

BSc Mathematics and Statistics
For students entering Part 1 in 2009/0

UCAS code: GG13

Awarding Institution:	University of Reading
Teaching Institution:	University of Reading
Relevant QAA subject Benchmarking group(s):	Mathematics, Statistics and Operational Research
Faculty:	Science Faculty
Programme length:	3 years
Date of specification:	24/May/2011
Programme Director:	Dr Karen Ayres
Programme Advisor:	Dr Karen Ayres
Board of Studies:	Mathematical and Physical Sciences (UG)
Accreditation:	This programme will meet the education requirements of Chartered Mathematician designation awarded by the Institute of Mathematics and its Applications when followed by subsequent training and experience in employment to obtain equivalent competencies to those specified by the Quality Assurance Agency (QAA) for taught masters degrees

Summary of programme aims

The aim of the Mathematics and Statistics programme is to produce graduates who are familiar with ideas across the range of the two subjects and have a deeper knowledge of some topics and have a range of appropriate subject-specific and transferable skills. This is achieved by introducing students to the central ideas of the two subjects in Parts 1 and 2 of the course and then allowing them considerable freedom of choice thereafter, permitting students to widen their range of topics or to study fewer to greater depth.

Transferable skills

During the course of their studies at Reading, all students will be expected to enhance their academic and personal transferable skills in line with the University's Strategy for Learning and Teaching. In following this programme, students will have had the opportunity to develop such skills, in particular relating to communication, interpersonal skills, learning skills, numeracy, self-management, use of IT and problem-solving and will have been encouraged to further develop and enhance the full set of skills through a variety of opportunities available outside their curriculum.

By the end of the programme students are expected to have gained experience and show competence in the following transferable skills: IT (word-processing, using standard, mathematics and statistics software), scientific writing, oral presentation, team-working, problem-solving, use of library resources, time-management, and career management and planning.

Programme content

The profile which follows states which modules must be taken (the compulsory part), together with one or more lists of modules from which the student must make a selection (the optional modules). Students must choose such additional modules as they wish, in consultation with their programme adviser, to make 120 credits in each Part. The number of modules credit for and the level of each module are shown after its title.

Part 1 (three terms)

Compulsory modules

<i>Module</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
AS1A	Communicating with Statistics	20	4
AS1B	Probability and Statistical Methods	20	4
MA11A	Introduction to Analysis	20	4
MA11B	Calculus and Applications	20	4
MA11C	Matrices, Vectors and Applications	20	4

Selected modules:

One of:

MA11D	Introduction to Algebra	20	4
SE1TQ5	Commercial Off-the shelf Software	20	4
LA1***	Modern Language	20	4

Those who think they might want to transfer to single-subject Mathematics after Part 1 are advised to take MA11D Introduction to Algebra.

Part 2 (three terms)

Compulsory modules

<i>Code</i>	<i>Module title</i>	<i>Credits</i>	<i>Level</i>
AS2A	Statistical Theory and Methods	20	5
AS2B	Linear Models	20	5
MA24A	Analysis	20	5
AS2G	Skills for Statisticians	20	5
MA24L	Differential Equations and Fourier Series	20	5

Selected modules:

Either:

MA2LA	Linear Algebra	10	5
MA2CT	Coding Theory	10	5

or

MA2VC	Vector Calculus	10	5
MA2NM	Numerical Methods	10	5

Part 3 (three terms)

Compulsory modules

<i>Module</i>	<i>Title</i>	<i>Credits</i>	<i>Level</i>
AS3A	Advanced Statistical Modelling	20	6
MA3CA1	Complex Analysis I	10	6
MA3PR	Mathematics Project	10	6

Selected modules:

(i) *At least one of:*

AS3C	Analysis of Structured Data	20	6
AS3D	Operational Research Techniques	20	6
AS3G	Study Design and Sampling Methods	20	6

