



UNIVERSITY OF OXFORD
Department of Statistics

Mathematics and Statistics
Undergraduate Handbook
2008–09

Welcome

Welcome to Oxford and to the Oxford Mathematics and Statistics course. We – the members of the Department of Statistics, and of the Faculty 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.

Neil Laws
Director of Studies

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If you think this handbook could be improved in some way, or if you find there is something misleading in it, please let us know by contacting the Academic Administrator in the Department of Statistics.

1 Sources of information

You will be given a lot of information in your first weeks in Oxford. The aim of what is included here is to add to that, not to repeat it nor replace it.

You will receive a copy of the *Handbook for the Undergraduate Mathematics Courses*. Although that handbook is intended primarily as a guide to the single subject Mathematics course, much of it is directly relevant for the Mathematics and Statistics course, in particular for the first year and general aspects of all the mathematics courses. You are referred to that handbook for the valuable general information it contains, rather than that being included here.

1.1 The Grey Book

The *Examination Decrees and Regulations*, often called ‘The Grey Book’, is the official and authoritative document on University examinations. You should receive a copy of this book through your college at the beginning of your first term. Changes to it are strictly regulated by the University to ensure that you are not disadvantaged by any changes to the syllabus which are made after you start your course.

1.2 Syllabus and synopses

The first year examination is called Honour Moderations, and the first year is usually referred to as ‘Mods’. Note that, for the first four terms – see Section 3 – the Mathematics and Statistics course is identical to the single subject Mathematics course. So the first year examination is *Honour Moderations in Mathematics*, i.e. there is not a different Mods examination for Mathematics and Statistics students.

The second year examination is called Part A, the third year examination is called Part B, and the fourth year examination is called Part C. For Parts A, B and C, there are separate examinations for the Mathematics and Statistics course: however, many examination questions, and indeed some examination papers, are the same as those taken by students on the Mathematics course.

The syllabus and the lecture synopses for Mods are part of the Mathematics handbook, and are available on the Mathematical Institute website at

<http://www.maths.ox.ac.uk/current-students/undergraduates/handbooks-synopses/>

The syllabus and the lecture synopses for Parts A, B and C are part of this handbook, and are available on the Department of Statistics website at

http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks

The synopses of the lecture courses extend the official syllabus by giving more detail about the contents of each course, rather than just listing the topics to be covered. They also include details of recommended reading.

1.3 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 read it regularly you should ensure that you 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 the student's responsibility should they choose to forward email to a system outside the university.

2 Finding your way around

2.1 The Department of Statistics

The Department of Statistics, at 1 South Parks Road, houses a lecture theatre in which you will attend some lectures in the later years of your course. In fact, members of the Department are housed in both 1 and 2 South Parks Road, and also in the Peter Medawar Building for Pathogen Research, and the Oxford Centre for Gene Function (OCGF), on South Parks Road.

The Department of Statistics has research strengths in a wide range of modern areas of statistical science. It has experienced an exciting period of growth and development in recent years, making it one of the strongest in the UK. The main research interests of the Department fall into the following categories:

- computer-intensive statistics
- complex stochastic systems
- applied probability
- bioinformatics
- mathematical and statistical genetics
- discrete mathematics and operational research.

The Head of Department is Professor Colin McDiarmid, and there are five statutory chairs, currently held by Peter Donnelly (Professor of Statistical Science), Jotun Hein (Professor of Bioinformatics), Steffen Lauritzen (Professor of Statistics), Tom Snijders (Professor of Statistics in the Social Sciences) and Brian Ripley (Professor of Applied Statistics). In the most recent research ratings (the 2001 'RAE') Statistics at Oxford was rated as 5*.

The number of researchers, lecturers and graduate students in the Department has expanded rapidly in recent years. For example, this year there will be about 45 new graduate students in the Department, some on taught Masters courses (studying for MSc's in Applied Statistics or Bioinformatics), others starting research toward a doctorate (a DPhil). At undergraduate level, the four years of Mathematics and Statistics students add to that number.

You can find out more about the Department by visiting the Department's website:

<http://www.stats.ox.ac.uk>

2.2 The Mathematical Institute

The Mathematical Institute, on St Giles', provides a focus for mathematical activity in Oxford. Many of your lectures after your first year will take place in the Institute.

You can find out more about the Institute by visiting the Institute's website:

<http://www.maths.ox.ac.uk>

2.3 The University Museum

The Oxford University Museum of Natural History is on Parks Road. In addition to being a museum, it houses a large lecture theatre in which almost all first year lectures are held.

3 The Mathematics and Statistics course

Probability and Statistics, and related subjects, are available to students on several of the undergraduate mathematics courses. This section describes the contents of the Mathematics and Statistics course: some of the lecture courses below are only available to Mathematics and Statistics students, and

students on other courses are limited as to how many statistical options they can take.

In Part A, the courses on Graph Theory, Simulation and Linear Programming are only available to Mathematics and Statistics students – see Section 3.2.

In Part B, students take the equivalent of four 32-lecture units: a Mathematics and Statistics student takes at least two units in statistical subjects, whereas a Mathematics student can take at most one unit in a statistical subject – see Section 3.4.

In Part C, students take the equivalent of three 32-lecture units: a Mathematics and Statistics student takes at least one and a half units in statistical subjects, whereas a Mathematics student can take at most one unit in a statistical subject – see Section 3.5.

In Parts A, B and C, Mathematics and Statistics students can choose their non-statistical options freely from the range of mathematics options available to Mathematics students.

Note that the formal details of which combination of papers you can offer in the examinations are published by the University in the *Examination Regulations*.

The course has been accredited by the Royal Statistical Society. This means that graduates of the course will be granted the Society's professional status of Graduate Statistician on application. This is a stepping stone on the way to the higher professional status of Chartered Statistician. You can find out more about accreditation by visiting the RSS website:

<http://www.rss.org.uk>

3.1 First year

In the first year, as described in Section 1.2, the Mathematics and Statistics course is identical to the single subject Mathematics course. The Mathematics handbook gives all of the details of the first year, which includes both probability and statistics.

The topics on the syllabus are arranged into four first year examination papers, two on pure mathematics, two on applied mathematics. All students take these four papers at the end of the first year, as well as doing practical work during the year for the computing course Exploring Mathematics with Maple.

3.2 Second year (Part A)

The second year consists of core material (compulsory subjects) on:

- Algebra
- Analysis
- Differential Equations
- Probability
- Statistics

plus options chosen from:

- Graph Theory
- Simulation
- Linear Programming
- Groups in Action
- Introduction to Fields
- Number Theory
- Integration
- Topology
- Multivariable Calculus
- Calculus of Variations
- Classical Mechanics
- Electromagnetism
- Fluid Dynamics and Waves
- Numerical Analysis

The core material is arranged as follows: Algebra, Analysis and Differential Equations are in Michaelmas Term; Probability and Statistics are in Hilary Term. The options are in Hilary, and the first half of Trinity Term.

The options on Graph Theory, Simulation and Linear Programming are of special relevance for Mathematics and Statistics students. These topics are of mathematical interest in their own right and have links with each other and a common link with operational research. If you take these options, approximately half of your second year would be in statistical, or statistically

related, subjects. The other mathematical options above are all of those available to single subject Mathematics students.

3.3 Three or four years?

When you applied you will have been advised to assume that you are taking the four year course, and to inform your LEA accordingly. This precaution should be taken for funding reasons. At the beginning of your third year you should decide, taking into account the advice of your college tutors, whether you should choose the three or four year course. You will be asked to register this choice.

