Disclaimer
This handbook should be used together with the Academic Regulations and the Student Guide. This handbook provides information specific to the School of Mathematical Sciences, while the Student Guide gives information common to all students at Queen Mary University of London. The Academic Regulations provide detailed information on progression, award and classification requirements.

Nothing in this handbook overrides the Academic Regulations, which always take precedence.

You will receive a copy of the Student Guide at the start of the academic year. It is also available online at: www.arcs.qmul.ac.uk

The Academic Regulations are available online at: www.arcs.qmul.ac.uk/policy_zone/index.html#academic_policies

The information in this handbook is correct as of August 2013. In the unlikely event of substantial amendments to the material, the School of Mathematical Sciences will inform you of any changes.

QMUL cannot accept responsibility for the accuracy or reliability of information given in third party publications or websites referred to in this handbook.

Alternative Formats
This handbook is available in large print format. If you would like a large print copy or if you have other requirements for the handbook please visit the Maths Office (room 101 on the first floor of the Mathematical Sciences Building) or telephone 020 7882 5440.
Welcome to the School of Mathematical Sciences

Dear Student,

Welcome (back) to Queen Mary and the School of Mathematical Sciences. We have an exciting programme of extra-curricular events lined up for you. Some will focus on helping you develop the skills you will need to get started on your chosen career. Some will be mainly just for fun and a chance to mix socially with other students and staff, such as mathematical stand-up comedy. We will provide further details on our notice boards and web site, and by email. We have also continued improving our foyer to provide a pleasant social and study space for you, our students. Following student requests, we are now providing a hot drinks machine that is accessible to all of you.

We have written this handbook to provide you with the background information that you need to organise your studies during the coming academic year. Please note that we update our student information each year, so if you are a continuing student you should always read through the latest version. If you are a continuing student you may notice some changes to your programme which means that there are two versions of study programmes, and you need to ensure you follow the one appropriate to you. Among further changes, I should also highlight that we are now offering Differential Equations instead of Dynamics of Physical Systems in the second year.

A lot of other important information is available on our website at www.maths.qmul.ac.uk. In particular, our website provides details of your programme of study and the individual modules we offer. We also publish timely snippets of information on the web and on the display screens on the ground and first floors of the Mathematical Sciences Building, so please check these frequently. We intend this handbook primarily for students following degree programmes organised by the School of Mathematical Sciences, but it should also be useful to students taking other joint programmes involving the School. We allocate our students an academic advisor, and your advisor and other staff in the School will be happy to try to help if you can’t find the information you need in this handbook or on the web. You can also ask for help in the Maths Office on the first floor of the Mathematical Sciences Building.

With best wishes for the academic year 2013–14,

Dr Thomas Prellberg, Director of Taught Programmes August 2013

Preliminary Information

Queen Mary’s Mission Statement
As detailed in its Strategic Aims, QMUL seeks “to teach its students to the very highest academic standards, drawing in creative and innovative ways on its research.”

The Aims of Taught Mathematics

• To ensure that when you graduate you have the mathematical skills most likely to be useful to you and your employers. In particular these include fluency and accuracy in elementary calculation; ability to reason clearly, critically and with rigour, both orally and in writing, within a mathematical context; and, within the areas that you study, a sense of how and where your mathematical knowledge can be applied.

• To help you build up more general skills and sound habits. These include the ability to plan your work, to work independently and in groups, to explain your work to others, and to use computers and the Internet effectively and responsibly.

• To deliver sound assessments of your work in order to keep you informed of your progress during your studies and in order to reflect your overall achievements in your class of degree.

• To make our programmes available to you regardless of your formal qualifications.

• An additional aim for the master’s degree is to provide a comprehensive mathematical education that offers a first-class preparation for doctoral study or highly technical employment.

• To challenge the most able students and encourage the weakest, within a friendly, stimulating and responsive environment.

• To exploit our research strength by designing modules that will be interesting and useful for the students but also reflect recent developments in the subject; and at the same time to build on those modules and procedures that we have found successful in the past.
Preliminary Information

The Objectives of Taught Mathematics
1. All graduates will be able to use deductive reasoning and to manipulate precise concepts, definitions and notation.
2. All graduates will be able to approach a mathematically posed problem with confidence and technical dexterity.
3. All graduates in programmes that involve analysis of data will have acquired skills in data handling, quantitative statistical analysis, and the ability to synthesise results.
4. All graduates in interdisciplinary programmes will have developed both basic knowledge and understanding of the companion discipline, and appropriate mathematical expertise.
5. All graduates will possess basic computational skills.