(ii) *At least 40 credits from:*

MA3NIO	Analysis of Numerical Techniques for Integration and Ordinary Differential Equations	10	6
MA3DS	Dynamical Systems	10	6
MA3SM	Modelling of Soft Matter	10	7
MA3ASP	Applied Stochastic Processes	10	7
MA3MB	Mathematical Biology	10	6
MA3MDE	Mathematics for the Digital Economy	10	6
MA3C7	Boundary-Value Problems	10	6
MA3HM	History of Mathematics	10	6
MA3W7	Control Systems	10	6

MA3VC	Vector Calculus	10	6*
MA3NM	Numerical Methods	10	6*
MA3DY	Dynamics	10	6
MA3Z7	Number Theory	10	6
MA3CV	Calculus of Variations	10	6
MA3CA2	Complex Analysis II	10	6
MA3ECC	Error Correcting Codes	10	6
MA3AM1	Asymptotic Methods I	10	7

* Part 3 version of a module only available if Part 2 version has not already been taken.

(iii) Additional modules to make a total of 120 credits in Part 3, of which 100 credits must be at level 6. This may include:

AS2D	Medical Statistics	20	5
AS2H	Forensic Statistics and Genetics	20	5

Progression requirements

To gain a threshold performance at Part 1 and gain a CertHE a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 1, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 1 to Part 2, a student shall normally be required to achieve a threshold performance at Part 1 and to obtain an average of at least 40% in the compulsory Mathematics modules taken together, with at least 30% in each of those modules, and to obtain an average of at least 40% in the Statistics modules taken together, with at least 30% in each of these modules.

To gain a threshold performance at Part 2 and qualify for the DipHE a student shall normally be required to achieve an overall average of 40% over 120 credits taken in Part 2, and a mark of at least 30% in individual modules amounting to not less than 100 credits. In order to progress from Part 2 to Part 3, a student shall normally be required to achieve a threshold performance at Part 2.

Part 2 contributes one third of the final assessment and Part 3 the remaining two thirds.

Summary of Teaching and Assessment

Teaching is organised in modules that typically involve both lectures and problems. The assessment is carried out within the University's degree classification scheme, details of which are in the programme handbooks. The pass mark in each module is 40%. Modules in Part 1 and 2 are assessed by a mixture of coursework and formal examination. There are some modules which are assessed wholly by coursework and others wholly by examination; the details are given in the module descriptions.

Admission requirements

Entrants to this programme are normally required to have obtained Grade C or better in English in GCSE; and achieved

UCAS Tariff: A Level: 300 including grade B in A Level Mathematics; *or*

International Baccalaureat: 32 points including 6 in Higher Mathematics; *or*

Advanced GNVQ: Merit in one of the following subject areas: Engineering, Information Technology or Science, accompanied by A Level Mathematics Grade B *or*

Scottish Highers: Grade A in Mathematics and two Bs and a C in three other subjects, *or*

Irish Leaving Certificate: Grade A in Mathematics and four Bs in four other subjects.

Admissions Tutor: Dr Karen Ayres (Applied Statistics)

Support for students and their learning

University support for students and their learning falls into two categories. Learning support is provided by a wide array of services across the University, including: the University Library, the Student Employment, Experience and Careers Centre (SECC), In-sessional English Support Programme, the Study Advice and Mathematics Support Centre teams, IT Services and the Student Access to Independent Learning (S@il) computer-based teaching and learning facilities. There are language laboratory facilities both for those students studying on a language degree and for those taking modules offered by the Institution-wide Language Programme. Student guidance and welfare support is provided by Personal Tutors, School Senior Tutors, the

Students' Union, the Medical Practice and advisers in the Student Services Centre. The Student Services Centre is housed in the Carrington Building and offers advice on accommodation, careers, disability, finance, and wellbeing. Students can get key information and guidance from the team of Helpdesk Advisers, or make an appointment with a specialist adviser; Student Services also offer drop-in sessions and runs workshops and seminars on a range of topics. For more information see www.reading.ac.uk/student

Within the contributing departments additional support is given through practical classes in Part 1. The development of problem-solving skills is assisted by extensive provision of model solutions to problems, where appropriate. There is a Programme Adviser to offer advice on the choice of modules within the programme.

Career prospects

In recent years graduates who have followed this programme have entered jobs as trainee statistician, management information analyst, chartered accountant and programmer.

