

Faculty Guidelines for Part III Examples Classes (2023-24)

1 The Function of Examples Classes

The Faculty is very grateful for the work put in by those who organise and give examples classes. Feedback from students shows that well-run examples classes are highly valued, and those giving examples classes have the opportunity to make an important positive contribution to the mathematical understanding of Part III students.

- The main function of examples classes is to provide back-up to lectures, primarily by discussing examples sheet questions that have been set by the lecturer and attempted by the students before the class. Examples classes should also provide opportunities for more general discussion of the course material.
- A second function is to monitor the progress of students and to identify students who may be having difficulties. The Colleges regard this as particularly important. In this sense, the examples classes can provide a useful complement to the Part III Progress Interview system.

2 Outline

The Faculty Board has agreed¹ that it expects there to be, *over and above* lectures for each Part III course,

- 4 examples classes associated with each 24-lecture course
- 3 examples classes associated with each 16-lecture course

with each class lasting 1-2h.

Revision support is also expected, of 1-2h per lecture course. This is not envisaged to be given by anyone other than the lecturer. It should involve review of previous exam questions, opportunities for students to ask questions about examinable material, and clarification of lecture notes and examples sheet questions, etc. Where there are no past papers available for a lecture course, the lecturer should provide examples of questions of a suitable standard and length, for example by indicating which questions on the examples sheets they might consider appropriate as (part of) an exam question.

For small lecture courses, special revision office hours might serve this need, but in most cases a revision class given in Easter term will be more suitable.

These guidelines are intended for Part III lecturers and for all those involved with giving and organising Part III examples classes. They are intended to offer helpful advice that those giving the classes are asked to follow.

Comments and questions are welcome and should be addressed to one of the following.

Director of Taught Postgraduate Education: Ron Reid-Edwards (Acting, Michaelmas) and Jonathan Evans (Lent, Easter) (email: director-tpe@maths.cam.ac.uk; CMS room: B1.22; phone: (3)39207).

Associate Director of Taught Postgraduate Education: Ron Reid-Edwards (email: adtpe@maths.cam.ac.uk; CMS room: B2.24; phone: (3)66914).

DAMTP Course Director: David Stuart (email: partiii-director@damtp.cam.ac.uk; CMS room: B2.22; phone: (3)37849).

DPMMS Course Director: Imre Leader (email: partiii-director@dpmmms.cam.ac.uk; CMS room: C2.02; phone: (7)65902).

Chair of the Part III Committee: Julia Wolf (email: partiii-chair@maths.cam.ac.uk; CMS room: C2.07; phone: (3)37926).

¹ At its meetings of 22 May 2014 and 27 May 2021.

Subject-specific advice for students taking the Mathematical Tripos² is available from the Part III Subject Advisors (see the Glossary in Section 9).

The Faculty Board and Heads of Departments recommend the procedures described below. This document is based on an agreement between the Mathematics Faculty and the Senior Tutors' Committee (July 2014).

3 Who Gives the Class?

There is more than one possible model for the provision of support via examples classes, not least because the availability of PhD students/postdocs as instructors for examples classes varies widely across different subject areas in the Faculty.

The Faculty Board recommends that lecturers normally adopt one of the following two methods of providing examples classes.

Either

Method A: the lecturer gives the examples classes, one class for each examples sheet, to the whole class together.

Or

Method B: the lecturer recruits a suitable number of instructors to run small-group examples classes ideally with 6–12 students in each class (but see Sections 4 and 5 for more on sizes of classes).

Method A. This method may be especially useful for larger lecture courses in subject areas where there are few PhD students/postdocs, but Method A may be used for any size of lecture course.

Method B. It is the lecturer's responsibility to organise instructors to give the classes.

In any case where instructors are recruited it is the lecturer's responsibility to ensure that the instructors have all the necessary information to be able to run the classes effectively.

For example, instructors should be briefed on how many examples sheets to expect and when they will be issued. Many lecturers provide instructors with model answers to examples sheets. Instructors should be provided with a copy of the lecture notes if they need them. Instructors should also be briefed on how many hours each examples class should be. In summary, it is the lecturer's responsibility to ensure the smooth running of the examples classes, which includes responding to timetabling information requests from the Postgraduate Office (see Section 5), briefing the instructors, and dealing with any problems arising during the term.