Master’s degree programme objectives consist of objectives 1, 2, 3 and 5 above but generally at a higher level than for BSc programmes. This applies with particular force to objective 1. In addition:
1. All master’s graduates will be able to write a technical mathematical report that draws on and synthesises work in published sources, using the proper scholarly conventions.
2. All master’s graduates who leave with a distinction or first-class honours will possess the maturity and the technical ability to be independent learners of research level mathematics.

Key Dates

The three terms of the academic year consist of two 12-week teaching semesters followed by a 6-week examination period. The first semester begins with a three-day induction and enrolment period, during which you should agree any options in your programme for the year with your advisor. Dates for the academic year 2013–14 are as follows.

Semester A
Induction and enrolment
Mon 16 September – Fri 20 September
Teaching
Mon 23 September – Fri 13 December
Test and reading week (Week 7)
Mon 4 November – Fri 8 November
Second test week (Week 12)
Mon 9 December – Fri 20 December
Winter holiday
Mon 16 December 2013 – Fri 3 January 2014

Semester B
Teaching
Mon 6 January – Fri 28 March 2014
Test and reading week (Week 7)
Mon 17 February – Fri 21 February 2014
Second test week (Week 12)
Mon 24 March – Fri 28 March 2014

Spring holiday
Mon 31 March – Fri 18 April 2014
Revision week
Mon 21 April – Fri 25 April 2014
Examinations
Main Essential Mathematical Skills exams Please visit www.maths.qmul.ac.uk/undergraduate/modules?module=MTH3100 for examination dates. The first examination will take place in mid–October.
Main examination period
Mon 28 April – Fri 6 June 2014
We will endeavour to release the Undergraduate provisional results by the end of June.
Key College dates are available online at www.qmul.ac.uk/about/calendar.
What must I do as a Student?

- Read this handbook and the Queen Mary Student Guide carefully at the start of the year and refer to them later if you have a question about your course.
- Maths staff will normally communicate with you by email sent to your qmul.ac.uk email address.
- Check www.maths.qmul.ac.uk and the student information notice boards in the Mathematical Sciences Building at least twice a week.
- Visit your advisor at the start of each semester and at least once again per semester, and answer messages from your advisor promptly. (NB: In the QMUL Student Guide advisors are referred to as personal tutors.)
- Keep your advisor informed of your circumstances and any problem you may experience.
- Keep your full contact details up to date at http://mysis.qmul.ac.uk
- Submit all exercises required for each module by the stated deadline.
- Inform the module organiser if you withdraw from a module or start a module late.
- Ensure you are registered for the correct study programme, which should be the same as your UCAS code unless you have submitted a “Change of Programme of Study” form.
- Ensure that you know and respect your advisor’s and lecturers’ office hours; “office hours” are the times when you may normally visit an office. You can find normal office hours and contact details for academic staff on the web at www.maths.qmul.ac.uk/ug/sc/office-hours. Before travelling any distance always arrange an appointment by email or phone.
- Respect the College policy on harassment, which states that all members of the College are entitled to work within an environment where they are treated with dignity and respect and where harassment of any kind is unacceptable.
- Do not smoke anywhere on the campus.

Communication
The College will communicate with you in a variety of ways. It may send you some formal correspondence by letter, so it is important that you keep the College up to date (via http://mysis.qmul.ac.uk) with your personal details and address. However, it is most common for the School of Mathematical Sciences and the College to contact you by email.

The College assigns you an email address when you first enrol and you must check this email account daily. You can access your email account in various ways; see www.stu.qmul.ac.uk/mail/

We will keep any paper mail for you in the Maths Office and send you an email inviting you to collect it.

Email Etiquette
When emailing any member of College staff, you must always include your full name as registered with the College and your student number. Please use standard and correct English; do not use abbreviations or colloquialisms. Save “txtspk” for friends and family!

