



DEPARTMENT OF  
**STATISTICS**

# MSc and Postgraduate Diploma in Statistical Science

## 2022-2023 Student Handbook

This handbook applies to students starting the MSc or Postgraduate Diploma in Statistical Science in Michaelmas Term 2022. The information in this handbook will be different for students starting in other years.

The Examination Regulations relating to this course are available on the University of Oxford Examination Regulations webpage. 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 of the Department of Statistics on [academic.administrator@stats.ox.ac.uk](mailto:academic.administrator@stats.ox.ac.uk).

The information in this handbook is accurate as at October 2022, however, it may be necessary for changes to be made in certain circumstances. Find more information on the graduate course changes webpage. 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. Introduction

## 1.1 Welcome and introduction

*We welcome you to the Department of Statistics and our MSc programme in Statistical Science. The programme is demanding, but we are here to help and want to see you succeed. All the best for your academic year 2022-2023.*

*Professor Christl Donnelly, Head of Department*

This handbook is designed to help you understand the course structure for the MSc and PG Diploma in Statistical Science, including assessment, information on supervision, key contacts, facilities, and where you can go if you need support.

### Other key sources of information

- Timetables, announcements, student handbook, course materials and other course documents are found on [Canvas](#) using the Single Sign On login.
- [Examination regulations](#)
- Examination conventions will also be found on [Canvas](#).
- General University information and for students and access to Student Self-Service can be found via the [University's Student website](#).
- College handbooks are available on the websites of each college.

## 1.2 Course Contacts

Professor George Deligiannidis is the MSc Course Director and makes the day-to-day arrangements for the course. There is also a formally constituted departmental Teaching Committee, which oversees the programme.

|  |                            |  |
|--|----------------------------|--|
| MSc Course Director                              | Prof. George Deligiannidis | <a href="mailto:deligian@stats.ox.ac.uk">deligian@stats.ox.ac.uk</a>                             |
| Acting MSc Course Director                       | Prof. François Caron (HT)  | <a href="mailto:caron@stats.ox.ac.uk">caron@stats.ox.ac.uk</a>                                   |
| MSc Course Administrator                         | Hannah Harrison            | <a href="mailto:hannah.harrison@stats.ox.ac.uk">hannah.harrison@stats.ox.ac.uk</a>               |
| Head of Department                               | Prof. Christl Donnelly     | <a href="mailto:christl.donnelly@stats.ox.ac.uk">christl.donnelly@stats.ox.ac.uk</a>             |
| Director of Studies, Chair of Teaching Committee | Dr Neil Laws               | <a href="mailto:laws@stats.ox.ac.uk">laws@stats.ox.ac.uk</a>                                     |
| Director of Graduate Studies                     | Prof. Julien Berestycki    | <a href="mailto:berestyc@stats.ox.ac.uk">berestyc@stats.ox.ac.uk</a>                             |
| Academic Administrator, Disability Coordinator   | Jonathan Whyman            | <a href="mailto:academic.administrator@stats.ox.ac.uk">academic.administrator@stats.ox.ac.uk</a> |
| Statistics Library                               | Hannah Harrison            | <a href="mailto:lib@stats.ox.ac.uk">lib@stats.ox.ac.uk</a>                                       |
| Statistics Reception                             | Emma Bodger                | <a href="mailto:reception@stats.ox.ac.uk">reception@stats.ox.ac.uk</a>                           |
| IT support                                       |                            | <a href="mailto:ithelp@stats.ox.ac.uk">ithelp@stats.ox.ac.uk</a>                                 |

### 1.3 Your student e-mail

You will be allocated an Oxford e-mail account. Important information will be sent to this account and you are expected to check this account **at least once per working day**.

### 1.4 Term dates and residence requirements

In the first term, teaching begins on Monday 10 October. Teaching is concentrated in three eight-week terms (weeks 1-8).

MICHAELMAS TERM – Sunday 9 October to Saturday 3 December 2022

For Michaelmas Term, you should be in Oxford for week 0 (2-8 October) for induction sessions and in week 9 (4-10 December) as there will be a submission deadline on Wednesday in week 9.

HILARY TERM – Sunday 15 January 2023 to Saturday 11 March 2023

For Hilary term, you should be in Oxford for week 0 (10-14 January) as there will be a compulsory test called a Collection and for weeks 9 and 10 (13-26 March) as there will be a submission deadline on Wednesday week 10.

TRINITY TERM – Sunday 23 April to Saturday 17 June 2023

**After the end of Trinity Term, MSc students should remain in Oxford throughout the summer to continue work on their dissertation project, although a holiday may be taken during this period.**

There are minimum residence requirements for the degree. Students must have lived in college-approved accommodation within the University for at least six-weeks for three terms and having paid the appropriate fees. If you are unable to keep the required number of weeks because of illness or other reasonable cause, the University Proctors may excuse you from part of the statutory residence. Students living out of college must reside within 25 miles of Carfax Tower in the centre of Oxford.

Dispensation from the residence limits will only be granted by the Proctors in exceptional circumstances. Applications need to be made through your College Office. If you live outside the residence limits without permission, you will not fulfil the statutory requirements and may not be allowed to enter for examinations.

### 1.5 Assessment Dates

- Practical 0 (marked with feedback) – submission date: 12 noon, Wednesday 9 November 2022
- Practical 1 (assessed) – submission date: 12 noon, Wednesday 7 December 2022

- Statistical Programming Practical (assessed) – submission date: 12 noon, Wednesday 18 January 2023
- Collection Exam (marked with feedback) – provisional date: 2pm, Thursday 12 January 2023
- Practical 2 (group assessed) – submission date: 12 noon, Wednesday 22 March 2023
- Provisional date for start of exams: Monday 29 May 2023
- Dissertation (assessed, MSc only) – 12 noon, Monday 11 September 2023

The results of the Collection Exam and Practical 0 do not count towards the final degree mark but are to help students and their supervisors assess progress. A pass mark is required in the Statistical Programming assignment but it does not count towards the weighted average degree mark. You are expected to complete the assessments and attend the exam.

## 1.6 Locations

Lectures, classes and practical sessions will be held in our teaching rooms in the lower ground floor of the Department of Statistics, 24-19 St Giles'. Lectures will be recorded, while classes and practical sessions will be in hybrid format but not recorded. It is expected that you will attend all lectures, classes and practical sessions in-person if you can. To find us you can use the University's [searchable map](#).

Mobile phones should be turned off when entering the teaching rooms. Food and drink may not be taken into the lecture rooms or the IT suite.

## 2. Course Information

### 2.1 Overview

The Master of Science by Coursework (MSc) in Statistical Science is a 12-month full-time programme running from October to September. It provides a broad high-level training in applied and computational Statistics, statistical machine learning, and the fundamental principles of statistical inference. Training is delivered through mathematically-demanding lectures and problems classes, hands-on practical sessions in the computing laboratory, report writing and dissertation supervision.

The 9-month Postgraduate (PG) Diploma in Statistical Science programme runs from October to June. It has no dissertation and greater weight is given to the basic parts of the course than in the case of the MSc.

The initial registration for the MSc or PG Diploma may be changed either way up to the last day of Hilary Term, subject to approval by the Director of Graduate Studies.

The MSc in Statistical Science and the PG Diploma in Statistical Science are awards at Frameworks for Higher Education Qualifications (FHEQ) level 7. The University does not assign credit values for the majority of its awards.

### 2.2 Course aims

The aims of the programme are that students:

- learn a range of statistical methods, especially modern, computer-intensive methods;
- are able to choose and adapt appropriate statistical and computational methods when faced with a problem of data analysis;
- are able to implement the analysis on a computer;
- develop the skills to communicate their results clearly and succinctly.

### 2.3 Intended learning outcomes

- Lectures provide information for students to gain a full understanding of the general theory and practice of statistical analysis at an advanced level appropriate for MSc study. Lectures are provided on core topics which cover some of the fundamentals of statistics, statistical theory, a wide range of statistical methods, R programming; core material also covers modern computational aspects of statistics through lectures on a range of further statistical methods and statistical data mining and machine learning.
- Optional topics are provided on further statistical methodology and applications including for example courses in statistical genetics, advanced simulation methods and advanced machine learning.

- Non-examinable skills support lectures are provided on report writing and LaTeX document production.
- Recommended reading is provided for all modules of the course in advance in this student handbook
- Course assignments are provided to further understanding and extend knowledge in modules, together with example classes covering problem solving.
- Practical sessions enable students to undertake practical statistical data analysis that complement lectures. They enable students to learn statistical computing skills using modern statistical software such as R, and to learn to write a report on the statistical analysis of data.
- Working on a dissertation enables MSc students to undertake an in-depth study of a statistical problem involving modelling, computing and data analysis, usually involving a body of real data. It enables students to learn to undertake directed research, report writing and communication of research results.

## 2.4 Course structure

For **MSc students**, the overall assessment structure is based on:

- written examinations on eight courses, which must include SB1, SB2.1 and SB2.2;
- assessed practical work;
- a dissertation.

For **Postgraduate Diploma students** the overall assessment is based on:

- written examinations on eight courses, which must include SB1, SB2.1 and SB2.2;
- assessed practical work.

For both the MSc and the Diploma, candidates can pass, pass with merit, pass with distinction, or fail.

### Examination Papers – Core Courses

- SB1 Applied and Computational Statistics (double unit)
- SB2.1 Foundations of Statistical Inference
- SB2.2 Statistical Machine Learning

### Examination Papers – Optional Courses

- SC1 Stochastic Models in Mathematical Genetics



- SC2 Probability and Statistics for Network Analysis
- SC4 Advanced Topics in Statistical Machine Learning
- SC5 Advanced Simulation Methods
- SC7 Bayes Methods
- SC10 Algorithmic Foundations of Learning

### Assessed Practical Work

There will be a number of assessed, computer-based practical assignments in Michaelmas and Hilary Term. One practical will be assessed by group work in Hilary Term. This includes a practical on Statistical Programming, for which a submission and passing mark is required to pass the MSc/PG Diploma but the mark does not contribute to the weighted average of the MSc.

