

QUALITY ASSURANCE TEMPLATE FOR 2008-9

Guidance for completion

1. This template addresses undergraduate, postgraduate taught and postgraduate research provision. It should be completed by the office-holder who was responsible for the 2007-8 return, or their successor. It is hoped that the administrative contact could undertake the bulk of the work, allowing the academic contact to focus on the enhancement sections (Section B). The information provided in the 2007-8 templates has been a major assistance in preparing for the Institutional Audit, and the process is an important part of our quality assurance arrangements.
2. To reflect recent developments in the policy and guidance of the Education Committee (formerly EPSC), the 2008-9 template includes a small number of changes. Most notably, the questions on collaborative provision, placements and exchanges (see Section 12), have been revised to reflect the introduction in 2007-8 of the [Policy and Guidance on Collaborative Provision, including placements and exchanges](#). Significant additions are marked with **[NEW]**.
3. *Divisional procedures, where applicable, are included in italics.*
4. Question and answer rubrics are marked to indicate the type of provision to which they apply: undergraduate (UG), all postgraduate (PG), postgraduate taught (PGT), postgraduate research (PGR). Where these are absent, the item concerns all provision.
5. Upon receipt of the template and by **6 February 2009**, please provide your divisional office with the contact details of the administrative contact for the template and the responsible academic staff member. We are not intending to hold general meetings between Education Committee and divisional officers and each unit completing a template, as we did last year, but it would be helpful to have contact names in case there are follow-up questions.
6. Should a department/faculty wish to discuss any aspect of this exercise prior to completing the template, Education Committee and divisional officers are available to meet for this purpose. Please contact Lynne Hirsch, Education Policy Support Section (lynne.hirsch@admin.ox.ac.uk), (2)80305 / Nigel Berry, MPLS Divisional Office (nigel.berry@mpls.ox.ac.uk), (2)82563.
7. We recognise that much of the information you are asked to confirm will remain unchanged from the return made in 2007-8. Where this is the case, please insert '**see 2007-8 entry**' in the relevant box (or you may prefer to cut and paste the entry from your 2007-8 template). If a website address was included in the 2007-8 return, it would be helpful if you could check that it remains valid, providing updated URLs, where relevant.
8. The closing date for return of the completed template is **Friday, 1 May 2009**. Completed templates should be sent electronically to the appropriate divisional quality assurance officer.

Date for submission of contact details: 6 February 2009

CLOSING DATE FOR SUBMISSION: Friday, 1 May 2009

FACULTY/DEPARTMENT: Mathematics		
DIVISION: Mathematical Physical and Life Sciences		
Academic staff member responsible for the form on behalf of the faculty/department:		
Name: Dr A Curnock	Email: curnock@maths.ox.ac.uk	Telephone: (6)15202
Administrative contact within the faculty/department for any follow-up:		
Name: Miss C Rigdon	Email: rigdon@maths.ox.ac.uk	Telephone: (6)15203
Date received: 27/01/09		Date sent to division: 01/05/2009

1. ADMISSIONS AND INDUCTION

	<i>Please provide additional information or confirm as required</i>
Section A 1.1 UG: An officer is mandated to ensure the effective working of undergraduate admissions according to the Common Framework. (a) How is this appointment made (e.g. by committee or by Head of Department)? (b) Who currently holds the post?	(a) Permanent fractional appointment (0.5 FTEs) (b) Dr Richard Earl
1.2 UG: The undergraduate admissions process complies with the Common Framework (including the use of any aptitude test) and is monitored annually and reported to the Division. Please indicate (a) when and (b) how this is done.	(a) Early Hilary Term (b) Through the Admissions Committee and Maths Teaching Committee
1.3 UG/PG: The number and quality of applications for undergraduate and graduate places in our courses are reviewed regularly. Please indicate (a) when and (b) how this is done.	UG (a) Termly <i>At Divisional level, departments are asked by Division to report to the Hilary Term meeting of the MPLS Undergraduate Studies and Access Advisory Panel.</i> (b) UG Admission Committee reviews data which is fed back to Maths Teaching Committee <i>The Divisional USAAP reviews the statistics provided by the Admissions Office</i> PGT (a) See UG (b) See UG PGR (a) Termly (b) Overseen by DGS report goes to Research Committee
1.4 UG/PG: Potential changes in undergraduate/graduate student numbers are identified and fed into faculty/divisional planning. Please indicate (a) when and (b) how this is done.	UG (a) (b) UG Admission Committee PGT (a) (b) UG Admission Committee/MTC PGR (a) (b) Research Committee/MTC <i>At Divisional level, the MPLS General Purposes and Academic Committees consider this annually in response to the Student Number Planning Sub-Committee exercise, and in preparing the Five-Year Plans.</i>
1.5(a) UG/PG: Faculty/Departmental induction is	UG (i) Friday week 0 of Michaelmas Term

<p>reviewed regularly to check efficiency and effectiveness, taking account of students' general and special needs.</p> <p>Please indicate (i) when and (ii) how this is done.</p>	(ii) DUS plans and runs the induction each year in consultation with members of faculty.
	PGT (i) Week 0
	(ii) Course Director's plan and run induction each year.
	PGR (i) Tuesday week 0 of Michealmas Term
	(ii) DGS plans and runs the induction each year in consultation with the MPLS CETL coordinator.
1.5(b) UG/PG: Induction provision is explained to successful applicants in advance.	UG Sent induction programme to their college during their first week.
	PGT Sent induction programme in advance in August.
	PGR Sent induction programme in advance
1.6 UG/PG: Faculty/Departmental induction takes account of agreed timetable for faculty/department and college induction in Week 0.	UG Times are based on University agreements Academic Administrator informs colleges of the department's arrangements and liaises with the joint schools.
	PGT N/A
	PGR N/A
1.7 UG/PG: Incoming students are briefed on the availability of pre-sessional courses and general provision, e.g. as provided by OUCS and Language Centre.	UG (a) Week 1
	(b) Students are informed of French classes available to them at the Language Centre. Any students who only have a single A-level in Mathematics are invited to attend our 1 week Bridging course.
	PGT (a) During the induction sessions they receive information regarding computing services and libraries. Also pre-sessional courses on MatLab are available and they are informed of these in a letter which is sent in August.
	(b) see above
	PGR (a) During Induction sessions
	(b) A OUCS representative speaks at our Graduate Induction.
<p>Section B</p> <p>Please describe any ways in which you have enhanced your admissions and induction arrangements in the course of 2007-8, and any further improvements which you plan to make in 2008-9.</p>	<p>Each year the induction sessions are reviewed in order to enhance our induction arrangements. Also to make English Language courses more widely publicised.</p>

