



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 Mathematics and Statistics; BSc Mathematics and Statistics with Year Abroad; BSc Mathematics and Statistics with Professional Placement;
Name of interim award(s):	CertHE, DipHE
Duration of study / period of registration:	3/4 years
QMUL programme code / UCAS code(s):	UBSF-QMMATH1-UJMASSTA / GG31; UBSF-QMMATG1-UJMAASTY / GG31
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:

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Collaborative institution(s) / organisation(s) involved in delivering the programme:

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Programme outline

This programme is for students who have a mathematical aptitude and are also interested in drawing conclusions from data. It incorporates straight statistics as a specialist option. It combines training in rigorous mathematics, probability and statistical theory with analysis of data using statistical computing packages. Graduates obtain jobs requiring mathematical and statistical thinking; these jobs are in diverse areas such as finance, government, industry and teaching. They are also well prepared for further training in mathematics or statistics.

Aims of the programme

This programme aims to build statistical theory and methodology on mathematical foundations, especially probability theory. It aims to produce graduates who can apply probabilistic modelling to areas such as genetics, quantum physics and risk analysis,

and increasingly in the financial sector. Applications of probability and statistics are included, notably design of experiments, time series, and actuarial and financial mathematics.

What will you be expected to achieve?

Students who successfully complete this programme will be expected to achieve all of the learning outcomes listed outcomes shown below.

Please note that the following information is only applicable to students who commenced their Level 4 studies in 2017/18, or 2018/19

In each year of undergraduate study, students are required to study modules to the value of at least 10 credits, which align to one or more of the following themes:

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

These modules will be identified through the Module Directory, and / or by your School or Institute as your studies progress.

Academic Content:

A 1	reason clearly, critically and with rigour within a mathematical and statistical context, both theoretical and practical;
A 2	choose appropriate mathematical and statistical methods and understand how to apply them in practical situations;
A 3	verify that there is no obvious mismatch between the data, the real situation and the conclusions of the analysis.

Disciplinary Skills - able to:

B 1	be fluent and accurate in basic numerical skills;
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B 2	comprehend fundamental concepts and techniques of calculus, linear and abstract algebra, probability theory, statistical inference, linear models and other mathematical and statistical subjects;
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;
B 6	explain the interrelations among the mathematical subjects and how to use them in statistics;
B 7	explain mathematical work, in appropriate detail, both to specialists and non-specialists;
B 8	approach a practical statistical problem independently – for example, design an experiment, perform statistical modelling and data analysis;
B 9	discuss statistical aspects of a practical problem presented by a scientist;
B 10	use statistical computing packages and critically interpret their output.

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	use writing for learning, reflection, and communication;
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.

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 structure of the programme diets for all variants of the programme (e.g. full-time, part-time - if applicable). The description should be sufficiently detailed to fully define the structure of the diet.

For degree awarding purposes (in order to deal with special cases like changes of programme) students will be allowed to choose up to 30 credits of off diet modules in any year (with School approval). At the end of year two, students have the opportunity to take a placement year in industry - GG32 Mathematics and Statistics with Professional Placement. Students also have the option to take advantage of studying abroad - GG3Y Mathematics and Statistics with Year Abroad.

(All modules carry 15 credits except where stated otherwise.)

Year 1

Semester A

Two compulsory modules:

MTH4000 Programming in Python I

MTH4213 Numbers, Sets and Functions

Semester B

Two compulsory modules:

MTH4104 Introduction to Algebra

MTH4215 Vectors and Matrices

Semester A & B

Two compulsory modules:

MTH4300 Introduction to Analysis with Calculus (30 credits)

MTH4500 Probability & Statistics (30 credits)

Year 2

Semester A

Three compulsory modules:

MTH5112 Linear Algebra I

MTH5123 Differential Equations

MTH5129 Probability and Statistics II

Choose one from:

MTH5104 Convergence and Continuity

MTH5124 Actuarial Mathematics I

Semester B

Two compulsory modules:

MTH5005 Programming in Python II

MTH5120 Statistical Modelling I

Choose two from:

MTH5103 Complex Variables

MTH5105 Differential and Integral Analysis

MTH5115 Linear Optimisation and Game Theory

MTH5126 Statistics for Insurance

Year long

MTH5205 Professional Skills for Mathematicians (0 credits)

Year 3

Semester A

Two compulsory modules:

MTH6134 Statistical Modelling II

MTH6102 Bayesian Statistical Methods

Choose two from:

MTH5124 Actuarial Mathematics I*

MTH6101 Introduction to Machine Learning*

MTH6151 Partial Differential Equations

MTH6141 Random Processes

MTH6154 Financial Mathematics I

MTH6138 Third Year Project

* students may not take both MTH5124 and MTH6101 in Semester A.

Semester B

Choose four from:

MTH6101 Introduction to Machine Learning

MTH6110 Communicating and Teaching Mathematics

MTH6113 Mathematical Tools for Asset Management

MTH6139 Time Series

MTH6142 Complex Networks

MTH6150 Numerical Computing with C and C++

MTH6155 Financial Mathematics II

MTH6138 Third Year Project

MTH6161 Neural Networks and Deep Learning**

** students taking MTH6161 must have taken MTH6101 in Semester A.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Programming in Python I	MTH4000	15	4	Compulsory	1	Semester 1
Number, Sets and Functions	MTH4213	15	4	Compulsory	1	Semester 1
Introduction to Algebra	MTH4104	15	4	Compulsory	1	Semester 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Vectors and Matrices	MTH4215	15	4	Compulsory	1	Semester 2
Introduction to Analysis with Calculus	MTH4300	30	4	Compulsory	1	Semesters 1 & 2
Probability & Statistics	MTH4500	30	4	Compulsory	1	Semesters 1 & 2