### Dissertation

MSc students must submit a dissertation of no more than 12,000 words. The dissertation project is mainly carried out over the summer period, from mid-June to dissertation submission date, which is noon on the second Monday in September (11 September 2023).

### Collection

A 'collection' – a test on core subjects studied in Michaelmas Term – will take place in the Department in week 0 of Hilary Term (provisionally 12 January 2023). This does not form part of the final assessment for the course.

### Research-Teaching Nexus

The impact of research on teaching in this department may take many forms: tutors and lecturers include their own data or ideas from research in their teaching; the regular updating of reading lists and curricula to reflect research developments; the development of research skills and research-based approaches to study through participation in the MSc research project; access to research seminars; opportunities to meet with research students and members of the faculty, particularly at the research project stage; experience of preparing research reports for external publication in some cases. In general, you will be encouraged to develop the ability to interpret and critically appraise new data and to critically appraise research literature.

## 2.5 Timetables and lectures

Lecture and class timetables for the MSc/PG Diploma in Statistical Science are available on [Canvas](#) on the main MSc in Statistical Science page at the beginning of each term. Students should discuss with their departmental supervisor which optional lectures to attend. Students are expected to complement the contents of the lecture courses by further independent reading from book suggested by lecturers or supervisors.

## Lecture courses by term

|                         | Michaelmas Term   | Hilary Term   |
|-------------------------|---|---|
| <b>Core courses</b>     | SB1.1 Applied Statistics<br>SB2.1 Foundations of Statistical Inference<br>Statistical Programming   | SB1.2 Computational Statistics<br>SB2.2 Statistical Machine Learning  |
| <b>Optional courses</b> | SC1 Stochastic Models in Mathematical Genetics<br>SC2 Probability and Statistics for Network Analysis<br>SC10 Algorithmic Foundations of Learning | SC4 Advanced Topics in Statistical Machine Learning<br>SC5 Advanced Simulation Methods<br>SC7 Bayes Methods |
| <b>Skills</b>           | Introduction to LaTeX<br>Case Studies in Statistical Science  | Case Studies in Statistical Science   |

## 2.6 Course synopses – Core Courses

### SB1 Applied and Computational Statistics

#### *Aims and Objectives*

The course aims to develop the theory of statistical methods, and also to introduce students to the analysis of data using a statistical package. The main topics are simulation-based inference, practical aspects of linear models, logistic regression and generalised linear models, and computer-intensive methods.

#### SB1.1 Applied Statistics – 13 lectures (MT)

##### *Synopsis*

The normal linear model: use of matrices, least squares and maximum likelihood estimation, normal equations, distribution theory for the normal model, hypothesis tests and confidence intervals.

Practical aspects of linear models and analysis of variance: multiple regression, categorical variables and interactions, blocks and treatments, orthogonality, model selection (including AIC, but not the derivation of AIC), fit criteria, use of residuals, outliers, leverage, model interpretation.

Normal linear mixed models, hierarchical models.

Generalised Linear Models: logistic regression, linear exponential families and generalised linear models, scale parameter, link functions, canonical link. Maximum likelihood fitting. Iteratively reweighted least squares. Asymptotic theory: statement and applications to inference, analysis of deviance, model checking, residuals.

##### *Reading*

A. C. Davison, *Statistical Models*, CUP, 2003.

J.J. Faraway, *Linear Models with R*, Chapman and Hall, 2005.

A. J. Dobson and A.G Barnett, *An Introduction to Generalized Linear Models*, Chapman and Hall, 2008.

J.J. Faraway, *Extending the Linear Model with R: Generalized Linear, Mixed Effects and Nonparametric Regression Models*, Chapman and Hall, 2006.

### *Further Reading*

F. L. Ramsey and D. W. Schafer, *The Statistical Sleuth: A Course in Methods of Data Analysis*, 2nd edition, Duxbury, 2002.

## SB1.2 Computational Statistics – 13 lectures (HT)

### *Synopsis*

Smoothing methods (local polynomials). Nonparametric inference (bandwidth and Generalised Cross Validation).

Multivariate smoothers and Generalised Additive Models.

Inference using simulation methods. Monte-Carlo Tests. Permutation tests. Rank statistics.

Bootstrapping.

Hidden Markov Models: specification. Forward-backward algorithm. Kalman filter.

### *Reading*

J. D. Gibbons, *Nonparametric Statistical Inference*, Marcel Dekker, 1985, pp 1-193, 273- 290.

G.H. Givens and J.A. Hoeting, *Computational Statistics*, 2<sup>nd</sup> edition, Wiley, 2012.

G. James, D. Witten, T. Hastie, R. Tibshirani, *An Introduction to Statistical Learning*, Springer, 2013. This book is freely available online: <http://www-bcf.usc.edu/~gareth/ISL/>

R. H. Randles and D. A. Wolfe, *Introduction to the Theory of Nonparametric Statistics*, Wiley 1979, pp 1-322.

L. Wasserman, *All of Nonparametric Statistics*, Springer, 2005.

L. Wasserman, *All of Statistics*, Springer, 2004.

### *Further Reading*

A.C. Davison and D.V. Hinkley, *Bootstrap Methods and their Application*, CUP, 1997.

C.R. Shalizi, *Advanced Data Analysis from an Elementary Point of View*, <http://www.stat.cmu.edu/~cshalizi/ADAfaEPoV/>.

## SB2.1 Foundations of Statistical Inference – 16 Lectures (MT)

### *Aims and Objectives*

Understanding how data can be interpreted in the context of a statistical model. Working knowledge and understanding of key-elements of model-based statistical inference, including awareness of similarities, relationships and differences between Bayesian and frequentist approaches.

### *Synopsis*

Exponential families: Curved and linear exponential families; canonical parametrization; likelihood equations. Sufficiency: Factorization theorem; sufficiency in exponential families.

Frequentist estimation: unbiasedness; method of moments; the Cramer-Rao information inequality; Rao-Blackwell theorem: Lehmann-Scheffé Theorem and Rao-Blackwellization; Statement of complete sufficiency for Exponential families.

The Bayesian paradigm: likelihood principal; subjective probability; prior to posterior analysis; asymptotic normality; conjugacy; examples from exponential families. Choice of prior distribution: proper and improper priors; Jeffreys' and maximum entropy priors. Hierarchical Bayes models.

Decision theory: risk function; Minimax rules, Bayes rules. Point estimators and admissibility of Bayes rules. The James-Stein estimator, shrinkage estimators and Empirical Bayes. Hypothesis testing as decision problem.

### *Reading*

P. H. Garthwaite, I. T. Jolliffe and Byron Jones, *Statistical Inference*, 2<sup>nd</sup> edition, Oxford University Press, 2002.

G.A. Young and R.L. Smith, *Essentials of Statistical Inference*, Cambridge University Press, 2005.

T. Leonard and J.S.J. Hsu, *Bayesian Methods*, Cambridge University Press, 2005.

### *Further Reading*

D. Barber, *Bayes Reasoning and Machine Learning*, Cambridge University Press, 2012.

D. R. Cox, *Principles of Statistical Inference*, Cambridge University Press, 2006.

H. Liero and S Zwanzig, *Introduction to the Theory of Statistical Inference*, CRC Press, 2012.

## SB2.2 Statistical Machine Learning -16 lectures (Core in HT)

### *Aims and Objectives*

Machine learning studies methods that can automatically detect patterns in data, and then use these patterns to predict future data or other outcomes of interest. It is widely used across many scientific and engineering disciplines.

This course covers statistical fundamentals of machine learning, with a focus on supervised learning and empirical risk minimisation. Both generative and discriminative learning frameworks are discussed and a variety of widely used classification and regression algorithms are overviewed.

### *Synopsis*

Introduction to unsupervised learning. Principle component analysis, dimensionality reduction, singular value decomposition. K-means clustering.

Fundamentals of statistical learning for supervised learning: loss function, risk, Bayes classifier. Plug-in estimators and empirical risk minimisation. Generative and discriminative methods.

Generative classifiers: Linear and quadratic discriminant analysis, naïve Bayes.

Further concepts in statistical machine learning: feature expansion, overfitting and bias-variance trade-off, double descent phenomenon and overparameterisation; cross-validation, performance measures, ROC curves.

Optimisation for machine learning: gradient descent and stochastic gradient descent, early stopping.

Linear classifiers: least-squares, perceptron, logistic regression.

K- nearest neighbours.

Decision trees, bagging, random forests, boosting.

Neural networks and deep learning.

### *Reading*

C. Bishop, *Pattern Recognition and Machine Learning*, Springer, 2007.

T. Hastie, R. Tibshirani, J Friedman, *Elements of Statistical Learning*, Springer, 2009.

K. Murphy, *Machine Learning: a Probabilistic Perspective*, MIT Press, 2012.

### *Further Reading*

B. D. Ripley, *Pattern Recognition and Neural Networks*, Cambridge University Press, 1996.

G. James, D. Witten, T. Hastie, R. Tibshirani, *An Introduction to Statistical Learning*, Springer, 2013.

## Statistical Programming – 16 lectures (MT)

### *Synopsis*

Introduction to statistical computing. Basic use of R. Basic data types.

Functions. Graphics.

I/O. Apply family of functions.

Tidyverse.

Testing, debugging, benchmarking, profiling code.

Parallel computing. Computational complexity.

Literate programming. Reproducible research. Version control.

R packages. Rcpp. Workflow managers.

### *Reading*

Hadley Wickham and Garrett Golemund, *R for Data Science: visualize, model, transform, tidy and import data*, <https://bookdown.org/rdpeng/rprogdatascience/>. (Also available via Oxford Libraries).