2. STUDY SKILLS AND LEARNING SUPPORT (INCLUDING GRADUATE SKILLS)

	<i>Please provide additional information or confirm as required</i>
Section A 2.1 UG: Undergraduate study skills are included within both college and faculty/department induction and pre-sessional preparation. (a) Which body monitors the balance of responsibility for them? (b) What mechanism checks how faculty/department and college provision complement each other? ¹	<p>(a) Informal discussion is held with colleges prior to induction; both the Department and College have a dual responsibility and each plays a role. The College outlines the college role in tutorial teaching and college provision and support, whilst the departmental role is explained in terms of "How to get the best out of lectures", the department's expectations and we give guidance on how to structure their study time. The Department runs a Preparation Lecture for examination preparation for all first year students, in May.</p> <p>To develop specific skills in how do UGs 'Do Mathematics'? We now run a course in week 2 of Michaelmas Term using the booklet found at http://www.maths.ox.ac.uk/files/study-guide/index.shtml</p> <p>(b) See above</p>
2.2 UG: Handbooks and/or websites provide information about resources for students' continuing study skill needs. The Education Committee <i>and the MPLS Division</i> have published further guidance on the content of handbooks. ² (a) Please indicate any changes which arise from this guidance. (b) Please provide URLs where available.	<p>(a) We continue to encourage students to use the graduate skills portal and UG students Aspire.</p> <p>(b) http://www.maths.ox.ac.uk/current-students/undergraduates http://www.maths.ox.ac.uk/current-students/graduates/training</p>
2.3 UG/PG: Information is made available to your students about academic good practice and the avoidance of plagiarism. ³ Please indicate where this is provided.	<p>UG There are clear guidelines in our student handbook which is distributed to all UG students also in our project guidance notes.</p> <p>PGT All MSc Handbooks include a section on academic good practice and plagiarism.</p> <p><i>The Division has issued supplementary guidance to departments on Student collusion in practicals, downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.html</i></p>

¹ Please refer to the Education Committee's *Policy and Guidance on Undergraduate Learning and Teaching*, pp.5-6, for the background to this section - <http://www.admin.ox.ac.uk/epsc/guidance/uglandt.pdf>.

² *ibid.*, p. 7; please note in particular the items relating to assessment that should appear in FHS handbooks. *The MPLS Checklist, to be implemented for the 2009-10 Handbooks* ([Paper A: Checklist for MPLS Departmental Undergraduate Course Handbooks](#)), is downloadable from at <http://www.mpls.ox.ac.uk/intranet/teachingandlearning/hbooksetc.html>

³ The Education Committee's guidance is at: <http://www.admin.ox.ac.uk/epsc/plagiarism/index.shtml>

<p>2.4 UG/PG: The faculty/department takes proactive steps to identify and meet students' <i>special educational needs</i> at all stages, including application and admission, induction, and ongoing.</p> <p>Disability Office guidance is available at http://www.admin.ox.ac.uk/eop/disab/staff.shtml</p>	<p>UG All students with special educational needs are contacted by the department before each term. We can supply lecture notes in advance or note takers etc...Also for first years the Moderators are advised and given guidance in their Moderators Meetings on students with special educational needs.</p> <p>PG The Graduate Studies Assistant informs the Academic Administrator of any PG students with special educational needs highlighted on their application. Academic Administrator then liaises with the student and Disability Office in order to ensure correct facilities are available.</p>
<p>Section B</p> <p>Please describe any ways in which you have enhanced your provision for undergraduate and PGT study skills and learning support in the course of 2007-8, and any further improvements which you plan to make in 2008-9.</p>	<p>Department: Standard arrangements are now made to ensure all students receive the relevant help needed and where possible in advance. We increasingly have our lecture materials available on line to support all students.</p> <p><i>Division:</i> The MPLS Division has published a Checklist for the contents of Undergraduate Handbooks (Paper A: Checklist for MPLS Departmental Undergraduate Course Handbooks) to be implemented for the 2009-10 Handbooks at downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/hbooksetc.html, incorporating the requirements of the Education Committee. The Division has issued supplementary guidance to departments on Student collusion in practicals, downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.html</p>

3. COURSE DESIGN, APPROVAL AND REVIEW

	<i>Please provide additional information or confirm as required</i>
Section A 3.1 Faculty/departmental literature (e.g. committee Terms of Reference, Standing Orders) explains where responsibility lies for considering changes to existing courses, drafting changes in regulations, and monitoring existing courses. Please indicate where these may be found.	<p>Department Committee standing orders are reviewed annually and are available on the web and are available to each member of faculty at the start of each term.</p> <p>The MPLS Division's Standing Orders set out the terms of reference its Academic Committee, Academic Audit Sub-Committee, and the Panels. See http://www.mpls.ox.ac.uk/intranet/committees/committees.html</p> <p>The Division has also set out Roles and Responsibilities of Departmental Academic / Teaching Committees (including those for joint courses) at http://www.mpls.ox.ac.uk/intranet/teachingandlearning/ga.html</p>
3.2 [NEW] UG/PGT: Please list any UG/PGT joint standing committees or organising committees (or their equivalent) on which the faculty/department has representation.	UG Joint Committee for Mathematics and Philosophy Joint Committee for Computing Laboratory and Mathematics PGT Each MSc has a Supervisory Committee
3.3 UG/PGT: The faculty/department has annual monitoring of courses. (a) What form does this take? (b) Please indicate any specific programmes which have been reviewed in 2007-8 and the timetable for any follow-up.	UG (a) All courses are monitored continuously through the Maths Teaching Committee (b) This is an ongoing task by the Maths Teaching Committee PGT (a) Reviewed continuously through the MSc Supervisory Committees (b) Ongoing
3.4 UG/PGT: The faculty/department regularly reviews Examination Regulations, handbooks, programme specifications, websites and PGT Statements of Provision. This includes checking for consistency (including consistency with examination conventions (see 4.8)). Please indicate (a) when and (b) how this is done.	UG (a) At various points during the year for example, examination regulations are reviewed in Hilary Term, Handbooks Michaelmas Term and Synopses Trinity Term. (b) All programmes changes to regulations are approved by the Maths Teaching Committee PGT (a) Hilary Term or Trinity Term (b) Through Maths Teaching Committee Special meeting for MScs (and some elements are delegated to the Supervisory Committees)
3.5 UG/PGT: For UG courses, the faculty/department reviews, and explains (via handbooks, websites, teaching guides or similar), the link between tutorial provision and lecture courses, and – for all taught courses - the contributions of different teaching methods to the	UG (a) In Handbooks reviewed annually. (b) We now survey Colleges to ensure this information is current. PGT (a) In Handbooks

<p>overall course outcomes⁴. Please indicate (a) when and (b) how this is done.</p>	<p>(b) Synopses which are reviewed in Trinity Term</p>
<p>3.6 UG: The faculty/department publishes norms for the amounts of teaching of different types to be provided, including tutorial teaching, for each undergraduate programme. Please indicate where these are to be found.</p>	<p>Department: See course handbook</p> <p><i>The Division is currently monitoring the publication of norms for tutorial teaching, and seeking to extend these more systematically to other forms of teaching.</i></p>
<p>3.7 [NEW] UG: The faculty/department provides for students and staff information about the purpose of the tutorials and tutorial teaching.⁵ Please indicate where this is to be found.</p>	<p>We have a short section on tutorials in our Handbook</p>
<p>3.8 UG/PG: Mechanisms are in place to consider the recommendations of internal reviews and, where applicable, of external accreditation bodies (PSRB's)⁶, and for enhancing provision in the light of such recommendations. (a) Please indicate which body takes responsibility for this. (b) Please list any reviews of PGT courses that (1) took place in 2007-8; (2) are scheduled for 2008-9. (c) Please list any PSRB reviews scheduled for 2008-9 or 2009-10.</p>	<p>(a) Department: This is done through Maths Teaching Committee and the Departmental Committee</p> <p><i>At Divisional level, the outcomes of reviews and the reports of external accreditation bodies are scrutinised by the Academic Audit Sub-Committee (or, where more appropriate, the Academic Committee). The Academic Audit Sub-Committee is also responsible for monitoring the follow-up action to those reviews</i></p>
	<p>(b) Department: P/T MSc in Math Finance</p> <p><i>Division. At divisional level, reviews of the following PGT programmes took place in 2007-8 and 2008-9: MSc/PGDip in Mathematical Finance, MSc/PGDip/PGCert in Bioinformatics, MSc in Biology. None are due in 2008-9.</i></p>
	<p>(c) N/A</p>
<p>Section B Please describe any ways in which you have enhanced your provision for course design, approval and review in the course of 2007-8, and any further improvements which you plan to make in 2008-9.</p>	<p>Department: We are currently reviewing Pathways in Applied mathematics and have set up a working party to look at restructuring this.</p> <p><i>The Division is currently monitoring the publication of norms for tutorial teaching, and seeking to extend these more systematically to other forms of teaching.</i></p>

