

Programme Specification

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
Name of Interim Award(s)	N/A
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	UBSF-QMMATH1-USPMA / G110
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 which will also be involved in teaching part of the programme

Institution(s) other than Queen Mary 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 and decision mathematics. For over 50 years Queen Mary has been renowned for research in algebra, combinatorics and logic, 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.

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What Will You Be Expected to Achieve?

Students who successfully complete this programme will be able to:
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Academic Content:	
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, discrete mathematics, linear algebra, abstract algebra, mathematical analysis, probability theory and other mathematical subjects;
B 3	take notes, write up notes, plan revision, and learn alone;
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 within a community;

Attributes:	
C 1	acquire and apply knowledge in a rigorous way;
C 2	connect information and ideas within their field of study;
C 3	use writing for learning and reflection;
C 4	adapt their understanding to new and unfamiliar settings;
C 5	acquire new learning in a range of ways, both individually and collaboratively;
C 6	use quantitative data confidently and competently;

C7	acquire transferable key skills to help with career goals and continuing education;
C8	develop effective spoken and written English;
C9	acquire substantial bodies of new knowledge;
C10	use information for evidence-based decision-making and creative thinking.

How Will You Learn?

Teaching in most modules is primarily by formal lectures but may include guided reading of text books. 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 of text books 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 exercise 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 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?

In the first year, students take 8 compulsory level-4 modules. In the second year, they take 6 compulsory level-5 modules and have free choice of another 30 credits at level 4–6. In the final year, they choose 6 level-6 modules from a list and have free choice of another 30 credits at level 5 or 6.

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.

For full details, please see <http://qmplus.qmul.ac.uk/mod/book/view.php?id=489759>.

Programme Title: BSc Pure Mathematics

Academic Year of Study 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Essential Mathematical Skills	MTH3100	0	3	Core	1	Semesters 1 & 2
Calculus I	MTH4200	15	4	Compulsory	1	Semester 1
Intro. to Math. Computing	MTH4105	15	4	Compulsory	1	Semester 1
Mathematical Structures	MTH4210	15	4	Compulsory	1	Semester 1
Introduction to Probability	MTH4207	15	4	Compulsory	1	Semester 1
Calculus II	MTH4201	15	4	Compulsory	1	Semester 2
Geometry I	MTH4203	15	4	Compulsory	1	Semester 2
Introduction to Algebra	MTH4104	15	4	Compulsory	1	Semester 2
Introduction to Statistics	MTH4206	15	4	Compulsory	1	Semester 2

Academic Year of Study 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Linear Algebra I	MTH5112	15	5	Compulsory	2	Semester 1
Convergence & Continuity	MTH5104	15	5	Compulsory	2	Semester 1
Mathematical Writing	MTH5117	15	5	Compulsory	2	Semester 1
Algebraic Structures I	MTH5100	15	5	Compulsory	2	Semester 2
Complex Variables	MTH5103	15	5	Compulsory	2	Semester 2
Differential & Integral Analysis	MTH5105	15	5	Compulsory	2	Semester 2

Academic Year of Study 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Algebraic Structures II	MTH6104	15	6	Elective	3	Semester 1
Chaos & Fractals	MTH6107	15	6	Elective	3	Semester 1
Combinatorics	MTH6109	15	6	Elective	3	Semester 1
Metric Spaces and Topology	MTH6127	15	6	Elective	3	Semester 2
Third Year Project	MTH6138	15	6	Elective	3	Semesters 1 & 2
Linear Algebra II	MTH6140	15	6	Elective	3	Semester 1
Coding Theory	MTH6108	15	6	Elective	3	Semester 1
Cryptography	MTH6115	15	6	Elective	3	Semester 1
Mathematical Problem Solving	MTH6124	15	6	Elective	3	Semester 2
Number Theory	MTH6128	15	6	Elective	3	Semester 2
Complex Networks	MTH6142	15	6	Elective	3	Semester 2

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 in GCSE English Language, or equivalent.

How Do We Listen and Act on Your Feedback?

The Staff-Student Liaison Committee (SSLC) provides a formal means of communication and discussion between a 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. Staff-Student Liaison Committees meet regularly throughout the year.

Programme Title: BSc Pure Mathematics

Each School operates a Teaching and Learning Committee, or equivalent, 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 QM 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, or consideration of student surveys.

All Schools operate an Annual Programme Review of their taught undergraduate and postgraduate provision. The process is normally organised at a School-level basis with the Head of School, or equivalent, responsible for updating the School's Taught Programmes Action Plan. Students' views are considered in this process through analysis of the NSS and module evaluations.

Academic Support

Each student is allocated a personal academic adviser, who approves option choices and provides initial support with any problems. Personal tuition is provided primarily through tutorial classes and visits to module organisers during their office hours, which are advertised on office doors and 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

Programme Title: BSc Pure Mathematics

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.

Programme Specification Approval

Person completing Programme Specification

Dr F J Wright, Director of Undergraduate Studies

Person responsible for management of programme

Dr F J Wright, Director of Undergraduate Studies

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

27 Jan 2016

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