

Royal Holloway, University of London
Course specification for an undergraduate award
BSC MATHEMATICAL STUDIES (G150)

Section 1 – Introduction to your course

This course specification is a formal document, which provides a summary of the main features of your course and the learning outcomes that you might reasonably be expected to achieve and demonstrate if you take full advantage of the learning opportunities that are provided. Further information is contained in the College prospectus, and in various handbooks, all of which you will be able to access online. Alternatively, further information on the College's academic regulations and policies can be found [here](#). Further information on the College's Admissions Policy can be found [here](#).

Your degree course in BSc Mathematical Studies is delivered in three stages, each of which comprises one year of full-time study during which you must follow modules to the value of 120 credits.

In Stage one you must take eight modules. In the eight mandatory modules it seeks to provide a broadly based introduction to mathematics, which will develop manipulative skills, understanding of the key concepts and the ability to construct logical arguments. In Stage two, you must take eight modules, which continue your study of abstract pure mathematics and its applications. In Stage three, you choose eight modules. You are advised on appropriate combinations and pathways depending on your interests, Stage one and two options, and possible future career paths. You may choose to undertake an extended project.

The following is a brief description for some of the most important terminology for understanding the content of this document:

Degree course – May also be referred to as 'degree programme' or simply 'programme', these terms refer to the qualification you will be awarded upon successful completion of your studies.

Module – May also be referred to as 'course', this refers to the individual units you will study each year to complete your degree course. Undergraduate degrees at Royal Holloway comprise a combination of modules in multiples of 15 credits to the value of 120 credits per year. On some degree courses a certain number of optional modules must be passed for a particular degree title.

Section 2 – Course details			
Date of specification update	July 2023	Location of study	Egham Campus
Course award and title	BSc Mathematical Studies	Level of study	Undergraduate
Course code	z688	UCAS code	G150
Year of entry	2023/24		
Awarding body	Royal Holloway, University of London		
Department or school	Mathematics	Other departments or schools involved in teaching the course	N/A
Mode(s) of attendance	Full-time	Duration of the course	3 years
Accrediting Professional, Statutory or Regulatory Body requirement(s)	This course is accredited by the Institute of Mathematics and its Applications (IMA) for the purpose of meeting in part the educational requirement for chartered status. Successful completion of this course enables students to meet the requirements of the Chartered Mathematician designation when 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.		
Link to Coursefinder for further information:	https://www.royalholloway.ac.uk/studying-here/	For queries on admissions:	https://royalholloway.ac.uk/applicationquery

Section 3 – Degree course structure					
3.1 Mandatory module information					
The following table summarises the mandatory modules which students must take in each year of study					
Year	Module code	Module title	Credits	FHEQ level	Module status (Mandatory Condonable MC or Mandatory Non-Condonable MNC)
1	MT1300	Statistical Methods I	15	4	MC
1	MT1710	Calculus I	15	4	MC
1	MT1720	Calculus II	15	4	MC
1	MT1810	Introduction to Pure Mathematics	15	4	MC
1	MT1820	Linear Algebra I	15	4	MC
2	MT2320	Probability Theory	15	5	MC
2	MT2500	Scientific Programming	15	5	MC
2	MT2800	Linear Algebra II	15	5	MC
3	MT3050	Advanced Skills	15	6	MC

This table sets out the most important information for the mandatory modules on your degree course. These modules are central to achieving your learning outcomes, so they are compulsory, and all students on your degree course will be required to take them. You will be automatically registered for these modules each year. Mandatory modules fall into two categories: 'condonable' or 'non-condonable'.

In the case of mandatory 'non-condonable' (MNC) modules, you must pass the module before you can proceed to the next year of your course, or to successfully graduate with a particular degree title. In the case of mandatory 'condonable' (MC) modules, these must be taken but you can still progress or graduate even if you do not pass them. Please note that although Royal Holloway will keep changes to a minimum, changes to your degree course may be made where reasonable and necessary due to unexpected events. For example: where requirements of relevant Professional, Statutory or Regulatory Bodies have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of external advisors, to enhance academic provision.

3.2 Optional modules

In addition to mandatory modules, there will be a number of optional modules available during the course of your degree. Although Royal Holloway will keep changes to a minimum, new options may be offered or existing ones may be withdrawn. For example where reasonable and necessary due to unexpected events, where requirements of relevant Professional, Statutory or Regulatory Bodies (PSRBs) have changed and course requirements must change accordingly, or where changes are deemed necessary on the basis of student feedback and/or the advice of External Advisors, to enhance academic provision. There may be additional requirements around option selection; please contact the Department for further information.

At **stage one**, you must take either MT1100 or MT1940, and 30 credits from appropriate modules. Students should refer to the course handbook and speak to the course director for more details.

At **stage two**, you must take options to the value of 45 credits from stage two modules offered by the Department and 30 credits from appropriate modules. Students should refer to the course handbook and speak to the course director for more details.

At **stage three**, you must choose 75 credits of options from the list of stage three modules offered by the Department and 30 credits from the appropriate modules. Students should refer to the course handbook and speak to the course director for more details.

Section 4 - Progressing through each year of your degree course

For further information on the progression and award requirements for your degree, please refer to Royal Holloway's [Academic Regulations](#).

Progression throughout the year/s is monitored through performance in summative or formative coursework assignments. Please note that if you hold a Student Visa and you choose to leave (or are required to leave because of non-progression) or complete early (before the course end date stated on your CAS), then this will be reported to UKVI.

All first year undergraduate students are required to take and pass the non-credit bearing Moodle-based Academic Integrity module SS1001 in order to progress into the second year of study (unless their course includes the alternative mandatory SS1000 module). The pass mark for the module assessment is stated in the on-line Academic Integrity Moodle module. Students may attempt the assessment as often as they wish with no penalties or capping. Students who meet the requirements for progression as stipulated in the [College's Undergraduate Regulations](#) (Section: Conditions for progression to the next stage) but fail to pass the Moodle-based Academic Integrity module will not be permitted to progress into their second year of academic study at the College.

Section 5 – Educational aims of the course

The aims of this course are:

- to provide students with technical manipulative skills, the ability to read and write in the compressed language of mathematics, and the ability to distil a problem into a mathematical description of its essential detail;
- to ensure that students gain an appreciation of, and interest in, the logical structure of mathematics, and its use as an analytical and predictive tool in applications;
- to offer a wide range of optional modules to suit students' interests and strengths;
- to provide access to personal, academic and pastoral support;
- to enable students, on graduation, to compete effectively in employment or postgraduate study.

Section 6 - Course learning outcomes

In general terms, the courses provide opportunities for students to develop and demonstrate the following learning outcomes. (Categories – Knowledge and understanding (K), Skills and other attributes (S), and Transferable skills (*))

<ol style="list-style-type: none"> 1. Of mathematical methods (K); 2. Of mathematical concepts such as number and function (K); 3. Of abstract structures such as groups, matrices, and fields (K); 4. Of some results from a range of major areas of mathematics, statistics or operational research (K); 5. Of at least one major area of applications in which the mathematics is used in a serious manner and is essential for proper understanding (K); 6. A high level of numeracy (S); 7. Ability to manipulate and analyze complex mathematical expressions accurately (S); 8. Ability to understand the role of logical mathematical argument and deductive reasoning, including formal proof (S); 9. Familiarity with computer methods in mathematics and statistics (S); 10. Ability to formulate problems in mathematical or statistical form using appropriate notation (S); 11. The ability to solve equations or inequalities arising from a problem analytically or numerically, and to interpret the results (S); 	<ol style="list-style-type: none"> 12. Accurate analysis of a situation, the factors involved and possible approaches to solution. This is embedded in a general ethos of numeracy and of analytical approaches to problem solving (S); 13. Ability to take theoretical knowledge gained in one area and apply it elsewhere (S); 14. Ability to make a sequence of logical steps, and reflect on the result (S); 15. Ability to communicate mathematical results clearly, to both mathematicians and lay persons (S); 16. Spatial awareness in two and three dimensions (S); 17. Good general skills of time-management and organization (S*); 18. To learn independently, using a variety of media including books, learned journals, the internet etc (S*); 19. To work independently with persistence and patience, pursuing the solution of problems to their conclusion (S*); 20. Develop IT skills, including word-processing and use of the internet (S*); 21. Personal motivation and the planning of a career path (S*); 22. Good written and oral communication skills, which enable them to write coherently and turn a rough draft into a convincing argument and contribute to discussions (S*); 23. Ability to work together with others as a team (S*).
---	--