Academic Year of Study FT - Year 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
Differential Equations	MTH5123	15	5	Compulsory	2	Semester 1
Probability and Statistics II	MTH5129	15	5	Compulsory	2	Semester 1
Convergence and Continuity	MTH5104	15	5	Elective	2	Semester 1
Actuarial Mathematics I	MTH5124	15	5	Elective	2	Semester 1
Programming in Python II	MTH5005	15	5	Compulsory	2	Semester 2
Complex Variables	MTH5103	15	5	Elective	2	Semester 2
Differential and Integral Analysis	MTH5105	15	5	Elective	2	Semester 2
Statistics for Insurance	MTH5126	15	5	Elective	2	Semester 2
Linear Optimisation and Game Theory	MTH5115	15	5	Elective	2	Semester 2
Professional Skills for Mathematicians module	MTH5205	0	5	Compulsory	2	Semesters 1 & 2
Statistical Modelling I	MTH5120	15	5	Compulsory	2	Semester 2

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester
Statistical Modelling II	MTH6134	15	6	Compulsory	3	Semester 1
Bayesian Statistical Methods	MTH6102	15	6	Compulsory	3	Semester 1
Partial Differential Equations	MTH6151	15	6	Elective	3	Semester 1
Random Processes	MTH6141	15	6	Elective	3	Semester 1
Financial Mathematics I	MTH6154	15	6	Elective	3	Semester 1
Third Year Project	MTH6138	15	6	Elective	3	Semester 1 or 2
Numerical Computing with C and C++	MTH6150	15	6	Elective	3	Semester 2
Complex Networks	MTH6142	15	6	Elective	3	Semester 2
Financial Mathematics II	MTH6155	15	6	Elective	3	Semester 2
Introduction to Machine Learning	MTH6101	15	6	Elective	3	Semester 1 or 2
Time Series	MTH6139	15	6	Elective	3	Semester 2
Mathematical Tools for Asset Management	MTH6113	15	6	Elective	3	Semester 2
Communicating and Teaching Mathematics	MTH6110	15	6	Elective	3	Semester 2
Actuarial Mathematics I	MTH5124	15	5	Elective	3	Semester 2
Neural Networks and Deep Learning	MTH6161	15	6	Elective	3	Semester 2

What are the entry requirements?

For UK applicants, we require 3 GCE A-levels at ABB—including Mathematics at Grade A. Grade C or 4 in GCSE English Language is also required.

International Baccalaureate: Acceptable on its own and combined with other qualifications.

Subjects and grades required: 34–36 points total including Higher Level Mathematics at grade 6.

Non-UK applicants: Equivalent qualifications may be accepted. IELTS: 6.0 (with a minimum of 5.5 in all sections) is required.

How will the quality of the programme be managed and enhanced? How do we listen to and act on your feedback?

The programme is overseen by a Programme Director with overall oversight of the programme.

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

The quality of individual modules is monitored by DoE and DDoE, 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 School operates an Education Committee, which advises the School's Director of Education 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 for approval 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.

All Schools operate an Annual Programme Review (APR) of their taught undergraduate and postgraduate provision. APR is a continuous process of reflection and action planning which is owned by those responsible for programme delivery; the main document of reference for this process is the Student Experience Action Plan (SEAP) which is the summary of the School's work throughout the year to monitor academic standards and to improve the student experience. 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 the NSS and module evaluations.

Every 5-6 years the School undergoes a Periodic Review of its teaching provision, by a panel consisting of experts external to the School. The process is organised at a School-level basis with the Director of Education 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.

The Staff-Student Liaison Committee provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year of the programmes, together with appropriate representation from staff within the School. It is designed to respond to both the general needs of students, and subject specific concerns, as well as act as a forum for discussing programme and module developments. Staff-Student Liaison Committees meet regularly throughout the year.

The Director of Education and Deputy Director of Education both attend the Staff-Student Liaison Committee and the School's Education Committee and ensure that student feedback is fed into the review of modules and programmes. Student views are also incorporated in the Committee's work in other ways, such as through the National Student Survey (NSS) and student module evaluations.

What academic support is available?

Each student is allocated a personal academic advisor, 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 Education Services Team. Each programme is assigned a Programme Director and all teaching is overseen by the Education Committee, which includes the Programme Directors and is chaired by the Director of Education. Programmes are monitored continuously and reviewed every few years by the Education Committee.

How inclusive is the programme for all students, including those with disabilities?

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.

Programme-specific rules and facts

Links with employers, placement opportunities and transferable skills

A lot of our graduates go on to jobs directly related to their degree: for example, as a Statistics Officer for the Department of Transport. The Government is one of the largest employers of statisticians and has over 1,200 employed across a number of different departments. Other graduates have found positions in the finance sector with companies like Deloitte and Touche, or have gone on to work for the NHS and Pfizer, the pharmaceutical company. The combination of mathematical and statistical knowledge is very useful in such sectors. Many graduates take MSc courses in Medical Statistics, Financial Mathematics and other subjects. High-level numeracy is one of the most sought-after skills in the workplace and many opportunities are open to a mathematical sciences graduate.

Programme Specification Approval

Person completing Programme Specification:

Simon Rawstron (ESM-Education Services Manager), Shabnam Beheshti, DoE

Person responsible for management of programme:

Shabnam Beheshti, DoE

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

18 Dec 2023

Date Programme Specification approved by Taught Programmes Board: