

## Programme Specification (UG)

Awarding body / institution:	Queen Mary University of London
Teaching institution:	Queen Mary University of London
Name of final award and programme title:	BSc Pure Mathematics BSc Pure Mathematics Year Abroad
Name of interim award(s):	CertHE, DipHE
Duration of study / period of registration:	3/4 years
QMUL programme code / UCAS code(s):	UBSF-QMMATH1-USPMA / G110; UBSF-QMMATG1-USPMY / G1NY
QAA Benchmark Group:	Mathematics, statistics and operational research
FHEQ Level of Award :	Level 6
Programme accredited by:	N/A
Date Programme Specification approved:	
Responsible School / Institute:	School of Mathematical Sciences

Schools / Institutes which will also be involved in teaching part of the programme:

Institution(s) other than QMUL that will provide some teaching for the programme:

### Programme outline

This programme is for students who enjoy mathematics as an abstract and formal discipline. Graduates from the programme are well-placed for jobs requiring analytical skills or for further mathematical training leading to the frontiers of current knowledge in the subject

### Aims of the programme

The aim of this programme is to allow students to experience the pursuit of mathematics for its own sake and the focus is not necessarily on applications. The programme concentrates on algebra, geometry and analysis, building on A-level core mathematics. For over 50 years Queen Mary has been renowned for research in algebra and combinatorics, and

we are one of the few higher education institutions to offer a programme in pure mathematics. Students may also benefit from our European research links, which provide the possibility of studying for a year in another European country.

### What will you be expected to achieve?

Students who successfully complete this programme will be able to:

### QMUL Model

The QMUL Model is an innovative teaching and learning initiative that will broaden opportunities for Queen Mary undergraduates within and beyond higher education, supporting them to plan and manage their ongoing professional development. The Model is firmly grounded in the core QMUL values of respect for, and engagement with, the local area and communities, with a distinctive focus on enabling students to make a positive societal impact through leadership in their chosen field. The Model is organised around the key themes of:

- networking
- multi- and inter-disciplinarity
- international perspectives
- enterprising perspectives.

Students are required to study QMUL Model modules to the value of at least 10 credits at each year of undergraduate study. Model modules may be 5, 10 or 15 credits. Model modules are indicated within this programme specification.

In your first year of study, the Model module will be core or compulsory and will be situated within your home School or Institute. In subsequent years, students will be strongly encouraged to study at least one Model module beyond their home discipline(s), which could, for example, be in another School / Institute or area of QMUL or undertaken as a module outside of QMUL.

If Model module information is not provided on this programme specification for all subsequent years of study, this will be identified as your studies continue.

Where a Model module elective can be selected from an approved group of Model modules, no guarantee can be provided that your first choice of Model module will be available.

Academic Content:

Programme Title: BSc Pure Mathematics; BSc Pure Mathematics Year Abroad

A 1	reason clearly, critically and with rigour within a mathematical context;
A 2	construct appropriate written mathematical arguments;
A 3	analyse a problem within a mathematical context and select appropriate mathematical tools to solve it.

Disciplinary Skills - able to:

B 1	be fluent and accurate in basic numerical skills;
B 2	comprehend fundamental concepts and techniques of calculus, algebra, probability theory and at least one additional main mathematical subject;
B 3	take notes, write up notes, plan revision, and learn independently;
B 4	use e-mail for cooperation and the internet as a source of information, and have a sense of right and wrong ways of using these facilities;
B 5	manage time and work cooperatively with fellow students.

Attributes:

C 1	acquire complex knowledge and apply it rigorously;
C 2	connect information and ideas within their field of study;
C 3	use writing for learning, reflection, and communication;
C 4	adapt their understanding to new and unfamiliar settings;
C 5	acquire new learning skills in a range of ways, both individually and collaboratively;
C 6	use quantitative data confidently and competently.
C 7	acquire transferable key skills to help with career goals and continuing education;
C 8	develop effective spoken English and presentation skills;
C 9	use information for evidence-based decision-making and creative thinking.

QMUL Model Learning Outcomes - Level 4:

D 1	<b>(Networking) Identify and discuss their own career aspirations or relevant skills and knowledge and how they i</b>
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D 2	(Networking) Identify and discuss what their own role in their programme and/or subject discipline might mean
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QMUL Model Learning Outcomes - Level 5:

E 1	(Networking) Evaluate and demonstrate their own attitudes, values and skills in the workplace and/or in the wider world
E 2	(Enterprising Perspectives) Recognise and prioritise areas for developing their own enterprising perspectives

QMUL Model Learning Outcomes - Level 6:

F 1	
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QMUL Model Learning Outcomes - Level 7:

G 1	
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### How will you learn?