In making your choice you will have to consider the information about the two courses in this Handbook, and also your preferred career. You may also like to get the views of those in your college on their experience of the courses. The options in the fourth year contain more advanced material and your performance in tutorials, classes and examinations in earlier years will need to be taken into account.

We appreciate that students may change their plans and we allow some flexibility in changing between the three- and four-year programmes. Your College Tutor will be able to advise you further.

You should register your intention to take either the three-year course or the four-year course during your third year. You are advised to discuss the right course of action for you with your College Tutor, who will also advise you how to register. Any student whose performance in the second and third year examination together falls below Lower Second Class Honours standard will not be permitted to proceed to the fourth year. (This comes into effect for students starting Part C in October 2009 onwards.)

3.4 Third year (Part B)

In the third year you will be expected to take the equivalent of four 32-lecture units. The available units, and half units, will be designated as either H-level (aimed primarily at third year students) or M-level (aimed at fourth year or MSc students). You can take up to one unit at M-level in Part B (though there is no requirement to take anything at M-level in Part B).

All Mathematics and Statistics students must take the unit on Applied Statistics, which will include computer practicals. You must also take one full unit (and may take more) from the units and half-units offered on (i) Statistical Inference, (ii) Stochastic Modelling. There are further statistically-

related units, for example on Actuarial Science and Mathematical Finance. The current edition of the *Examination Regulations* contains the formal details of which combinations of units you may take in Part B. These details are also summarised in the syllabus and synopses document for Part B, which gives details of all of the units available in Part B.

3.5 Fourth year (Part C)

A fourth year student will be expected to take the equivalent of three M-level 32-lecture units. One of these three units must be a statistics project, where statistics is understood in the broad sense including probability and operations research. All Mathematics and Statistics students must take a further half unit from the Statistics menu which currently includes Statistical Data Mining, Bioinformatics and Computational Biology, Stochastic Models in Mathematical Genetics, Lévy Processes and Finance, and Probabilistic Combinatorics.

3.6 Changing course

Normally your college will have admitted you to study a specific course. Therefore you would need college permission to change to another course. The structure of the Mathematics and Statistics course, particularly having the first four terms in common with Mathematics, means that changing to or from Mathematics and Statistics is feasible until at least Christmas in your second year. Again, your College Tutor will be able to give you advice.

4 Learning and teaching

4.1 Tutorials and classes

As for the other mathematics courses, there are lectures each term, supported by problem sheets, plus tutorials organised by your college, and, in the later years of the course, intercollegiate classes.

How your tutorials are organised will vary from college to college and subject to subject. For example you might have two (one-hour) tutorials each week, with between one and three other students. Most colleges also run classes, especially to help with examination revision. College Tutors will explain their own arrangements.

Instead of having tutorials, lecture courses in Part B are supported by intercollegiate problems classes. Each 16-lecture Statistics course is supported

by six 1-hour problems classes, whereas in Mathematics each such course is supported by four $1\frac{1}{2}$ -hour classes. There are similar arrangements for the 8-lecture Part A courses on Graph Theory, Simulation and Linear Programming: these are each supported by three 1-hour classes. In Part C, each 16-lecture course is supported by seven 1-hour classes.

4.2 Practicals

In statistics, there will be practical classes associated with the third year unit on Applied Statistics, and also with the fourth year half unit on Statistical Data Mining. In addition to the theoretical work which you will do in statistics, we are keen as a Department that you acquire practical experience. The Applied Statistics unit is compulsory because we think it is essential that all students have experience of the application of statistical methods to the analysis of data.

For some other units there is also a component of compulsory practical work, for example for the first year Maple computing course.

4.3 Project

We also think 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. Firstly, in terms of your statistical education, we think a project is an excellent 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 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 a three hour examination paper.

4.4 Plagiarism

In the context of submitting assessed work (e.g. Maple projects, statistics practical assignments) and writing a dissertation, plagiarism is something that you must avoid.