4 Who Are Examples Classes for and Who Pays for Them?

The examples classes are primarily for Part III students and for Physics and Astrophysics students who are taking Part III courses for examination. Occasionally Part II students attend Part III courses for interest (and are not taking the examination), and they sometimes wish to attend examples classes; permission from the student's Director of Studies should be obtained before claiming payment from Colleges for such students. PhD students also sometimes attend Part III lectures but are not taking the examination. These students may attend examples classes if there is room for them (they have a lower priority than students who are taking the course for examination). Payment from Colleges should not be sought for PhD students.

Under the current agreement with the Senior Tutors, **the Colleges will only pay for classes of between 6 and 12 (inclusive) with appropriate documentation as described below.** Marking is paid for by the Faculty of Mathematics for Mathematics Part III students, while Physics and the Institute of Astronomy pay for Physics Part III students and Astrophysics Part III students respectively.

² Those taking the Natural Sciences Tripos have advisors in their own department.

Method A: class size greater than 12. Under the current agreement with the Senior Tutors, if the class size is greater than 12, then UTOs give the examples classes as part of their duties, i.e. they cannot claim payment from the Colleges (and so do not complete reports on all students). If the lecturer is a College Teaching Officer (CTO), postdoc or other non-UTO, then the Department pays for the examples classes in addition to the lectures. In this case, lecturers should claim payment for the number of hours of examples classes via the Cambridge Casual Worker System (CCWS).

Method A: class size 12 or less. If the class size is 12 or less, the Senior Tutors have agreed that UTOs may if they wish claim payment from the Colleges. If they do claim from the Colleges, then they must complete a CamCORS report (see Section 8) for each student. If the lecturer is not a UTO, then they should claim payment from the Colleges which will involve completing a CamCORS report (see Section 8) for each student.

Method B. Instructors of Examples Classes of size 6–12 claim payment from the Colleges, and so must complete a CamCORS report (see Section 8) for each student. If the class size is unavoidably larger than 12, or smaller than 6, then payment can be claimed from the Departments via the Cambridge Casual Worker System (CCWS). Payment for marking is also claimed via CCWS, even if payment for the class is being claimed from the Colleges. Prior to undertaking any work, instructors will be required to fulfil a ‘right to work in the UK’ check so that they can be issued with a temporary workers agreement. The Postgraduate Office will contact instructors with details of what is required, as well as details on how to claim payment (including how to register on the CCWS). Instructors should be aware that claims will be reviewed by the Postgraduate Office once submitted. A record of the number of students from Physics and Astrophysics should also be submitted, so that the host department of such students can be charged appropriately.

Anyone who needs to claim for payment from the Departments via the CCWS *must* be registered and approved on the system *prior* to undertaking work.

5 Timetabling

The Faculty Board’s expectation is that there will be 4 (3) examples classes for a 24- (16-) lecture course, together with a (mandatory) revision class in the Easter Term. Normally (excluding the revision class):

- the *minimum* total number of hours of examples classes would be 4 (3) hours for a 24- (16-) lecture course;
- the *maximum* total number of hours of examples classes would be 8 (6) hours for a 24- (16-) lecture course.

The Faculty Board has agreed³ that as of the start of the academic year 2019-20, all examples classes (with the exception of those in Continuum Mechanics⁴) will be timetabled by the Postgraduate Office before the start of each term according to the following procedure.

- (i) On the lecture constraint form circulated by the Undergraduate Office in the Easter term, lecturers are asked to indicate what times during the afternoon in their teaching term during the following academic year

Method A: they are unavailable to hold an examples class (for example, “Combinatorics Seminar Thu 2:30-3:30pm”, “College Finance Committee meeting Mon 2-4pm”).

Method B: their examples class instructors are likely to be unable to teach due to seminar attendance or other research commitments (for example, “HEP/GR Colloquium Wed 2:15-3:30pm”).

- (ii) At the same time as the lecture timetable is drawn up, in early July, each lecture course is assigned a 1h30 time slot during one of the afternoons Monday-Friday (one of 2-3:30pm Monday-Friday, or 3:30-5pm Monday-Friday\{Wednesday}). This is done in such a way as to avoid clashes with the essential commitments indicated by the lecturer as well as clashes between courses, based on the morning lecture timetable. Examples classes are expected to run within this time slot.