⁴ This remains the single most frequent area of scrutiny and concern raised by external reviewers on EPSC reviews of faculties and departments.

⁵ Please refer to the Education Committee's *Policy and Guidance on Undergraduate Learning and Teaching*, pp.10-11, for the background to this section - <http://www.admin.ox.ac.uk/epsc/guidance/uglandt.pdf>.

⁶ Public, Statutory and Regulatory Bodies

4. EXAMINATIONS

	<i>Please provide additional information or confirm as required</i>
4.1-4.4 Appointment of examiners	
Section A 4.1 Clear information is available about the nomination and appointment of examiners, including the mechanisms in place to ensure a fair distribution of examining duties. Please indicate (a) when and (b) how this is done, and the (c) timetable for the nomination and appointment of examiners.	<p>(a) Department During/just after Easter vacation <i>[Division: On the appointment of the chairman of examiners, the Division approved the recommendation of the Review of Administrative arrangements for the Support of Examinations that the chairman should be appointed by the end of Trinity Term in the preceding academic year.]</i></p> <p>(b) Nominating Committee for examiners</p> <p>(c) Once nominations are agreed information is circulated to the Maths Teaching Committee and the Departmental Committee. Nominations for examiners form is completed by the Academic Administrator during the summer vacation.</p>
4.2 There are transparent procedures to identify potential external examiners, and the information provided on nominees meets the terms of the QAA Code and Education Committee guidance*. Please indicate (a) when and (b) how this is done.	<p>(a) During/just after Easter vacation</p> <p>(b) Department: Our Teaching Committee standing orders state that suitable nominations are requested from faculty then the Nominating Committee for examiners have responsibility to confirm. <i>At Divisional level the appointment of external examiners is subject to the approval of the Divisional Board (through delegation to the Associate Head of Division (Academic). Nomination forms and the supporting material are routed to him through the Divisional Office, before being forwarded to the Examination Schools for approval by the PVC(E) and Proctors. See the <u>MPLS procedures for the nomination of external examiners</u> at http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.html</i></p>
4.3 The information supplied to external examiners on their appointment covers all relevant course details and past practice, and includes a copy of relevant Education Committee and divisional guidance. Please list the information provided for external examiners by the faculty/department.	<p>Department: All relevant paperwork on the Education Committees guidelines are sent to External Examiners before the Christmas Vacation <i>The Division has set out the material to be provided by departments to external examiners in its <u>Statement on the Role of External Examiners in the MPLS Division</u> downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.html</i></p>

* The revised section of the Code is available at

<http://www.gaa.ac.uk/academicinfrastructure/codeOfPractice/section4/default.asp>

Education Committee guidance is contained in <http://www.admin.ox.ac.uk/epsc/guidance/index.shtml>

<p>4.4 The faculty's use of external examiners conforms to the University's and QAA's expectations as set out in current guidance, from the Proctors and Education Committee, and the Code of Practice.</p>	<p>Department: Yes</p> <p>The Division has issued a Statement on the Role of External Examiners in the MPLS Division (downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.htm) which it asks all departments to circulate to External Examiners together with the material specified in 4.3 above.</p>
<p>4.5-4.8 Duties and conventions</p>	
<p>4.5 Procedures for approving and reviewing examination conventions conform to University guidance (see http://www.admin.ox.ac.uk/epsc/guidance/index.shtml). Please indicate (a) when and (b) by which body this is done.</p>	<p>(a) Early Michealmas Term</p>
	<p>(b) Maths Teaching Committee review and approve these at their Procedural Meeting</p>
	<p>Division: the MPLS Division has set out a Checklist for Examination Conventions, incorporating Education Committee guidance. The Division's Procedures for the approval of examination conventions require them to reviewed annually by its Academic Audit Sub-Committee at its meetings to review (a) UG and (b) PGT examiners reports (downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.shtml)</p>
<p>4.6 The faculty/department ensures that all students are informed within the required notice period⁷ about the examining conventions to which they will be subject. Please indicate (a) how and (b) when this is done.</p>	<p>(a) All students are given a hard copy of their examination conventions</p>
	<p>(b) Early Michealmas Term</p>

⁷ Students must be informed of the approved conventions at least one whole term before the Examination takes place or, if the Examination takes place in the first term, at the beginning of that term. (*Examination Regulations 2008, Section I, Part 8, 8.1*).

<p>4.7 Students are provided with clear guidance on the assessment requirements and, in particular, on the nature and quality of the work associated with first, upper second, lower second, and third class degrees; or, for examinations which are not classed, a pass and a distinction.</p> <p>Please indicate (a) how and (b) when this is done.</p>	<p>(a) This is published in our student handbooks.</p> <p>(b) All students are given a new handbook at the on matriculation.</p> <p><i>For Undergraduate programmes, the MPLS Division has approved two sets of Qualitative Descriptors of Classes in the MPLS Division: one for Mathematics, Computer Science, and Statistics programmes, and one for all other programmes. These are published in the Division's Checklist for Examination Conventions, downloadable from http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexampros.html The Division requires departments to publish them in their Examination Conventions, and to follow the Education Committee's requirements on their publication in Handbooks</i></p>
<p>4.8 As part of its consideration of examiners' reports the faculty/department reviews the balance of assessment methods used within the courses for which it is wholly or jointly responsible.</p> <p>Please indicate (a) how and (b) when this is done.</p>	<p>(a) All examiners reports are reviewed by the Maths Teaching committee and published on our web pages,</p> <p>(b) Early Michaelmas Term</p>
<p>4.9 <i>Support for examiners</i></p>	
<p>4.9 The faculty/department provides examiners with adequate support, and follows up relevant recommendations in examiners' reports.</p> <p>Please indicate what administrative support is provided.</p>	<p>We have an administrator responsible for each Part. The DUS ensures that recommendations are followed up.</p>