The University definition of what constitutes plagiarism is as below. See Appendix D for a fuller extract from the University's webpages on plagiarism which are at

<http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml>

“Plagiarism is the copying or paraphrasing of other people’s work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) in a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.”

4.5 Examinations

It is by passing the University’s ‘public’ examinations that you qualify for your degree.

The first public examination, called Honour Moderations (or ‘Mods’), is at the end of the first year. As described in Section 1.2, all Mathematics and Statistics students take *Honour Moderations in Mathematics*. The marking conventions for Mods are given in the Mathematics handbook. You have to pass Mods, or a later re-sit examination called Prelims, to enter the second year of the course.

The second public examination is the Final Honour School (or ‘Finals’). In contrast to Mods, there is a separate Final Honour School for Mathematics and Statistics students (i.e. it is different to that for single subject Mathematics). If you take the three year BA course, you will take Part A of the examination at the end of your second year and Part B at the end of your third year. If you take the MMath course, the second and third year will be similar to the BA, and you will also take Part C at the end of your fourth year. The formal details of which combination of papers you can offer in the examinations are published by the University in the *Examination Regulations*.

4.6 Feedback

There is plenty of opportunity, formal and informal, for you to comment on the course. Both the formal and informal ways you can do this are described in detail in the Mathematics handbook, and indeed the questionnaires used for mathematical and statistical courses are the same. One of the key committees which considers the information from questionnaires is the

Joint Consultative Committee with Undergraduates, which deals with matters over the whole range of Mathematics, Computer Science and Statistics courses, and the action taken as a result of questionnaire comments is made known to your representatives through this channel.

4.7 Student representation

As described in the Mathematics handbook, the Mathematics Undergraduate Representative Committee (known as ‘MURC’) is a student body representing the interests of mathematics, computer science and statistics students. In particular, MURC sends student representatives to the termly meetings of the Faculty of Statistics where matters about the course are discussed. There is a student representative on the Mathematics Teaching Committee and it is planned that we also have a student representative on the Statistics Academic Committee in 2008-09.

5 If you need help

It is not unusual for students to experience a difficulty of one kind or another. There are a number of ways to handle such situations.

Establish good work habits. You are recommended to read Charles Batty’s notes *How do Undergraduates do Mathematics?* and Tom Körner’s advice on *How to listen to a Maths lecture*. Both are available on the web.

<http://www.maths.ox.ac.uk/files/study-guide/index.shtml>

<http://www.dpmms.cam.ac.uk/~twk>

Go and talk to somebody. 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.

Colleges have the lead responsibility for student welfare and can provide details of arrangements made to support their students. The University, in addition, provides for all students who require such support:

- a counselling service,
- childcare advice,
- disability assessment and advice, and
- a harassment advisory service.

Further details of these are included in the Proctors’ and Assessor’s handbook *Essential Information for Students*, which is updated annually.

6 Contact points

You could, of course, contact any member of the Statistics Department for information about the course. The following is a list of more official points of contact.

6.1 Department of Statistics

Director of Studies

Dr Neil Laws `laws@stats.ox.ac.uk`

Head of Department

Professor Colin McDiarmid `cmcd@stats.ox.ac.uk`

Academic Administrator

Mrs Jan Boylan `boylan@stats.ox.ac.uk`

6.2 Faculty of Statistics

Chairman

Professor Gesine Reinert `reinert@stats.ox.ac.uk`

6.3 Mathematical Institute

Director of Undergraduate Studies

Dr Audrey Curnock `curnock@maths.ox.ac.uk`

Academic Administrator

Ms Charlotte Rigdon `rigdon@maths.ox.ac.uk`

6.4 MURC

Website

<http://www.maths.ox.ac.uk/~murc>

Appendices

A Syllabus and Synopses

A.1 Moderations

The syllabus and synopses for Moderations are part of the Mathematics handbook, and are also available at:

<http://www.maths.ox.ac.uk/current-students/undergraduates/handbooks-synopses/>

A.2 Part A

The syllabus and synopses for Mathematics and Statistics Part A are part of this handbook, as a supplementary document, and are also available at:

http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks

A.3 Part B

The syllabus and synopses for Mathematics and Statistics Part B are part of this handbook, as a supplementary document, and are also available at:

http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks

A.4 Part C

The syllabus and synopses for Mathematics and Statistics Part C are part of this handbook, as a supplementary document, and are also available at:

http://www.stats.ox.ac.uk/current_students/bammath/course_handbooks

B Examination Regulations

You should receive a copy of the *Examination Decrees and Regulations*, the ‘Grey Book’, through your college at the beginning of your first term. You should always check with a current copy of the regulations, which can be consulted in University and College libraries.

C Examination Conventions

C.1 Moderations

Mathematics and Statistics students take *Honour Moderations in Mathematics* and the examination conventions for that examination are given in the Mathematics handbook.

C.2 Finals

For those taking the BA in Mathematics and Statistics, ‘Finals’ examinations consist of Part A (second year examinations) and Part B (third year examinations). For those taking the MMath in Mathematics and Statistics, ‘Finals’ consists of Part A, Part B, and Part C (fourth year examinations).

Some examination conventions are given in the syllabus and synopses documents for Parts A, B and C. You will also receive advice from the Examiners before each part of your Finals examination, giving more information.

D Plagiarism

Cases of apparently deliberate plagiarism are taken extremely seriously, and where examiners suspect that this has occurred, they bring the matter to the attention of the Proctors. Your attention is drawn to the *Proctors' and Assessor's Memorandum*, Section 9.5, 'Conduct in Examinations', and in particular to sections 4 and 5 and the concluding paragraph of the section:

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

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

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

The remainder of this section is taken from

<http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml>

Please see that webpage for further information.

What is plagiarism?

Plagiarism is the copying or paraphrasing of other people's work or ideas into your own work without full acknowledgement. All published and unpublished material, whether in manuscript, printed or electronic form, is covered under this definition.

Collusion is another form of plagiarism involving the unauthorised collaboration of students (or others) in a piece of work.

Cases of suspected plagiarism in assessed work are investigated under the disciplinary regulations concerning conduct in examinations. Intentional or reckless plagiarism may incur severe penalties, including failure of your degree or expulsion from the university.

Why does plagiarism matter?

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

What forms can plagiarism take?

- Verbatim quotation of other people's intellectual work without clear acknowledgement. Quotations must always be identified as such by the use of either quotation marks or indentation, with adequate citation. It must always be apparent to the reader which parts are your own independent work and where you have drawn on someone else's ideas and language.
- Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism because you are deriving your words and ideas from their work without giving due acknowledgement. Even if you include a reference to the original author in your own text you are still creating a misleading impression that the paraphrased wording is entirely your own. It is better to write a brief summary of the author's overall argument in your own words than to paraphrase particular sections of his or her writing. This will ensure you have a genuine grasp of the argument and will avoid the difficulty of paraphrasing without plagiarising. You must also properly attribute all material you derive from lectures.
- Cutting and pasting from the Internet. Information derived from the Internet must be adequately referenced and included in the bibliography. It is important to evaluate carefully all material found on the

Internet, as it is less likely to have been through the same process of scholarly peer review as published sources.