³ At its meeting of 2nd May 2019.

⁴ Continuum Mechanics classes will continue to be timetabled by the Subject Advisor.

- (iii) About four weeks before the start of their teaching term, lecturers will be asked by the Postgraduate Office to indicate
 - (a) the weeks they want their examples classes to take place (it is *strongly* recommended that the first class be held in the second half of Week 3 at the earliest; the final class may be at the start of the following term—the time slot remains the same);
 - (b) the desired length of the examples class (cf. the Faculty-recommended minimum and maximum number of total hours of classes given at the beginning of this section; if a class length of 2 hours is chosen, the time slot will be extended to 1:30-3:30pm or 3:30-5:30pm, respectively);
 - (c) the start time of the examples class (within the assigned time slot, i.e. for a 1h class in an early-afternoon slot, the lecturer may choose a start time of 2pm or 2:30pm);
 - (d) who will be giving the examples classes (if using Method B, it will be helpful to know how many groups each instructor has agreed to teach).

Those lecturers using Method B are strongly encouraged to discuss these parameters with their instructors as early on as possible.

- (iv) Once the Postgraduate Office has received this information, along with the lecturer's best estimate of student numbers, suitable rooms are booked at the times indicated by the lecturer. It is essential that any subsequent changes to these times are made through the Postgraduate Office (by email to examplesclasses@maths.cam.ac.uk).
- (v) The initial timetabling effort includes a tentative slot for the Easter-term revision class, with the Michaelmas-term timetable in operation in Week 3 of the Easter term by default, and the Lent-term timetable in Week 4. This time slot will be confirmed with lecturers at the end of the Lent term.

6 Advance Organisation for Method B

Students will be asked to sign up for examples classes via Moodle near the start of each term. The deadline for signing up is 12:00 (noon) on the second Friday of Full Term. A centralised timetable as well as group assignments for those courses running more than one group will be made available online to all staff and students by the third Wednesday of Full Term. Students are free to attend lectures, or offer a course for examination, regardless of whether or not they have registered for the associated examples classes.

- (i) *It is the lecturer's responsibility to ensure that all those giving Examples Classes for their course have seen these guidelines.*
- (ii) After examples class registration has closed, the Postgraduate Office will draw up examples class groups with compatible timetables and make them available to students as well as the lecturer and examples class instructors for each course.
- (iii) For Method B, the ideal number of Part III students per examples class is 6–12; however this is not possible for all courses. The Colleges will reject any claim for a group size greater than 12, so it is recommended that the initial allocation is about 10-12 students to each class, if possible. The aim of this is to keep the number of students per class both manageable, and greater than or equal to 6 even if students drop out as the course progresses. The instructors and lecturer should liaise with the Postgraduate Office throughout the term to ensure that classes are merged if the number of students drops too low (i.e. below 6 students per class). Classes larger than 12 should only be organised if there is not an adequate number of instructors available.
- (iv) For courses for which payment is sought from the Colleges, if a student wishes to drop out of a course, or cannot attend a class for some reason, then they must notify the instructor at least 48 hours in advance of the relevant class. For final classes to be held at the beginning of the following term, the notification must be at least 48 hours in advance of the end of the preceding Full Term. **If a student is not present, and has not given at least 48 hours advance notice to the instructor, then the instructor should email the student individually for an explanation. For every subsequent missed class without at least 48 hours notice, the instructor should email**

the student's Director of Studies.⁵ If the student opts to drop out of the course then the College should not be charged for subsequent classes (see above for what to do if the number of students drops below 6). Colleges should not be charged for students who do not attend a class and have given notice of at least 48 hours in advance of the class.

7 The Class: Attendance Record, Student Self-Assessment and Marking

The class is usually based around discussion of examples sheet questions. But there should also be an opportunity for students to ask more general questions, e.g. about difficult points in the lecture notes. Feedback from students confirms that they appreciate the opportunity to ask questions, either on the examples sheet or other aspects of the course material. There is *no* requirement to produce model solutions, but feedback also suggests that students like receiving them!