Address staff by their title and surname: for example, Prof. Khrouzhenko, Dr Prellberg, Ms Griffin. You can check staff titles in Tables 2 and 3. If you are replying to an email then please include a copy of that email.

You can reasonably expect an acknowledgement within about two working days and a full reply within about five working days during term, but replies may take longer during vacations.

Code of Conduct
The QMUL Code of Student Discipline, available at www.arcs.qmul.ac.uk/student_complaints, covers general student behaviour. The following is more detail of the behaviour required of Mathematical Sciences students:

Please respect others by refraining from talking (except to members of staff) in lectures, in the library (except in designated areas) or in computing laboratories. If you persistently talk in lectures or in quiet areas of the library then the College may take disciplinary action against you; we take a serious view of behaviour that prevents other people from working.

Use of Mobile Phones
Please do not use your mobile phone or allow your mobile phone to make any sound in lectures, classes, the library, computing laboratories or staff offices. If you do then a member of staff may ask you to leave.

You must switch off your mobile phone in all tests and examinations. Allowing your mobile phone to ring during a test or an examination is a disciplinary offence that will normally lead to failure in the test or examination with a mark of zero, with more severe penalties for a second offence.

Updating Personal Details
It is important that QMUL has up to date personal details for all students. You will be able to update your address and contact details on line using MySIS (http://mysis.qmul.ac.uk), however a change in name must be done in person at the Student Enquiry Centre in CB02 of the Queens’ Building with accompanying identification. Please also ensure you notify the Maths Office so that we can update our departmental records.
Departmental Information

The School of Mathematical Sciences

The School of Mathematical Sciences comprises mathematicians who work in pure and applied mathematics, and statistics. It is located in the Mathematical Sciences Building, which is the "tower" by the Mile End Road at the southwest corner of the Mile End campus.

The postal address for the School is:
School of Mathematical Sciences
Queen Mary University of London
Mile End Road
London E1 4NS

For general enquiries please use the following contact details.
Email: maths-ug@qmul.ac.uk
Tel: +44 (0)20 7882 5440/5470
Fax: +44 (0)20 7882 7884

To contact specific staff please see "Contacting Staff" on page 12.

Key Staff

Table 1: Key Staff

<table>
<thead>
<tr>
<th>Position</th>
<th>Name</th>
</tr>
</thead>
<tbody>
<tr>
<td>Head of the School of Mathematical Sciences</td>
<td>Professor Boris Khoruzhenko</td>
</tr>
<tr>
<td>Deputy Head of School/Director of Research</td>
<td>Professor Mark Jerrum</td>
</tr>
<tr>
<td>School Manager</td>
<td>Mrs Jo Young</td>
</tr>
<tr>
<td>Director of Taught Programmes</td>
<td>Dr Thomas Prellberg</td>
</tr>
<tr>
<td>Director of Undergraduate Studies</td>
<td>Dr Francis Wright</td>
</tr>
<tr>
<td>Senior Tutor</td>
<td>Dr Robert Johnson</td>
</tr>
<tr>
<td>Student–Staff Liaison Committee Chair</td>
<td>Dr Francis Wright</td>
</tr>
<tr>
<td>Examination Board Chair</td>
<td>Prof. Ilya Goldsheid</td>
</tr>
<tr>
<td>Examination Board / Late Summer Exams</td>
<td>Prof. Cho–Ho Chu</td>
</tr>
<tr>
<td>Examination Board Deputy</td>
<td>Dr John Bray</td>
</tr>
<tr>
<td>Admissions Tutor</td>
<td>Dr Mark Walters</td>
</tr>
<tr>
<td>Education Manager</td>
<td>Mr Norman McBreen</td>
</tr>
<tr>
<td>Student Support Officer</td>
<td>Mr Zak Liddell</td>
</tr>
<tr>
<td>Programme Administrator</td>
<td>Ms Caroline Griffin</td>
</tr>
<tr>
<td>Student Administrative Assistant</td>
<td>Mrs Nicole Gonza</td>
</tr>
</tbody>
</table>
Staff

Contacting Staff
Tables 2 and 3 give names and contact details of members of staff who are relevant to students. It is usually best to contact academic staff (at least initially) by email. You may also visit academic staff in their offices or telephone them but only during their office hours. There should be a notice on each of these academic staff member’s office doors indicating their office hours. Academic staff should allocate at least one hour per week when they will normally be available in their offices to see students. You can find normal office hours and contact details for academic staff on the web at www.maths.qmul.ac.uk/ug/sc but before travelling any distance always arrange an appointment by email or phone.

When telephoning, please use the direct-dial numbers listed on the following pages rather than going through the College exchange or the Maths Office. Note that Mathematical Sciences phones ring up to 5 times and then, if unanswered, switch automatically to the Maths Office.

Summer Holiday Support
During the summer holiday, many academic staff will be elsewhere; you may still be able to contact them by email but not otherwise. You should contact the Maths Office or the Student Support Officer if you need academic advice or assistance and cannot contact the appropriate member of staff.

Table 2: Academic Staff Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Extension</th>
<th>Email</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professor D K Arrowsmith</td>
<td>312</td>
<td>5464</td>
<td>d.k.arrowsmith</td>
</tr>
<tr>
<td>Dr O Bandtlow</td>
<td>257</td>
<td>5438</td>
<td>o.bandtlow</td>
</tr>
<tr>
<td>Dr A Baule</td>
<td>B14</td>
<td>3160</td>
<td>a.baule</td>
</tr>
<tr>
<td>Professor C Beck</td>
<td>351</td>
<td>3286</td>
<td>c.beck</td>
</tr>
<tr>
<td>Dr G Bianconi</td>
<td>G54</td>
<td>5444</td>
<td>g.bianconi</td>
</tr>
<tr>
<td>Dr B Bogacka</td>
<td>255</td>
<td>5497</td>
<td>b.bogacka</td>
</tr>
<tr>
<td>Dr J N Bray</td>
<td>B54</td>
<td>5482</td>
<td>i.n.bray</td>
</tr>
<tr>
<td>Professor P J Cameron</td>
<td>157</td>
<td>5477</td>
<td>p.j.cameron</td>
</tr>
<tr>
<td>Professor C H Chu</td>
<td>153</td>
<td>5218</td>
<td>c.chu</td>
</tr>
<tr>
<td>Dr D S Coad</td>
<td>352</td>
<td>5484</td>
<td>d.s.coad</td>
</tr>
<tr>
<td>Dr D Ellis</td>
<td>514</td>
<td>5449</td>
<td>d.ellis</td>
</tr>
<tr>
<td>Dr M Fayers</td>
<td>152</td>
<td>5479</td>
<td>m.fayers</td>
</tr>
<tr>
<td>Professor Y Fyodorov</td>
<td>452</td>
<td>5452</td>
<td>y.fyodorov</td>
</tr>
<tr>
<td>Professor A Gnedin</td>
<td>353</td>
<td>5498</td>
<td>a.gnedin</td>
</tr>
<tr>
<td>Professor I Goldsheid</td>
<td>254</td>
<td>5473</td>
<td>i.goldsheid</td>
</tr>
<tr>
<td>Dr H Grossmann</td>
<td>316</td>
<td>3113</td>
<td>h.grossmann</td>
</tr>
</tbody>
</table>
### Key Staff

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Extension</th>
<th>Email (…@qmul.ac.uk)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Dr R J Harris</td>
<td>B13</td>
<td>5478</td>
<td>rosemary.harris</td>
</tr>
<tr>
<td>Professor B Jackson</td>
<td>253</td>
<td>5476</td>
<td>b.jackson</td>
</tr>
<tr>
<td>Professor O M Jenkinson</td>
<td>B55</td>
<td>3188</td>
<td>o.m.jenkinson</td>
</tr>
<tr>
<td>Professor M Jerrum</td>
<td>251</td>
<td>5472</td>
<td>m.jerrum</td>
</tr>
<tr>
<td>Dr J R Johnson</td>
<td>154</td>
<td>5480</td>
<td>r.johnson</td>
</tr>
<tr>
<td>Dr W Just</td>
<td>315</td>
<td>7834</td>
<td>w.just</td>
</tr>
<tr>
<td>Professor B A Khoruzhenko</td>
<td>116</td>
<td>5495</td>
<td>b.khoruzhenko</td>
</tr>
<tr>
<td>Dr R Klages</td>
<td>B12</td>
<td>5448</td>
<td>r. klages</td>
</tr>
<tr>
<td>Professor V Latora</td>
<td>511</td>
<td>5199</td>
<td>v.latora</td>
</tr>
<tr>
<td>Professor M J Luczak</td>
<td>114</td>
<td>5460</td>
<td>m.luczak</td>
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<tr>
<td>Professor A Macintyre FRS</td>
<td>B56</td>
<td>5513</td>
<td>a.macintyre</td>
</tr>
<tr>
<td>Professor S Majid</td>
<td>111</td>
<td>5450</td>
<td>s.majid</td>
</tr>
<tr>
<td>Dr H Maruri-Aguilar</td>
<td>256</td>
<td>5475</td>
<td>h.maruri-aguilar</td>
</tr>
<tr>
<td>Professor T W Mueller</td>
<td>155</td>
<td>5489</td>
<td>t.w.mueller</td>
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<tr>
<td>Dr B Noohi</td>
<td>355</td>
<td>5491</td>
<td>b.noohi</td>
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<tr>
<td>Dr L Pettit</td>
<td>314</td>
<td>3285</td>
<td>l.petty</td>
</tr>
<tr>
<td>Dr T Prellberg</td>
<td>B51</td>
<td>5490</td>
<td>t.prellberg</td>
</tr>
<tr>
<td>Professor L H Soicher</td>
<td>B52</td>
<td>5463</td>
<td>l.h.soicher</td>
</tr>
<tr>
<td>Dr D Stark</td>
<td>G53</td>
<td>5487</td>
<td>d.s.stark</td>
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<tr>
<td>Dr I Tomasic</td>
<td>G55</td>
<td>5483</td>
<td>i.tomasic</td>
</tr>
<tr>
<td>Dr J A Valiente-Kroon</td>
<td>G56</td>
<td>5493</td>
<td>j.a.valiente-kroon</td>
</tr>
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</table>

### Table 2: Academic Staff Contact Details

<table>
<thead>
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<th>Name</th>
<th>Office</th>
<th>Extension</th>
<th>Email (…@qmul.ac.uk)</th>
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<tbody>
<tr>
<td>Dr Albert Ferreira Castilla</td>
<td>112</td>
<td>5488</td>
<td>f.ferreira.castilla</td>
</tr>
<tr>
<td>Dr Leon Danon</td>
<td>B15</td>
<td>5446</td>
<td>l.danon</td>
</tr>
<tr>
<td>Dr Alex Fink</td>
<td>502</td>
<td>8517</td>
<td>a.fink</td>
</tr>
<tr>
<td>Dr Lucas Lacasa</td>
<td>G51</td>
<td>5496</td>
<td>l.lacasa</td>
</tr>
<tr>
<td>Dr Xin Li</td>
<td>151</td>
<td>5453</td>
<td>x.li</td>
</tr>
<tr>
<td>Dr R Klages</td>
<td>B12</td>
<td>5448</td>
<td>r. klages</td>
</tr>
<tr>
<td>Dr R J Harris</td>
<td>B13</td>
<td>5478</td>
<td>r.j.harris</td>
</tr>
<tr>
<td>Professor F Vivaldi</td>
<td>112</td>
<td>5488</td>
<td>f.vivaldi</td>
</tr>
<tr>
<td>Dr M Walters</td>
<td>B15</td>
<td>5446</td>
<td>m.walters</td>
</tr>
<tr>
<td>Professor R Whitty</td>
<td>502</td>
<td>8517</td>
<td>r.whitty</td>
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<tr>
<td>Professor R A Wilson</td>
<td>G51</td>
<td>5496</td>
<td>r.a.wilson</td>
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<tr>
<td>Dr F J Wright</td>
<td>151</td>
<td>5453</td>
<td>f.j.wright</td>
</tr>
</tbody>
</table>