Teaching in most modules is primarily by formal lectures but may include guided reading. For all except some higher-level modules, teaching is supported by tutorial classes and/or computer laboratories. Teaching of reading and project modules is primarily by guided reading and weekly seminars or supervisions.

Learning in most modules is by attending lectures, reading lecture notes and recommended text books, attempting exercises and asking questions in tutorial classes and/or computer laboratories and staff office hours.

### How will you be assessed?

Assessment is normally primarily by written examination but for some modules may also include continuous assessment of coursework consisting of solutions to exercises, which are set weekly or fortnightly, and/or one or more tests. Summative coursework assessment or tests may typically contribute up to 10% of the assessment. Assessment of project modules is normally by a project report, presentation and, at the examiners' discretion, an oral examination.

### How is the programme structured?

Please specify the full time and part time programme diets (if applicable). Please also outline the QMUL Model arrangements for each year of study. The description should be sufficiently detailed to fully define the structure of the diet.

All first-year Mathematical Sciences students must take and pass MTH3100 Essential Mathematical Skills in order to progress to the second year of a Mathematical Sciences degree programme.

#### Year 1

MTH3100 [3] Essential Mathematical Skills (0 Credit Core module)

8 compulsory level 4 modules

MTH4200 [4] Calculus I

MTH4114 [4] Computing and Data Analysis with Excel

MTH4213 [4] Numbers, Sets and Functions

MTH4207 [4] Introduction to Probability

MTH4201 [4] Calculus II

MTH4104 [4] Introduction to Algebra

MTH4215 [4] Vectors and Matrices

MTH4216 [4] Probability and Statistics I

#### Year 2

##### Semester A

Three compulsory modules

MTH5104 [5] Convergence and Continuity

MTH5112 [5] Linear Algebra I

MTH5123 [5] Differential Equations

##### Semester B

Choose three from

MTH5101 [5] Ring Theory

MTH5103 [5] Complex Variables

MTH5105 [5] Differential and Integral Analysis

MTH5113 [5] Introduction to Differential Geometry

MTH5001 [5] Introduction to Computer Programming

Choose a further 30 credits of level 4 to 6 modules

#### Year 3

Choose 6 from:

MTH6106 [6] Group Theory - renamed from MTH6140 Algebraic Structures II

MTH6107 [6] Chaos and Fractals

MTH6105 [6] Algorithmic Graph Theory

MTH6115 [6] Cryptography

MTH6132 [6] Relativity

MTH6138 [6] Third Year Project (or Semester 6)

MTH6140 [6] Linear Algebra II

MTH6151 [6] Partial Differential Equations

MTH6108 [6] Coding Theory

MTH6124 [6] Mathematical Problem Solving

MTH6127 [6] Metric Spaces and Topology

MTH6128 [6] Number Theory

MTH6142 [6] Complex Networks

Choose a further 30 credits of level 5 or 6 modules.

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Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Essential Mathematical Skills	MTH3100	0	3	Core	1	Semesters 1 & 2	<input type="checkbox"/> No
Calculus I	MTH4200	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Computing and Data Analysis with Excel	MTH4114	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Numbers, Sets and Functions	MTH4213	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Introduction to Probability	MTH4207	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Calculus II	MTH4201	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Vectors and Matrices	MTH4215	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Introduction to Algebra	MTH4104	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Probability and Statistics I	MTH4216	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Convergence & Continuity	MTH5104	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Linear Algebra I	MTH5112	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Differential Equations	MTH5123	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Ring Theory	MTH5XXX	15	5	Elective	2	Semester 2	<input type="checkbox"/> No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Complex Variables	MTH5103	15	5	Elective	2	Semester 2	<input type="checkbox"/> No
Differential & Integral Analysis	MTH5105	15	5	Elective	2	Semester 2	<input type="checkbox"/> No
Introduction to Differential Geometry	MTH5113	15	5	Elective	2	Semester 2	<input type="checkbox"/> No
Professional Skills and Data Analysis with SAS	MTH5002	15	5	Elective	2	Semester 1	<input type="checkbox"/> Yes
Introduction to Computer Programming	MTH5001	15	5	Elective	2	Semester 2	<input type="checkbox"/> Yes