4.10-4.13 Examiners' reports [Please see Annexe A for revised Education Committee policy]	
4.10 Clear information is available about the faculty/departmental bodies responsible for considering the reports of examiners/external examiners, and the timetable for their consideration. Please indicate (a) how and (b) when this is done.	(a) Through the Maths Teaching Committee
	(b) Early Michealmas term (Afforded Teaching Committee)
	<i>At Divisional level, the Academic Audit Sub-Committee) is responsible for monitoring the examination reports, and does so for undergraduate courses at the start of Hilary Term, and for PGT courses in Week 5 of Hilary Term, following receipt of departmental academic committee and joint committee reports of their monitoring. Detailed guidance is provided to departments annually in Trinity Term, and is subsequently summarised in the QA/QE Calendar. This guidance will be updated for 2009-10 in light of the new Education Committee guidelines.</i>
4.11 The faculty/department has clear guidance about who/which body is responsible for ensuring that appropriate feedback is provided to external examiners, and mechanisms to ensure that this is done. (a) Please indicate how such feedback is made. [NEW] (b) Please confirm that a record of this feedback is sent to the divisional office, indicating the type of record provided (e.g copy of letter to the external examiner; draft response; committee minutes).	(a) and (b) <i>Departments provide the MPLS Academic Audit Sub-Committee) with draft replies to external examiners. The reply comes from the Division (checked back with the department) following (and incorporating in the reply where relevant) consideration by the Academic Audit Sub-Committee. The Division sets this out in its annual letter on Examination Reports issued in May (see Procedures for the consideration of examination reports: annual circular), and subsequently summarised in its QA/QA Calendar published at http://www.mpls.ox.ac.uk/intranet/teachingandlearning/qa.html</i>
4.12 The faculty/department has clear procedures for ensuring that changes agreed as a result of examiners' reports are implemented. Please indicate (a) how and (b) when this is done.	(a) This is monitored by the Maths Teaching Committee
	(b) Early Michealmas term (Afforded Teaching Committee)
	<i>Division: departmental proposals arising from recommendations are seen as part of the Division's monitoring, and may be reviewed year on year.</i>
4.13 The faculty/department has effective arrangements in place to ensure that students have access to anonymised copies of examiners' reports. Please indicate (a) how and (b) when this is done.	(a) These are all published on our web pages http://www.maths.ox.ac.uk/notices/exam-reports
	(b) Early to mid Michealmas term
	<i>Division: The student observers on the Academic Committee will see the report of the Academic Audit Sub-Committee's overall monitoring of the examinations.</i>

<p>Section B</p> <p>Please describe any ways in which you have enhanced your examination procedures in the course of 2007-8, and any further improvements which you plan to make in 2008-9</p>	<p>Department: Our departmental report on examinations, outlining action to be taken across all undergraduate boards.</p> <p><i>Division: see text box below.</i></p>
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The publication, in July 2008 and updated subsequently, of Divisional guidance on Taught Course Examination Procedures, circulated to departments and published at <http://www.mpls.ox.ac.uk/intranet/teachingandlearning/tcexamprocs.html>:

External Examiners

[MPLS procedures for the nomination of external examiners](#)

[Statement on the Role of External Examiners in the MPLS Division](#)

[Comments on draft papers made by external examiners](#)

Meetings relating to examinations

[Procedure to be followed where the chair of examiners is also chair or vice/chair of the departmental academic committee](#)

[Examiners' meetings, and documentation for external examiners](#)

Examination Conventions

[Checklist for Examination Conventions](#)

[Procedures for the approval of examination conventions](#)

Outcomes

[Guidelines on scaling in MPLS subjects](#)

[Divisional procedures for agreeing the marks awarded by two markers and shortweight conventions](#)

[Use of Medical Certificates](#)

MPLS Qualitative Descriptors of Classes: see Checklist for Examination Conventions

<http://www.mpls.ox.ac.uk/intranet/teachingandlearning/undergradprog.html>

Examiners' reports

[Procedures for the consideration of examination reports: annual circular](#)

[Publication of examiners' reports](#)

Further guidance

[Student collusion in practicals](#)

This guidance will be reviewed in the light of the revised Education Committee guidance.

5. STUDENT FEEDBACK

	<i>Please provide additional information or confirm as required</i>
Section A 5.1 UG/PG: Joint Consultative Committee(s) for undergraduate and graduate students (established according to University guidance) are in place. How is information about the arrangements for meetings and the outcomes of meetings disseminated to students?	UG All students are emailed with information and there is information available on our web pages http://www.maths.ox.ac.uk/current-students/undergraduates/jccu PG All students are emailed with information and there is information available on our web pages http://www.maths.ox.ac.uk/current-students/graduates/representation <i>At Divisional level, there is an Undergraduate Joint Consultative Forum and Graduate Joint Consultative Forum, with a representative of each of the departmental JCCs and the UG/PG observer on the Divisional Academic Committee/Board and OUSU officer, meeting with the Associate Head of Division (Academic).</i>
5.2 UG/PG: If not, please describe the alternative arrangements, e.g. representation on committees, meetings with officers of the faculty/department, which ensure formal channels for consulting students.	UG We have a student representative from our JCCU who stands on our Maths Teaching Committee PG Grad student representative from our CCG stands on the Research Committee
5.3 UG/PG: Mechanisms are in place to ensure that conclusions reached by joint committees or via alternative arrangements are taken into account in considering matters relating to learning, teaching, and assessment. Please describe (a) how and (b) when this is done.	(a) These are sent to Maths Teaching Committee for approval (b) Throughout the year
5.4 UG/PGT: Student feedback questionnaires cover all lectures.	UG Yes PGT: Yes
5.5 UG/PGT: Student feedback questionnaires cover all course elements.	UG Yes PGT Yes
5.6 UG/PG: The results of student feedback questionnaires are analysed, considered and put into effect as appropriate. Please indicate (a) how and (b) when this is done.	(a) These are reviewed by the Maths Teaching Committee (b) Termly
5.7 UG/PG: There are agreed channels to inform students about actions taken (or, after consideration, not taken) as a result of student feedback. Please indicate what these are.	Actions are reported to the relevant Consultative Committee and posted on the web pages (listed above)

5.8 UG/PG: The faculty/department regularly considers the scope for improving the quantity and quality of student feedback.	The questionnaires are reviewed by MURC, JCCU and the Maths Teaching Committee termly.
5.9 UG/PGR: There is a mechanism for considering for the relevant undergraduate programmes the results of the annual National Student Survey (NSS) and the Oxford Student Course Experience Questionnaire (see http://ceq.oucs.ox.ac.uk/), and, for PGRs, the Postgraduate Research Experience Questionnaire (PRES). Please indicate (a) how and (b) when this is done.	UG (NSS, OSCEQ) (a) Through JCCU and Maths Teaching Committee (b) Annually
	PGT (OPTEQ) (a) Under consideration. (b)
	PGR (PRES) (a) CCG (b) Annually
	<i>The Division asks departments to consider these in their academic committees/supervisory committees/graduate committees and to consult their JCCs, and to report their comments to Division. The results and departmental comments are considered by the relevant Divisional bodies, and by the MPLS Academic Audit Sub-Committee/Academic Committee as appropriate. Particular issues of concern and/or common themes are identified and where appropriate are taken further with individual departments or across the Division. Reports are made to EdC as required by that body.</i>
5.10 The faculty/department has mechanisms for receiving and considering feedback from colleges on courses and on individual student concerns (especially research students). If so, how is this managed?	For UG courses this is done termly and is reviewed by the Maths Teaching Committee.
Section B Please describe any ways in which you have enhanced your student feedback procedures in the course of 2007-8, and any further improvements which you plan to make in 2008-9.	<p>Department: Institution of a reporting mechanism to students, whereby we publish reports, guidelines, or actions taken which affect the student body and JCCU.</p> <p>At the graduate level, we have instituted an electronic noticeboard to disseminate information on skills training and teaching vacancies.</p> <p><i>Division:</i> <i>The Division is in the process of publishing on its intranet the agenda and minutes of its UJCF</i> http://www.mpls.ox.ac.uk/intranet/committees/usaap.html <i>and GJCF, and intends to extend this to its Academic Committee, Academic Audit Sub-Committee, and Graduate and Undergraduate Panels</i></p>