### Table 3: Administrative Staff Contact Details

<table>
<thead>
<tr>
<th>Name</th>
<th>Office</th>
<th>Email (…@qmul.ac.uk)</th>
<th>Phone</th>
</tr>
</thead>
<tbody>
<tr>
<td>Sarah Coleman (PG Programme Administrator)</td>
<td>101</td>
<td>s.coleman</td>
<td>020 7882 5468</td>
</tr>
<tr>
<td>Paul Dudley (Administrative Assistant)</td>
<td>101</td>
<td>p.dudley</td>
<td>020 7882 5494</td>
</tr>
<tr>
<td>Caroline Griffin (UG Programme Administrator)</td>
<td>101</td>
<td>c.m.griffin</td>
<td>020 7882 5470</td>
</tr>
<tr>
<td>Alison Hartshorn (Recruitment and Outreach Manager)</td>
<td>113</td>
<td>a.hartshorn</td>
<td>020 7882 7833</td>
</tr>
<tr>
<td>Matthew Harvey (Finance and Facilities Officer)</td>
<td>101</td>
<td>m.harvey</td>
<td>020 7882 5514</td>
</tr>
<tr>
<td>Mariana Iossifova-Kelly (Executive Assistant)</td>
<td>115</td>
<td>maths-eo-hr-hos</td>
<td>020 7882 5455</td>
</tr>
<tr>
<td>Zak Liddell (Student Support Officer)</td>
<td>B57</td>
<td>z.liddell</td>
<td>020 7882 5454</td>
</tr>
<tr>
<td>Norman McBreen (Education Manager)</td>
<td>112</td>
<td>n.mcbreen</td>
<td>020 7882 5219</td>
</tr>
<tr>
<td>Emma Roberts (Research and Enterprise Manager)</td>
<td>113</td>
<td>e.roberts</td>
<td>020 7882 7833</td>
</tr>
<tr>
<td>Jo Young (School Manager)</td>
<td>111</td>
<td>j.young</td>
<td>020 7882 5485</td>
</tr>
</tbody>
</table>
undergraduate page provides an online notice board and other transient information. The web is likely to be the most up-to-date source of information.

Other key websites are the QM student portal at my.qmul.ac.uk, the QM Student Information System (SIS) at mysis.qmul.ac.uk and QMplus, the QM Online Learning Environment, at www.qmplus.qmul.ac.uk. You will need to log into MySIS and QMplus, using your QM username and password, to access personal or confidential information: MySIS for the name of your academic advisor or your main examination results; QMplus for your support teaching group (if you are taking a level-4 Mathematical Sciences module).

Queen Mary uses QMplus to support all taught modules, which should be explained at the start of each module. We also use it to provide access to details of our Student–Staff Liaison Committee and other non–public student information.

Online Media
The School has an official Twitter feed and Facebook page which we use to provide the most up-to-date information regarding the School and Mathematics.
Key Information about the School

Timetable
The teaching timetable provides information about the times and locations of lectures, exercise classes and computing labs. Your timetable will include lectures and support classes for all your modules.

Each student has access to their own personal timetable. This can be accessed via QMPlus.

Study Programme and Module Details
You can find undergraduate study programme details on the web at www.maths.qmul.ac.uk/ug/sp and undergraduate module details on the web at www.maths.qmul.ac.uk/ug/modules. The undergraduate module index list and the main School web page for each module both include a link to the module QMPlus page, which will provide teaching materials such as lecture notes and exercises. You can access past exam papers on the library web site at www.library.qmul.ac.uk

Computer Facilities
All the software that you need for your course should be available on the QMUL Student Service. As a QMUL student you can also buy a discounted copy of Maple, a mathematical computing package, to run on your own computer; see http://www.maths.qmul.ac.uk/undergraduate/student-support

We also run a computing application server that should provide access to all the software you will need. The software runs on the server and your computer acts as a "remote desktop". The purpose of this server is primarily to give you the option of working from home rather than in College. See the web site www.maths.qmul.ac.uk/ug/cas for details on accessing it.

PC availability around campus is advertised on the electronic display screen in the School’s foyer area.

For further details on College IT facilities that you can use, see the Student Guide and the College website.

Seeking Advice

The key staff listed in Table 1 deal with students in general. We will also allocate you a personal academic advisor and there is a programme director for each degree programme.

For straightforward administrative enquiries, you should normally ask in the Maths Office first. For general academic advice, you should normally ask your advisor first, who may refer you to the appropriate programme director, the Senior Tutor or the Student Support Officer. Their roles are described on the following pages.

How do I know who my advisor is?
The Senior Tutor will assign a member of academic staff in the School of Mathematical Sciences to act as an academic advisor for undergraduate students; see "Contacting Staff" on page 12. The SIS (http://mysis.qmul.ac.uk) will show who your current advisor is and we post lists of undergraduate advisor assignments at the start of the academic year on the notice board in the Maths Office in room 101. If you cannot find who your current advisor is then please contact the Maths Office.

