

Programme Specification

Awarding Body/Institution	Queen Mary University of London
Teaching Institution	Queen Mary University of London
Name of Final Award and Programme Title	BSc Mathematics with Business Management
Name of Interim Award(s)	CertHE, DipHE
Duration of Study / Period of Registration	3 years
QM Programme Code / UCAS Code(s)	UBSF-QMMATH1-UMMASBUS / G1N1
QAA Benchmark Group	Mathematics, statistics and operational research
FHEQ Level of Award	Level 6
Programme Accredited by	N/A
Date Programme Specification Approved	
Responsible School / Institute	School of Mathematical Sciences

Schools which will also be involved in teaching part of the programme

School of Business & Management

Institution(s) other than Queen Mary that will provide some teaching for the programme

Programme Outline

This programme is for students who have a mathematical aptitude and are also interested in business. It combines training in rigorous mathematics with the theory and practice of business management. Graduates obtain jobs requiring mathematical skills in diverse areas such as business, finance, government and teaching. They are also well prepared for further training in mathematics or in management.

Aims of the Programme

This programme aims to provide graduates with a grounding in mathematics as the major component and an introduction to business management as the minor component. The mathematics component aims to offer as much flexibility as possible within a joint degree programme. Mathematics is a key analytical tool used in business management and this programme aims to ensure that graduates have enough mathematical background to fully understand the mathematical tools used in business

Programme Title: BSc Mathematics with Business Management

management, whilst also appreciating the business environment within which the mathematical analysis is applied. Statistics is used widely in business and management for informative decision-making and students can specialise in advanced statistics and probability in their final year if they wish.

What Will You Be Expected to Achieve?

Students who successfully complete this programme will be able to:

Academic Content:

A 1	reason clearly, critically and with rigour within a mathematical context, both theoretical and practical;
A 2	construct appropriate written mathematical arguments;
A 3	analyse a problem within a mathematical context and select appropriate mathematical tools to solve it;
A 4	apply mathematics to management issues.

Disciplinary Skills - able to:

B 1	be fluent and accurate in basic numerical skills;
B 2	comprehend fundamental concepts and techniques of calculus, linear algebra, probability, statistics and at least one additional main mathematical subject;
B 3	take notes, write up notes, plan revision, and learn independently;
B 4	use e-mail for cooperation and the internet as a source of information, and have a sense of right and wrong ways of using these facilities;
B 5	manage time and work cooperatively with fellow students;
B 6	undertake a critical analysis and assessment of business and financial issues;
B 7	choose appropriate mathematical methods and understand how to apply them in practical management problems;
B 8	approach a practical management problem using knowledge of business management and mathematical modelling;
B 9	discuss mathematical aspects of a practical problem presented by a manager.

Attributes:

Programme Title: BSc Mathematics with Business Management

C 1	acquire complex knowledge and apply it rigorously;
C 2	connect information and ideas within their field of study;
C 3	use writing for learning, reflection, and communication;
C 4	adapt their understanding to new and unfamiliar settings;
C 5	acquire new learning skills in a range of ways, both individually and collaboratively;
C 6	use quantitative data confidently and competently;
C 7	acquire transferable key skills to help with career goals and continuing education;
C 8	develop effective spoken English and presentation skills;
C 9	use information for evidence-based decision-making and creative thinking.

QMUL Model Learning Outcomes - Level 4:

D 1	Identify and discuss their own career aspirations or enterprise skills and knowledge and how they impact on others
D 2	Identify and discuss what their own role in their programme and/or subject discipline might mean to them for future e
D 3	

How Will You Learn?

Teaching in most modules is primarily by formal lectures but may include guided reading. For all except some higher-level modules, teaching is supported by tutorial classes and/or computer laboratories. Teaching of reading and project modules is primarily by guided reading and weekly seminars or supervisions.

Learning in most modules is by attending lectures, reading lecture notes and recommended text books, attempting exercises and asking questions in tutorial classes and/or computer laboratories and staff office hours.

How Will You Be Assessed?

Assessment is normally primarily by written examination but for some modules may also include continuous assessment of coursework consisting of solutions to exercises, which are set weekly or fortnightly, and/or one or more tests. Summative coursework assessment or tests may typically contribute up to 10% of the assessment. Assessment of project modules is normally by a project report, presentation and, at the examiners' discretion, an oral examination.

How is the Programme Structured?

Please specify the full time and part time programme diets (if appropriate).

In the first year, students take 8 compulsory level-4 modules. In the second year, they take 2 compulsory level-4 modules, 3 compulsory level-5 modules, and have free choice of another 45 credits at level 5 or 6. In the final year, they take 1 compulsory level-5 module, 2 compulsory level-6 modules and have free choice of 60 credits from Mathematics modules at level 6 and another 15 credits at level 5 or 6.

All first-year Mathematical Sciences students must pass Essential Mathematical Skills in order to progress to the second year of a Mathematical Sciences degree programme.

For full details, please see <http://qmplus.qmul.ac.uk/mod/book/view.php?id=489759>.

QMUL Model

Students are required to undertake the equivalent of one module (15 credits in 2017/18) per year of study which has been identified as meeting the requirements of the QMUL Model. Each of these modules has been designed to combine the best of QMUL's academic excellence with your ability to identify and develop your skills, networks and experience. This will help to ensure you become a graduate who can undertake further study or secure graduate employment in areas that interest you, and will support your ability to position yourself to find the right job or opportunity for you. The relevant module for your first year of study in 2017/18 is indicated below.

Where more than one module is specified, this is because pertinent elements from these modules have been identified as being appropriate to the QMUL Model and when studied together, deliver the equivalent content of one 15-credit QMUL Model module.

The QMUL Model modules for future years and associated Learning Outcomes will be identified as your studies continue.

Should Professional, Statutory and Regulatory Body requirements apply to your programme of study, these will be taken into account in the specification of QMUL Model requirements.

Academic Year of Study FT - Year 1

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Essential Mathematical Skills	MTH3100	0	3	Core	1	Semesters 1 & 2	<input type="text" value="No"/>
Calculus I	MTH4100	15	4	Compulsory	1	Semester 1	<input type="text" value="No"/>

Programme Title: BSc Mathematics with Business Management

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Numbers, Sets and Functions	MTH4113	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> Yes
Introduction to Probability	MTH4107	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Fundamentals of Management	BUS001	15	4	Compulsory	1	Semester 1	<input type="checkbox"/> No
Calculus II	MTH4101	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Geometry I	MTH4103	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Introduction to Statistics	MTH4106	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No
Economics for Business	BUS017	15	4	Compulsory	1	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 2

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Applied Linear Algebra	MTH5212	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Statistical Methods	MTH5122	15	5	Compulsory	2	Semester 1	<input type="checkbox"/> No
Financial Accounting	BUS021	15	4	Compulsory	2	Semester 1	<input type="checkbox"/> No
Introduction to Algebra	MTH4104	15	4	Compulsory	2	Semester 2	<input type="checkbox"/> No
Marketing	BUS011	15	5	Compulsory	2	Semester 2	<input type="checkbox"/> No

Academic Year of Study FT - Year 3

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
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Programme Title: BSc Mathematics with Business Management

Module Title	Module Code	Credits	Level	Module Selection Status	Academic Year of Study	Semester	QMUL Model
Strategy	BUS204	15	5	Compulsory	3	Semester 1	No
Statistical Theory	MTH6136	15	6	Compulsory	3	Semester 2	No
Management of Human Resources	BUS324	15	6	Compulsory	3	Semester 2	No

What Are the Entry Requirements?

Our normal entry requirement is three GCE A-levels at grades AAB including grade A in Mathematics, or equivalent. Applicants also need at least grade C or 4 in GCSE English Language, or equivalent.

How Do We Listen and Act on Your Feedback?

The Student-Staff Liaison Committee (SSLC) provides a formal means of communication and discussion between the School and its students. The committee consists of student representatives from each year in the School together with appropriate representation from staff within the School. It is designed to respond to the needs of students, as well as act as a forum for discussing programme and module developments. The Student-Staff Liaison Committee meets regularly throughout the year.

The School operates a Teaching and Learning Committee, which advises the School Director of Taught Programmes on all matters relating to the delivery of taught programmes at School level including monitoring the application of relevant QMUL policies and reviewing all proposals for module and programme approval and amendment before submission to Taught Programmes Board. Student views are incorporated in this Committee's work in a number of ways, such as through the SSLC and consideration of student surveys.

The School operates an Annual Programme Review of all its taught provision. The process is organised at a School-level basis with the Director of Taught Programmes responsible for updating the School's Taught Programmes Action Plan. Students' views are considered in this process through analysis of student surveys and module evaluations.

Academic Support

Each student is allocated a personal academic adviser, who acts as a first point of contact for general academic and pastoral support. Personal tuition is provided primarily through tutorial classes and visits to module organisers during their office hours, which are advertised on the web. Programme induction for new students begins during the enrolment period and extends into the first semester; it includes a series of presentations organised by the Student Support Officer. Each programme is assigned a Programme Director and all teaching is overseen by the Teaching and Learning Committee, which includes the Programme Directors and is chaired by the Director of Taught Programmes. Programmes are monitored continuously and reviewed every few years by the Teaching and Learning Committee.

Programme-specific Rules and Facts

All first-year Mathematical Sciences students must pass Essential Mathematical Skills in order to progress to the second year of a Mathematical Sciences degree programme.

Specific Support for Disabled Students

Queen Mary has a central Disability and Dyslexia Service (DDS) that offers support for all students with disabilities, specific learning difficulties and mental health issues. The DDS supports all Queen Mary students: full-time, part-time, undergraduate, postgraduate, UK and international at all campuses and all sites.

Students can access advice, guidance and support in the following areas:

- finding out if you have a specific learning difficulty like dyslexia;
- applying for funding through the Disabled Students' Allowance (DSA);
- arranging DSA assessments of need;
- special arrangements in examinations;
- accessing loaned equipment (e.g. digital recorders);
- specialist one-to-one "study skills" tuition;
- ensuring access to course materials in alternative formats (e.g. Braille);
- providing educational support workers (e.g. note-takers, readers, library assistants);
- mentoring support for students with mental health issues and conditions on the autistic spectrum.

Links With Employers, Placement Opportunities and Transferable Skills

Students who take this degree programme generally have an interest in working in the business and finance sector when they graduate, which is reflected in the jobs they go into. They have found employment with KPMG, HBOS and Merrill Lynch, to name a few. The roles range from Securities Analyst to Auditor. High-level numeracy is one of the most sought-after skills in the workplace and many opportunities are open to a mathematical sciences graduate. During this degree programme students learn how to analyse and solve problems, apply mathematical modelling, communicate their ideas and theories effectively, and work independently and manage their own time. Students learn to apply mathematical techniques to situations across the sciences and other areas such as finance. These skills are highly desirable to employers ranging from business and finance to the chemicals and materials industries.

Programme Specification Approval

Person completing Programme Specification

Dr Francis Wright, Director of Undergraduate Studies

Person responsible for management of programme

Dr Dudley Stark

Date Programme Specification produced/amended by School Learning and Teaching Committee

18 Jan 2017

Date Programme Specification approved by Taught Programmes Board