- Collusion. This can involve unauthorised collaboration between students, failure to attribute assistance received, or failure to follow precisely regulations on group work projects. It is your responsibility to ensure that you are entirely clear about the extent of collaboration permitted, and which parts of the work must be your own.
- Inaccurate citation. It is important to cite correctly, according to the conventions of your discipline. Additionally, you should not include anything in a footnote or bibliography that you have not actually consulted. If you cannot gain access to a primary source you must make it clear in your citation that your knowledge of the work has been derived from a secondary text (e.g. Bradshaw, D. *Title of Book*, discussed in Wilson, E., *Title of Book* (London, 2004), p. 189).
- Failure to acknowledge. You must clearly acknowledge all assistance which has contributed to the production of your work, such as advice from fellow students, laboratory technicians, and other external sources. This need not apply to the assistance provided by your tutor or supervisor, nor to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.
- Professional agencies. You should neither make use of professional agencies in the production of your work nor submit material which has been written for you. It is vital to your intellectual training and development that you should undertake the research process unaided.
- Autoplagiarism. You must not submit work for assessment which you have already submitted (partially or in full) to fulfil the requirements of another degree course or examination.

Not just printed text!

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

E Complaints and Academic Appeals within the Department of Statistics

1. 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 programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.
2. However, all those concerned believe that it is important for students to be clear about how to raise a concern or make a complaint, and how to appeal against the outcome of assessment. The following guidance attempts to provide such information.
3. Nothing in this guidance 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.
4. Many sources of advice are available within colleges, within departments and from bodies like Oxford University Students' Union 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.
5. General areas of concern about provision affecting students as a whole should, of course, continue to be raised through the Graduate Liaison Committee, the Mathematics Undergraduate Representative Committee or via student representation on the department's committees.

Complaints

- 6.1 If your concern or complaint relates to teaching or other provision made by the Department, then you should raise it with the Director of Graduate Studies (Dr Peter Clifford) for graduate students, or the Chair of the Academic Committee (Dr Neil Laws) for undergraduate students. Within the department the officer concerned will attempt to resolve your concern/complaint informally.
- 6.2 If you are dissatisfied after your complaint has been dealt with locally, then you may take your concern further by making a written complaint to the University Proctors (<http://www.admin.ox.ac.uk/proctors/complaints.shtml>). You can take confidential advice from the Clerk to the Proctors before submitting your written complaint.

A complaint may cover aspects of teaching and learning (eg teaching facilities or supervision arrangements), or non-academic issues (eg support services, library services, university accommodation or university clubs and societies). A complaint to the Proctors should be made only if attempts at informal resolution have been unsuccessful. The procedures adopted by the Proctors for the consideration of complaints and appeals are described in the Proctors and Assessor's Memorandum (<http://www.admin.ox.ac.uk/proctors/info/pam/section13.shtml>) and the relevant Council regulations (<http://www.admin.ox.ac.uk/statutes/regulations/247-062.shtml>).

7. If your concern or complaint relates to teaching or other provision made by your college, then you should raise it either with your tutor or with the Senior Tutor or 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. Proctors cannot intervene in internal college matters.

Academic appeals

8. An appeal is defined as a formal questioning of a decision on an academic matter made by the responsible academic body.
9. For undergraduate or taught graduate courses, a query or 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 on the web (<http://www.admin.ox.ac.uk/proctors/complaints.shtml>). Appeals must be submitted to the Proctors as soon as possible and not later than three months after the notification of the results of the examination concerned. (The time-limit is necessary because after three months relevant records may cease to be available.)

10. For the examination of research degrees, or in relation to transfer or confirmation of status, your concern should be raised initially with the Director of Graduate Studies. Where a concern is not satisfactorily settled by that means, then you, your supervisor, or your college authority may put your appeal directly to the Proctors at the Proctors' Office, University Offices, Wellington Square, OX1 2JD.

11. Please remember in connection with all the cases in paragraphs 8-10 that:
 - (a) The Proctors are not empowered to challenge the academic judgement of examiners or academic bodies.
 - (b) 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.
 - (c) On no account should you contact your examiners or assessors directly.
12. The Proctors will indicate what further action you can take if you are dissatisfied with the outcome of a complaint or appeal considered by them.
13. A taught-course student who is dissatisfied with the Proctors' decision about a request for a special examination arrangement has a right of appeal to the Council's Educational Policy and Standards Committee (details are available from Senior Tutors).

September 2008