of the departments and of those who lecture courses. However, for written papers in mathematics and statistics, the examiners are expected to consult with course lecturers in the process of setting questions. It must be stressed that to preserve the independence of the examiners, students are strictly prohibited from contacting examiners directly about matters relating to the content or marking of papers. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see Section 7.2). The names of all examiners can be found in the relevant Examination Conventions.

General information on University examinations can be found on the Examinations and Assessment section of the University website <http://www.ox.ac.uk/students/exams/>.

### 4.3 Preparation, entering for University exams, exam timetables

Your tutors will advise you about revision and practice. As well as any consolidation work done after the end of term, it is usual to spend much of Trinity term revising work for the coming examinations. The departments hold examination forums to provide advice on revision techniques and give further details about the format of the examinations.

In subjects which were taught in previous years, past examination papers are another good guide to the typical format and content of examination question. Past papers can be accessed online at <https://weblearn.ox.ac.uk/portal/hierarchy/oxam>. However, please note that previous papers may have been set on different syllabi and you will need to be guided to relevant questions by your tutors. Students will find past papers most valuable when used in conjunction with corresponding examiners' reports which are posted online at <http://www.maths.ox.ac.uk/members/students/undergraduate-courses/examinations-assessments/examiners-reports> and [http://www.stats.ox.ac.uk/current\\_students/bammath/examinations/examiners\\_reports](http://www.stats.ox.ac.uk/current_students/bammath/examinations/examiners_reports). Examiners' reports will include generic feedback on the cohort performance and may highlight common difficulties or mistakes made in the examinations.

The departments also runs consultation sessions for Part B and C students each Trinity term to help with revision. Details of sessions will be made available each Trinity term. Further advice on preparing for examinations and requesting alternative arrangements can be found on the University's website at <http://www.ox.ac.uk/students/academic/exams>.

The Mathematics handbook (see 1.1) contains some advice about revision and exam technique, as well as information about entering for examinations and examination timetables.

### 4.4 Procedure for written examinations

Before the examinations you will receive at least one *Notice to candidates* from the examiners to give you the details of the examination procedure. These notices are also published online:

<http://www.maths.ox.ac.uk/members/students/undergraduate-courses/examinations-assessments/examination-conventions>

[http://www.stats.ox.ac.uk/current\\_students/bammath/examinations](http://www.stats.ox.ac.uk/current_students/bammath/examinations)

No books or tables may be taken into the examination room. Calculators are not normally permitted and you should follow instructions in notices sent to you by the Chairman of Examiners regarding calculators.

Information on (a) the standards of conduct expected in examinations and (b) what to do if you would like examiners to be aware of any factors that may have affected your performance before or during an examination (such as illness, accident or bereavement) are available on the Oxford Students website <http://www.ox.ac.uk/students/academic/exams/guidance>

### 4.5 Marking of examinations

Details of how mathematics and statistics examinations are marked, including qualitative class descriptors, can be found in the Examination Conventions (see 4.2).

## 4.6 Examination results

You will be able to access your results via the Student Self Service (<https://evision.ox.ac.uk>). The Academic and Assessment Results page within Student Self Service gives details of all your assessment results (examination papers and/or submissions) and the overall result for the year (if applicable).

## 4.7 First Public Examination

At the end of the third term of the first year you will sit the Preliminary Examination in Mathematics, which you need to pass in order to proceed to Part A. The Mathematics handbook (see 1.1) gives full details.

## 4.8 Second Public Examination

For information on the Part A, B and C examinations please see the examination conventions.

## 4.9 Prizes

The following prizes are available for undergraduate students. These are awarded by the Examiners, no application is necessary. A list of previous winners is available online: [http://www.stats.ox.ac.uk/current\\_students/bammath/examinations/undergraduate\\_prizes](http://www.stats.ox.ac.uk/current_students/bammath/examinations/undergraduate_prizes)

Mathematics and Statistics candidates are eligible for the prizes for the Preliminary Examination in Mathematics, and for the Mathematics Gibbs Prizes in Parts A and B. In addition, the separate prizes for Mathematics and Statistics are:

Part A	Department of Statistics Prize
Part B	Department of Statistics Prize
Part C overall	Gibbs Prize
Part C dissertation	Department of Statistics Prize
RSS Prize (Part C)	One year's RSS membership

## 4.10 Avoiding plagiarism

The following information applies to all aspects of assessment during the course.

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.

See <http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism>

### Subject specific advice

It is worth highlighting three places where plagiarism could occur and where you should be particularly careful to avoid it:

- in Part B assessed practical assignments
- in Part C dissertations
- in Part C mini-projects.

As some issues about practicals are different from some issues about dissertations, and as these are in the 3rd and 4th years of the course, you will be issued with more detailed guidance about practicals and dissertations separately. But some important general points are relevant to mention here:

- The practical work or dissertation or mini-project that you hand in must be your own.
- Do not copy any other person's practical report (and do not allow your own work to be copied). Although you may discuss the practicals with other students during practical classes for example, the report you hand in must be all your own work.
- You will need to sign a statement confirming that the work you have handed in is all your own.
- You must not copy chunks of text from lecture notes, books, websites, etc, unless unless you clearly acknowledge and adequately reference what you have used. For example in a practical you need to give your own explanation of what you have found, not somebody else's.
- Throughout a dissertation, you must make sure that other people's work is adequately referenced.