6. STUDENT COMPLAINTS AND APPEALS

	<i>Please provide additional information or confirm as required</i>
Section A 6.1 The University template relating to complaints and appeals is made available within the faculty/department, via: a) Notice boards; b) Faculty/department handbooks/literature (whether hard copy or electronic). <i>Differentiate for UG, PGT, and PGR as appropriate.</i> Please give the URL if appropriate.	(a) http://www.maths.ox.ac.uk/notices/academic-complaints (b) http://www.maths.ox.ac.uk/notices/academic-complaints PG: The Divisional Graduate Studies Handbook also provides this information http://www.mpls.ox.ac.uk/intranet/teachingandlearning/graduateprog.html .
6.2 Students within the faculty/department are made aware of their right to take certain complaints direct to the Proctors. How is this done?	This is stated in our policy PG: The Divisional Graduate Studies Handbook also provides this information http://www.mpls.ox.ac.uk/intranet/teachingandlearning/graduateprog.html .
6.3 Procedures are in place to monitor the number and nature of any student complaints/appeals over the course of a year.	A register of all complaints is maintained
6.4 The outcome of complaints and appeals is fed into the refinement of procedures to avoid a recurrence. Please provide any suitably anonymised examples.	Yes
Section B Please describe any ways in which you have enhanced your procedures relating to student complaints and appeals in the course of 2007-8, and any further improvements which you plan to make in 2008-9. It would be helpful to include any points/changes of general significance which have occurred as a result of the consideration of a complaint or an appeal.	Guidelines on our web sites and Handbooks have been updated for 2008-09, to give clearer instructions to students about what to do in the case of (a) College Teaching, (b) Departmental classes and lectures. This is in line with the EPSC "Guidance on Teaching and Learning".

7. STATISTICAL INFORMATION

	<i>Please provide additional information or confirm as required</i>
Section A	
7.1 UG/PG: The faculty/department tracks the name and number of undergraduates and PGR/PGT students transferring into and out of its courses (including withdrawals, failures and suspensions).	UG Colleges report changes to the department for undergraduate students, and we monitor the number of students registering for 3 or 4 year programme. We can also obtain this information from OSS.
	PGT This is done through OSS
	PGR This is done through OSS and the MPLS Graduate Office
7.2 UG: The faculty/department reviews the annual success rate of undergraduates, including performance by gender, via the class percentage figures (see http://www.ox.ac.uk/gazette/2008-9/supps/1_4862.pdf for the 2008 figures). Please indicate (a) how and (b) when this is done.	(a) The Maths Teaching Committee considers these figures as part of their annual consideration of Examiners reports.
	(b) Early Michealmas Term
	<i>At Divisional level, these statistics are monitored annually, alongside the examination reports, by the Academic Audit Sub-Committee. The Division analyses these figures by gender, using its own spreadsheet which is published on the Divisional intranet, and is drawn to the attention of departmental academic committees and chairmen of examiners in the division's annual letter on examination reports and subsequently when the updated figures are published</i> http://www.mpls.ox.ac.uk/intranet/teachingandlearning/undergradprog.html
7.3 PGT: The faculty/department monitors annual success rates, including performance by gender, of its PGT students. Please indicate (a) how and (b) when this is done.	(a) This is looked at in Hilary Term by the Maths Teaching Committee
	(b) Annually (HT)
7.4 UG/PGT: The faculty/department takes steps to track the success rates of undergraduate and PGT students over time. Please indicate (a) how and (b) when this is done.	UG (a) This is supplied by the Careers Office and is reviewed by the Maths Teaching Committee and discussed by the JCCU.
	(b) Michealmas term (when data is ready)
	PGT (a) This is looked at through the examiners reports
	(b) Differing times of the year depending on the MSc

	<p><i>Division: The Division's undergraduate spreadsheet (see 7.2 above) analyses this data for all courses, for the Division as a whole, and for the University as a whole, from the summer 2000 examinations. From the Academic Committee in HT 2007, percentages are analysed by five-year rolling averages, and further broken down in committee papers into three-year and four-year courses. PGT data will be analysed likewise in future, when it is regularly available from OSS.</i></p>
<p>7.5 [NEW] UG/PG: The faculty/department monitors the size and significance of any 'gender gaps' in its UG and PG results and reports the results of its deliberation to the divisional academic committee. Please indicate (a) how and (b) when this is done.</p>	<p>UG (a) This is an on-going student progression analysis which is being prepared in consultation with the Statistics department</p>
	<p>(b)</p>
	<p><i>The Division's spreadsheet referred to in 7.2 above, and the papers presented to the Academic Audit Sub-Committee, monitors the gender gap by programme, by Division, by three- and four-year programmes, and over time (since 2000 by exam year, average 2000-present, and by five-year rolling average). Chairmen of Examiners in their reports, and departmental academic committees in their consideration of these reports, are asked to take note of this and comment to the Division, in the Division's annual letter on Examination Reports, summarised in the MPLS QA/QE Calendar.</i></p>
	<p>PGT (a) This is discussed by Maths Teaching Committee</p>
	<p>(b) Week 8 of Hilary Term</p>
<p>7.6 PGR: The faculty/department's records for its research students allow it to track submissions, referrals and successful awards. Please indicate whether the faculty/department can monitor the numbers of its doctoral students able to submit within four years of beginning work for the doctorate. Please indicate (a) how and (b) when this is done.</p>	<p>(a) Data is prepared by the MPLS Graduate Office and the DGS reviews this data annually</p>
	<p>(b) Early Michealmas Term</p>
	<p><i>The Division has recently been provided with the data to enable it to do this across all its departments. This is being put to its Graduate Panel and its Academic Audit Sub-Committee.</i></p>
<p>7.7 UG/PG: The faculty/department maintains formal or informal records of the destinations of its undergraduate and/or graduate students.</p>	<p>UG Information is available on our web pages. http://www.maths.ox.ac.uk/node/7077</p>
	<p>PG This information is available from the Careers Office</p>

Section B

Please describe any ways in which you have enhanced your use and analysis of statistical data in the course of 2007-8, and any further improvements which you plan to make in 2008-9.

Department: We continue to produce a monitoring report on trends and averages in success rates for each level of the undergraduate programme. This has been fed into the examinations process for 2008 to guide examiners.

Division: As data become available from OSS, the Division will undertake systematic monitoring of PGT results and PGR submission etc rates as it does for undergraduate results.

The Division will need to review how it uses its spreadsheet of undergraduate examination results as a consequence of the implications for the statistics of dual classification in some mathematical/computer science/statistics examinations, and in the light of the new data available from OSS looking at results broken down by school type, fee category, etc, as well as gender.