## 2.7 Course Synopses – Optional Courses

### SC1 Stochastic Models in Mathematical Genetics – 16 lectures (MT)

#### *Aims and Objectives*

The aim of the lectures is to introduce modern stochastic models in mathematical population genetics and give examples of real-world applications of these models. Stochastic and graph theoretic properties of coalescent and genealogical trees are studied in the first eight lectures. Diffusion processes and extensions to model additional key biological phenomena are studied in the second eight lectures.

#### *Synopsis*

Evolutionary models in Mathematical Genetics: The Wright-Fisher model. The Genealogical Markov chain describing the number ancestors back in time of a collection of DNA sequences.

The Coalescent process describing the stochastic behaviour of the ancestral tree of a collection of DNA sequences. Mutations on ancestral lineages in a coalescent tree. Models with a variable population size.

The frequency spectrum and age of a mutation. Ewens' sampling formula for the probability distribution of the allele configuration of DNA sequences in a sample in the infinitely-many-alleles model. Hoppe's urn model for the infinitely-many-alleles model.

The infinitely-many-sites model of mutations on DNA sequences. Gene trees as perfect phylogenies describing the mutation history of a sample of DNA sequences. Graph theoretic constructions and characterizations of gene trees from DNA sequence variation. Gusfield's construction algorithm of a tree from DNA sequences. Examples of gene trees from data.

Modelling biological forces in Population Genetics: Recombination. The effect of recombination on genealogies. Detecting recombination events under the infinitely-many-sites model. Hudson's algorithm. Haplotype bounds on recombination events. Modelling recombination in the Wright-Fisher model. The coalescent process with

recombination: the ancestral recombination graph. Properties of the ancestral recombination graph.

Introduction to diffusion theory. Tracking mutations forward in time in the Wright-Fisher model. Modelling the frequency of a neutral mutation in the population via a diffusion process limit. The generator of a diffusion process with two allelic types. The probability of fixation of a mutation. Genic selection. Extension of results from neutral to selection case. Behaviour of selected mutations.

### Reading

R. Durrett, *Probability Models for DNA Sequence Evolution*, Springer, 2008.

A. Etheridge, *Some Mathematical Models from Population Genetics. Ecole d'Eté de Probabilités de Saint-Flour XXXIX-2009*, Lecture Notes in Mathematics, 2012.

W. J. Ewens, *Mathematical Population Genetics*, 2<sup>nd</sup> Ed, Springer, 2004.

J. R. Norris, *Markov Chains*, Cambridge University Press, 1999.

M. Slatkin and M. Veuille, *Modern Developments in Theoretical Population Genetics*, Oxford Biology, 2002.

S. Tavaré and O. Zeitouni, *Lectures on Probability Theory and Statistics, Ecole d'Eté de Probabilités de Saint-Flour XXXI - 2001*, Lecture Notes in Mathematics 1837, Springer, 2004.

## SC2 Probability and Statistics for Network Analysis – 16 lectures (MT)

### Aims and Objectives

Many data come in the form of networks, for example friendship data and protein-protein interaction data. As the data usually cannot be modelled using simple independence assumptions, their statistical analysis provides many challenges. The course will introduce the main problems and the main statistical techniques used in this field. The techniques are applicable to a wide range of complex problems. The statistical analysis benefits from insights which stem from probabilistic modelling, and the course will combine both aspects.

### Synopsis

Exploratory analysis of networks. The need for network summaries. Degree distribution, clustering coefficient, shortest path length. Motifs.

Probabilistic models: Bernoulli random graphs, geometric random graphs, preferential attachment models, small world networks, inhomogeneous random graphs, exponential random graphs.

Small subgraphs: Stein's method for normal and Poisson approximation. Branching process approximations, threshold behaviour, shortest path between two vertices.

Statistical analysis of networks: Sampling from networks. Parameter estimation for models. Inferring edges in networks. Network comparison. A brief look at community detection.

## Reading

R. Durrett, *Random Graph Dynamics*, Cambridge University Press, 2007.

E.D Kolaczyk and G. Csádi, *Statistical Analysis of Network Data with R*, Springer, 2014.

M. Newman, *Networks: An Introduction*. Oxford University Press, 2010.

## SC4 Advanced Topics in Statistical Machine Learning – 16 lectures (HT)

### Aims and Objectives

Machine learning is widely used across the sciences, engineering and society to construct methods for identifying interesting patterns and predicting accurately from large data sets.

This course introduces several widely used machine learning techniques and describes their underpinning statistical principles and properties. The course studies both unsupervised and supervised learning and several advanced and state-of-the-art topics are covered in detail. The course will also cover computational considerations of machine learning algorithms and how they can scale to large datasets.

### Synopsis

Empirical risk minimisation. Loss functions. Generalisation. Over- and under-fitting. Regularisation.

Support vector machines.

Kernel methods and reproducing kernel Hilbert spaces. Representer theorem. Representation of probabilities in RKHS.

Deep learning: Neural Networks. Computation graphs. Automatic differentiation. Stochastic gradient descent.

Probabilistic and Bayesian machine learning: Fundamentals of the Bayesian approach.

Variational inference. Latent variable models.

Deep generative models. Variational auto-encoders.

Gaussian processes. Bayesian optimisation.

### Software

Knowledge of Python is not required for this course, but some examples may be done in Python. Students interested in learning Python are referred to the following free University IT online course, which should ideally be taken before the beginning of the course: <https://skills.it.ox.ac.uk/whats-on#/course/LY046>.

## Reading

C. Bishop, *Pattern Recognition and Machine Learning*, Springer, 2007.



K. Murphy, *Machine Learning: A Probabilistic Perspective*, MIT Press, 2012.

### *Further Reading*

T. Hastie, R. Tibshirani, J Friedman, *Elements of Statistical Learning*, Springer, 2009.

Scikit-learn: *Machine Learning in Python*, Pedregosa et al., JMLR 12, pp2835-2830, 2011, <http://scikit-learn.org/stable/tutorial/>.

## SC5 Advanced Simulation Methods – 16 lectures (Option in HT)

### *Aims and Objectives*

The aim of the lectures is to introduce modern simulation methods. This course concentrates on Markov chain Monte Carlo (MCMC) methods and Sequential Monte Carlo (SMC) methods. Examples of applications of these methods to complex inference problems will be given.

### *Synopsis*

Classical methods: inversion, rejection, composition.

Importance sampling.

MCMC methods: elements of discrete-time general state-space Markov chains theory, Metropolis-Hastings algorithm.

Advanced MCMC methods: Gibbs sampling, slice sampling, tempering/annealing, Hamiltonian (or Hybrid) Monte Carlo, Pseudo-marginal MCMC.

Sequential importance sampling.

SMC methods: nonlinear filtering.

### *Reading*

C.P. Robert and G. Casella, *Monte Carlo Statistical Methods*, 2<sup>nd</sup> edition, Springer-Verlag, 2004.

### *Further Reading*

J.S. Liu, *Monte Carlo Strategies in Scientific Computing*, Springer-Verlag, 2001

## SC7 Bayes Methods – 16 lectures (Option in HT)

### *Synopsis*

Theory: Decision-theoretic foundations, Savage axioms, Prior elicitation, exchangeability. Bayesian Non-Parametric (BNP) methods, the Dirichlet process and the Chinese Restaurant Process. Asymptotics, information criteria.

Computational methods: Bayesian inference via MCMC, Estimation of marginal likelihood, Approximate Bayesian Computation and intractable likelihoods, reversible jump MCMC.

Case studies: extended understanding of prior elicitation, BNP methods and asymptotics through a small number of substantial examples. Examples to further illustrate building statistical models, model choice, model averaging and model assessment, and the use of Monte Carlo methods of inference.

### *Reading*

C.P. Robert, *The Bayesian Choice: From Decision-Theoretic Foundations to Computational Implementation*, 2<sup>nd</sup> edition, Springer, 2001.

### *Further Reading*

A. Gelman et. al., *Bayesian Data Analysis*, 3<sup>rd</sup> edition, Boca Raton, Florida: CRC Press, 2014.

P. Hoff, *A First Course in Bayesian Statistical Methods*, Springer, 2010.

Morris H. DeGroot, *Optimal Statistical Decisions*, Wiley Classics Library, 2004.

## SC10 Algorithmic Foundations of Learning – 16 lectures (Option in MT)

### *Aims and Objectives*

This course is meant to provide a rigorous theoretical account of the main ideas underlying machine learning, and to offer a principled framework to understand the algorithmic paradigms being used, along with non-asymptotic methods for the study of random structures in high-dimensional probability, statistics, and optimisation.

### *Synopsis*

Statistical learning frameworks for prediction, estimation and online learning.

Probability:

- Maximal inequalities.
- Rademacher and Gaussian complexities.
- Elements of VC theory.
- Covering and packing numbers.
- Chaining.
- Concentration inequalities.

Statistics:

- Bayes decision rules.
- Empirical risk minimisation. Error decomposition: generalisation, optimisation, and approximation.
- Learning via uniform convergence, margin bounds, and algorithmic stability.
- Regularisation: explicit (constraints and penalisation) and implicit (algorithmic).

- Convex loss surrogates.
- Slow and fast rates.
- Minimax lower bounds and hypothesis testing.

#### Optimisation:

- Elements of convex theory.
- Oracle model. Gradient descent. Mirror descent.
- Stochastic oracle model. Stochastic gradient descent. Stochastic mirror descent. Variance reduction techniques.
- Implicit Bias.
- Online optimisation.

#### Examples

- Linear predictors, including Boosting.
- Non-linear predictors, including Support Vector Machines and Neural Networks.
- High-dimensional estimators for sparse and low-rank problems, including Lasso.
- Online learning, including multi-armed bandit problems, reinforcement learning and algorithms.

#### *Reading*

Shai Shalev-Shwartz and Shai Ben-David. *Understanding Machine Learning: From Theory to Algorithms*. Cambridge University Press, 2014.

Sébastien Bubeck. *Convex Optimization: Algorithms and Complexity*. Foundations and Trends in Machine Learning, 2015.