## 5 Study Skills and Resources

Please read Section 6 of the Mathematics handbook (see 1.1) which gives guidance and advice about study skills and resources to all mathematics students, including those studying Mathematics and Statistics.

Additional information relevant to Mathematics and Statistics students:

**Disability Related Study Support.** Specialised advice and assistance is available from the Disability Advisory Service: <https://www.ox.ac.uk/students/welfare/disability> If you experience difficulties with your course because of a disability then you should discuss this with your college tutors. Please also see the disability statements of the Mathematical Institute (in the Mathematics handbook) and of the Department of Statistics (Appendix C).

**Department of Statistics.** The department contains two lecture rooms (one large, one small), a large IT teaching lab, and several smaller seminar/meeting rooms. The large social area on the ground floor includes a kitchen and lots of tables, chairs and sofas.

**Careers.** In addition to the careers information in the Mathematics handbook, it is worth mentioning here that representatives from the Careers Service (<http://www.careers.ox.ac.uk/>) regularly give short presentations at some departmental induction sessions at the start of the academic year.



## 6 Student representation, evaluation and feedback

### 6.1 Feedback

There is plenty of opportunity, both formal and informal, for you to comment on the course. The informal ways are through the members of the Faculty who teach you in classes, lectures and tutorials, and also through your personal tutors in college. Feedback is formally sought through surveys conducted by the Mathematical Institute, Department of Statistics and the University, and also the National Student Survey. All input from undergraduates about the course content, structure and facilities generally is welcomed by the department and taken seriously.

Written questionnaires are handed out by each lecturer, who will give time during a lecture for their completion. A similar monitoring of the intercollegiate classes takes place termly. The questionnaires can also be completed online at <http://www.maths.ox.ac.uk/members/students/undergraduate-courses/undergraduate-representation/forms-and-questionnaires>.

Once the termly questionnaire results are processed, each course lecturer receives the comments and statistical analysis from their own course and in addition consolidated information is made available to relevant committees for discussion, and where necessary, action. One of the key committees to consider this information is the Joint Consultative Committee for Undergraduates (JCCU). The statistical feedback from the questionnaires is sent to a designated undergraduate member of the Mathematics Undergraduate Representation Committee for consideration by MURC and a report brought to JCCU. Any action taken as a result of questionnaire comments is made known to your MURC representatives through JCCU.

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

Final year undergraduate students are surveyed instead through the National Student Survey. Results from previous NSS can be found at <http://www.unistats.com/>.

The results of both these surveys are discussed by the Teaching Committee and appropriate action agreed as necessary.

Most colleges have procedures in place for consultation, monitoring, and feedback. Your subject or personal tutors will be able to advise you on this.

### 6.2 Student representation

All of the following are described in detail in the Mathematics handbook, please see Section 7 of that handbook.

- The Mathematics Undergraduate Representative Committee (known as ‘MURC’) is a student body representing the interests of mathematics and joint school students. MURC has a designated Mathematics and Statistics rep.
- The Joint Consultative Committee with Undergraduates (JCCU) meets regularly once a term and discusses any matters that the MURC representatives wish to raise;

in addition, it considers matters relating to the synopses and proposed changes of syllabus, and as mentioned above the statistical feedback from questionnaires. The membership consists of members of MURC appointed by MURC and representatives of the departments of Mathematics and of Statistics.

- The MPLS Division runs a divisional Undergraduate Joint Consultative Forum (UJCF) which is chaired by the senior MPLS academic who is responsible for that area across the division. An undergraduate representative from each department within the MPLS Division attends the forum. In addition, an undergraduate representative attends the meetings of the Divisional Board and the MPLS Academic Committee.
- Undergraduate representation at University (as opposed to subject or college) level is coordinated through the Oxford University Student Union (OUSU). Student representatives sitting on the Divisional Board are selected through a process organised by OUSU. Details can be found on the OUSU website along with information about student representation at the University level.

## 7 Student life and support

### 7.1 Who to contact for help

It is not unusual for students to experience a difficulty of one kind or another. There are a number of people that are ready and willing to help you. Often the best advice is to go and talk to your College Tutor in the first instance.

Every college has their own systems 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 are available more widely in the University are available from the Oxford Students website (<http://www.ox.ac.uk/students/welfare>), including in relation to mental and physical health and disability.

### 7.2 Complaints and appeals

In the rare case of a student wishing to make an appeal against an examination result, the appeal is made on their behalf by their college to the Proctors. Students should also be aware that they have the right to take certain other matters directly to the Proctors.

See Appendix B for the formal procedure for complaints and appeals within the Department of Statistics, and see the Mathematics handbook for the corresponding information for the Mathematical Institute.

### 7.3 Student societies

There are over 200 clubs and societies covering a wide range of interests which you can join or attend, see <http://www.ox.ac.uk/students/life/clubs/list>. See also the Mathematics handbook for details of two mathematics societies, the *Invariants Society* and the *Mirzakhani Society*.