8. EXTERNAL INPUT

	<i>Please provide additional information or confirm as required</i>
Section A	
8.1 (a) The faculty/department has an external advisory committee (or similar body). Please indicate how often this body meets.	Yes which meets annually in Trinity Term
8.1 (b) The external advisory committee is provided at another level (if so, please specify at what level).	N/A
8.1 (c) External input is provided by other means. ⁸ Please indicate how this is done.	Each taught MSc course has a supervisory panel, which includes one or more external members.
8.2 The external advisory body/committee contributes to the overview of teaching strategy and course development.	Yes
8.3 Courses within the faculty/department are subject to external review/accreditation (including by research councils) (Please specify whether UG, PG or both.).	<p>Department: The department is periodically reviewed which includes both UG and PG</p> <p>At Divisional level the reports of external accreditation bodies are seen by the Academic Audit Sub-Committee as part of its overall quality assurance process, and are forwarded, with Divisional comment, to EdC. The Division may comment to the department on matters arising in the accreditation reports.</p>
8.4 The faculty/department has mechanisms for receiving comments from employers and other professional and statutory bodies where applicable on the content and outcomes of its courses.	Via the EAP. We also have employers on our MSc Supervisory committees.
Section B	
Please describe any ways in which you have enhanced your use of external input in the course of 2007-8, and any further improvements which you plan to make in 2008-9.	With a major fundraising campaign being conducted at the moment to fund our new building, external contacts are very important and our links are fully utilised.

⁸ The Education Committee amended its policy in 2008 and faculties/departments are no longer required to have external advisory committees but are expected to continue to make systematic use of external advice and input. In addition, an informed external view remains a requirement of new course proposals, and joint divisional/Education Committee review panels must include external reviewers.

9. DISSEMINATION OF GOOD PRACTICE IN LEARNING AND TEACHING

	<i>Please provide additional information or confirm as required</i>
Section A 9.1 The faculty/department has a forum which can promote: a) regular reflection on teaching and assessment methods and for considering the scope for innovation; and b) formal and informal mechanisms for the dissemination of good practice in learning and teaching. Please indicate how this is done.	<p>(a) At Faculty meetings, particularly in MT, we provide an open forum for such discussions; there have also been opportunities of Staff development sessions.</p> <p>(b) The Faculty's "Teaching the Undergraduate Mathematics Course: a Guide" is intended to fulfil this purpose. In addition the Faculty provides guidance to College Senior Mathematics Tutors.</p> <p><i>At Divisional level, disseminating good practice is one the functions of the Undergraduate Studies and Access Advisory Panel, Graduate Studies Advisory Panel, and the annual meeting of Postgraduate Taught Course Convenors, reporting up to the Academic Committee. The committee will also circulate good practice to departments in its minutes or by email to its departments.</i></p>
9.2 Mechanisms allow the faculty/department to play a role in disseminating good practice in tutorial or other teaching in relation to the programmes for which it is wholly or jointly responsible. Please indicate how this is done.	<p>We tend to have an annual Staff Development session in HT. These have been very successful, although not offered in 2008-09.</p>
9.3 The faculty is effective in incorporating in its courses innovations in subject knowledge or practice, new research, and current scholarly debate. Please indicate any ways in which this is done.	<p>Under the expert guidance of our subject panels this happens annually and is fed into our Parts B and C courses as well as our graduate courses.</p>
9.4 [NEW] In the light of the recent report on the research-teaching nexus ⁹ , the faculty/department has considered how best to describe the links between research and teaching for academic staff and for students. Please indicate how this will be communicated to staff and students.	<p>Department: Faculty research guides course development and new fields of study drives our curriculum and leads to developments lower down in the curriculum.</p> <p><i>The Division has agreed a paragraph on the research-teaching nexus to be adapted by departments for inclusion in their Handbooks for 2009-10. This will be included in the Divisional Guidance on Undergraduate Handbooks.</i></p>

⁹ The report can be found at: <http://www.admin.ox.ac.uk/epsc/oxonly/resnexus.pdf>

<p>Section B</p> <p>Please describe any ways in which you have enhanced your dissemination of good practice in learning and teaching in the course of 2007-8, and any further improvements which you plan to make in 2008-9.</p>	<p>Department: Awards have been made to faculty to reward excellence in Teaching and Learning. We hope this continues.</p> <p><i>The Division has agreed a paragraph on the research-teaching nexus to be adapted by departments for inclusion in their Handbooks for 2009-10. This will be included in the Divisional Guidance on Undergraduate Handbooks.</i></p>
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10. MONITORING OF TEACHING

	<i>Please provide additional information or confirm as required</i>
Section A <i>10.1-10.3 Monitoring of teaching quality</i>	
10.1 The faculty/department monitors the teaching undertaken by established staff: (a) during their probationary period and (b) thereafter. Please indicate how this is done.	a) A mid-review and end-of-period review are conducted. b) We have a cycle of reviewing established faculty, on roughly a 5-10 year cycle.
10.2 The faculty/department uses formal or informal peer review of teaching. Please indicate how this is done.	A formal peer review is used during the initial period; thereafter informal peer reviews are conducted.
10.3 The faculty/department has procedures for those teaching on its behalf to discuss their staff development needs in relation to teaching. Please indicate how and when this is done.	Department: Such issues form part of the normal appraisal system for academic staff. We have a Faculty Teaching Advisor who runs seminars and meets with individual faculty. He also liaises with TC and subject panels. The Division's academic advisor provides advice and guidance to academic staff in their probationary period, and to their mentors. The Division's CETL activities, being developed at departmental level, cater in addition for training in teaching and supervision skills for PGR and contract research staff teaching for departments
<i>10.4-10.6 Teaching by graduate students</i> <i>The Divisional CETL is developing 10.4-10.6 as practice across all departments of the Division.</i>	
10.4 The faculty/department takes steps to ensure that graduate students are not permitted to offer teaching on its courses (whether tutorials, classes or demonstrating) without prior training ¹⁰ . Please indicate (a) how this is done, and (b) [NEW] what involvement the faculty/department has with the CETL.	<i>The Division's aim is to encourage colleges only to use for tutorials those trained at level 1 under the CETL programme, and it has circulated colleges to this effect.</i>
	(a) All graduate students who teach for the department must have completed stage one of CETL. We also now have a teaching register.
	(b) CETL: Training is offered on class teaching and tutorial teaching to all new faculty and all graduate teaching assistants.
10.5 Graduate student teachers are briefed on the duties involved in all types of teaching and the reciprocal obligations of the faculty/department. Please indicate how this is done.	At Induction they have a training session and are advised of their support mechanisms.
10.6 Graduate student teachers are provided with appropriate mentoring/supervision/review. Please indicate how this is done.	They receive training (at induction) and, from their assigned class tutor, they receive mentoring during the term and in an end of term report.