Ramon van Handel. Probability in High Dimension. Lecture notes available online (<http://www.princeton.edu/~rvan/APC550.pdf>), 2016.

Tor Lattimore and Csaba Szepesvári. *Bandit Algorithms*. Book available online (<https://tor-lattimore.com/downloads/book/book.pdf>), 2019.

Martin J. Wainwright. *High-Dimensional Statistics. A Non-Asymptotic Viewpoint*. Cambridge University Press. 2019.

#### Non-examinable material

There are a number of courses which will not be formally examined:

- Case Studies in Statistical Science
- Introduction to LaTeX
- Dissertation preparation

### Case Studies in Statistical Science

Students will take turns presenting a summary and critique of a piece of published statistical reasoning in weekly case-studies sessions. This will be run in the format of a journal club moderated by a member of faculty. Students will receive feedback on their presentations both in public (through questions and comments of a technical nature) and informally at the end in a short informal 'debrief'. As well as providing an opportunity for students to develop and practice their presenting skills, the presentations will help students revisit some of the material that has been covered in lectures and expose them to current issues in statistical research.

## 3. Teaching and Learning

### 3.1 Organisation of teaching and learning

The courses offered are listed in Section 2.4, and the terms in which these courses are given are in Section 2.5. The syllabus for these courses, together with the number of lectures, assessed and non-assessed practicals, are given in Section 2.6. Most courses have lectures, associated supervised practical sessions and/or problems classes. In addition, students will be expected to undertake reading, and work on practical preparation and problem sheets.

You should do all of the core courses in Michaelmas and Hilary Terms, plus 4 optional courses, spread over the two terms. The core courses are “core” in the sense that you are required to do exams and/or assessed practical assignments on these courses, and the material in the core courses can be assumed known in other courses and for projects. You can attend additional optional courses if you wish. But studying an additional course seriously would be considerable extra work so you should consider this carefully when planning your work (you may want to discuss this point with your supervisor). Most students are expected to do 5 courses in Michaelmas Term and 4 courses in Hilary Term.

Information about practicals, problems classes, supervision, and projects, are given in Sections 3.2-3.5 below.

If you have issues with teaching or supervision, please raise these as soon as possible so that they can be addressed promptly. Details on whom to contact are provided in the section on complaints and appeals.

### 3.2 Practical classes and assessments

Practical classes are held on some Fridays during the term. **The practical classes are compulsory and all students must attend them.** They will take place in LG.02.

Most classes will use R. The practical assessment is made up of the assessment of specific pieces of coursework in Michaelmas and Hilary Terms. The assignments are normally based on exercises done in the practical classes. The submission times of the assessed practicals will be made available on the practical timetable and on the Canvas calendar. For each practical report that you submit, you should include the R code that you used as an appendix to your report. Sample solutions will be provided for each practical, whether assessed or not. Exercise sheets will be made available to the students in advance of each practical session.

There will be one practical assessed by group work in Hilary Term. An individual mock practical is held in week four of Michaelmas Term. You will receive feedback on this mock practical before undertaking any assessed practical. You will also receive feedback on assessed practical in Michaelmas Term, using a form similar to that on the following page. The feedback given should be helpful before you do further assessed practicals later in the year. There will not be feedback on the Hilary Term practical assessment as that is the final practical assessment in the final term

of the course, but instead your overall assessed practical mark will be published (together with your exam marks) following the June/early July examiners meeting.

For the group work assessed practical, students will be allowed to choose their own groups. Because students will form their own groups, in exceptional circumstances smaller groups will be allowed. Each group is expected to submit a group report and each student in the group will receive the same mark for the group report.

The practical reports have a word limit of 2000 words. This word limit is on the main body of the report. Equations, tables, figures, captions, appendices to your report and computer code do not contribute to the word count.

All assessed practicals must be submitted via [Inspira](#). Students will be given instruction on how to do this at the beginning of Michaelmas Term. Students must keep a copy of the practical. Practical will be blind marked and students will be issued with a **practical identification number** to use on their reports instead of names. Students should pay particular attention to the University's policies on plagiarism including collusion [www.ox.ac.uk/students/academic/guidance/skills/plagiarism/](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism/) and will be required to complete a declaration of authorship for each piece of coursework submitted.

Interim marks, given for the assessed practical assignments in Michaelmas and Hilary terms, are provisional and may be subject to further moderation. These interim marks are not numeric. Each piece of work will be given an overall level which will be one of "distinction", "good pass", "pass", "borderline pass/fail", or "fail". The assessed practicals contribute 25% to the overall mark for the MSc and 33.3% for the PG Diploma. Penalties will be imposed for late submission of practical reports without permission of the proctors.

Where permission for late submission has not been granted, the normal penalties based on a submission deadline of Wednesday 12 noon are as follows:

| <b>Lateness</b>                           | <b>Mark penalty</b> |
|---|---------------------|
| Up to 2 hours, i.e. up to Wednesday 14:00 | 1 mark              |
| 2-5 hours, i.e. up to Wednesday 17:00     | 5 marks             |
| 5-24 hours, i.e. up to Thursday 12:00     | 10 marks            |
| 24-48 hours, i.e. up to Friday 12:00      | 15 marks            |
| 48-52 hours, i.e. up to Friday 17:00      | 20 marks            |
| Over 53 hours, i.e. after Friday 17:00    | 25 marks            |

The mark penalty above would be deducted from the practical mark, when the practical mark is expressed out of 25. For example, if a student submits a practical report 4 hours late, and that report in itself is worth 17 marks (out of 25), then the penalty above means that s/he loses 5 marks and so the final mark is 12 (out of 25). The final mark cannot be negative, it is truncated at zero if necessary.

Further information on writing up practicals and the marking guidelines can be found on the course Canvas site.

# MSc/PG Diploma in Statistical Science - Practical Feedback Form

Student practical number:

Practical Title:

[Instructions: tick one box for each of 1-5. The middle box corresponds to satisfactory work, while boxes to the right indicate stronger work and boxes to the left indicate weaker work.]

## 1. Writing style

|                            |                          |                          |                          |                          |                          |                              |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|
| Unclear, difficult to read | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clear, flowing, easy to read |
|----------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------------|

## 2. Statistical Analysis

|               |                          |                          |                          |                          |                          |               |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------|
| Weak, invalid | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Strong, valid |
|---------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------|

## 3 Answering the report question

|                                 |                          |                          |                          |                          |                          |                           |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|
| Aspects of the question ignored | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Question answered in full |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---------------------------|

## 4. Conclusions

|                 |                          |                          |                          |                          |                          |   |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| No observations | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Limitations of current analysis clearly brought out |
|-----------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|

## 5. Figures and tables

|  |                          |                          |                          |                          |                          |  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| No meaning, wrong size, missing labels or captions | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Meaningful, correct size, good labels and captions |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|

## 6. R code

|                                 |                          |                          |                          |                          |                          |                                   |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|
| Missing R code, inconsistencies | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Well presented and correct R code |
|---------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------------|

Overall Assessment:

[This indication is provisional and may be reviewed and amended by the Examiners.]

Individual Feedback:



### 3.3 Problems classes

Most courses, but not all, have problems classes as well as practicals. Problems classes are based around exercise sheets set by the lecturer and provide an opportunity to discuss solutions to some problems and to ask questions. Like non-assessed practical assignments, the exercises on problem sheets are also non-assessed.

### 3.4 Supervision

Each student is allocated a departmental supervisor. Your supervisor will arrange regular meetings with you during the year to discuss your progress. Supervisors will normally be supervising several students and it is usual that supervisors will see their students together as a group. Students must attend scheduled meetings with their supervisor. It is essential to keep these appointments and if, for good reason, you cannot make a meeting then you must let your supervisor know the situation in advance, for example by phone or email.

Supervisors might meet with their students up to four times a term. Each student should see his or her supervisor at the beginning of each term to arrange convenient times. Supervisors may be able to provide general academic advice, but it is important to note that supervisors are not expected to be expert in every subject covered by the MSc. For specific queries about a particular course the main contact point is the lecturer, not the departmental supervisor.

In addition to providing general advice, supervisors may be able to advise students about where to look (within Oxford, or outside) to find an answer to a question. If the question concerns some general aspect about being a student in Oxford then although the supervisor may not be able to answer the question themselves, they may be able to advise if there is somewhere in the University, or in the student's College, that could help.

In the rare event of any dissatisfaction with supervision, a student should contact the Course Director or the Director of Studies to discuss changing supervisor.

### 3.5 The MSc dissertation project

MSc students are required to submit a dissertation of no more than 12,000 words. The dissertation project is mainly carried out over the summer period from June to the dissertation submission date of noon on the second Monday in September.

Dissertations can be carried out on a variety of statistical topics. They are generally supervised by members of the Department. Students are welcome to suggest their own topics and should discuss their ideas with potential supervisors. You can find the research interests of our staff in their personal webpages, which can be accessed through the departmental website [people pages](#).

Students are encouraged to propose their own projects. Students wishing to do this should start getting in touch with prospective supervisors at the beginning of, or

early, in Hilary Term. Sometime during Hilary Term, perhaps about the middle of the term, students wishing to suggest their own project will need to submit the title and a brief statement of the form and scope of their project, together with the name of the person who has agreed to act as their supervisor for the dissertation. Alternatively, the Department also provides a list of possible projects from which students can state their preferences. This list may be available at the end of Hilary Term or early in Trinity Term. Students cannot be guaranteed to be allocated to a particular project on the list, the department will do its best to match student preferences to the projects available. All preferences submitted by the deadline for submission of preferences will be treated equally.

Students will usually be able to maintain contact with the project supervisor during at least part of the summer. The supervisor of the project will usually not be the departmental supervisor.

The dissertation is expected to include evidence that a student is capable of applying statistical research methods to realistic problems. Most dissertations will therefore contain an account of the analysis of some body of real data. Students are expected to find out most things by themselves by independent reading. Students should expect a maximum of six meetings in which progress is discussed, and for the supervisor to read one or two drafts of the dissertation. Please be reasonable, and allow a week or so for work to be read; this is particularly important in planning final writing.