## 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 <http://www.ox.ac.uk/students/academic/regulations/a-z>.

## 8 Facilities

### 8.1 Social spaces and facilities

The Department of Statistics has a large social space on the ground floor with a kitchen area. For information about the Mathematical Institute, see the Mathematics handbook.

### 8.2 Libraries

The main source of borrowed books is your college library. College libraries generally purchase the books which appear in the reading lists for every Prelims, Part A and Part B course, and many Part C courses. In practice, college libraries also provide a good selection of the books listed as ‘further reading’, and, indeed, a wider selection of background and alternative reading, some of which have gone out of print.

Many college libraries have a number of copies of key books and are usually responsive to requests for new purchases, but *they need to be asked*. The colleges have various mechanisms for these requests, your college tutor will be able to advise you.

The other source of books to borrow is the Radcliffe Science Library in Parks Road. This library is associated with the Bodleian and as an undergraduate you are entitled to use it.

Mathematics and Statistics students are welcome to use the Statistics departmental library in connection with their Part C project.

### 8.3 IT

All students will be automatically allocated a University email account and may register for further services with IT Services (<http://www.it.ox.ac.uk/>).

See the Mathematics handbook for a description of IT in connection with your mathematics courses.

During your second year you can take a long option on Simulation and Statistical Programming. This will be taught in the Department of Statistics’ IT teaching lab, using departmental computers. There will be similar arrangements for statistics practicals in later years of the course.

Mathematics and Statistics students are welcome to apply for a departmental computer account should they need one in connection with their Part C project.

# Appendices

## A Course aims and intended learning outcomes

The educational aims of the programme are:

- To provide a course of high academic quality in Mathematics and Statistics in a challenging and supportive learning environment that encourages students to reach their full potential, personally and academically.
- To provide students with a broad, balanced knowledge of Mathematics and Statistics and an appreciation of their applications.
- To provide a course that is suitable both for students aiming to pursue research and for students going into other careers, in particular careers requiring numeracy, together with modelling and problem-solving abilities.
- For students taking the 4-year MMath, to provide foundations for graduate study for a research degree at a leading university either in the UK or overseas.

The intended learning outcomes are that students will develop a knowledge and understanding of:

- The core areas of Mathematics and Statistics, the basic ideas of mathematical and statistical modelling, and some of their principal areas of application.
- The correct use of mathematical language and formalism in mathematical thinking and logical processes.
- Some of the processes and pitfalls of mathematical approximation.
- Techniques of manipulation and computer-aided numerical calculation.
- The basic ideas of a variety of areas of specialisation.
- Statistical inference and the application of statistical methods.
- Several specialised areas of Mathematics and Statistics or their applications, the principal results in these areas, how they relate to real-world problems and to problems within Mathematics and Statistics.

## B Complaints and Appeals

### Complaints and academic appeals within the Department of Statistics

The University, the Mathematical, Physical and Life Sciences Division and the Department of Statistics 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.

Nothing in the University's complaints procedure precludes 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). This is often the simplest way to achieve a satisfactory resolution.

Many sources of advice are available within colleges, within 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 with Undergraduates or via student representation on the department's committees.

## Complaints

If your concern or complaint relates to teaching or other provision made by the department, then you should raise it with the Chair of the Teaching Committee (Dr Neil Laws). Within the department the officer concerned 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 University Proctors. The procedures adopted by the Proctors for the consideration of complaints and appeals are described on the Proctors' webpage (<http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints>), the Student Handbook (<http://www.admin.ox.ac.uk/proctors/info/pam>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>).

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

## Academic appeals

An academic appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.

For undergraduate or taught graduate courses, a concern which might lead to an appeal should be raised with your college authorities and the individual responsible for overseeing your work. It must not be raised directly with examiners or assessors. If it is not possible to clear up your concern in this way, you may put your concern in writing and submit it to the Proctors via the Senior Tutor of your college.

As noted above, the procedures adopted by the Proctors in relation to complaints and appeals are described on the Proctors' webpage (<http://www.admin.ox.ac.uk/proctors/complaints/proceduresforhandlingcomplaints>), the Student Handbook (<http://www.admin.ox.ac.uk/proctors/info/pam>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>).

Please remember in connection with all the academic appeals that:

- The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
- The Proctors can consider whether the procedures for reaching an academic decision were properly followed; i.e. whether there was a significant procedural administrative

error; whether there is evidence of bias or inadequate assessment; whether the examiners failed to take into account special factors affecting a candidate's performance.

- On no account should you contact your examiners or assessors directly.

## **C Department of Statistics Disability Statement**

The Department will do everything within its power to make available its teaching and other resources to students and others with disabilities to ensure that they are not at a disadvantage. In some cases, this may require significant adjustments to the building and to teaching methods. Those with disabilities are encouraged to discuss their needs with the Disability Coordinator, Mrs Jan Boylan

[tel: 01865 (2)72870, email [academic.administrator@stats.ox.ac.uk](mailto:academic.administrator@stats.ox.ac.uk)].