

**BSc Mathematics and Applied Statistics**  
**For students entering Part 1 in 2003**

**UCAS code: GGC3**

Awarding Institution:

The University of Reading

Teaching Institution:

The University of Reading

Relevant QAA subject benchmarking group(s):

Mathematics, Statistics and  
Operational Research

Faculty of Science

Programme length: 3 years

Date of specification: 18-Mar-05

Programme Director: Dr A. Kimber

Programme Adviser: Dr W. M. Patefield

Board of Studies: Mathematics and Statistics

Accreditation: Approved by the Institute of Mathematics and its Applications as an appropriate academic training for mathematicians seeking the qualification *Chartered Mathematician*.

**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. The four year course enables students to gain more experience of the applications of their subjects during their placement year. (For a full statement of the programme aims and learning outcomes see below.)

**Transferable skills**

The University's Strategy for Teaching and Learning has identified a number of generic transferable skills which all students are expected to have developed by the end of their degree programme. In following this programme, students will have had the opportunity to enhance their skills relating to career management, communication (both written and oral), information handling, numeracy, problem-solving, team working and use of information technology.

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 "selected" 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.

<b>Part 1 (three terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
AS1A	<i>Communicating with Statistics</i>	20	C
AS1B	<i>Probability and Statistical Methods</i>	20	C
MA11A	<i>Introduction to Analysis</i>	20	C
MA11B	<i>Calculus and Applications</i>	20	C
MA11C	<i>Matrices, Vectors and Applications</i>	20	C

*Additional modules to make a total of 120 credits in Part 1.*

*Those who wish to keep the option of transfer to single-subject Mathematics after Part 1 should take MA11D Introduction to Algebra. In other cases, CSITQ2 Commercial Off-the-shelf Software is recommended.*

<b>Part 2 (three terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
AS2A	<i>Statistical Theory and Methods</i>	20	I
AS2B	<i>Linear Models</i>	20	I
AS2E	<i>Survey Data Management</i>	20	I
MA24A	<i>Analysis</i>	20	I
MA24B	<i>Differential Equations</i>	20	I

*Optional modules:*

*One of:*

MA24C	<i>Vectors, Dynamics and Numerical Analysis</i>	20	I
MA24E	<i>Linear Algebra and Coding Theory</i>	20	I

<b>Part 3 (three terms)</b>		<i>Credits</i>	<i>Level</i>
<i>Compulsory modules</i>			
AS3A	<i>Advanced Statistical Modelling</i>	20	H
MA37A	<i>Complex Analysis and Calculus of Variations</i>	20	H

*Optional modules:*

(i) *One of:*

MA37B	<i>Topics in Applied Mathematics</i>	20	H
MA37C	<i>Topics in Pure Mathematics</i>	20	H

(ii) *At least one of:*

AS3B	<i>Statistical Inference</i>	20	H
AS3C	<i>Analysis of Structured Data</i>	20	H
AS3D	<i>Operational Research Techniques</i>	20	H
AS3G	<i>Study Design and Sampling Methods</i>	20	H

(iii) *At least 20 credits from:*

MA37E	<i>Numerical Analysis and Dynamical Systems 1</i>	20	H
MA3B7	<i>Graph Theory †</i>	20	H
MA3C7	<i>Boundary-Value Problems †</i>	10	H
MA3D8	<i>Asymptotic Methods †</i>	10	H
MA3W7	<i>Control Systems †</i>	10	H
MA3X7	<i>Combinatorics †</i>	20	H

(† a selection of these will be available in any given year.)

(iv) *Additional modules to make a total of 120 credits in Part 3.*

(v) In weeks 8 and 9 of the Summer term in Part 2 there will be an additional course in SAS statistical computing to learn the essentials of this programming language for placement students and for final year modules.

Between Parts 2 and 3 of the programme students will spend one year on placement in an appropriate organisation. The module code for this is AS2PY.

### **Progression requirements**

To proceed to Part 2 it is sufficient to obtain an average of at least 40% overall, at least 40% in the compulsory Mathematics modules taken together, at least 40% in the Statistics modules taken together, and have no module mark under 30%. Marks of less than 30% in a total of 20 credits, except for MA11A, MA11B, MA11C, AS1A, AS1B, will be condoned provided that the candidate has pursued the course for the module with reasonable diligence and has not been absent from the examination without reasonable cause.

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.

Satisfactory completion of the placement period (determined on the basis of the student's progress during the year, a report from their employer and the student's own report) is required for continuation into Part 3 of the four-year programme in Mathematics and Applied Statistics. Those who do not complete the year satisfactorily will be permitted to continue to Part 3 of the three-year programme in Mathematics and Statistics.

### **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.

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

### **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: 280 including grade B in A Level Mathematics; or

International Baccalaureat: 30 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. Irish Leaving Certificate: Grade A in Mathematics and three Bs and a C in four other subjects  
Two AS grades are accepted in place of one A-Level except in Mathematics.

Admissions Tutor: Dr Alan Kimber

### **Support for students and their learning**

University support for students and their learning falls into two categories. Learning support includes IT Services, which has several hundred computers and the University Library, which across its three sites holds over a million volumes, subscribes to around 4,000 current periodicals, has a range of electronic sources of information and houses 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, the Careers Advisory Service, the University's Special Needs Advisor, Study Advisors, Hall Wardens and the Students' Union.

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. There is a Course 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, but other openings similar to those for Mathematics and Statistics are expected.

### **Opportunities for study abroad or for placements**

Between Parts 2 and 3 of the course, one year will be spent on placement in an appropriate organisation.

### **Educational aims of the programme**

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. The four year course enables students to gain more experience of the applications of their subjects during their placement year.

## 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*

<p><b>A. Knowledge and understanding of:</b></p> <ol style="list-style-type: none"> <li>1. the fundamental concepts and techniques of calculus, analysis, linear algebra, data summary and presentation, statistical inference and linear modelling</li> <li>2. the use of the basic techniques of mathematics in applicable areas, such as differential equations, and coding theory or numerical analysis</li> <li>3. the applications of statistics in a variety of areas</li> <li>4. a selection of more specialist optional topics</li> <li>5. the use of statistical software in data analysis.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>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.</p> <p>In the programme students are expected to work at additional and practical problems on their own and seek help. Model solutions are provided for problems set.</p> <p><i>Assessment</i></p> <p>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.</p>
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### *Skills and other attributes*

<p><b>B. Intellectual skills – able to:</b></p> <ol style="list-style-type: none"> <li>1. think logically</li> <li>2. analyse and solve problems</li> <li>3. organise tasks into a structured form</li> <li>4. transfer appropriate knowledge and methods from one topic within a subject to another</li> <li>5. recognise and use appropriate statistical methods in data analysis</li> <li>6. plan, conduct and write a report on an independent project.</li> </ol>	<p><b>Teaching/learning methods and strategies</b></p> <p>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.</p> <p><i>Assessment</i></p> <p>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.</p>
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**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. write and defend a report on a chosen topic.
5. use statistical software in an effective manner
6. gain work experience through spending a year on placement.

**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 5 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 *Mathematica*, *Excel*, *Minitab* and *SAS* taught in Parts 1 and 2. Team work and career planning are part of the module *Survey Data Management*. 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 contribute to the best performances throughout. The placement will provide opportunities to develop each of these skills.

*Assessment*

Skills 1 and 2 are assessed through coursework. Skills 2 - 5 and 7 contribute assessed coursework towards the module *Survey Data Management*. The other skills are not directly assessed but their effective use 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 expect 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 module and programme handbooks.