The project is 25% of the MSc, it corresponds to approximately 3 months of full-time work, so is unlikely to be compatible with any summer internship (unless the internship involves doing MSc project work and has been approved in advance).

**It is not the supervisor's job to undertake computer programming for the student**, and it is not part of the department's function to provide detailed advice on statistical programming. Courses are provided to give students sufficient background, and students are expected to be able to write R functions for the project. It is a student's responsibility when choosing a project to ensure that the computing needed is within the skills they feel able to learn. There may be rare projects of a computational nature in which the supervisor agrees **in advance** to provide specialist software development and possible access to other resources.

Students should normally expect to use the computers in LG.02, or their own desktop or laptop computer, for their dissertation project work. Projects should be designed to ensure they can be completed in a reasonable time using a desktop computer, rather than requiring access to compute servers or HPC clusters, which are not available. If you find your project solution is too big or too slow on a desktop computer, it is probably time to review how you are solving the problem, rather than searching for a bigger computer. Students who believe they need to use more than one desktop computer or wish to leave a computer running unattended, should discuss this in advance with the IT staff (please e-mail [ithelp@stats.ox.ac.uk](mailto:ithelp@stats.ox.ac.uk)).

Students may examine selected dissertations from previous years on the course Canvas site.

The dissertation should be typed and in PDF format.

Computer output should not be presented without pruning and annotation where necessary. The R code should appear in the appendix of the dissertation and will not be part of the word count.

Dissertation markers must be able to see how key methods in your dissertation were implemented, if they wish. If you have a fairly small amount of code then the suggestion is to include your code as an appendix to the dissertation. If you have more code then you could include only representative examples of your code in an appendix – it is not necessary to submit all of your code. And if you have large amounts of code then you may also want to consider, for example, providing a link to a github location for your code – in this case you may still want to consider if it is appropriate to include some code in an appendix to the dissertation.

The markers of your dissertation may look over code, but do not in general need to follow it in detail. Instead you should describe your work in appropriate detail in the body of your dissertation (i.e. not in an appendix) so that the readers/markers of your dissertation can understand what you have done. If there are important aspects to your code then you can also highlight these at the appropriate place(s) in the body of your dissertation.

The dissertation should include:

1. The title page
2. Title, author, college and year of submission. Include the following at the bottom of the page, "A dissertation submitted in partial fulfilment of the requirements for the degree of Master of Science in Statistical Science". No logo is required.
3. An abstract
4. Acknowledgements
5. A contents page
6. A bibliography

The style of writing should be appropriate for a scholarly work: colloquialisms should be avoided. The dissertation must be carefully proof-read.

Candidates should make every effort to provide the appropriate references relating the work to the scientific literature, both in the subject matter under investigation and for the statistical and any other techniques used. References to published papers should be made carefully, with format similar to that used in standard journals. Particular emphasis should be given to the statistical aspects of the problem but the dissertation should show evidence of a reasonable understanding of the non-statistical features of the problem (e.g. the reasons for a particular scientific study).

In marking dissertations, the assessors will use the following criteria and weightings:

| Criterion   | Weightings | Poor Fail (<35)  | Fail (35-39)  | Borderline (40-49)  | Pass (50-59)  | Good Pass (60-69)  | Distinction (70-79)   | Strong Distinction (80+)  |
|---|------------|--|---|---|---|--|---|---|
| <b>STRUCTURE</b><br>Understanding of aims<br>Quality of general approach  | 10%        | Hardly any understanding shown<br>Serious lack of organisation.  | Major failings in understanding, but some things right.<br>Poor organisation.   | Sensible but inadequate, perhaps with substantial errors.   | A fairly good grasp of issues. Perhaps some errors.   | A good grasp of issues. An efficient business-like approach.                 | A very good grasp of issues. High quality.                              | An excellent grasp of issues. Exceptionally good quality.                       |
| <b>LITERATURE AND THEORY</b><br>Quality of scrutiny of literature<br>Understanding of relevant theory   | 10%        | Seriously inadequate use of literature.<br>Significant gross misunderstanding.   | Shallow use of literature.<br>Major failings in understanding, but some things right.                                       | Adequate but very unambitious pursuit of literature.<br>Some substantial failings in understanding. | Modest initiative shown.<br>A fairly good grasp of issues.  | A good study of the literature.<br>A good grasp of issues.                   | A very good study of the literature. A very strong grasp of the issues. | Excellent, ambitious, inspired, meticulous.                                     |
| <b>EXPOSITION</b><br>Quality of exposition of source materials<br>Quality of elaborations of source materials<br>Quality of mathematical argument   | 20%        | Seriously incoherent.<br>No attempt to fill gaps.  | Very poor exposition.<br>Elaborations very sketchy or insufficient.<br>Substantial defects in mathematical arguments.       | Uninspired and unambitious but with some sensible attempts.   | Generally fairly clear and coherent exposition.<br>Some initiative shown.<br>Mathematical arguments mostly sound. | A mostly clear exposition, with clear indications of thought and initiative. | A strong and clear exposition, with thought and initiative.             | Excellent, with clear indications of outstandingly good thought and initiative. |
| <b>METHODOLOGY</b><br>Appropriateness of choice of techniques<br>Quality of data-collection and/or handling<br>Quality of computer work<br>Accuracy | 30%        | Gross carelessness.<br>Seriously incorrect techniques. Very serious misunderstanding of computer output.                     | Careless. Poor and/or ill-considered approaches.<br>Significant misunderstanding of computer output.<br>Serious inaccuracy. | Unambitious and lacking in thought.<br>Perhaps several errors.                                      | Generally sound.<br>Perhaps occasional errors.  | Sound and well organised.<br>Appropriate and accurate.                       | High quality.   | Exceptionally assiduous, and of a very high quality throughout.                 |
| <b>CONCLUSIONS</b><br>Appropriateness of conclusions drawn<br>Understanding of implications and limitations   | 20%        | False conclusions.<br>Lack of comprehension of relevant issues.  | Poor attempts at drawing conclusions.<br>Poor understanding of relevant issues.   | Mainly logical and sensible but uninspired and with clear weaknesses.                               | Generally sound, with modest evidence of thought.   | Thoroughly appropriate.<br>Providing evidence of good understanding.         | Very good insights.   | Exceptionally good insights.  |
| <b>PRESENTATION</b><br>Clarity of style<br>Quality of diagrams and tables<br>Proper referencing to the literature                                   | 10%        | Seriously unclear or muddled expression.<br>Seriously defective graphics and/or tables.<br>Seriously inadequate referencing. | Poor expression.<br>Unclear logic.<br>Very sketchy referencing.   | Variable clarity.<br>Satisfactory individual items but insufficient of them.<br>Poor referencing.   | Generally clear.<br>Generally sound.<br>Satisfactory referencing.   | Clear.<br>Sound.<br>Good referencing.  | Very clear, high quality.   | Excellent in all regards, meticulous.   |

The length of the dissertation should be no more than is required to present the project in a satisfactory manner and in any case **no more than 12,000 words**. Inordinately lengthy dissertations may lose marks. There is no lower word limit, normally dissertations are between 8,000 and 12,000 words. The R code used, appropriately pruned, should be included as an appendix to the dissertation. It will not contribute towards the word count.

A PDF version of the dissertation is to be submitted online **by noon on 11 September 2023** on [Inspera](https://inspera.com). The examiners intend that the electronic copy of your dissertation will be screened by Turnitin for plagiarism.

Details of submitting work to the Examination Schools can be found at:  
[www.ox.ac.uk/students/academic/exams/submission](http://www.ox.ac.uk/students/academic/exams/submission)

**Students should pay particular attention to the University's policies on plagiarism:** [www.ox.ac.uk/students/academic/guidance/skills/plagiarism/](http://www.ox.ac.uk/students/academic/guidance/skills/plagiarism/).

Late submission of MSc dissertations will normally result in the following penalties. Where permission for late submission has been granted by the Proctors, no penalty will be imposed. Where permission for late submission has not been granted by the Proctors, the normal penalties based on a submission deadline of Monday 12 noon are as follows:

| Lateness                                  | Cumulative mark penalty |
|---|-------------------------|
| Up to 4 hours, i.e. up to Monday 4pm      | 1                       |
| 4-24 hours, i.e. up to Tuesday 12 noon    | 10                      |
| 24-48 hours, i.e. up to Wednesday 12 noon | 20                      |
| 48-72 hours, i.e. up to Thursday 12 noon  | 30                      |
| 72-96 hours, i.e. up to Friday 12 noon    | 35                      |
| 96-14 days                                | 35                      |
| More than 14 days                         | Fail                    |

The penalty above would be deducted from a dissertation mark out of 100. For example, if a student submits a dissertation 22 hours late, and that dissertation itself is worth 68 marks, then the 10-mark penalty above means that the final mark is 58. The final mark awarded after applications of the penalty cannot be below 0.

**Failure to submit a dissertation, without an accepted reason, will result in the failure of that assessment. In this case, the mark for any resit of the assessment will be capped at 50 and you would be ineligible for a merit or distinction overall. Such a resit is available on one occasion only to candidates who initially fail the whole MSc course.**

Note that the late submission of the dissertation may result in the Examiners deferring consideration to the following year.

Students will receive feedback on their dissertation using the form on the following page.

# MSc/PG Diploma in Statistical Science - Dissertation Feedback Form

Student name:

Academic year:

Dissertation title:

[Instructions: tick one box for each of 1-5. The middle box corresponds to satisfactory work, while boxes to the right indicate stronger work and boxes to the left indicate weaker work. See also Section 2 of the Course Handbook for further explanation and for the weightings of criteria 1-5 below.]