¹⁰ (for University policy see the Education Committee's [Policy and Guidance on Research Degrees](#) section 11.1)

10.7-10.9 Teaching by Contract Research Staff <i>The Divisional CETL is developing 10.7-10.9 as practice across all departments of the Division.</i>	
10.7 The faculty/department takes steps to ensure that contract research staff are provided with appropriate training to support their teaching on its courses (whether tutorials, classes or demonstrating). Please indicate (a) how this is done, and (b) [NEW] what involvement the faculty/department has with the CETL.	<i>The Division's aim is to encourage colleges only to use for tutorials those trained at level 1 under the CETL programme, and it has circulated colleges to this effect.</i>
	(a) Postdocs and contract research staff are invited to take part in our CETL workshops. They receive feedback on their teaching as other tutors do through course questionnaires. Where issues arise the Faculty Teaching Advisor or Director of Undergraduate Studies meets with the tutor
	(b) CETL: See above
10.8 Contract research staff who teach are briefed on the duties involved in all types of teaching and the reciprocal obligations of the faculty/department. Please indicate how this is done.	Annually we publish a faculty guide to mathematics teaching, "Teaching the Undergraduate Mathematics Course: A Guide".
10.9 Contract research staff who teach are provided with appropriate mentoring/supervision/review. Please indicate how this is done.	They receive training (at induction) and, from their assigned class tutor, they receive mentoring during the term and in an end of term report.
10.10- 10.12 Tutorial teaching¹¹	
10.10 UG: The faculty/department monitors the range or variation or any other aspect of the tutorial teaching provided in relation to the courses for which it is wholly or jointly responsible. If so, please indicate (a) how and (b) by whom this is done.	(a) A question has been added to our lecture course questionnaire to record student responses to this.
	(b) Through the student questionnaires reviewed by DUS, Chairman of the Department, Faculty Teaching Advisor and subsequently the Maths Teaching Committee.
10.11 UG: Faculty/Departmental procedures address questions of coherence between the intended learning outcomes for its courses and the tutorial teaching provided for them. If so, please indicate (a) how and (b) by whom this is done.	(a) Problem sheets for each course are developed by the lecturer to help foster greater cohesion between tutorials and lecture courses.
	(b) Course lecturers

¹¹ Please refer to the Education Committee's *Policy and Guidance on Undergraduate Learning and Teaching* for background on this section, especially pp.8-11 - <http://www.admin.ox.ac.uk/epsc/guidance/uglandt.pdf>.

<p>10.12 UG: The faculty/department has considered the need for guidance on the nature of the feedback to be provided by tutors in their tutorial teaching.</p> <p>If so, please indicate (a) how and (b) by whom this is done.</p>	<p>(a) Annually we publish a faculty guide to mathematics teaching, "Teaching the Undergraduate Mathematics Course : A Guide". See pages, for example, 8,13-16, 25-28, 30-43.</p> <p>(b) For inter-collegiate classes, teaching assistants complete marks each week on the on-line database Minerva, providing regular feedback to tutors throughout the term. OxCort is used for tutorial teaching in the first two years.</p>
<p>10.13 <i>Class teaching</i>¹²</p>	
<p>10.13 UG: Faculty/Departmental procedures cover guidance to those undertaking class teaching (including training, monitoring, mentoring and dealing with complaints). Please indicate how this is done.</p>	<p>We have guidance notes on this for Part B and C courses</p> <p>http://www.maths.ox.ac.uk/teaching-staff/class-scheme/</p>
<p>Section B</p> <p>Please describe any ways in which you have enhanced your monitoring of teaching in the course of 2007-8, and any further improvements which you plan to make in 2008-9.</p>	<p>Department:</p> <p>The above procedures for training graduate students have been improved this year. We continue to monitor this.</p> <p><i>The Division's aim to encourage colleges only to use for tutorials those trained at level 1 under the CETL programme circulated colleges.</i></p>

¹² Please refer to the Education Committee's *Policy and Guidance on Undergraduate Learning and Teaching* for background on this section, especially pp 12-13- <http://www.admin.ox.ac.uk/epsc/guidance/uglandt.pdf>.

11. PROVISION FOR RESEARCH STUDENTS

	Please provide additional information or confirm as required
Section A	
11.1 The faculty/department has Statements of Provision for PGR students, which give an outline of the main elements of the provision made for them. Please provide the URL.	URL: https://www.maths.ox.ac.uk/current-students/graduates
11.2 [NEW] The faculty/department regularly reviews the PGR Statement of Provision. Please indicate (a) how this is done and (b) by whom.	(a) Annually
	(b) DGS
	<i>In light of comments arising from departmental reviews, the Division will review the PGR template in TT each year, and circulate the revised template to depts to update in the long vac.</i>
11.3 The faculty/department has a version of the Code of Practice for Supervision promoted by the Education Committee and the divisions. Please indicate where this is to be found.	<p><i>The MPLS Division has a single division-wide Code of Practice for Supervision which includes the Brief Guide to Research Supervision summarising the roles and responsibilities of supervisors and graduate research students. It is included in the Division's Graduate Studies Handbook. The code is available at:</i></p> <p>http://www.mpls.ox.ac.uk/intranet/teachingandlearning/graduateprog.html</p> <p><i>Department to insert url directing students to the Divisional Code of Practice:</i></p> <p>http://www.maths.ox.ac.uk/current-students/graduates</p>

<p>11.4 Please indicate what the Code of Practice says about:</p> <p>(a) Provision to support new or inexperienced supervisors</p> <p>(b) Appropriate norms for the numbers of students supervised by individual supervisors</p> <p>(c) Guidance on the number of meetings with the supervisor</p>	<p><i>The MPLS Division's Code of Practice for Supervision:</i> http://www.mpls.ox.ac.uk/intranet/teachingandlearning/graduateprog.html <i>includes the following guidance:</i></p> <p>(a) <i>Provision to support new or inexperienced supervisors</i></p> <ul style="list-style-type: none"> · <i>For members of academic staff in their first period of office, the Divisional Board will appoint a mentor who will, amongst his/her other duties, provide confidential advice, support, and guidance on teaching, and supervision of research students.</i> · <i>Departments shall encourage all new supervisors to attend the Learning Institute's Seminar on Graduate Supervision.</i> · <i>When a supervisor is not a member of academic staff at the University, or a fellow of an Oxford college, or a person with previous supervisory experience, an experienced member of academic staff will be appointed by the department either as joint supervisor or as an advisor to the supervisor, and will be expected to act as mentor to the new supervisor.</i> <p>(b) <i>Appropriate norms for the numbers of students supervised by individual supervisors</i></p> <p><i>For an individual supervisor with a normal academic load, a supervisory load equivalent to six full-time students is regarded as the normal maximum. It is recognised that there is a range of supervisory practice, in terms of supervisory teams, and the Division emphasizes the importance of adhering to the QAA precepts on supervisory practice. (The QAA precepts on supervisory practice, nos. 11-14, are stated in the code.)</i></p> <p>(c) <i>Guidance on the number of meetings with the supervisor</i></p> <p><i>A research student should expect to have meetings with his/her supervisor or a member of the supervisory team with a frequency of at least once every two weeks averaged across the year. The regularity of these meetings may be subject to variations according to the time of the year, and the stage the student is at in their research programme.</i></p>
<p>11.3 How are supervisors and students made aware of the Code of Practice and its contents?</p>	<p>It is in the MPLS Graduate Student handbook which is circulated to all students and on our web pages</p>
<p>11.5 The faculty/department has provided supervisors and students with copies of the Brief Guide to Supervision (<i>annexed to MPLS Code of Supervision</i>). Please indicate how this is done.</p>	<p>This was circulated via email and there is a link on our graduate web pages</p>

