

## Programme Specification: Undergraduate

### For students starting in Academic Year 2024/25

#### 1. Course Summary

<b>Names of programme and award title(s)</b>	BSc (Hons) Mathematics BSc (Hons) Mathematics with International Year (see Annex for details) BSc (Hons) Mathematics with Work Placement Year (see Annex for details)
<b>Award type</b>	Combined Honours
<b>Mode of study</b>	Full-time
<b>Framework of Higher Education Qualification (FHEQ) level of final award</b>	Level 6
<b>Normal length of the programme</b>	3 years; 4 years with either the International Year or Placement Year between years 2 and 3
<b>Maximum period of registration</b>	The normal length as specified above plus 3 years
<b>Location of study</b>	Keele Campus
<b>Accreditation (if applicable)</b>	Not applicable
<b>Regulator</b>	Office for Students (OfS)
<b>Tuition Fees</b>	<p><b>UK students:</b> Fee for 2024/25 is £9,250*</p> <p><b>International students:</b> Fee for 2024/25 is £20,700**</p> <p>The fee for the international year abroad is calculated at 15% of the standard year fee</p> <p>The fee for the work placement year is calculated at 20% of the standard year fee</p>

**How this information might change:** Please read the important information at <http://www.keele.ac.uk/student-agreement/>. 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.

\* These fees are regulated by Government. We reserve the right to increase fees in subsequent years of study in response to changes in government policy and/or changes to the law. If permitted by such change in policy or law, we may increase your fees by an inflationary amount or such other measure as required by government policy or the law. Please refer to the accompanying Student Terms & Conditions. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

\*\* We reserve the right to increase fees in subsequent years of study by an inflationary amount. Please refer to the accompanying Student Terms & Conditions for full details. Further information on fees can be found at <http://www.keele.ac.uk/studentfunding/tuitionfees/>

#### 2. What is a Combined Honours programme?

NB: all students who study a science Principal subject are candidates for the degree of Bachelor of Science (with Honours) (BSc Hons) irrespective of their second Principal subject.

Combined Honours degrees are degrees that are taken in two different subjects, resulting in an X and Y degree title. If

you are taking a Combined Honours programme, these will be the two subjects you applied for. These are referred to as your Principal Subjects.

In a Combined Honours degree you must take at least 135 credits in each Principal Subject (270 credits in total), accrued over all three levels of study, with at least 45 credits at each level of study (Levels 4, 5 and 6) in each of two Principal Subjects (90 credits per year). The remaining available credits can be filled with modules from these subjects or other subjects entirely.

As a Combined Honours student you can choose to study just one subject in your final year of study, taking a minimum of 90 credits in this subject. This will result in an X with Y degree title.

### **3. Overview of the Programme**

Mathematics is a traditional discipline with a very long history. The Programme provides a broad coverage of two of the main discipline areas of pure and applied mathematics. Pure mathematics is concerned with mathematical proof (the derivation of results), logical argument and abstraction. Applied mathematics is concerned with methods and their application to modelling real-world problems. The Programme also provides a limited coverage of the other main discipline area of Statistics. Statistics concerns mathematical modelling of uncertainty and the analysis of data. The Programme has been designed to give maximum flexibility with many options in the final year, which allows students to pick options within their broad field of interest. In addition to subject-specific skills, the Programme also provides students with generic and employability skills.

### **4. Aims of the programme**

The broad aims of the programme are to:

- provide students with knowledge, understanding and skills relevant to discrete and continuous mathematics, including logical argument, rigorous mathematical proof, problem solving and mathematical modelling;
- further develop students' interest in mathematics within a caring and intellectually stimulating environment;
- cultivate students' appreciation of the beauty, elegance and practicality of mathematics;
- produce skilled and motivated graduates who are suitably prepared for further study or for employment within or outside their field;
- equip students with a range of generic and employability skills particularly in any area where precise, logical thought and problem-solving skills are valued;
- provide a foundation for life-long learning, study and enquiry in mathematics;
- foster the intellectual breadth of students who choose to study Mathematics as one of two Principal components of a Combined Honours degree.

### **5. What you will learn**

The intended learning outcomes of the programme (what students should know, understand and be able to do at the end of the programme), can be described under the following headings:

- Subject knowledge and understanding
- Subject specific skills
- Intellectual skills
- Key or transferable skills (including employability skills)

#### **Subject knowledge and understanding**

Successful students will be able to demonstrate knowledge and understanding of:

U1 mathematical methods and techniques in calculus, algebra, ordinary differential equations, and optional modules;

U2 the use of mathematical notation;

U3 the role of logical mathematical argument and deductive reasoning, including the formal process of mathematical proof, through the study of algebra, calculus, and optional modules;

U4 using a structured mathematical or analytical approach to problem solving;

U5 the science of data investigation and data visualisation;

U6 probability-based models, hypothesis testing, statistical inference and likelihood;

U7 the application of statistics;

U8 the power of generalisation and abstraction through the study of algebra and optional modules;

U9 mathematical modelling by dedicated modules and through the study of optional modules in dynamics, fluid mechanics, waves, and mathematical biology;

- U10 mathematical word processing packages and symbolic manipulation packages;
- U11 the use of a specialist statistical computing package in optional modules;
- U12 more specialised areas of mathematics and statistics in optional modules at Level 6.

### **Subject specific skills**

Successful students will be able to:

- S1 demonstrate knowledge of key mathematical and statistical concepts, both explicitly and by applying them to the solution of problems;
- S2 comprehend problems, abstract their essentials and formulate them in symbolic form so as to facilitate their analysis and solution, and understand how mathematical and statistical processes may be applied to them;
- S3 select and apply appropriate mathematical and statistical techniques;
- S4 use models to analyse an underlying problem and to interpret the results of this analysis;
- S5 understand the importance of assumptions made in mathematical and statistical models, be aware of when and where they are used and possible consequences of their violation;
- S6 construct and develop logical mathematical arguments with clear identification of assumptions and conclusions;
- S7 reason critically, carefully and logically and derive (prove) mathematical results;
- S8 demonstrate facility with mathematical abstraction;
- S9 demonstrate skills relating particularly to the design and conduct of experimental and observational studies and the analysis of data resulting from them;
- S10 formulate and test hypotheses;
- S11 use an advanced symbolic manipulation package;
- S12 use an advanced statistical package in optional modules;
- S13 use mathematics typesetting software such as LaTeX or Word.

### **Intellectual skills**

Successful students will be able to:

- I1 analyse and solve problems;
- I2 make reasoned decisions;
- I3 think carefully and logically;
- I4 persist with a problem until its successful conclusion;
- I5 make critical interpretations of data and text;
- I6 abstract and synthesise information;
- I7 develop a reasoned argument;
- I8 take responsibility for their own learning and reflect upon that learning.