## 1. Structure

|                              |                          |                          |                          |                          |                          |                        |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|
| Serious lack of organisation | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | A good grasp of issues |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|------------------------|

## 2. Literature and Theory

|                              |                          |                          |                          |                          |                          |                       |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|
| Inadequate use of literature | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very good, meticulous |
|------------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------|

## 3 Exposition

|   |                          |                          |                          |                          |                          |   |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Seriously incoherent, no attempt to fill gaps | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Very clear, showing outstandingly good thought and initiative |
|---|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|

## 4. Methodology

|                           |                          |                          |                          |                          |                          |   |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|
| Careless, poor approaches | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Assiduous and of a very high quality throughout |
|---------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|---|

## 5. Conclusions

|  |                          |                          |                          |                          |                          |                             |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|
| Lack of comprehension of relevant issues | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Exceptionally good insights |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|-----------------------------|

## 6. Presentation

|  |                          |                          |                          |                          |                          |  |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|
| Unclear, defective graphics, and/or tables, inadequate referencing | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | <input type="checkbox"/> | Clear, excellent quality and meticulous in all regards |
|--|--------------------------|--------------------------|--------------------------|--------------------------|--------------------------|--|

Final Mark:

### 3.6 Expectations of study and student workload

Students are responsible for their own academic progress.

The MSc course is full-time, students are expected to work 35-40 hours per week. The course lasts a year, so this is the expected amount of work each week during the whole year, so includes term-time weeks and also weeks during the vacation. You can take some time off (holiday) during the year, say about 6 weeks' worth. You can choose how to schedule your time out of term, but you should not be expecting to take time off during term-time (nor just before/after term when there are scheduled MSc activities in week 0, 9 or 10). After the exams (late June approx.) until early/mid-September you should be working on your project and dissertation.

During Michaelmas and Hilary Terms you are likely to have lectures to attend most days, possibly every day, and in most weeks, you will have a practical session and one or more problems classes to attend. There is a Case Studies session most weeks, and a variety of one-off sessions, for example: an introduction to LaTeX and a Report Writing session in Michaelmas Term, feedback sessions following assessed practicals in Michaelmas and Hilary Terms, a session introducing MSc projects in Hilary Term, etc. In a typical day you might attend a couple of lectures, a practical/problems class, and from time-to-time a one-off session – this is given as a guide only and timetables will vary between different students depending on the options taken. In addition to taking two optional courses in each of Michaelmas and Hilary Terms, you are welcome to attend as many other optional lectures as you wish, though this would increase your workload. You can discuss this point, and points about how to manage your workload, with your supervisor.

Most students find that the time periods around assessed practicals are busy. The first assessed practical will be available a week before the submission deadline and the second assessed practical (a group project) will be available two weeks before. The practical assignments should take a maximum of about 16-20 hours' work. There is certainly enough time in this period to schedule your work on the assessed practical, but you will probably want to plan carefully. Lectures, possibly some problems classes etc., will continue during these periods and you are expected to attend these in the usual way (one-off sessions will normally be scheduled to avoid assessed practical periods).

The time each week not covered by formal teaching sessions is for your own independent study on MSc course material. At times this will be studying the material covered in a lecture before the next lecture, attempting questions on a problem sheet ahead of a scheduled problems class, preparing for or working on an assessed practical assignment, and so on. In a normal week during Michaelmas and Hilary Terms, perhaps about a third of your time would be spent in teaching sessions, the rest in independent study. In Trinity Term, there will be few scheduled activities to allow you to concentrate on exam revision. Most weeks out of term will not have any organised sessions, your working time in those weeks would be independent study, or working on your project over the summer period.

The University's policy on undertaking paid work whilst studying can be found at <https://academic.admin.ox.ac.uk/policies/paid-work-guidelines-graduate-students>.



## 4. Assessment

### 4.1 Assessment structure

General University information on examinations can be found at:

<https://www.ox.ac.uk/students/academic/exams>.

For MSc candidates, the overall assessment is based on:

1. Examinations (50%)
2. Assessed Practical Work (25%)
3. Dissertation (25%)
4. Completing the Statistical Programming practical to a passing standard

The examinations component (1) consists of a number of exams. Each MSc candidate must sit exams on all of the core courses:

- SB1 Applied and Computational Statistics (8%)
- SB2.1 Foundations of Statistical Inference (6%)
- SB2.2 Statistical Machine Learning (6%)

Each candidate must also sit exams on four of the following optional courses:

- SC1 Stochastic Models in Mathematical Genetics
- SC2 Probability and Statistics for Network Analysis
- SC4 Advanced Topics in Statistical Machine Learning
- SC5 Advanced Simulation Methods
- SC7 Bayes Methods
- SC10 Algorithmic Foundations of Learning

All optional exams contribute 7.5% towards the final degree.

The assessed practical work (2) will be made up of two practical assignments each of which is worth 12.5%.

The PGDip assessment structure is the same as the MSc but without the dissertation.

For both the MSc and the Diploma, candidates can pass, pass with merit, pass with distinction, or fail.

### 4.2 Examination conventions

Examination conventions are the formal record of the specific assessment standards for the course to which they apply. They set out how your examined work will be

marked and how the resulting marks will be used to arrive at a final result and classification of your award. They include information on: marking scales, marking and classification criteria, scaling of marks, progression, resits, use of viva voce examinations, penalties for late submission, and penalties for over-length works.

The full Examination Conventions are approved by the departmental Teaching Committee in Michaelmas Term 2022 and are posted on [Canvas](#).

### 4.3 Course regulations and syllabus

The regulations for the course can be found in the University of Oxford [Examination Regulations](#). The Examination Regulations should be consulted for regulations concerning conduct of examinations and general regulations for graduate students. The lecture synopses define the detailed content of the course for each year.

### 4.4 Feedback on learning and assessment

Students can obtain feedback on their learning in the following ways:

#### *Formative assessment:*

- Completing the summer review exercises before course starts and comparing their work with the solutions provided at the start of Michaelmas Term;
- Written feedback form on practical 0 in Michaelmas Term;
- Feedback from coursework supervisor during supervision meetings in Michaelmas and Hilary terms;
- Completing non-assessed practical assignments, and assessed practicals, and comparing their work with material provided by the lecturer;
- Completing problem sheets before problem classes and comparing their work with solutions from classes;
- Week 0 Hilary term test ('collection') and comparing their marked answers with the specimen solutions;
- Completing relevant past exam questions and comparing their answers with the specimen solutions available in the department;
- Feedback from project supervisor during project supervision meetings;
- Feedback from project supervisor on draft dissertation (possibly during project supervision meetings).

#### *Summative assessment:*

- Written feedback forms on the assessed practicals done in Michaelmas and Hilary terms
- Exam results, and overall assessed practical mark, published following the June/early July examiners meeting

- Dissertation result published in October
- Feedback form on dissertation distributed following the October examiners meeting.

Students are strongly advised to work through past papers to familiarise themselves with the form of examinations. Past examination papers can be found on the [WebLearn OXAM](#) site. Copies of outline solutions to some examination papers are available on [Canvas](#).

Past examiners' reports on the examinations are also available via Canvas.

## 4.5 Entering for University examinations

The written examinations will be held in Trinity Term, either at the Examinations Schools in the High Street or Ewert House in Summertown. Your personal timetable will be available on Student Self-Service at least two weeks before your first exam. You will receive an e-mail when it has been added. The examinations are provisionally set to start on 29 May 2022.

You will be required to enter for the examinations for the optional courses. You will be sent an e-mail when entry opens in early Hilary Term and will be directed to Student Self-Service to complete the entry. As SB1, SB2.1, SB2.2, the practical assignments and dissertation (MSc only) are compulsory, you will not have to enter for these.

The examiners may summon any candidate for an oral examination, but rarely do so.

## 4.6 Sitting your examinations

Information on 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 exams guidance](#) webpage.

Information is available for students requiring [alternative examination arrangements](#).

Advice is also available on [preparation and wellbeing during exams](#).

### Calculators and statistical tables

Calculators are not permitted for most exams and you should follow instructions in Notice to Candidates sent to you by the Chair of Examiners regarding calculators.

Information on the use of Statistical Tables will also be available in the Notice to Candidates.

## 4.7 Examiners and assessors

There are three or four internal examiners and one external examiner appointed each year to examine the MSc and Postgraduate Diploma in Statistical Science. The internal examiners are members of the Department of Statistics. One will act as

the Chair of Examiners. The names of the examiners for 2022/2023 are listed on the Examination Conventions, published in Michaelmas Term. Assessors, who are usually the course lecturers, will be appointed to mark examination scripts. A number of members of the Department of Statistics will also be appointed as assessors to mark the dissertations.

### Communication between examiners and candidates

Prior to the examinations, the Examiners will send out a notice to candidates outlining the examination arrangements. This will also be posted on the MSc Canvas site.

The results for Postgraduate Diploma students will be known after the Examiner's Meeting which takes place a few weeks after the examinations. The results for MSc students are known in mid-October following submission of the dissertation in mid-September. The Examiners will release the final mark for each exam paper and for the assessed practical work after the June/July Examiners' meeting. After the Examiners meeting in June/July for the Postgraduate Diploma, or October for the MSc, students should log on to [Student Self Service](#) to obtain their final results.

**Students are not permitted to contact the internal Examiners, external examiner or the Assessors directly on any matter related to the examinations.** Queries on examination matters should be directed to College Advisors, Departmental Supervisors, MSc Administrator or the Academic Administrator as appropriate. If you are unhappy with an aspect of your assessment you may make a complaint or appeal (see section 7.2).

### Resitting examinations

If the examiners decide that the standard of a candidate's work is not sufficient to qualify for the MSc but sufficient to qualify for the Postgraduate Diploma in Statistical Science, the candidate is given the option of re-taking the MSc examination on one further occasion, not later than one year after the initial attempt, or of being issued with a Post Graduate Diploma. In the event of a candidate's work not being sufficient to qualify for the award of the MSc, the examiners will specify which of the components of the course may or must be redone. The results following a resit examination may only be available in October of the year in which the resit examination was held.