The Advisor's Role
Your advisor’s role is to give you information and advice during your studies; in particular to discuss with you and approve any options in your “module registration” – the list of modules you register for each year. You should get to know your advisor, since normally you should ask your advisor to act as a referee for job applications, etc. If possible, you will keep the same advisor throughout your time at QMUL.

Teaching is not part of an adviser’s role, although your advisor may be willing to help you with mathematical problems and should be willing to help you with Essential Mathematical Skills.

You should visit your advisor at the start of each semester to agree your programme of study for that semester, and you should visit your advisor at least once again during each semester to discuss your progress. Advisors have online access to all their advisees’ exercise and test marks for Mathematical Sciences modules.

It is also important that you discuss with your advisor any academic, financial, medical or other problems as soon as they arise. Your advisor can then refer you to the appropriate person within the College to deal with your problem, which you may also need to report to the Senior Tutor or the Student Support Officer (see the following information).
The Advising Contract
The aim of the advisor—advisee relationship is to
• Foster and develop in our students a sense of value for and ownership of their education.
• Actively promote our students’ involvement in the planning and achievement of their academic and career goals.

Responsibilities of the Advisor
1. Be available for advisees during office hours and via email according to School policy.
2. Help the advisee to understand the academic and administrative processes of the College.
3. Help the advisee to understand the expected standards of achievement and likelihood of success in certain areas of study.
4. Help the advisee to decide on details of a study programme and give advice about modules.
5. Be involved in discussions with the student and other School staff in the event of poor attendance or performance.
6. Refer advisees to other resources when appropriate, such as specialist careers or counselling advice.
7. Provide references for current and former advisees.

Responsibilities of the Advisee
1. Be aware of his/her advisor’s office hours. When using email, follow email etiquette.
2. Acquire information needed for selecting modules appropriate to the study programme.
3. Seek academic and career information needed to meet educational goals.
4. Become knowledgeable about relevant policies, procedures, and rules of the College.
5. Be prepared with accurate information and relevant materials, such as completed forms, when contacting the advisor.
6. Consult the advisor at least twice a semester.
7. Read the Student Handbook.

The Senior Tutor’s Role
The Senior Tutor allocates advisors for students and oversees the academic aspects of advising and student welfare, in particular, attendance and performance in exercises and tests, and deregistering students from modules if they fail to attend. The Senior Tutor also oversees non-academic aspects of advising and student welfare and liaises with advisors, the Student Support Officer and the Health, Counselling and Welfare services, as appropriate. The Senior Tutor advises the Examination Board on students’ non-academic difficulties and progression from one year to the next.

Advice and Counselling
The Advice and Counselling Service offers free and confidential professional services to students. International students with visa-related queries may find this service particularly helpful. The service is located on the ground floor of the Geography Building at Mile End, and is open on weekdays throughout the year, including most vacations. Detailed information and advice is available at www.welfare.qmul.ac.uk

For joint programmes, there is also a contact in the secondary department, and Mathematical Sciences programme directors act as contacts for students on joint programmes for which Mathematical Sciences is the secondary department; see Table 4.

The Student Support Officer’s Role
The Student Support Officer is there to help you with any difficulties that are not primarily academic, and to provide an additional layer of support between the Maths Office and the academic staff. The Student Support Officer is an expert on the technical and bureaucratic aspects of student life. In particular, the Student Support Officer will act as a back-up advisor when your personal advisor is not available, will help you report extenuating circumstances, will direct you to the appropriate College support services such as Advice and Counselling (see following information), and may be available when the Maths Office is closed. The Student Support Officer will also help us to monitor your attendance, exercise submission, and marks for in-term assessment, and may discuss these issues with you.
The Roles of the Director of Taught Programmes and Director of Undergraduate Studies

The Director of Taught Programmes oversees all taught programmes and takes primary strategic responsibility including programme development and resource allocation. The Director of Undergraduate Studies takes primary operational responsibility for undergraduate programmes including student information, quality assurance, student feedback and complaints by and about students.