### **Key or transferable skills (including employability skills)**

Successful students will be able to:

- E1 develop and sustain effective approaches to learning and study, including time management, organisational skills, flexibility, creativity and intellectual integrity;
- E2 acquire, analyse, synthesise, summarise and present information and ideas from a range of sources;
- E3 be adaptable, in particular display a readiness to address new problems from new areas;

- E4 work effectively with information technology;
- E5 communicate effectively and coherently by written and spoken means using appropriate techniques;
- E6 transfer knowledge from one context to another, and to approach problems analytically and to assess them logically;
- E7 work comfortably with numerate concepts and arguments in all stages of work;
- E8 work independently or with others to achieve an objective;
- E9 motivate themselves and sustain that motivation over an extended period of time.

### The Keele Graduate Attributes

The Keele Graduate Attributes are the qualities (skills, values and mindsets) which you will have the opportunity to develop during your time at Keele through both the formal curriculum and also through co- and extra-curricular activities (e.g., work experience, and engagement with the wider University community such as acting as ambassadors, volunteering, peer mentoring, student representation, membership and leadership of clubs and societies). Our Graduate Attributes consist of four themes: **academic expertise, professional skills, personal effectiveness, and social and ethical awareness**. You will have opportunities to engage actively with the range of attributes throughout your time at Keele: through your academic studies, through self-assessing your own strengths, weaknesses, and development needs, and by setting personal development goals. You will have opportunities to discuss your progress in developing graduate attributes with, for example, Academic Mentors, to prepare for your future career and lives beyond Keele.

## 6. How is the programme taught?

Learning and teaching methods used on the programme vary according to the subject matter and level of the module. They include the following:

- **Traditional lectures** where the lecturer provides students with detailed notes, very often backed up by pre-prepared notes, together with references to text books, as is the norm in the discipline
- **Tutorial Classes** are more informal than the lectures and provide the class tutor with the opportunity to revise and enforce core ideas and to provide students with more worked examples. It is also often the opportunity for students to try problems themselves and to discuss solutions with their peers, under the supervision of the tutor, who provides immediate feedback
- **Practical sessions** in the computer laboratories, in which students use the PCs interactively and are provided with feedback by the computer and the tutor
- **Independent study** based on processing lecture notes and reading text books, together with attempting regular coursework assignments
- **Web-based learning** using the University's virtual learning environment (KLE). The KLE is used to give students easy access to a wide range of resources, and as a platform for online discussions
- For those students who take the **project module** in their final year, the opportunity to undertake a piece of independent study supervised and supported by a member of staff

Apart from these formal activities, students are also provided with regular opportunities to talk through particular areas of difficulty, and any special learning needs they may have, with their Academic Mentors or module lecturers on a one-to-one basis.

These learning and teaching methods enable students to achieve the learning outcomes of the programme in a variety of ways. For example:

- Lectures and independent study allow students to gain knowledge and understanding of the three broad areas of mathematics
- Tutorial Classes provide opportunities for students to ask questions about, and suggest answers to mathematical problems, and to present their own ideas to members of staff and other students using an appropriate medium of communication
- Independent study, in particular, the regular coursework assignments, encourages students to reflect on their own learning and take responsibility for its development by addressing areas of difficulty, perhaps by discussing them with their fellow students or by getting additional help from a member of staff
- Undertaking a project with the support of an experienced researcher allows students to formulate relevant research questions and devise a feasible strategy to answer them.

## 7. Teaching Staff

The Mathematics academic staff comprises of a number of Professors, Senior Lecturers, Lecturers and Teaching Fellows. Most members of staff are active in research. A number of members of the Mathematics Division hold teaching qualifications. Currently, several staff members are Fellows of the Higher Education Academy.

The University will attempt to minimise changes to our core teaching teams, however, delivery of the programme depends on having a sufficient number of staff with the relevant expertise to ensure that the programme is taught to the appropriate academic standard.

Staff turnover, for example where key members of staff leave, fall ill or go on research leave, may result in changes to the programme's content. The University will endeavour to ensure that any impact on students is limited if such changes occur.

## 8. What is the structure of the Programme?

The academic year runs from September to June and is divided into two semesters. The number of weeks of teaching will vary from programme to programme, but you can generally expect to attend scheduled teaching sessions between the end of September and mid-December, and from mid-January to the end of April. Our degree courses are organised into modules. Each module is usually a self-contained unit of study and each is usually assessed separately with the award of credits on the basis of 1 credit = 10 hours of student effort. An outline of the structure of the programme is provided in the tables below.

There are two types of module delivered as part of your programme. They are:

- Compulsory modules - a module that you are required to study on this course;
- Optional modules - these allow you some limited choice of what to study from a list of modules.

At Levels 5 and 6, optional modules include Global Challenge Pathways - a choice of modules from different subject areas that count towards the overall credit requirement but not the number of subject-related credits.

Global Challenge Pathways can only be taken as one 15-credit module at Levels 5 and 6 (except for the TESOL pathway). **Information about Global Challenge Pathways can be found after the module lists for Level 6.**

### Language modules

Students on this programme will also be able to study language modules offered by the Language Centre, as part of a Global Challenge Pathway. You can enrol on either a Modern Language module [more information available at this [link](#)] (Semester 1 only) Teaching English to Speakers of Other Languages (TESOL) (Semesters 1 and 2) module (ENL-10053), or the Intercultural Explorer pathway (ENL-10057). See the Global Challenges Pathway information under the module lists for more details.

If you choose the Language Specialist pathway, you will automatically be enrolled on a Semester 2 Modern Language module as a continuation of your language of choice as a faculty funded 'additional' module. Undertaking a Modern Languages module in Semester 2 is compulsory if you wish to continue to the Language Specialist Global Challenge Pathway the following academic year.

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For further information on the content of modules currently offered, please visit:

<https://www.keele.ac.uk/recordsandexams/modulecatalogue/>

A summary of the credit requirements per year is as follows, with a minimum of 90 subject credits (compulsory plus optional) required for each year across both of your Principal Subjects, with at least 60 credits at each level of study (Levels 4, 5 and 6). This document has information about *Mathematics* modules only; please also see the document for your other subject.

Year	Compulsory	Optional	
		Min	Max
Level 4	60	0	0
Level 5	15	45	45
Level 6	0	60	60

In year 3 there is the option to choose to specialise in one of your subjects, taking a minimum of 90 credits in this subject rather than taking modules from both subjects.

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## Module Lists

### Level 4

Compulsory modules	Module Code	Credits	Period
Algebra I	MAT-10038	15	Semester 1
Calculus I	MAT-10039	15	Semester 1
Algebra II	MAT-10040	15	Semester 2
Calculus II	MAT-10041	15	Semester 2

## Level 5

Compulsory modules	Module Code	Credits	Period
Differential Equations	MAT-20008	15	Semester 1

Optional modules	Module Code	Credits	Period
Probability	MAT-20023	15	Semester 1
Computational Mathematics	MAT-20031	15	Semester 1
Exploring Algebra and Analysis	MAT-20035	15	Semester 1
Complex Variable I and Vector Calculus	MAT-20004	15	Semester 2
Dynamics	MAT-20005	15	Semester 2
Abstract Algebra	MAT-20025	15	Semester 2
Analysis II	MAT-20029	15	Semester 2
Professional Mathematics and Data Science	MAT-20037	15	Semester 2

## Level 5 Module Rules

In each semester students take two 15-credit modules. The choice will depend on any timetabling restrictions and will be subject to the student having met the necessary prerequisites.

Students choosing the international year take the 120 credit compulsory module 'MAT-20030 International Study Module'.

Students choosing the placement year take the non-credit bearing compulsory module 'MAT-30035 Work Placement Year'.

*NB: Global Challenge Pathways (GCPs)* - students have the option of taking a Global Challenge Pathway, which can only be taken as one 15-credit module at Levels 5 and 6 (except for the TESOL pathway). Information on GCPs is shown under the Level 6 modules below.

## Level 6

For students specialising in this subject at Level 6, a minimum of 90 credits must be taken in this subject. For students specialising in another subject, modules should be chosen from the same list of modules.

Optional modules	Module Code	Credits	Period
Non-linear Differential Equations	MAT-30002	15	Semester 1
Partial Differential Equations	MAT-30003	15	Semester 1
Group Theory	MAT-30013	15	Semester 1
Number Theory and Cryptography	MAT-30038	15	Semester 1
Financial Mathematics	MAT-30039	15	Semester 1
Guided Studies in Mathematics 1	MAT-30053	15	Semester 1
Project (30 credits)	MAT-30043	30	Semester 1-2
Studies in Mathematics Education	MAT-30057	30	Semester 1-2
Fluid Mechanics	MAT-30004	15	Semester 2
Complex Variable II	MAT-30010	15	Semester 2
Waves	MAT-30011	15	Semester 2
Medical Statistics	MAT-30014	15	Semester 2
Mathematical Modelling	MAT-30051	15	Semester 2
Guided Studies in Mathematics 2	MAT-30055	15	Semester 2

## Level 6 Module Rules

Students normally choose two 15-credit modules in each semester. The choice will depend on any timetabling restrictions and will be subject to the student having met the necessary prerequisites. Some modules may not be available every year.

## Global Challenge Pathways (GCPs)

Students have the option of taking a Global Challenge Pathway, with one 15-credit module at Levels 5 and 6. Students joining Global Challenge Pathways at Level 5 can join any pathway (except TESOL). Students at Level 6 will continue with the same Global Challenge Pathway they studied at Levels 4 and/or Level 5.

Global Challenge Pathways offer students the chance to fulfil an exciting, engaging route of interdisciplinary study. Choosing a pathway, students will be presented with a global issue or 'challenge' which directly relates to societal issues, needs and debates. They will be invited to take part in academic and external facing projects which address these issues, within an interdisciplinary community of students and staff. Students completing a Global Challenge Pathway will receive recognition on their degree certificate.

<b>Digital Futures</b>	<p>The Digital Futures pathway offers you the opportunity to take an active role in current debates, cutting-edge research, and projects with external partners, addressing both the exciting potential and the challenges of disruptive digital transformation across all spheres of life.</p> <p>Part of a diverse and interdisciplinary pathway community, you will engage in exciting, impactful collaborative project work in innovative formats on areas that matter most to you. Engaged in real-world scenarios as digital citizens, you will expand, deepen, and mobilise knowledge and skills to drive inclusive, empowering, and sustainable change at local and global levels.</p> <p><b>Level 5 Module: Digital World - People, Spaces, and Data (GCP-20005)</b></p> <p><b>Level 6 Module: Digital Citizenship and Sustainable Futures (GCP-30005)</b></p>
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<b>Climate Change &amp; Sustainability</b>	<p>Through the Climate Change &amp; Sustainability pathway you will develop the skills, understanding and drive to become agents of change to tackle climate change and wider sustainability challenges.</p> <p>You will hear from international partners to learn about climate change and sustainability in different international contexts; lead your own projects to drive real change in your communities; and be part of educating and supporting others to help achieve a more sustainable future.</p> <p><b>Level 5 Module: Climate Change and Sustainability: Action and Activism (GCP-20009)</b></p> <p><b>Level 6 Module: Skills for Sustainability (GCP-30009)</b></p>
<b>Social Justice</b>	<p>The Social Justice pathway is based upon a transformative methodology which centres the student's role as 'agents of change' to reflect upon decolonising and feminist, perspectives on social justice, to forge critical outputs to transform the Sustainable Development Goals.</p> <p>You will develop research and engagement skills with local, national, and international partners from Universities, NGOs, International Human Rights frameworks. You will engage with key societal challenges focused upon the Sustainable Development Goals, to develop an intersectional response from identity-based perspectives on race, gender, sexualities and disabilities. The pathway will allow you to monitor and critically evaluate policies and human rights treaties, and produce and disseminate digitally fluent, international and sustainable project findings.</p> <p><b>Level 5 Module: Strategic Interventions for Social Justice (GCP-20003)</b></p> <p><b>Level 6 Module: Transforming Social Justice; Global Perspectives (GCP-30003)</b></p>
<b>Enterprise &amp; the Future of Work</b>	<p>In order to meet the challenges set out in the UN's Sustainable Development Goals we need to understand the power of enterprise and prepare for the future contexts of work, creativity and disruption. By providing you with the skills, knowledge and understanding of global challenges this pathway will prepare you to be part of future-facing solutions. This module will support you in developing creative, original thinking, allowing you to collaborate on projects that persuade and effect change, setting you up to thrive in future environments of work and innovation.</p> <p><b>Level 5 Module: Enterprise and the Future of Work: Collaborate to Innovate (GCP-20007)</b></p> <p><b>Level 6 Module: Enterprise and the Future of Work: Designing Change (GCP-30007)</b></p>
<b>Global Health Challenges</b>	<p>By taking the global health challenge pathway you will develop solutions to improve the health and quality of life for particular people and communities, engaging with these groups to co-design interventions.</p> <p>This pathway will provide you with skills that go beyond a focus on health and will allow you to develop your ability to work in a team and lead change in society. The knowledge, skills and work experience will complement your core degree and enhance your career opportunities and graduate aspirations.</p> <p><b>Level 5 Module: Using Evidence to Improve Global Health (GCP-20001)</b></p> <p><b>Level 6 Module: Working to Improve Global Health (GCP-30001)</b></p>



**Languages & Intercultural Awareness**

Communication within and across cultures is inseparable from language, and development of intercultural awareness can enable you to actively contribute to the shaping of an international future. The Language and Intercultural Awareness pathway allows you to engage in genuine interdisciplinary and international exchange and to understand and explore the link between language, culture and communication. Each of the strands we offer provides you with skills and direct experience for active engagement in working to face global challenges.

**The Language Specialist:** Become a specialist in one of our languages and graduate with a degree title that includes '... with competency in (Language)' or '... with advanced competency in (Language)'.

**The Language Taster:** Explore a new language every year.

**The Intercultural Explorer:** Through an interdisciplinary understanding of intercultural communication - as both an academic discipline and as a tool to promote and engage in global activity, you will explore the concept of culture. Module content and assessments allow you to examine in-depth the role of both culture and language in, for example, the UN sustainability goals.

**Modules available:**

**The Language Specialist:**

Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences).

**The Language Taster:**

Any Semester 1 Language Module (the level at which you enter will be determined by your previous language learning experiences)

**The Intercultural Explorer:**

ENL-10057 The stories we live by

ENL-20009 Who do you think you are?

**NB: the Certificate in TESOL is not available on this programme**

Information on Global Challenge Pathways can be found here:  
<https://www.keele.ac.uk/study/undergraduate/globalchallengepathways/>

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## Learning Outcomes

The table below sets out what students learn in the programme and the modules in which that learning takes place. Details of how learning outcomes are assessed through these modules can be found in module specifications.

<b>Subject Knowledge and Understanding</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
U1. mathematical methods and techniques in calculus, algebra, ordinary differential equations, and optional modules	All Level 4 and Level 5 compulsory modules; Level 5 and 6 optional modules.
U2. the use of mathematical notation	All modules.
U3. the role of logical mathematical argument and deductive reasoning, including the formal process of mathematical proof, through the study of algebra, calculus, and optional modules	Algebra I, Algebra II, Exploring Algebra and Analysis, Complex Variable and Vector Calculus, Abstract Algebra, Level 5 and 6 optional modules.
U4. using a structured mathematical or analytical approach to problem solving	All modules
U5. the science of data investigation and data visualisation	Probability, Financial Mathematics, Medical Statistics, Level 6 Project
U6. probability-based models, hypothesis testing, statistical inference and likelihood	Probability, Financial Mathematics, Medical Statistics, Level 6 Project
U7. the application of statistics	Medical Statistics, Level 6 Project
U8. the power of generalisation and abstraction through the study of algebra and optional modules	Exploring Algebra and Analysis, Abstract Algebra, Group Theory, Number Theory and Cryptography, Level 6 Project
U9. mathematical modelling by dedicated modules and through the study of optional modules in dynamics, fluid mechanics, waves, and mathematical biology	Dynamics, Fluid Mechanics, Waves, Mathematical Modelling, Level 6 Project.
U10. mathematical word processing packages and symbolic manipulation packages	Computational Mathematics, Level 6 project.
U11. the use of a specialist statistical computing package in optional modules	Medical Statistics, Level 6 project.
U12. more specialised areas of mathematics and statistics in optional modules at Level 6	Level 6 optional modules.

<b>Subject Specific Skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
S1. demonstrate knowledge of key mathematical and statistical concepts, both explicitly and by applying them to the solution of problems	All modules.
S2. comprehend problems, abstract their essentials and formulate them in symbolic form so as to facilitate their analysis and solution, and understand how mathematical and statistical processes may be applied to them	All modules.
S3. select and apply appropriate mathematical and statistical techniques	All modules.
S4. use models to analyse an underlying problem and to interpret the results of this analysis	Differential Equations, Dynamics, Level 6 optional modules, Level 6 Project.
S5. understand the importance of assumptions made in mathematical and statistical models, be aware of when and where they are used and possible consequences of their violation	Differential Equations, Professional Mathematics and Data Science, Level 5 and 6 optional modules, Level 6 project.
S6. construct and develop logical mathematical arguments with clear identification of assumptions and conclusions	All modules.
S7. reason critically, carefully and logically and derive (prove) mathematical results	Calculus I, Calculus II, Algebra I, Algebra II, Exploring Algebra and Analysis, Probability, Abstract Algebra, Complex Variable and Vector Calculus, Level 5 and 6 optional modules, level 6 Project.
S8. demonstrate facility with mathematical abstraction	Algebra I, Algebra II, Exploring Algebra and Analysis, Abstract Algebra, Group Theory, Number Theory and Cryptography, Level 6 Project.
S9. demonstrate skills relating particularly to the design and conduct of experimental and observational studies and the analysis of data resulting from them	Professional Mathematics and Data Science, Financial Mathematics, Medical Statistics, Mathematical Modelling, Level 6 optional modules, Level 6 project.
S10. formulate and test hypotheses	Probability, Financial Mathematics, Medical Statistics, Level 6 project
S11. use an advanced symbolic manipulation package	Computational Mathematics, Professional Mathematics and Data Science, Medical Statistics, Level 6 Project.
S12. use an advanced statistical package in optional modules	Financial Mathematics, Medical Statistics, Level 6 project
S13. use mathematics typesetting software such as LaTeX or Word	Professional Mathematics and Data Science, Level 6 project.

<b>Intellectual skills</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
I1. analyse and solve problems	All modules.
I2. make reasoned decisions	All modules.
I3. think carefully and logically	All modules.
I4. persist with a problem until its successful conclusion	All modules.
I5. make critical interpretations of data and text	All modules.
I6. abstract and synthesise information	All modules.
I7. develop a reasoned argument	All modules
I8. take responsibility for their own learning and reflect upon that learning	Professional Mathematics and Data Science, Level 6 project.

<b>Key or Transferable Skills (graduate attributes)</b>	
<b>Learning Outcome</b>	<b>Module in which this is delivered</b>
E1. develop and sustain effective approaches to learning and study, including time management, organisational skills, flexibility, creativity and intellectual integrity	All modules.
E2. acquire, analyse, synthesise, summarise and present information and ideas from a range of sources	All modules.
E3. be adaptable, in particular display a readiness to address new problems from new areas	Level 6 optional modules.
E4. work effectively with information technology	All modules.
E5. communicate effectively and coherently by written and spoken means using appropriate techniques	All modules.
E6. transfer knowledge from one context to another, and to approach problems analytically and to assess them logically	All modules.
E7. work comfortably with numerate concepts and arguments in all stages of work	All modules.
E8. work independently or with others to achieve an objective	All modules.
E9. motivate themselves and sustain that motivation over an extended period of time	All modules.

## **9. Final and intermediate awards**

Credits required for each level of academic award are as follows:

<b>Honours Degree</b>	360 credits	<p>You will require at least 120 credits at levels 4, 5 and 6</p> <p>You must accumulate a minimum of 150 credits in Mathematics, with at least 60 credits at level 4 and at least 45 credits at each of levels 5 and 6, in Mathematics. Your degree title will be 'subject X and subject Y'.</p> <p>If you choose to study one Principal subject in your final year of study a minimum of 90 credits in that subject is required. Your degree title will be 'subject X with subject Y'.</p>
<b>Diploma in Higher Education</b>	240 credits	You will require at least 120 credits at level 4 or higher and at least 120 credits at level 5 or higher
<b>Certificate in Higher Education</b>	120 credits	You will require at least 120 credits at level 4 or higher

**International Year option:** in addition to the above students must pass a module covering the international year in order to graduate with a named degree including the 'international year' wording. Students who do not complete, or fail the international year, will be transferred to the three-year version of the programme.

**Work Placement Year option:** in addition to the above students must pass a non-credit bearing module covering the work placement year in order to graduate with a named degree including the 'with Work Placement Year' wording. Students who do not complete, or fail the work placement year, will be transferred to the three-year version of the programme.

## 10. How is the Programme Assessed?

The wide variety of assessment methods used on this programme at Keele reflects the broad range of knowledge and skills that are developed as you progress through the degree programme. Teaching staff pay particular attention to specifying clear assessment criteria and providing timely, regular and constructive feedback that helps to clarify things you did not understand and helps you to improve your performance. The following list is representative of the variety of assessment methods used on your programme:

- **Unseen examinations:** test a student's knowledge and understanding of mathematics. They are the usual, primary mode of assessment in mathematics programmes across the HE sector. Such examinations are of two hours in length and all questions are compulsory. Many taught modules in Levels 4 to 6 have unseen examinations as part of the assessment profile.
- **Class tests:** these are taken during the course of a module, usually in a lecture slot. They are intended to assess a student's current understanding and subject knowledge in that module in a structured and focused manner. Many taught modules in Levels 4 to 6 have class tests as part of the assessment profile.
- **Coursework:** normally consists of regular short assignments designed to assess, in more depth than class tests, a student's knowledge and understanding of the course material. Some of these assignments may be computer-based and some may take the form of short reports.
- **Short reports:** for which students are required to write up their own account of small group studies and discussions on particular topics.
- **Project Reports:** are formal summaries of the work done by a student undertaking a project. Where the project is the review of an area of mathematics the report tests the student's ability to evaluate the material and identify and summarise the key points. Statistics projects often involve the analysis of real-world data and the report will test the student's ability to make critical judgements concerning the appropriateness of different strategies for the collection and analysis of such data. For projects involving mathematical modelling the report tests the student's ability to construct appropriate models, make realistic simplifying assumptions, and use the model effectively to analyse the problem.
- **Video presentations:** where students produce an informative video presentation suitable for a general audience which explains their project, its purpose and the outcomes. These videos are presented to the class and can be live, animated, or a combination of both.
- **Oral presentations:** assess a student's ability to communicate their knowledge and understanding, both visually and orally, to both general and academic audiences.

Marks are awarded for summative assessments designed to assess your achievement of learning outcomes. You will also be assessed formatively to enable you to monitor your own progress and to assist staff in identifying and

addressing any specific learning needs. Feedback, including guidance on how you can improve the quality of your work, is also provided on all summative assessments within three working weeks of submission, unless there are compelling circumstances that make this impossible, and more informally in the course of tutorial and seminar discussions.

## 11. Contact Time and Expected Workload

This contact time measure is intended to provide you with an indication of the type of activity you are likely to undertake during this programme. The data is compiled based on module choices and learning patterns of students on similar programmes in previous years. Every effort is made to ensure this data is a realistic representation of what you are likely to experience, but changes to programmes, teaching methods and assessment methods mean this data is representative and not specific.

Undergraduate courses at Keele contain an element of module choice; therefore, individual students will experience a different mix of contact time and assessment types dependent upon their own individual choice of modules. The figures below are an example of activities that a student may expect on your chosen course by year stage of study. Contact time includes scheduled activities such as: lecture, seminar, tutorial, project supervision, demonstration, practical classes and labs, supervised time in labs/workshop, fieldwork and external visits. The figures are based on 1,200 hours of student effort each year for full-time students.

### Activity

	Scheduled learning and teaching activities	Guided independent Study	Placements
<b>Year 1 (Level 4)</b>	29.8%	70.2%	0%
<b>Year 2 (Level 5)</b>	33.3%	66.7%	0%
<b>Year 3 (Level 6)</b>	17.7%	78.7%	3.6%

## 12. Accreditation

This programme does not have accreditation from an external body.

## 13. University Regulations

The University Regulations form the framework for learning, teaching and assessment and other aspects of the student experience. Further information about the University Regulations can be found at: <http://www.keele.ac.uk/student-agreement/>

If this programme has any exemptions, variations or additions to the University Regulations these will be detailed in an Annex at the end of this document titled 'Programme-specific regulations'.

## 14. What are the typical admission requirements for the Programme?

See the relevant course page on the website for the admission requirements relevant to this programme: <https://www.keele.ac.uk/study/>

Applicants who are not currently undertaking any formal study or who have been out of formal education for more than 3 years and are not qualified to A-level or BTEC standard may be offered entry to the University's Foundation Year Programme.

Applicants for whom English is not a first language must provide evidence of a recognised qualification in English language. The minimum score for entry to the Programme is Academic IELTS 6.0 or equivalent.

### English for Academic Purposes

Please note: All new international students entering the university will provide a sample of Academic English during their registration. Using this sample, the Language Centre may allocate you to an English language module which will become compulsory. This will replace any GCP modules. *NB:* students can take an EAP module only with the approval of the English Language Programme Director and are not able to take any other Language modules in the same academic year.

English Language Modules at Level 4:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 5:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2)
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

English Language Modules at Level 6:

- Business - ENL-90003 Academic English for Business Students (Part 1); ENL-90004 Academic English for Business Students (2); ENL-90005 Advanced Business English Communication
- Science - ENL-90013 Academic English for Science Students
- General - ENL-90006 English for Academic Purposes 2; ENL-90001 English for Academic Purposes 3; ENL-90002 English for Academic Purposes 4

**Recognition of Prior Learning (RPL)** is considered on a case-by-case basis and those interested should contact the Programme Director. The University's guidelines on this can be found here:

<https://www.keele.ac.uk/ga/programmesandmodules/recognitionofpriorlearning/>

## 15. How are students supported on the programme?

Support for student learning on the Programme is provided in the following ways:

- Module lecturers and Examples Class tutors are responsible for providing support for learning on the modules. They also give individual feedback on coursework assignments and more general feedback on examinations. The Mathematics Division has an Open Door policy so that lecturers and tutors are happy to see and advise students at any reasonable time.
- The Mathematics Learning and Technology Officer provides help and advice to students concerning the use of the computers.
- Every student is allocated to an Academic Mentor who is responsible for reviewing and advising on students' academic progress in Mathematics and on their other Principal Programme. There is also a Subject Advice Tutor who provides Mathematical advice and support to combined honours students in Mathematics.
- Academic Mentors also act as a first point of contact for students on non-academic issues which may affect their learning and can refer students on to a range of specialist health, welfare and financial services co-ordinated by the University's Student Services.

## 16. Learning Resources

Mathematics is taught primarily in lecture theatres equipped with whiteboards and screens for use with either visualisers or PC tablets. The majority of modules provide partial or full lecture notes in electronic form. There is a computer laboratory within Mathematics and, in addition, as part of the School of Computing and Mathematics, students have access to the large computer science laboratory. There is also a room reserved exclusively for private study.

The learning resources available to students on the Programme include:

- the extensive collection of books and journals relevant to undergraduate study held in the University library (much of this material is also accessible online);
- detailed notes and other resources supplied in certain modules;
- the Keele Learning Environment (KLE) which provides easy access to a range of learning resources including lecture notes, examples with solutions, past examination papers, module details and reading lists, and guidance notes for project work.

## 17. Other Learning Opportunities

### Study Abroad (International Year)

A summary of the International Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the International Year.

### Work Placement Year

A summary of the Work Placement Year, which is a potential option for students after completion of year 2 (Level 5), is provided in the Annex for the Work Placement Year.

## 18. Additional Costs

As to be expected there will be additional costs for inter-library loans and potential overdue library fines, print and graduation. We do not anticipate any further costs for this programme.

## 19. Quality management and enhancement

The quality and standards of learning in this programme are subject to a continuous process of monitoring, review and enhancement.

- The School Education Committee is responsible for reviewing and monitoring quality management and enhancement procedures and activities across the School.
- Individual modules and the programme as a whole are reviewed and enhanced every year in the annual programme review which takes place at the end of the academic year.
- The programmes are run in accordance with the University's Quality Assurance procedures and are subject to periodic reviews under the Revalidation process.

Student evaluation of, and feedback on, the quality of learning on every module takes place every year using a variety of different methods:

- The results of student evaluations of all modules are reported to module leaders and reviewed by the Programme Committee as part of annual programme review.
- Findings related to the programme from the annual National Student Survey (NSS), and from regular surveys of the student experience conducted by the University, are subjected to careful analysis and a planned response at programme and School level.
- Feedback received from representatives of students in all three years of the programme is considered and acted on at regular meetings of the Student Staff Voice Committee.

The University appoints senior members of academic staff from other universities to act as external examiners on all programmes. They are responsible for:

- Approving examination questions
- Confirming all marks which contribute to a student's degree
- Reviewing and giving advice on the structure and content of the programme and assessment procedures

Information about current external examiner(s) can be found here:

<http://www.keele.ac.uk/qa/externalexaminers/currentexternalexaminers/>

## 20. The principles of programme design

The programme described in this document has been drawn up with reference to, and in accordance with the guidance set out in, the following documents:

- a. UK Quality Code for Higher Education, Quality Assurance Agency for Higher Education: <http://www.qaa.ac.uk/quality-code>
- b. QAA Subject Benchmark Statement: Mathematics, Statistics and Operational Research (2015) <https://www.qaa.ac.uk/quality-code/subject-benchmark-statements?indexCatalogue=document-search&searchQuery=mathematics&wordsMode=AllWords>
- c. Keele University Regulations and Guidance for Students and Staff: <http://www.keele.ac.uk/regulations>
- d. Keele University Placement Learning Code of Practice: <https://www.keele.ac.uk/policyzone/data/placementlearningcodeofpractice/>

## 21. Annex - International Year

### Mathematics with International Year

Please note: in order to be eligible to take the International Year option your other subject must also offer this option. Please refer to the information published in the course document for your other subject.

<b>International Year Programme</b>
<p>Students registered for this Combined Honours programme may either be admitted for or apply to transfer during their period of study at Level 5 to the Combined Honours programme in both their principal subjects, providing that they meet the progression criteria outlined in this document. Students accepted onto the International Year programme will have an extra year of study at an international partner institution after they have completed Year 2 (Level 5) at Keele.</p> <p>Students who successfully complete both the second year (Level 5) and the International Year will be permitted to progress to Level 6. Students who fail to satisfy the examiners in respect of the International Year will normally revert to the Combined Honours programme without the International Year and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.</p> <p>Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the International Year option.</p>
<b>International Year Programme Aims</b>



In addition to the programme aims specified in the main body of this document, the international year programme of study aims to provide students with:

1. Personal development as a student and a researcher with an appreciation of the international dimension of their subject
2. Experience of a different culture, academically, professionally and socially

### **Entry Requirements for the International Year**

Students may apply to the 4-year programme during Level 5. Admission to the International Year is subject to successful application, interview and references from appropriate staff.

The criteria to be applied are:

- Academic Performance (an average of 55% across all modules in Semester 1 at Level 5 is normally required. Places on the International Year are then conditional on achieving an average mark of 55% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 55% requirement may progress to the International Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by application for study abroad, interview during the 2nd semester of year 2 (Level 5), and by recommendation of the student's Academic Mentor, 1st and 2nd year tutors and programme director)

Students may not register for both an International Year and a Placement Year.

### **Student Support**

Students will be supported whilst on the International Year via the following methods:

- Phone or Skype conversations with Study Abroad tutors, in line with recommended Academic Mentoring meeting points.
- Support from the University's Global Education Team

### **Learning Outcomes**

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete a Keele undergraduate programme with International Year will be able to:

1. describe, discuss and reflect upon the cultural and international differences and similarities of different learning environments;
2. discuss the benefits and challenges of global citizenship and internationalisation;
3. explain how their perspective on their academic discipline has been influenced by locating it within an international setting;
4. communicate effectively in an international setting;
5. reflect on previous learning within an international context.

Please note that students on Combined Honours programmes with International Year must meet the subject-specific learning outcomes for BOTH their principal subjects.

These learning outcomes will all be assessed by the submission of a satisfactory individual learning agreement, the successful completion of assessments at the partner institution and the submission of the reflective portfolio element of the international year module.

### **Course Regulations**

Students registered for the International Year are subject to the programme-specific regulations (if any) and the University regulations. In addition, during the International Year, the following regulations will apply:

Students undertaking the International Year must complete 120 credits, which must comprise *at least 40%* in the student's discipline area.

This may impact on the choice of modules to study. For example: students will have to choose certain modules to ensure you have the discipline specific credits required.

Students are barred from studying any module with significant overlap to the Level 6 modules to be studied on their return. Significant overlap with Level 5 modules previously studied should also be avoided.

## **Additional costs for the International Year**

Tuition fees for students on the International Year will be charged at 15% of the annual tuition fees for that year of study, as set out in Section 1. The International Year can be included in your Student Finance allocation, to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their destination university, accommodation, food and personal costs. Depending on the destination they are studying at additional costs may include visas, study permits, residence permits, and compulsory health checks. Students should expect the total costs of studying abroad be greater than if they study in the UK, information is made available from the Global Education Team throughout the process, as costs will vary depending on destination.

Students who meet external eligibility criteria may be eligible for grants as part of this programme. Students studying outside of this programme may be eligible income dependent bursaries at Keele.

Students travel on a comprehensive Keele University insurance plan, for which there are currently no additional charges. Some Governments and/or universities require additional compulsory health coverage plans; costs for this will be advised during the application process.

## **22. Annex - Work Placement Year**

### **Mathematics with Work Placement Year**

#### **Work Placement Year summary**

Students registered for this programme may either be admitted for or apply to transfer during their studies to the 'with Work Placement Year' option (NB: for Combined Honours students the rules relating to the work placement year in the subject where the placement is organised are to be followed). Students accepted onto this programme will have an extra year of study (the Work Placement Year) with a relevant placement provider after they have completed Year 2 (Level 5) at Keele.

Students who successfully complete both the second year (Level 5) and the Work Placement Year will be permitted to progress to Level 6. Students who fail to satisfactorily complete the Work Placement Year will normally revert to the 3-year programme and progress to Level 6 on that basis. The failure will be recorded on the student's final transcript.

Study at Level 4, Level 5 and Level 6 will be as per the main body of this document. The additional detail contained in this annex will pertain solely to students registered for the Work Placement Year option.

#### **Work Placement Year Programme Aims**

In addition to the programme aims specified in the main body of this document, the Work Placement Year aims to provide students with the opportunity to carry out a long-term work-based learning experience (minimum 30 weeks equivalent of full-time work) between Years 2 and 3 (Levels 5 and 6) of their degree programme. The module will be underpinned by employability skills training (as part of their preparation during year 2), reflective assessment, employer and tutor evaluation and support from academic tutors.

#### **Entry Requirements for the Work Placement Year**

Admission to the Work Placement Year is subject to successful application, interview and references from appropriate staff.

Students have the opportunity to apply directly for the 4-year 'with work placement' degree programme, or to transfer onto the 4-year degree programme at the end of Year 1 (Level 4) and in Year 2 (Level 5) at the end of Semester 1. Students who are initially registered for the 4-year degree programme may transfer onto the 3-year degree programme at any point in time, prior to undertaking the year-long work placement. Students who fail to pass the work placement year, and those who fail to meet the minimum requirements of the work placement year module, (\* or equivalent, work placement), will automatically transfer onto the 3-year degree programme.

\* We recommend where possible students undertake a placement of between 9 - 12 months on a full-time basis to maximize academic and personal growth. However, the Faculty of Natural Sciences Work / Professional Placement Year mandates a minimum of 24 weeks in duration, ideally on a full-time basis, but no less than 21 hours per week. This enables those undertaking an unpaid placement to work on a part-time basis alongside their placement.

The criteria to be applied are:

- Students must have a good University attendance record and be in 'good academic standing'.
- Academic Performance (an average of 50% across all modules in Semester 1 at Level 5 is normally required. Places on the Work Placement Year are then conditional on achieving an average mark of 50% across all Level 5 modules. Students with up to 15 credits of re-assessment who meet the 50% requirement may progress to the Work Placement Year. Where no Semester 1 marks have been awarded performance in 1st year marks and ongoing 2nd year assessments are taken into account)
- General Aptitude (to be demonstrated by the application(s) to relevant placement providers with prior agreement from the Programme Director or the Academic Tutor for the Work Placement Year, interview during the 2nd semester of Year 2 (Level 5), and by recommendation of the student's Academic Mentor and as necessary, other staff members).
- Students undertaking work placements will be expected to complete a Health and Safety checklist prior to commencing their work experience and will be required to satisfy the Health and Safety regulations of the company or organisation at which they are based.
- (*International students only*) Due to visa requirements, it is not possible for international students who require a Tier 4 Visa to apply for direct entry onto the 4-year with Work Placement Year degree programme. Students wishing to transfer onto this programme should discuss this with student support, the academic tutor for the work placement year, and the Programme Lead. Students should be aware that there are visa implications for this transfer, and it is the student's responsibility to complete any and all necessary processes to be eligible for this programme. There may be additional costs, including applying for a new Visa from outside of the UK for international students associated with a transfer to the work placement programme.

Students may not register for both an International Year and a Work Placement Year.

### **Student Support**

Students will be supported whilst on the Work Placement Year via the following methods:

- Regular contact between the student and a named member of staff who will be assigned to the student as their University supervisor. The University supervisor will be in regular contact with the student throughout the year, and be on hand to provide advice (pastoral or academic) and liaise with the Placement supervisor on the student's behalf if required.
- Two formal contacts with the student during the placement year: the University supervisor will visit the student in their placement organization at around the 5 weeks after placement has commenced, and then visit again (or conduct a telephone/video call tutorial) at around 15 weeks into the placement.
- Weekly supervision sessions will take place with the placement supervisor (or his/her nominee) throughout the duration of the placement.

### **Learning Outcomes**

In addition to the learning outcomes specified in the main text of the Programme Specification, students who complete the 'with Work Placement Year' option will be able to:

- evaluate their own employability skills (via a SWOT analysis);
- create Intended Learning Outcomes for their placement in order to develop the skills areas which they have identified as needing further enhancement;
- develop, through practice in the work place, the work-related skills identified through their SWOT analysis and Intended Learning Outcomes;
- apply academic theory learned as part of their taught degree to real situations in the work place;
- reflect on their work placement activities and evaluate their impact on their own employability skills;
- explain how the sector of the placement operates and identify the skills required to pursue careers within the sector.

These learning outcomes will be assessed through the non-credit bearing Work Placement Year module (MAT-30035) which involves:

- the submission of a SWOT analysis and action plan and an evaluation of the student's performance based on the placement supervisor's initial report;
- the submission of a monthly reflective diary to the University supervisor and an evaluation of the student's performance based on the placement supervisor's final report;
- a presentation about their placement experience to an audience of other students coming off placement and those about to go out on placement. The audience is also likely to contain the University supervisor and other staff from Mathematics;

## Regulations

Students registered for the 'with Work Placement Year' option are subject to programme-specific regulations (if any) and the University regulations. In addition, during the Work Placement Year, the following regulations will apply:

- Students undertaking the Work Placement Year must successfully complete the zero-credit rated 'Work Placement Year' module (MAT-30035). In particular, the following regulations will apply:
  - Students must pass Assessment 1 (mid-placement portfolio) with a mark of 40% in order to continue with their work placement and pass the Work Placement Year module. Students will not be permitted to take reassessment of this component of the module.
  - Students failing Assessment 1 at first attempt will be required to withdraw from the Work Placement Year module and will be transferred onto the 3-year degree programme.
  - Students will be permitted to take reassessment of Assessment 2 (Final Placement Portfolio) and Assessment 3 (Oral Presentation), as appropriate. Students are not permitted to repeat the Work Placement Year.

Students will be expected to behave professionally in terms of:

(i) conforming to the work practices of the organisation; and

(ii) remembering that they are representatives of the University and their actions will reflect on the School and have an impact on that organisation's willingness (or otherwise) to remain engaged with the placement.

## Additional costs for the Work Placement Year

Tuition fees for students on the Work Placement Year will be charged at 20% of the annual tuition fees for that year of study, as set out in Section 1. The Work Placement Year can be included in your Student Finance allocation; to find out more about your personal eligibility see: [www.gov.uk](http://www.gov.uk)

Students will have to bear the costs of travelling to and from their placement provider, accommodation, food and personal costs. Depending on the placement provider additional costs may include parking permits, travel and transport, suitable clothing, DBS checks, and compulsory health checks.

A small stipend may be available to students from the placement provider during the placement but this will need to be explored on a placement-by-placement basis as some organisations, such as charities, may not have any extra money available. Students should budget with the assumption that their placement will be unpaid.

Eligibility for student finance will depend on the type of placement and whether it is paid or not. If it is paid, this is likely to affect student finance eligibility, however if it is voluntary and therefore unpaid, should not affect student finance eligibility. Students are required to confirm eligibility with their student finance provider.

International students who require a Tier 4 visa should check with the Immigration Compliance team prior to commencing any type of paid placement to ensure that they are not contravening their visa requirements.

## 23. Annex - Programme-specific regulations

### Programme Regulations: Mathematics

<b>Final Award and Award Titles</b>	BSc (Hons) Mathematics BSc (Hons) Mathematics with International Year BSc (Hons) Mathematics with Work Placement Year
<b>Intermediate Award(s)</b>	Diploma in Higher Education Certificate in Higher Education
<b>Last modified</b>	December 2022
<b>Programme Specification</b>	<a href="https://www.keele.ac.uk/qa/programmespecifications">https://www.keele.ac.uk/qa/programmespecifications</a>

The University's Academic Regulations which can be found on the Keele University website (<https://www.keele.ac.uk/regulations/>)[1] apply to and regulate the programme, other than in instances where the specific programme regulations listed below over-ride them. These programme regulations list:

- *Exemptions* which are characterised by the omission of the relevant regulation.
- *Variations* which are characterised by the replacement of part of the regulation with alternative wording.
- *Additional Requirements* which set out what additional rules that apply to students in relation to this programme.

The following **exemptions**, **variations** and **additional requirements** to the University regulations have been checked by Academic Services and have been approved by the Faculty Education Committee.

#### A) EXEMPTIONS

The clause(s) listed below describe where an exemption from the University's Academic Regulations exists:

For the whole duration of their studies, students on this Programme are exempt from the following regulations:

- **No exemptions apply.**

#### B) VARIATIONS

The clause(s) listed below describe where a variation from the University's Academic Regulations exists:

##### Variation 1: Transfer onto the Single Honours BSc Mathematics Programme

Regulation 1A, paragraph 6.2 states the times when a course change is permitted.

Combined Honours BSc Mathematics students will normally be permitted to transfer onto the Single Honours BSc Mathematics programme provided they do so within three weeks of the commencement of a semester in Level 4, subject to having met any relevant progression criteria. Transfer to Single Honours BSc Mathematics will not normally be permitted after the second week of the autumn semester in Level 5. Transfer onto the Single Honours BSc Mathematics programme must be approved by the Programme Director.

##### Variation 2: Transfer onto the MMath Programme

Regulation 1F, paragraph 2.1 states the rules governing admission onto an Integrated Masters programme. This regulation will apply to the MMath Mathematics Programme with the following exceptions:

1. Combined Honours BSc Mathematics students will normally be permitted to transfer onto the four-year MMath Programme provided they do so within two weeks of the commencement of Level 5, subject to having met any relevant progression criteria. Transfer onto the MMath programme must be approved by the Programme Director.

### **Variation 3: Degree Award**

1. The algorithm for the award of a given degree classification can be found at the following web address:  
<https://www.keele.ac.uk/regulations/regulationd2/>
2. The rules governing module condonement are the subject of University Regulation and can also be found at the above web address.
3. In addition to module condonement, Mathematics also applies module compensation at Levels 5 and 6. This allows for, in exceptional circumstance, the granting by the Mathematics Examination Board of full credits for a module in which the student has scored less than 29%.
4. The maximum amount of condonement and compensation that can be applied can be found at the following web address:  
<https://www.keele.ac.uk/qa/degreeclassification/dualhonourssinglehonoursbachelordegrees/modulecompensation/>
5. Compensation is at the discretion of the Mathematics Exam Board. At Level 5, normally the Mathematics Exam Board will not compensate 15 credits where another Level 5 15 credit module is failed between 30 and 38.

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[1] References to University Regulations in this document apply to the content of the University's Regulatory Framework as set out on the University website here <https://www.keele.ac.uk/regulations/>.

## **Version History**

### **This document**

**Date Approved:** 14 June 2024

### **Previous documents**

<b>Version No</b>	<b>Year</b>	<b>Owner</b>	<b>Date Approved</b>	<b>Summary of and rationale for changes</b>
1	2023/24	DANILA PRIKAZCHIKOV	19 January 2023	
1.1	2022/23	DANILA PRIKAZCHIKOV	22 December 2022	Change to progression threshold from Level 5 to Level 6: reduced to 50% (agreed by Senate in December 2022)
1	2022/23	PAUL TRUMAN	13 May 2022	
1.1	2021/22	PAUL TRUMAN	24 March 2021	Added MAT-30051 Mathematical Modelling as a Level 6 optional module.
1	2021/22	PAUL TRUMAN	08 February 2021	
1.2	2020/21	PAUL TRUMAN	24 March 2021	Added MAT-30051 Mathematical Modelling as a Level 6 optional module.
1.1	2020/21	PAUL TRUMAN	08 February 2021	Changes to Level 6 optional modules: MAT-30001 Graph Theory moved from semester 2 to semester 1. MAT-30047 Introduction to linear elasticity added.
1	2020/21	PAUL TRUMAN	19 December 2019	
2.2	2019/20	PAUL TRUMAN	24 March 2021	Added MAT-30051 Mathematical Modelling as a Level 6 optional module.
2.1	2019/20	PAUL TRUMAN	08 February 2021	Changes to Level 6 optional modules: MAT-30001 Graph Theory moved from semester 2 to semester 1. MAT-30047 Introduction to linear elasticity added. MAT-30030 Metric and Topological Spaces Removed MAT-30033 Applied Time Series Removed
2	2019/20	SARAH ROBERTS	02 June 2020	Changes to modules with 'Mathematical Modelling' removed as a compulsory module and 'Professional Mathematics and Data Science' added as an optional module at Level 5, and optional module changes at Level 6.
1	2019/20	PAUL TRUMAN	19 December 2019	