## 4.8 Gutiérrez Toscano Prize

The Gutiérrez Toscano Prize, value £150, may be awarded by the examiners, if there is a candidate of sufficient merit, to the candidate whose performance in that examination they judge to be the best.

The prize is named in memory of Pablo Gutiérrez Toscano, who was awarded a distinction in the MSc in Applied Statistics in 1996. In 1998 he was tragically killed in a road accident. His family and friends offered a donation to establish the annual prize. On the Department website is a list of [prize winners](#).

## 4.9 Academic integrity and the avoidance of plagiarism

### Academic integrity

The University has a [code of practice concerning academic integrity](#) in research. While the code's principles relate specifically to the conduct of research, all graduate students are advised to make themselves aware of the contents. The University also has a [code of practical on Public Interest Disclosure](#).

### Plagiarism

#### *University Definition*

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.

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 expulsions from the University.**

#### *Why does plagiarism matter?*

Plagiarism is a breach of academic integrity. It is a principle of intellectual honesty that all members of the academic community should acknowledge their debt to the originators of the ideas, words, and data which form the basis for their own work. Passing off another's work as your own is not only poor scholarship, but also means that you have failed to complete the learning process. 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 \(word for word\) quotation without clear acknowledgement](#)

Quotations must always be identified as such by the use of either quotation marks or indentation, and with full referencing of the sources cited. 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.

##### [Cutting and pasting from the Internet without clear acknowledgement](#)

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.

### Paraphrasing

Paraphrasing the work of others by altering a few words and changing their order, or by closely following the structure of their argument, is plagiarism if you do not give due acknowledgement to the author whose work you are using.

A passing reference to the original author in your own text may not be enough; you must ensure that you do not create the misleading impression that the paraphrased wording or the sequence of ideas are entirely your own. It is better to write a brief summary of the author's overall argument in your own words, indicating that you are doing so, 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 derived from your lectures.

### 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. As well as listing your sources (i.e. in a bibliography), you must indicate, using a footnote or an in-text reference, where a quoted passage comes from. Additionally, you should not include anything in your references 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 (for example, Bradshaw, D., Title of Book, discussed in Wilson, E., Title of Book (London, 2004), p. 189).

### Failure to acknowledge assistance

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, or to ordinary proofreading, but it is necessary to acknowledge other guidance which leads to substantive changes of content or approach.

### Use of material written by professional agencies or other persons

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

### Auto-plagiarism

You must not submit work for assessment that you have already submitted (partially or in full), either for your current course or for another qualification of this, or any other, university, unless this is specifically provided for in the special regulations for

your course. Where earlier work by you is citable, i.e. it has already been published, you must reference it clearly. **Identical pieces of work submitted concurrently will also be considered to be auto-plagiarism.**

The necessity to acknowledge others' work or ideas applies not only to text, but also to other media, such as computer code, illustrations, graphs etc. It applies equally to published text and data drawn from books and journals, and to unpublished text and data, whether from lectures, theses or other students' essays. You must also attribute text, data, or other resources downloaded from websites.

This information was taken from the University webpage on [Plagiarism](#), where you can also find more information and a link to a course on plagiarism, which you are strongly advised to take.

If examiners believe that submitted material may be plagiarised they will refer the matter to the Proctors' Office. The results for the assessment will be pended while an investigation is carried out. If the Proctors consider that a breach of the disciplinary regulations has occurred, they can determine the penalty themselves in suitable cases or refer the matter to the Student Disciplinary Panel.

Your attention is drawn to the [Student Handbook](#):

- Section '7.7 Plagiarism' in '7. Examinations and course requirements'
- Section '10.4 Proctors' role in plagiarism' in '10. Disciplinary procedures and rights'.

## 5. Skills and Learning Development

### 5.1 Academic progress

Each term students must write a short report on their progress on Graduate Supervision Reporting (GSR). GSR can be accessed through [Student Self-Service](#) and also through Canvas. GSR is open for students reporting in weeks 7-9. From week 10 onwards each term, the supervisor is responsible for writing a report about the student on GSR. Reports can be viewed by the student, supervisor, MSc Course Director, Director of Graduate Studies and College Advisors.

Responsibility for an individual student's progress is usually taken by the supervisor, but the MSc Course Director and the Administrator will also monitor progress of all students on the course. The reports from students and supervisors of GSR each term are also read and commented on by the Director of Graduate Studies. Unsatisfactory progress will also usually lead to discussion with appropriate college officers.

Students are always welcome at any time to discuss their concerns with their departmental Supervisor, the MSc Course Director, the Director of Studies, the Director and Deputy Director of Graduate Studies, the Head of Department, the Academic Administrator or MSc Administrator as appropriate.

### 5.2 Learning and development skills

Students are encouraged to attend the Statistics Graduate Lectures, Distinguished Speaker Seminars and Departmental seminars as appropriate and also to attend talks organised by some of the research groups that may be of particular interest. The upcoming events are advertised on the Department website on the [News and Events](#) section.

In addition to the assessed course on Statistical Programming, there are lectures on report writing (for practical reports, and for dissertations), and LaTeX document preparation, specifically for MSc students.

A wide range of information and training materials are available to help students develop their academic skills – including time management, research and library skills, referencing, revision skills and academic writing – though the Oxford Students site on [study skills and training](#).

All Masters students within the MPLS Division automatically become a member of the [Mathematical, Physical and Life Sciences \(MPLS\) Division](#) Graduate School when they register for a postgraduate level qualification here. Through the Graduate School, students can [view and book training](#) provided by all MPLS departments as well as the Division, Bodleian Libraries, Careers Service, IT Services and Language Centre.

A specific training session for statistics research is held in Hilary Term by the Radcliffe Science Library.



## University Language Centre

International students, whose first language is not English, are strongly advised to find out more about the Academic Writing and Advanced Communication Skills courses that the [University Language Centre](#) runs during term time. These courses have a registration fee for graduate students.

### 5.3 Induction

In week 0 of Michaelmas Term, the week before the full term begins, students are provided with an induction programme, which includes:

- an introduction to the course from the MSc Course Director and Director of Studies;
- familiarisation with the Statistics Library and the Radcliffe Science Library resources;
- familiarisation with the computing facilities in the Department and the wider University computing facilities;
- an introduction to the Careers Service;
- general information about the Department of Statistics.

### 5.4 The Careers Service

The University Careers Service can be found at 56 Banbury Road. There is a wealth of information on the [Careers Service website](#). It is a free service for all University of Oxford students and also alumni. It provides one-to-one guidance, support and advice, information on occupations, vacancies and further study, feedback on CVs and application forms, and skills coaching for preparing for interviews and making applications. The Careers Service also runs the [University Internship Programme](#).

## 6. Student Representation, Evaluation and Feedback

### 6.1 Departmental representation

The MSc and PGDip students are invited to elect, soon after the beginning of the academic year, two representatives who can act as a link with the staff, and in particular bring to light and discuss any problems that might arise. The representatives will be invited to attend the [Graduate Liaison Group](#), which meets once a term in week 4.

One of the representatives will be invited to attend the Departmental Teaching Committee and one the Facilities and Safety Committee.

### 6.2 Division and University representation

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

### 6.3 Opportunities to provide evaluation and feedback

Feedback can be channelled through the informal meetings between supervisors and students, and the regular informal contact that students have with the MSc Course Director and with the MSc Administrator.

At the end of each term students are invited to complete feedback questionnaires covering the lecture courses, practical sessions and supervisory sessions. We encourage students to complete and return these. All comments are anonymous. The overall results are discussed by the Teaching Committee, which will provide a summary and its response via Canvas, and are important part of our quality assurance procedures as part of the continuing review and development of the course.

Students on full-time and part-time matriculated courses are surveyed on all aspects of their course (learning, living, pastoral support, college) through surveys throughout the year. This includes the Postgraduate Taught Experience Survey and the Student Barometer. Information on these surveys and previous results can be found on the [Student Surveys](#) webpage. Results from the Student Barometer survey are discussed by the Departmental Teaching Committee.

## 7. Student Life and Support

### 7.1 Who to contact for help

Students are always welcome at any time to discuss their concerns with their departmental Supervisor, the MSc Course Director, the Director of Studies, the Director and Deputy Director of Graduate Studies, the Head of Department, the Academic Administrator, or the MSc Administrator as appropriate. Support is also available via College Advisors and College Offices.

In case of illness or being otherwise unable to attend practical classes or lectures, students should contact the MSc Administrator. Where illness or other factors will prevent submission of assessed practical work on time, students must contact the MSc Administrator and ensure that they submit for an extension.

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

#### Sources of support available from the wider University

All information is available on the [Student Welfare](#) webpages. This includes information on [Disability Support](#), and the [Student Counselling Service](#), as well as a range of other areas.

Other areas of support include [Oxford University Student Union advice](#), and [Nightline](#) (Telephone 01865 270270).

#### Suspension of status or withdrawal from the course

Should you find that you need to apply to suspend your status on the course or wish to withdraw, you should discuss this with the MSc Course Director and also your College Office or College Tutor. You will also be required to fill in the relevant [forms for a change of status](#).

#### After the course

At the end of the course, students should ensure that they have returned all library books. Students should contact their supervisor if a reference is required.

Students receive one copy of the final transcript automatically on completion of the degree. Further copies can be ordered from the University Shop. You will receive an e-mail with information about booking a degree ceremony.

For more information visit the Student [Graduation and leaving Oxford](#) webpages.

#### Harassment

The Departmental advisors on matters of harassment are:

- Ms Hannah Harrison (room G.09, e-mail [hannah.harrison@stats.ox.ac.uk](mailto:hannah.harrison@stats.ox.ac.uk));
- Dr Neil Laws (room 1.04, e-mail [laws@stats.ox.ac.uk](mailto:laws@stats.ox.ac.uk));

For more information on harassment and bullying, see the [University Harassment Policy](#) .

## Disability

The Disability Coordinator is Jonathan Whyman (room G.09, tel. 01865 272870, e-mail [whyman@stats.ox.ac.uk](mailto:whyman@stats.ox.ac.uk)).

The academic Departmental Disability Lead is Dr Neil Laws (room 1.04, tel. 01685 272597, e-mail [laws@stats.ox.ac.uk](mailto:laws@stats.ox.ac.uk)).

The University support for students is the [Disability Advisory Service](#) .

## Childcare services

The University support for student parents is outlined on [Further Student Support](#). This includes if you have a child or are about to become a parent. The University also provides [Childcare services](#).

## Financial matters

For information on funding, visit [University Fees and Funding](#) webpages. For information on financial assistance, visit the [Financial Assistance](#) webpage.

## 7.2 Complaints and academic appeals in 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 programme of study will make the need for complaints (about that provision) or appeals (against the outcomes of any form of assessment) infrequent.

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.

Many sources of advice are available within colleges, within departments and from bodies like Student Advice Service provided by the Oxford University Students' Union (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, of course, continue to be raised through the Graduate Liaison Group 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) or Director of Graduate Studies (Professor Julien Berestycki) as

appropriate. 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](#), the [Student Handbook](#), and the relevant [Council regulations](#). The student webpage on [Complaints and academic appeals](#) provides guidance on what steps can be taken.

If your concern or complaint relates to teaching or other provision made by your college, then you should raise it either with your college advisor 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.

### Academic Appeals

An academic appeal is an appeal against the decision of an academic body in terms of whether the procedures were followed properly, errors were made or the process was biased in some way

There is no right of appeal over matters of academic judgement. Therefore, a student cannot appeal because they disagree with an examiners' assessment of how well they met the assessment criteria.

For taught graduate courses, a concern which might lead to an appeal should be raised with an appropriate member of staff, such as a departmental administrator or your supervisor. **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, the Student Handbook and the relevant Council regulations, and guidance is provided on the student webpage for complains and academic appeals.

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 e.g. whether there was bias, or the examiners did not consider special factors affecting a candidate's performance.
- On no account should you contact your examiners or assessors directly.

### 7.3 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 and policies](#) on the Oxford Students website.

Your attention is drawn to the [Policy on recording of lectures and other teaching sessions](#).

These policies also include:

The [University Equality Policy](#).

The [Regulation relating to the use of IT facilities](#).

## 8 Facilities

### 8.1 Social spaces and facilities

The kitchen area in the Ground Floor Social Area of the St Giles' building is available for use with free tea, coffee and milk. A fridge is available to store lunch but all food must be removed at the end of the day and any food stored there must be adequately wrapped. Any food left unwrapped in the fridges may be disposed of. If the communal crockery and cutlery is used, this must be placed neatly in the dishwasher for cleaning. Do not leave dirty kitchenware on the side.

The Social Area is available as a seating area for lunch when space is available. Please note that the area may sometimes be booked for teaching and other purposes. Please use this area to eat lunch and do not eat in the teaching rooms and library on the lower ground floor.

Students are welcome to participate in the social and sporting activities of the Department and their college. Individual college websites give further details about all aspects of college provision.

Graduate students may become members of the University Club in Mansfield Road, and participate in the range of sporting activities provided by the University.

### 8.2 Libraries

#### Statistics Library

The Department has its own small library in the lower ground floor of the St Giles' building. Copies of each of the core books on the reading list for the MSc in Statistical Science can be found there, as well as other resources. There are also a small number of desks for quiet study space.

A current University card is required for registering and for entry to the library. The library door should be kept locked at all times, so please ensure the door is closed after entering and exiting. Only the Librarian or administrative staff may give access to non-members of the Department.

#### *Finding books*

There is a computer in the library for searching on the University Catalogue via [Search Oxford Libraries Online](#) (SOLO), if required. Most books are catalogued via the Library of Congress system and shelves are marked with topics. If you are struggling to locate a book, please e-mail [lib@stats.ox.ac.uk](mailto:lib@stats.ox.ac.uk).

#### *Borrowing books*

MSc students can borrow up to 9 books at a time, with a loan period of 4 weeks. To borrow a book, you must use the self-issue machine, located on top of the book return box. The Department is small and so is the library budget, missing books have to be replaced, reducing the budget for new books. Any items without a barcode in the front of the book cannot be borrowed.

### *Renewing books*

Books can be renewed a maximum of 4 times, after which they must be returned. You can renew a book via SOLO or by e-mailing [lib@stats.ox.ac.uk](mailto:lib@stats.ox.ac.uk). Please note that if a book is overdue or requested by another patron then renewal by patrons is not possible.

### *Returning books*

Returned books should be left in the book returns box in the library. There is no need to scan the book. If another patron has requested a book, please return in a timely manner. If books are overdue, then reminder notices will be sent out by e-mail.

### *Reserving books*

Reservation requests can be made via SOLO. Reserved books can be collected from office G.09 in the Department.

Replacement costs will be charged for lost, damaged or defaced books.

Please see the Statistics Library Information document for more detailed information and the rules of conduct.

### *Other University Libraries*

The University Card also serves as a library card and will allow access to the Radcliffe Science Library (RSL) in Parks Road, the Social Sciences Library, Manor Road and a number of other [Bodleian libraries](#). Please note that the RSL is currently closed for refurbishment and services are being run from the Vera Harmsworth Library at the Rothermere American Institute, South Parks Road. To find these locations, you can use the [University Searchable Map](#). Please check the relevant library websites for their current borrowing and access policies.

The Physical Sciences Librarian with responsibility for the statistics collection in the RSL is Catherine Dockerty (e-mail: [catherine.dockerty@bodleian.ox.ac.uk](mailto:catherine.dockerty@bodleian.ox.ac.uk)).

College libraries may also be useful, although access is usually restricted to members of that college.

## 8.3 IT

The principle computing resource for the MSc in the IT Teaching Suite, LG.02. Students can use the desktops to run software packages such as R, Python or MATLAB, as well as to prepare documents and reports. Network attached printers are available and these can also copy and scan documents to your e-mail address or USB storage.

Statistical Programming and the practical sessions will introduce students to the use of the departmental computing systems and the main statistics packages. Other courses, particularly those on high-level programming languages, are provided by the [University's IT Services](#) and may be of interest to students. Project work in the summer will require the use of a computer and the desktops in the IT Suite are available for this. Please refer to the section on the dissertation for more information.



Individual photocopying/printing accounts are set up by IT staff and full details will be provided in the induction in week 0.

You should make yourself aware of the following departmental documents:

- Guidelines for Examining Users' Data
- Security and Privacy of Files
- Policy Statement on Computer Use, Monitoring and Surveillance

These documents are available on the main MSc in Statistical Science Canvas page.

## 8.4 Department of Statistics – general information

### Access to 24-29 St Giles'

The Department building is open for MSc/PG Dip in Statistical Science 24 hours a day 7 days a week and is accessible by using your University card. Please note that any misuse of the building may result in access rights being restricted.

### Care of the building

There is no caretaker for the building. Please report any building problems to [building@stats.ox.ac.uk](mailto:building@stats.ox.ac.uk). We ask all of the building users to look after the building and to help with security, particularly out of hours. Please keep doors secure and follow the security notices.

Recycling is encouraged. Paper, cardboard, drinks cans, food tins, plastic bottles and marked plastic items (recycling types 1,2,3,5 or 6) should be put in the green topped recycling bins. All recyclables must be empty or rinsed out. No food or liquid should be put in the recycling bins. There is one bin for glass with a turquoise topped lid, please ensure that you use the correct bin. There is also a food waste bin, please do not put items such as compostable cups in the bin, only food waste.

Please avoid using the lift out of general office hours, if possible.

### Post

#### *Pigeonholes*

There are pigeonholes on the ground floor marked for department members and graduate students. MSc students have two shared pigeon holes. If you are expecting post, please collect it promptly, however, we encourage you to send post to your home address rather than to the Department.

#### *University Messenger Service*

The service collects and delivers mail for the departments and colleges of the University. Items can be left for collection in the tray in reception. Please note that this service is only to be used for University business and not for personal post.

### Telephones

All telephones in public areas have access for internal University use and 99 calls only.

## Lost property

Items which have been found in the Department are held a reception. Uncollected items are disposed of at the end of each term.

## Emergencies, security and safety

### *Fire*

Please read the blue fire-action notices posted in the buildings and familiarise yourself with the escape routes. If there is a fire emergency, immediately break the glass on the nearest fire alarm point and then call both Security Services (89999) and the Fire Brigade ((9)999). Operate extinguishers only if this does not put you at risk and otherwise vacate the building immediately.

On hearing the fire alarm ringing please leave the building immediately. **DO NOT** stop to pick up your belongings. The assembly point is on the corner of the Physics building in Keble Road. Do not re-enter the building until told by someone in authority that it is safe to do so. Someone in authority means either the Head of Department, the Administrator, Deputy Administrator, or in their absence a fire officer.

### *Security*

Theft of personal items does occur from time to time. It is important to remain aware of this and help maintain the security of the buildings. Personal belongings should not be left unattended at any time.

In an emergency, the University Security Service can be reached by phone on 89999.

### *First Aid*

Lists of qualified First Aiders are posted on each floor and there is a First Aid Kit at reception. Out of hours, please phone 89999 for first aid assistance. For an ambulance phone (9)999.

Fires, security alerts and serious accidents must be reported to the Head of Administration or Deputy Head and the scene of report must remain undisturbed.

Department of Statistics

University of Oxford

24-29 St Giles'

Oxford

OX1 3LB

Tel: +44 1865 272860 (Reception)

Departmental website: [www.stats.ox.ac.uk/](http://www.stats.ox.ac.uk/)

Emergency telephone numbers (from any phone) are:

UNIVERSITY SECURITY SERVICES: 89999

FIRE BRIGADE, AMBULANCE SERVICE, POLICE: (9) 999