

Programme Specification: Undergraduate

For students starting in Academic Year 2022/2023

1. Course Summary

Name of programme & award title with UCAS code	Mathematics [G103]
Awarding Institution	Aberystwyth University
Individual Accreditation(s)	This programme is accredited to meet the educational requirements of the Chartered Mathematician designation awarded by the Institute of Mathematics and its Applications. This programme will meet the educational requirements of the Chartered Mathematician designation, awarded by the Institute of Mathematics and its Applications, when it is followed by subsequent training and experience in employment to obtain equivalent competences to those specified by the Quality Assurance Agency (QAA) for taught masters degrees.
Final Award	Master in Mathematics
Date of Publication	September 2023
QAA Subject Benchmark	Information provided by Department of Mathematics Mathematics, Statistics and Operational Research

How this information might change: Please read the important information at <https://www.aber.ac.uk/en/study-with-us/ug-studies/terms-conditions/>. This explains how and why we may need to make changes to the information provided in this document and to help you understand how we will communicate with you if this happens.

2: Duration

Programme	Years
Mathematics [G103]	4

3: Educational aims of the programme

Information provided by Department of Mathematics

This programme is a 4-year honours degree scheme in which almost the entire content is in Mathematics and Statistics.

The educational aims of the programme are:

- ? To provide students with knowledge and understanding in a range of topics in Mathematics, including Statistics.
- ? To develop skills in the application of such knowledge and understanding to the solutions of problems in Mathematics.
- ? To develop the ability to transfer subject-specific skills to a range of topics in Mathematics.
- ? To develop mastery of a complex and specialised area of Mathematics, to work independently in that area and to present results obtained orally and in written form.
- ? To prepare students for careers in Mathematics and Statistics at an advanced level and in professions which make extensive use of advanced Mathematics and Statistics.
- ? To develop analytical reasoning skills, team-working skills, information technology skills and other skills appropriate to a wide range of careers.

4: Intended learning outcomes

5: Knowledge and understanding

Information provided by Department of Mathematics

Knowledge and understanding

- A1. Of fundamental concepts and techniques of calculus, algebra, geometry, analysis, mathematical modelling, probability and statistics.
- A2. Of more advanced concepts in abstract algebra, real and complex analysis, numerical mathematics, fluid dynamics, probability and statistics.
- A3. Of a selection of specialist topics in Mathematics and Statistics.
- A4. Of software for the analysis of numerical data.
- A5. Of software for supporting presentations and producing reports.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated:

Formal lectures (A1-A4), tutorials (A1-A3), examples classes (A1-A3), practical classes (A4, A5), survey group meetings (A1-A5), help-desk encounters (A1), student-initiated informal meetings with lecturers (A1-A4), coursework (A1-A4). Project consultations (A1-A5) for students who have chosen the appropriate module.

Assessment ? unseen written examinations (A1-A3), open-book practical examinations (A1-A4), Presentations (A1-A5), coursework (A1-A4), survey report (A1-A5), project report (A1-A5), if appropriate.

6: Skills and other attributes

Information provided by Department of Mathematics

10.2.1. Intellectual skills

The ability to

- B1. Calculate and manipulate data obtained from, or related to, the bodies of knowledge studied.
- B2. Apply a range of concepts and principles in well-defined mathematical or statistical contexts, showing judgement in the selection and application of tools and techniques.
- B3. Develop and evaluate logical arguments.
- B4. Abstract the essential elements of problems, formulate them in a mathematical context and obtain solutions by appropriate methods.

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Formal lectures, tutorials, examples classes, practical classes, revision workshops, help-desk encounters, project consultations, survey group meetings, student-initiated informal meetings with lecturers. Skills B1-B4 are developed in all these learning situations.

Assessment ? unseen written examinations, open-book practical examinations, coursework, presentations, project/survey report. Skills B1-B4 are assessed by all these assessment methods.

10.2.2. Professional practical skills

The Ability to

- C1. Present arguments and conclusions effectively and accurately.
- C2. Use computer software to analyse and interpret the data.
- C3. Design a survey as a member of a group and carry out the survey.
- C4. Interpret data collected in a survey and write a report.
- C5. Use computer software to support presentations and produce reports..

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Formal lectures, tutorials, examples classes, practical classes, revision workshops, help-desk encounters, survey group meetings, student-initiated informal meetings with lecturers. Project consultations where appropriate. Skill C1 is developed in all these learning situations, skills C2-C4 in practical classes and skills C3-C4 in formal lectures and survey group meetings.

Assessment ? unseen written examinations (C1), open-book practical examinations (C2), presentations (C1 - C2, C5), coursework (C1 -C2), survey report (C1-C5), project report (C1 - C2, C5), if appropriate.

7: Transferable/Key skills

Information provided by Department of Mathematics

The ability to

- D1. Apply general mathematical skills to the interpretation of numerical data.
- D2. Work as a member of a team.
- D3. Use information technology effectively to manage information.
- D4. Manage time and resources effectively.
- D5. Develop effective learning skills.
- D6. Be aware of the need to plan for employment and of need to develop various skills for such employment.
- D7 Work independently

Teaching, learning and assessment methods used to enable outcomes to be achieved and demonstrated

Skill D1 is developed in all learning environments in the Department of Mathematics and assessed by all assessment methods. Skill D2 is developed during practical classes and in survey group meetings and assessed by the survey report. Skill D3 is developed primarily in practical classes and in producing a survey report and assessed by open-book examinations, coursework and survey report. Skill D3 is also developed through the use of e-mail, which is a normal means of communication between staff and students. Skills D4 and D5 are developed in an induction course on study skills, in preparing set coursework and submitting it by given deadlines, in planning and executing a survey. Skill D6 is developed at meetings with Personal Tutors, by the Careers Development Programme and assessed by a *Curriculum Vitae* prepared by the student, at occasional recruitment meetings arranged for final-year student in the Department of Mathematics and in other interactions with the Careers Advisory Service. Skills D4, D5 and D7 are developed by independent study for two projects. Skills D4, D5 and D7 are not explicitly assessed.

8: Work-based learning (where appropriate)

9: What is the structure of the programme?

Year 1 Core modules

Core (100 Credits)

Name	Module Code	Credits	Semester
Coordinate and Vector Geometry	MA10110	10	Semester 1
Probability	MA10310	10	Semester 1
Algebra	MA10510	10	Semester 1
Mathematical Analysis	MA11110	10	Semester 2
Differential Equations	MA11210	10	Semester 2
Statistics	MA11310	10	Semester 2
Calculus	MP10610	10	Semester 1
Further Algebra and Calculus	MP11010	10	Semester 2
Career Planning and Skills Development	MP12910	10	Semester 2
Classical Dynamics	PM14010	10	Semester 1

Year 1

Electives Choose 20 credits, as advised by the mathematics department

Year 2 Core modules

Core (80 Credits)

Name	Module Code	Credits	Semester
Real Analysis	MA20110	10	Semester 1

Introduction to Abstract Algebra	MA20310	10	Semester 1
Linear Algebra	MA21410	10	Semester 2
Complex Analysis	MA21510	10	Semester 2
Introduction to Numerical Analysis and its applications	MA25200	0	Semester 1
Introduction to Numerical Analysis and its applications	MA25220	20	Semester 2
Applied Statistics	MA26600	0	Semester 1
Applied Statistics	MA26620	20	Semester 2

Core (20 Credits)

Name	Module Code	Credits	Semester
Mathematical Physics	PM26020	20	Semester 1

Year 2

Options Choose 20 credits

Name	Module Code	Credits	Semester
Hydrodynamics 1	MA25610	10	Semester 2
Advanced Dynamics	MA25710	10	Semester 2
Distributions and Estimation	MA26010	10	Semester 1
Hydrodynamic 1	MT25610	10	Semester 2

Year 3 Core modules

Core (20 Credits)

Name	Module Code	Credits	Semester
Group Theory	MA30110	10	Semester 1
Norms and Differential Equations	MA30210	10	Semester 1

Year 3

Electives Choose 100 credits (level 3) from mathematics as advised by the department, subject to pre-requisites

Final Year Core modules

Core (60 Credits)

Name	Module Code	Credits	Semester
Minor Project	MAM9720	20	Semester 1
Major Project	MAM9840	40	Semester 2

Final Year

Electives Choose 60 credits (level M) from mathematics as advised by the department

10: University Regulations

Details of University Regulations can be found at <https://www.aber.ac.uk/en/academic-registry/handbook/regulations/>

11: Support for students and their learning

12: Entry Requirements

Information provided by Department of Mathematics

- ? GCSE: Mathematics (min. C), English or Welsh.
- ? A/AS level: UCAS tariff: 340 with A-level Mathematics (min. A).
- ? Advanced level GNVQ: Distinction (12 units).
- ? National Diploma or Certificate: 5 distinctions plus 1 merit plus A-level Mathematics (min. C).
- ? International Baccalaureate: 26-28 (including Mathematics).
- ? European Baccalaureate: 65%-70% overall with Mathematics (min. 75%).
- ? Irish Leaving Certificate BCCCC/BBCCC with Mathematics (min. B). (Higher Level):
- ? Scottish Certificate of Education BCCCC/BBCCC with Mathematics (min. B). (Higher Grade):

Applications submitted on the basis of other qualifications and applications from mature-age candidates will be considered on an individual basis. Such applications must have a sufficient background in Mathematics to be able to cope this scheme.

Details of entry requirements for the scheme can be found at <https://courses.aber.ac.uk/>

13: Methods for evaluating and improving the quality and standards of teaching and learning

14: Regulation of Assessment

Academic Regulations are published as Appendix 2 of the Academic Quality Handbook:
<https://www.aber.ac.uk/en/aqro/handbook/app-2/>

15: External Examiners

External Examiners fulfill an essential part of the University's Quality Assurance. Annual reports by External Examiners are considered by Faculties and Academic Board at university level.

16: Indicators of quality and standards

Information provided by Department of Mathematics

The latest Periodic Review Panel approved the quality of education in Mathematics and Statistics in the Institute of Mathematics and Physics, referring to strengths and high standards in

- the quality and appropriateness of programme design and curricula,
- the quality of teaching,
- the quality of academic support and the approachability of staff,
- the quality of student achievement,
- the quality of its examination processes and procedures.

The degree scheme in this programme was also approved by the Institute of Mathematics and its Applications in 2009/10.

The Department Quality Audit questionnaire serves as a checklist about the current requirements of the University's Academic Quality Handbook. The periodic Department Reviews provide an opportunity to evaluate the effectiveness of quality assurance processes and for the University to assure itself that management of quality and standards which are the responsibility of the University as a whole are being delivered successfully.