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Group Theory	MTH6XXX	15	6	Elective	3	Semester 1	<input type="checkbox"/> No
Chaos & Fractals	MTH6107	15	6	Elective	3	Semester 1	<input type="checkbox"/> No
Algorithmic Graph Theory	MTH6105	15	6	Elective	3	Semester 1	<input type="checkbox"/> Yes
Cryptography	MTH6115	15	6	Elective	3	Semester 1	<input type="checkbox"/> Yes
Third Year Project	MTH6138	15	6	Elective	3	Semester 1	<input type="checkbox"/> Yes
Linear Algebra II	MTH6140	15	6	Elective	3	Semester 1	<input type="checkbox"/> No
Coding Theory	MTH6108	15	6	Elective	3	Semester 2	<input type="checkbox"/> Yes
Mathematical Problem Solving	MTH6124	15	6	Elective	3	Semester 2	<input type="checkbox"/> Yes
Metric Spaces and Topology	MTH6127	15	6	Elective	3	Semester 2	<input type="checkbox"/> No
Number Theory	MTH6128	15	6	Elective	3	Semester 2	<input type="checkbox"/> No

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Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Complex Networks	MTH6142	15	6	Elective	3	Semester 2	<input type="checkbox"/> No
Relativity	MTH6132	15	6	Elective	3	Semester 1	<input type="checkbox"/> No
Partial Differential Equations	MTH6151	15	6	Elective	3	Semester 1	<input type="checkbox"/> Yes
Third Year Project	MTH6138	15	6	Elective	3	Semester 2	<input type="checkbox"/> Yes

### What are the entry requirements?

Our normal entry requirement is three GCE A-levels at grades AAB including grade A in Mathematics, or equivalent. Applicants also need at least grade C or 4 in GCSE English Language, or equivalent.

### How will the quality of the programme be managed and enhanced?

The quality of individual modules is monitored by DOTP and DUGS, and includes evaluation of student feedback through questionnaires, the Student Staff Liaison Committee, module registrations, exam performance, as well as direct observations of the lectures.

The quality and structure of the programme as a whole is the responsibility of the DoTP with support from DUGS, the Programme Director and the School's Teaching and Learning Committee. This includes revising the syllabuses of modules, and refining the module offering.

### How do we listen to and act on your feedback?

The Student-Staff Liaison Committee (SSLC) provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The Student-Staff Liaison Committee meets regularly throughout the year.

The School operates a Teaching and Learning Committee, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through the SSLC and consideration of student surveys.

The School operates an Annual Programme Review of all its taught provision. The process is organised at a School-level basis with the Director of Taught Programmes responsible for updating the School's Taught Programmes Action Plan. Students' views are considered in this process through analysis of student surveys and module evaluations.



## What academic support is available?

Each student is allocated a personal academic adviser, who acts as a first point of contact for general academic and pastoral support. Personal tuition is provided primarily through tutorial classes and visits to module organisers during their office hours, which are advertised on the web. Programme induction for new students begins during the enrolment period and extends into the first semester; it includes a series of presentations organised by the Student Support Officer. Each programme is assigned a Programme Director and all teaching is overseen by the Teaching and Learning Committee, which includes the Programme Directors and is chaired by the Director of Taught Programmes. Programmes are monitored continuously and reviewed every few years by the Teaching and Learning Committee.

## Programme-specific rules and facts

All first-year Mathematical Sciences students must pass Essential Mathematical Skills in order to progress to the second year of a Mathematical Sciences degree programme.

## Specific support for disabled students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- finding out if you have a specific learning difficulty like dyslexia;
- applying for funding through the Disabled Students' Allowance (DSA);
- arranging DSA assessments of need;
- special arrangements in examinations;
- accessing loaned equipment (e.g. digital recorders);
- specialist one-to-one "study skills" tuition;
- ensuring access to course materials in alternative formats (e.g. Braille);
- providing educational support workers (e.g. note-takers, readers, library assistants);
- mentoring support for students with mental health issues and conditions on the autistic spectrum.

## Links with employers, placement opportunities and transferable skills

Recent graduates have gone into a wide variety of jobs. Some went into positions in the financial sector such as Settlement Executive for an investment management company, which involves ensuring that all trades are settled on time. Teacher training was an option that was taken up by a number of our graduates, as was further study: around one third of our graduates go on to complete a Masters or PhD degree. High-level numeracy is one of the most sought-after skills in the workplace and many opportunities are open to a mathematical sciences graduate. During this degree programme students learn how to analyse and solve problems, apply mathematical modelling, communicate their ideas and theories effectively, and work independently and manage their own time. Students learn to apply mathematical techniques to situations across the sciences and other areas such as finance. These skills are highly desirable to employers ranging from business and finance to the chemicals and materials industries.

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## Programme Specification Approval

Person completing Programme Specification:

Dr Mark Walters, DoTP

Programme Title: BSc Pure Mathematics; BSc Pure Mathematics Year Abroad

**Person responsible for management of programme:**

Professor Franco Vivaldi

**Date Programme Specification produced / amended by  
School / Institute Learning and Teaching Committee:**

13/12/20108

**Date Programme Specification approved by Taught  
Programmes Board:**