Section 7 - Teaching, learning and assessment

Teaching and learning on your course is closely informed by the active research of staff, particularly in the areas of Mathematics. In general terms, the course provides an opportunity for you to develop and demonstrate the learning outcomes detailed herein.

Teaching and learning is mostly by means of lectures, small group tutorials, problem-solving workshop sessions, written and oral feedback on coursework, practical sessions in statistics and computational mathematics, guided independent study and oral presentations. Assessment of knowledge and understanding is typically by formal examinations, coursework, examined essays, exercises, online tests and exercises, oral presentations and the dissertation or long essay. In addition, students may be involved in workshops and may produce various forms of creative work.

Contact hours come in various forms and may take the form of time spent with a member of staff in a lecture or seminar with other students. Contact hours may also be laboratory or, studio-based sessions, project supervision with a member of staff, or discussion through a virtual learning environment (VLE). These contact hours may be with a lecturer or teaching assistant, but they may also be with a technician, or specialist support staff.

The way in which each module on your degree course is assessed will also vary, however, the assessments listed above are all 'summative', which means you will receive a mark for it which will count towards your overall mark for the module, and potentially your degree classification, depending on your year of study. On successful completion of the module you will gain the credits listed. 'Coursework' might typically include a written assignment, like an essay. Coursework might also include a report, dissertation or portfolio. 'Practical assessments' might include an oral assessment or presentation, or a demonstration of practical skills required for the particular module

More detailed information on modules, including teaching and learning methods, and methods of assessment, can be found via the online [Module Catalogue](#). The accuracy of the information contained in this document is reviewed regularly by the university, and may also be checked routinely by external agencies, such as the Quality Assurance Agency (QAA).

Section 8 – Additional costs

There are no single associated costs greater than £50 per item on this degree course.

These estimated costs relate to studying this particular degree course at Royal Holloway. General costs such as accommodation, food, books and other learning materials and printing etc., have not been included, but further information is available on our website.

Section 9 – Indicators of quality and standards	
QAA Framework for Higher Education Qualifications (FHEQ) Level	4-6
Your course is designed in accordance with the FHEQ to ensure your qualification is awarded on the basis of nationally established standards of achievement, for both outcomes and attainment. The qualification descriptors within the FHEQ set out the generic outcomes and attributes expected for the award of individual qualifications. The qualification descriptors contained in the FHEQ exemplify the outcomes and attributes expected of learning that results in the award of higher education qualifications. These outcomes represent the integration of various learning experiences resulting from designated and coherent courses of study.	
QAA Subject benchmark statement(s)	http://www.qaa.ac.uk/quality-code/subject-benchmark-statements
Subject benchmark statements provide a means for the academic community to describe the nature and characteristics of courses in a specific subject or subject area. They also represent general expectations about standards for the award of qualifications at a given level in terms of the attributes and capabilities that those possessing qualifications should have demonstrated.	

Section 10– Intermediate exit awards (where available)		
You may be eligible for an intermediate exit award if you complete part of the course as detailed in this document. Any additional criteria (e.g. mandatory modules, credit requirements) for intermediate awards is outlined in the sections below.		
Award	Criteria	Awarding body
Diploma in Higher Education (DipHE)	Pass in 210 credits of which at least 90 must be at or above FHEQ Level 4 and at least 120 of which must be at or above FHEQ Level 5	Royal Holloway and Bedford New College
Certificate in Higher Education (CertHE)	Pass in 120 credits of which at least 90 must be at or above FHEQ Level 4	Royal Holloway and Bedford New College