When payment is to be claimed from the Colleges, the instructor will need to write an *individualised* report on each student for their College. Details of report writing are given in Section 8. However, the instructor will need to arrange to collect various pieces of information about the students **during** the class to provide information for the reports. For instructors claiming payment from Colleges, a self-assessment form (see below) is required as a minimum from each student attending each examples class, providing a record of attendance and also of the student's own assessment of their attempts at the questions on the relevant examples sheet. Offering selective marking (see section on Marking below) is also *required* as good educational practice.

Self-assessment forms (including attendance record). The self-assessment form provides an attendance record and the student's own assessment of their progress with each examples sheet. It is essential that instructors require that *all* students attending *each* examples class should complete a self-assessment form and the instructor should collect these during *each* examples class. The form itself will be emailed to all instructors together with the list of students in the class at the end of Week 2 of each term.

Instructors should take spare copies to each examples class and ensure that all students who are present at the class hand in a completed form. The instructor should make it clear to students that if they do not hand in a completed self-assessment form then they will be assumed absent and their Director of Studies will be informed.

Attendance record. Student attendance at examples classes is one indicator of progress, morale, etc. For reasons that will become clear below, it is *essential* that each student attending an examples class has completed the sections of the self-assessment form giving

- the student's name;
- the student's `cam.ac.uk` email address;
- the student's College;
- the name of the student's Director of Studies;
- last but not least, which Tripos they are taking.

The final bullet point is important, since a few Part III courses are also open to students from other Triposes (e.g. 'Quantum Field Theory', 'Advanced Quantum Field Theory' and 'Structure and Evolution of Stars' are often attended by Part III Physics and Astrophysics students); in those cases you must keep a record of this if you intend to claim payment.

In order to collect information on the students' progress with all the questions on the examples sheet, the instructor should require each student to complete the remaining part of the self-assessment form indicating which of the examples sheet questions they have attempted and their own assessment of the success of their attempts. These forms should be collected in by the instructor during the examples class, and will be invaluable when claiming payment for examples classes. The self-assessment form makes it clear that the progress information will be used only by the examples class instructor. We

⁵ The instructor's email to the Director of Studies should state that payment will continue to be claimed until the student drops the course by notifying the instructor *and* the Postgraduate Office at `examplesclasses@maths.cam.ac.uk`. Instructors may be able to discover a student's Director of Studies from CamCORS, or by contacting `examplesclasses@maths.cam.ac.uk`.

recommend that examples class instructors keep the completed forms (after writing the individualised report on each student) in case there are any queries from the Colleges about the reports.

Marking. Students benefit from having written comments on at least some of their attempts at questions on examples sheets, and it is required that at least some marking is offered to all students. Typically, group sizes are normally between 6 and 12, so that it is not feasible to mark all question attempts. However, it is required as good practice that the instructor should

- ask students to hand in their attempts to two particular questions (selected by the lecturer and specified *well in advance* to the students) on each examples sheet;
- specify both a deadline for this (e.g. 24 hours before the class) and where the work should be handed in.

Marking conducted by non-UTOs will be paid by the Faculty, at the rate of 12 questions corresponding to one hour of “Senior Demonstrator” rate for all classes, including those for which payment is being claimed from the Colleges.

Work handed in should be marked and then returned in the examples class. Instructors should keep a record of students’ performance; the record will be helpful in writing informed individual student reports for the Colleges.

8 Reporting and Claiming Payment from Colleges

Reports on students (and claims for payment) are submitted to Colleges via the Cambridge Colleges’ Online Reporting System (CamCORS) at <http://www.camcors.cam.ac.uk>. You must have a University Raven account to use CamCORS, and will need to have a “supervisor” account on the system. If you are a Postgraduate student then you may not register yourself for a CamCORS supervisor account but must be registered by your College, or by sending a request to examplesclasses@maths.cam.ac.uk. Anyone else with a Raven account can make a service request for a supervisor account for themselves via a dedicated Moodle at <https://www.vle.cam.ac.uk/course/view.php?id=149511>. This also provides a wealth of further information on the use of CamCORS.

As soon as you know which students will be attending your examples class you are advised to set up a report form for each of them on the CamCORS system. Each student has a ‘CRSid’ which is their @cam.ac.uk email identifier (with the @cam.ac.uk part deleted).