Opportunities for study abroad or for placements

The BSc Mathematics and Applied Statistics programme contains the same academic material as this one and includes a placement year which may be spent abroad.

Programme Outcomes

The programme provides opportunities for students to develop and demonstrate knowledge and understanding, skills, qualities and other attributes in the following areas:

Knowledge and Understanding

A. Knowledge and understanding of:

1. The fundamental concepts and techniques of calculus, analysis, linear algebra, data summary and presentation, statistical inference and linear modelling
2. The use of the basic techniques of mathematics in applicable areas, such as differential equations, and coding theory or numerical analysis
3. The applications of statistics in a variety of areas
4. A selection of more specialist optional topics
5. The use of statistical software in data analysis.

Teaching/learning methods and strategies

The knowledge required for the basic topics is delineated in formal lectures supported by problem sets for students to tackle on their own. In Part 1 these are supported by tutorials and practical classes through which students can obtain additional help and feedback on their work. In the programme students are expected to work at additional and practical problems on their own and seek help. Where appropriate, model solutions are provided for problems set.

Assessment

Most knowledge is tested through a combination of coursework and unseen formal examinations. Dissertations and oral presentations also contribute in other parts of the programme.

Skills and other attributes

B. Intellectual skills - able to:

1. Think logically
2. Analyse and solve problems
3. Organise tasks into a structured form
4. Transfer appropriate knowledge and methods from one topic within a subject to another
5. Recognise and use appropriate statistical methods in data analysis.

Teaching/learning methods and strategies

Logic is an essential part of the understanding and construction of mathematical proofs, statistical techniques and the use of computer software for data analysis is embedded throughout the programme. The quality of a solution to a problem is substantially determined by the structure of that response; analysis, synthesis, problem solving, integration of theory and application, and knowledge transfer from one topic to another are intrinsic to high-level performance in the programme.

Assessment

Skills 1- 3 are assessed indirectly in most parts of the programme, while 4 contributes to the more successful work. Skills 5 and 6 are assessed in practical work in Parts 2 and 3.

C. Practical skills - able to:

1. Understand and construct mathematical proofs
2. Formulate and solve mathematical problems
3. Plan, conduct and report on the results of statistical investigations
4. Use statistical software in an effective manner.

Teaching/learning methods and strategies

Mathematical proof is taught in Part 1 lectures and reinforced in practical classes. Problem solving is introduced in lectures in Part 1 and forms a large part of subsequent Mathematics.

Assessment

Skills 1 and 2 are tested both formatively in coursework and summatively in examinations. Skills 3 and 4 are assessed in coursework that involves computer-based analysis.

D. Transferable skills - able to:

1. Use IT (word-processing, spreadsheets, using standard, mathematical and statistical software)
2. Communicate scientific ideas
3. Give oral presentations
4. Work as part of a team
5. Use library and internet resources
6. Manage time
7. Plan their career.

Teaching/learning methods and strategies

The use of IT is embedded throughout the programme, and in the packages *Minitab* and *SAS* taught in Parts 1 and 2. Team work and career planning are part of the module *Skills for Statisticians*. Communication skills are enhanced in Part 2, and are deployed in modules in Parts 2 and 3. Time management is essential for the timely and effective completion of the programme. Library and internet resources are required for the final year project, and contribute to the best performances throughout.

Assessment

Skills 1 and 2 are assessed through coursework. Skills 2 - 5 and 7 contribute assessed coursework towards the module *Skills for Statisticians*. Effective use of these skills will enhance performance in later modules.

Please note - This specification provides a concise summary of the main features of the programme and the learning outcomes that a typical student might reasonably be expected to achieve and demonstrate if he/she takes full advantage of the learning opportunities that are provided. More detailed information on the learning outcomes, content and teaching, learning and assessment methods of each module can be found in the module description and in the programme handbook. The University reserves the right to modify this specification in unforeseen circumstances, or where the process of academic development and feedback from students, quality assurance process or external sources, such as professional bodies, requires a change to be made. In such circumstances, a revised specification will be issued.