<p>11.6 The faculty/department provides handbooks for PGR students. Please provide the URLs, if available.</p> <p>Please indicate how often these are reviewed and updated.</p>	<p>Department: https://www.maths.ox.ac.uk/current-students/graduates/guidance-notes</p> <p>A supplement to the MPLS Handbook is also circulated to students. This is reviewed annually. A new full handbook is being prepared for 2009-2010</p> <p><i>Division: the MPLS Division provides a Graduate Studies Handbook, updated annually:</i> http://www.mpls.ox.ac.uk/intranet/teachingandlearning/graduateprog.html</p>
<p>11.7 The faculty/department monitors the supervision undertaken by established staff: (a) during their probationary period and (b) thereafter.</p> <p>(c) [NEW] What provision is made for the mentoring/support or co-supervision with new staff?</p>	<p>a) This is part of their overall review process.</p>
	<p>b) The research committee monitors supervision loads annually. Problems arising in supervision are monitored termly by the Director of Graduate studies via supervision reports.</p>
	<p>c) We aim to assign all new faculty members a mentor</p>
<p>11.8 The faculty/department has procedures for those supervising on its behalf to discuss their staff development needs in relation to supervision.</p>	<p>This is part of the University/Department overall staff development programme.</p>
<p>11.9 Skills training and personal development opportunities for research students: opportunities for training in transferable skills and personal development are explained at faculty/departmental induction.</p>	<p>An introduction to skills training is part of departmental induction. The department maintains an up to date list of training opportunities at https://www.maths.ox.ac.uk/current-students/graduates/training</p> <p><i>At divisional level, there is a transferable skills training programme, see</i> http://www.mpls.ox.ac.uk/skillstraining/index.html</p> <p><i>The Division issues a skills training induction pack to all new research students, and held a briefing for new students in Dec 2008.</i></p>
<p>11.10 What arrangements are made to encourage research students and contract research staff to participate in departmental/divisional/university graduate skills programmes and to monitor take up of skills training opportunities?</p>	<p>Department: Emails from Division are circulated to all research students and we also offer some courses.</p> <p>At divisional level, an email skills training bulletin including details of future courses is sent to depts to forward onto research students and contract research staff. The division records attendance at courses and sends this information to departments.</p>

11.11 How often does the faculty/dept review the research training and skills provision made for all research students in the light of any relevant research council requirements and the expectations of the QAA Code of Practice on Postgraduate Programmes (see http://www.qaa.ac.uk/academicinfrastructure/codeOfPractice/section1/default.asp)	Annually reviewed by the DGS, in consultation with the Faculty Teaching Advisor as necessary.
11.12 What arrangements are made to review and monitor the development of generic and subject-specific skills for individual PGR students?	This is done at the time of transfer and confirmation of status
11.13 What materials are research students required to submit for (a) Transfer of Status; (b) Confirmation of Status	<ol style="list-style-type: none"> 1. an application for transfer from Probationer Research Student to DPhil student status (form GSO.2); 2. a departmental application form (MAT.1); 3. a description of the work undertaken in preparation for research (this must accompany form MAT.1); 4. Two copies of a dissertation of between 15-30 pages of TEX
	b) GSO.14, GSO.14a and MAT.3 also a progress report
11.14 How are research students assessed for (a) Transfer of Status; (b) Confirmation of Status?	a) Oral examination & written work. b) Oral examination/mini viva
11.15 What provision (if any) is made to prepare students for their doctoral examination?	The oral examinations for transfer and confirmation are very similar to the final viva.
11.16 How does the faculty/department monitor the quality of doctoral research in the light of its procedures for oral examination and examiners' reports?	<p><i>At departmental level, Directors of Graduate Studies sign off the research degree examination reports and discuss problems with supervisors.</i></p> <p><i>At Divisional level, the Associate Head of Division (Academic) reviews all graduate research degree examiners' reports before signing them off on behalf of the University. MPLS has introduced supplementary notes of guidance for examiners which require examiners to comment on any publications arising out of the D.Phil. project, and to comment explicitly on the performance at the viva.</i></p> <p><i>Departments to add any procedures of their own:</i></p>
Section B Please describe any ways in which you have enhanced your provision for research students in the course of 2007-8, and any further improvements which you plan to make in 2008-9.	A new full handbook is being prepared for 2009-2010.

[NEW] 12. COLLABORATIVE PROVISION

For faculties/departments with collaborative arrangements or whose students undertake overseas or other placements	
	<i>Please provide additional information or confirm as required</i>
Section A 12.1 The faculty has a written agreement for any collaborative provision in which it takes part, and which conforms to the Education Committee guidance on collaborative provision. ¹³ Please provide a copy of the agreement.	N/A
12.1 The faculty/department has a statement defining the overall purpose or objectives of the time spent as part of collaborative provision or on placement, which takes account of the relevant Education Committee guidance.	N/A
12.2 Arrangements are made to keep under review the teaching provided by the universities or other supervising bodies where students are placed either as part of a collaborative agreement or as part of a placement or exchange.	N/A
12.3 Arrangements are made to ensure that students who are part of a collaborative arrangement or on placement have adequate pastoral and academic support and guidance.	N/A
12.4 Arrangements are made to ensure that students who are part of a collaborative arrangement or on placements (especially overseas) can be in regular contact with those members of the Oxford academic staff responsible for their course.	N/A
Section B Please describe any ways in which you have enhanced your placement procedures in the course of 2007-8, and any further improvements which you plan to make in 2008-9. Please indicate any new arrangements you have contracted in 2007-8.	Department: N/A <i>The Division, in consultation with Educational Policy, has introduced a template and procedures for Written agreements for students undertaking undergraduate projects outside of the University, published at http://www.mpls.ox.ac.uk/intranet/teachingandlearning/writtenagreements.html.</i> <i>The Division has set out in its QA/QE Calendar the review procedures for such agreements.</i>

¹³ The *Policy and Guidance on Collaborative Provision, including Placements and Exchanges* is available at <http://www.admin.ox.ac.uk/epsc/guidance/collabprov.pdf>:

13. ADDITIONAL COMMENTS

This section may be used (a) to explain the situation with respect to any questions which cannot be answered in the affirmative, and to set out in brief the work which is in hand to address them; and/or (b) to provide further detail under the Section B answers; please use additional pages if necessary.

ANNEXE A

Education Committee has agreed that all those concerned with the external examiner procedures should be familiar with the expectations set out in the schedule below, and with the importance which is attached to them by the University:

1. Reports are to be received by the University **within four weeks** of the last meeting of the examination board concerned
2. Reports are simultaneously received by the divisional office and dispatched to departments
3. Department/faculty considers all reports for its programmes and draws up a check-list of all the issues raised with departmental/faculty response
4. Divisional board or designated sub-committee considers the faculty/department's check-list and responses, following up or clarifying as necessary
5. Divisional board sends Education Committee composite report of issues and the ways that they have been dealt with – including confirmation that all external examiners have received formal response to any matters raised in their reports
6. Divisional reports considered by Education Committee, identifying issues of cross-university significance, issues suggesting changes in regulations or developments in policy, areas for quality enhancement
7. Sample of reports scrutinised by the chairman of Education Committee during the course of the year.

The check-list above reflects a number of developments since the initial version was circulated in 2006. Some reflect national developments, including the removal of the requirement to publish external examiner report summaries, others the further development of internal processes.