- Log in to CamCORS, and select the *Supervisor* role. You will get to a *Main Menu for Supervisors*.
- To create new supervision reports, click on the *Create Reports* link. You should then choose a Term and list the CRSids of your students (one per line) in the box provided; note that you may need to list students doing Part III of the Mathematical Tripos and, say, students doing Part III of the Physics Tripos separately. Then confirm the Tripos part, and select a Paper. Leave the Topic blank. Finally confirm that you wish to create the supervision reports.
 - If CamCORS does not know about a student, the student either needs to contact their College administration directly, or ask their Director of Studies to do so.
 - If perchance the relevant Part III Paper is missing from CamCORS, please contact the Postgraduate Office by email at examplesclasses@maths.cam.ac.uk.

The Colleges will require completion of a report form for each student before payment. Each student’s report form has various boxes that may be completed, together with a space for written comments.

- You must complete the total number of hours by group size. For Part III examples classes where payment is being claimed from the Colleges, the number of students is normally between 6 and 12. You must edit the right-most Group Size (the report form’s default number here is 6) to give the correct number in the class (so that the cost is spread correctly between the relevant Colleges), and you should enter the number of hours. If the Group Size changes, then you may need to complete multiple report forms (one for each Group Size). Under the agreement with the Senior Tutors, **Colleges will reject any supervision claim for a group size greater than 15.**

- If you wish, you may complete the boxes that ask about the student's Industry, Progress and Interest. You should **not** complete the Estimate of Term's Work, as this is in terms of expected Degree Class. Degree Classes for undergraduates are not relevant for Part III.
- The Colleges will require completion of *individualised* academic written comments for each student on their report form before payment. These should be based on the attendance record for the particular student, the contents of their self-assessment forms for the examples sheets, on any marked questions, and on any contributions they may have made during the examples class. Under the current agreement with the Senior Tutors, **Colleges will reject any report that contains no report comments, or contains only generic or non-academic comments.** In addition to stating say how many classes the student has attended and whether there were classes for which the student was expected but which they did not attend, at a minimum the report should
 - say whether the student has done any work for the class and with what success (the instructor might summarize the information on the self-assessment forms and give some assessment of any marked work);
 - highlight the fact if a student has apparently completed none or very little, say less than 33%, of the examples sheet questions.

More specifically, marked questions and self assessment forms collected in the examples classes might be used to write a report of the form:

A. Student has attended m classes out of n given. He/she/they attempted $p\%$ of the questions and completed $q\%$. This was substantially less than the average student in the class [or whatever is appropriate]. Their solutions to marked work show good understanding of the material [or other appropriate comment].

If the student is doing poorly then the instructor might add

I am concerned about his/her/their progress and recommend that the College investigate further.

Alternatively, click the 'College action recommended' box on the CamCORS report. Instructors who have reason to be concerned that a student is a potential failure should contact the relevant Part III Course Director (see Glossary in Section 9) by email *as soon as possible*.

Note that students can read the reports written on them. The CamCORS documentation advises that 'Supervisors who wish to make comments about a student which they would not wish to be disclosed to the student are advised to do so over the phone rather than via email or CamCORS'.

Feedback suggests that students prefer a more leisurely paced 2-hour class in a group of 12 to a more rushed 1-hour class in a group of 6. Hence, instructors are welcome, even encouraged, to ask the Postgraduate Office (email examplesclasses@maths.cam.ac.uk) to combine two smaller 1-hour classes into a larger class.⁶

If a student has not attended a class without giving adequate advance notice (as noted in Section 6, at least 48 hours) for alternative arrangements to be made then the instructor is entitled to claim for that student, but

- the instructor must make it clear in the report what is being done;
- the instructor must have contacted the student after the first absence to determine if the student had dropped the course, and contacted the student's Director of Studies for every subsequent class missed without 48h notice (see Section 5);
- the instructor should not claim for students who have dropped the course.

⁶ As detailed half-way down the page at <https://www.seniortutors.admin.cam.ac.uk/university-guidance-and-procedures/supervisions>, the cost to the Colleges is the same whether it is a 1-hour class in a group of 6, or a 2-hour class in a group of 12; Directors of Studies may need to be reminded of this.

9 Glossary

Part III Course Directors. The Part III Course Directors are responsible for the Part III course offering in each department, for co-ordination between subject areas, and for general advice to students. For 2023-24, the Course Directors are:

DAMTP: David Stuart (room: B2.22; email: partiii-director@damtp.cam.ac.uk)

DPMMS: Imre Leader (room: C2.02; email: partiii-director@dpms.cam.ac.uk)

Director of Taught Postgraduate Education. The Director of Taught Postgraduate Education (DTPE) is responsible for the operational and strategic development of Part III, and is an ex-officio member of the Part III Committee. The DTPE for 2023-24 is Ron Reid-Edwards (Acting, Michaelmas) and Jonathan Evans (Lent, Easter) (room: B1.22; email: director-tpe@maths.cam.ac.uk).

Associate Director of Taught Postgraduate Education. The Associate Director of Taught Postgraduate Education (ADTPE) coordinates the provision of academic support, and is an ex-officio member of the Part III Committee. The ADTPE for 2023-24 is Ron Reid-Edwards (room: B2.24; email: adtpe@maths.cam.ac.uk).

Part III Committee. The Part III Committee advises the Faculty Board on all aspects of the course. It reports annually to the Faculty Board on the examinations and at other times as required. The Chair for 2023-24 is Julia Wolf (room: C2.07; email: partiii-chair@maths.cam.ac.uk).

DAMTP Part III Subject Advisors. DAMTP Subject Advisors coordinate lectures in their discipline, and are available to be consulted by students. The Subject Advisors for 2023-24 are:

<i>Subject</i>	<i>Advisor</i>	<i>Room</i>	<i>Email</i>
Applied & Computational Analysis	Prof H. Fawzi	F0.16	H.Fawzi@damtp.cam.ac.uk
Astrophysics	Dr H. Latter	F1.19	H.Latter@damtp.cam.ac.uk
Continuum Mechanics	Prof R. Kerswell	G1.03	R.R.Kerswell@damtp.cam.ac.uk
Soft Matter & Biological Physics	Prof R. Goldstein	H0.06	R.E.Goldstein@damtp.cam.ac.uk
Particle Physics & Quantum Fields	Prof D. Tong	B2.13	D.Tong@damtp.cam.ac.uk
Quantum Computation, Information & Foundations	Prof B. Beri	B2.03	b.beri@damtp.cam.ac.uk
Relativity & Cosmology	Prof H.S. Reall	B2.09	H.S.Reall@damtp.cam.ac.uk

DPMMS Part III Subject Advisors. DPMMS Subject Advisors coordinate lectures in their discipline, and are available to be consulted by students. Students register with one advisor at the start of the academic year, and meet them for their Progress Interview. The Subject Advisors for 2023-24 are:

<i>Subject</i>	<i>Advisor</i>	<i>Room</i>	<i>Email</i>
Algebra	Prof S. Martin	C2.05	sm@dpms.cam.ac.uk
Algebraic Geometry	Dr D. Ranganathan (MT&ET) Prof M. Gross (LT)	E1.01 E1.08	dr508@dpms.cam.ac.uk mgross@dpms.cam.ac.uk
Analysis & PDEs	Prof C. Warnick (MT) Prof C. Mouhot (LT&ET)	E1.14 E1.20	cmw50@cam.ac.uk C.Mouhot@dpms.cam.ac.uk
Combinatorics	Prof I. Leader	C2.02	I.Leader@dpms.cam.ac.uk
Differential Geometry & Topology	Dr A. Kovalev (MT&ET) Dr O. Randal-Williams (LT)	E1.13 E2.06	A.G.Kovalev@dpms.cam.ac.uk o.randal-williams@dpms.cam.ac.uk
Foundations	Prof B. Loewe	C0.10	B.Loewe@dpms.cam.ac.uk
Number Theory	Prof J. Thorne	E1.18	jat58@cam.ac.uk
Information & Finance	Prof I. Kontoyiannis	D1.09	yiannis@maths.cam.ac.uk
Probability	Dr S. Sarkar	D2.07	ss2871@cam.ac.uk
Statistics	Prof R.J. Samworth	D2.08	R.J.Samworth@statslab.cam.ac.uk

Undergraduate Office Room: B1.29; email undergrad-office@maths.cam.ac.uk; phone: (3)39144.

Postgraduate Office Room: C0.15; email: partiii-secretary@maths.cam.ac.uk; phone: (3)37966.

Please note that all queries about examples classes should be sent to examplesclasses@maths.cam.ac.uk.