Getting Help

If you have administrative or technical questions relating to a specific module then you should approach the module organiser, either at the end of a lecture or in the module organiser’s office hours. Many undergraduate modules, especially in the first year, have exercise or computing classes, where you have an opportunity to ask questions of the teaching assistants (who may range from graduate students to senior staff). Some module organisers may also provide additional support for students who are finding the module difficult – ask about this if necessary.

PASS: Peer Assisted Study Support

• PASS offers help with all first-year maths undergraduate modules to smooth your transition from school or work to university study.

• It consists of friendly drop-in study sessions run by student mentors who have successfully completed the first year.

• You can also pop in and talk about anything related to university life (e.g. where something is on campus).

Student mentors are volunteers who are keen to share their knowledge and experience to help you succeed. We train them to run effective PASS sessions.

A student mentor explains: PASS sessions are more like discussion groups than exercise classes. The mentors encourage you to have discussions amongst yourselves before asking for help.

For further details contact Professor Yan Fyodorov (see “Contacting Staff” on page 12), see the PASS posters around the Mathematical Sciences Building or visit www.maths.qmul.ac.uk/ug/ss
Writing Support
Mathematical Sciences students often have difficulty writing essays and other descriptive text. However, this is an essential skill that you will probably use much more than mathematics in your working life, so you need to improve it during your university course.

• We offer some general guidance on mathematical writing at www.maths.qmul.ac.uk/ug/tg/reports-and-documents
• You can take our module MTH5117 Mathematical Writing in your second or third year.
• The Mind the Gap Undergraduate Journey Planner includes resources to support writing; see www.mindthegap.qmul.ac.uk
• The Language and Learning Unit provides a free Academic Study Programme that aims to prepare you for all aspects of academic study and help you manage your own success as a student; see www.language-centre.sllf.qmul.ac.uk

Maths Society
The society’s main role is to organise social events to get everyone in the School of Mathematical Sciences together. Non-maths students are of course welcome as this will help promote the subject and the whole society in QMUL. We hope to make the society as successful as possible and make members feel proud of being part of the society. We will make the best use of students’ membership fees and try to include as many members as possible in our decision making.

The following societies may be of particular interest to students on joint programmes:

Economics Society
Email: economicsociety@qmsu.org
This society allows students interested in economics to meet up in an informal way to discuss business-related issues as well as forming friendships through debates, dinners out in the City and other social events.

QMUL Students’ Union lists a wide variety of societies; please visit www.qmsu.org/sportsandactivities/societies for complete listings. The Students’ Union web pages also list details about how to set up your own society if none of the existing groups fit your interests.

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Business Society
Email: businesssociety@qmsu.org
This society aims to provide a support network to its members with information and advice, as well as providing a forum for members to share their ideas and opinions about anything related to business.

QMUL Business Society believes in engaging students in enterprising student activities such as workshops, presentations, skills development sessions and much more to improve students’ future prospects. This society understands the high value of commercial awareness and intends to provide students with opportunities to gain a further insight into the business world.

Health
It is important while you are at university that you look after yourself. QMUL offers a Student Health Service, so if you are studying away from home make sure that you join it. It is conveniently based on campus in Geography Square beside the Advice and Counselling Service. As important as your health is, so is your fitness. QMUL has a gym and sports centre in QMotion on campus, which is located beside Drapers Bar across from the Mathematical Sciences Building. Studying is fun but can also be stressful which is why it is really important that you look after the whole you and not just your academic ability.

Volunteering
There is a range of volunteering opportunities available to QMUL students through Provide Volunteering, a scheme that offers students the chance to get involved in the local community, with charities and organisations in Tower Hamlets and across London. Provide gives students the opportunity to make a difference, develop valuable skills and get involved in their local area. Full information is available at www.providevolunteering.org
QMUL wants you to make the most of your student experience. For that reason, we want to help you identify the opportunities that exist to develop your graduate attributes. These attributes reflect the location, profile of the student body and research-intensive nature of the university and are detailed in the QMUL Statement of Graduate Attributes. The QMUL Statement of Graduate Attributes identifies 32 attributes grouped into 7 themes that will help you prepare yourself for your future employment.

You can read more about our graduate attributes statement here – www.qmul.ac.uk/gacep/statement/index.html

Here are the main ways that you can develop the knowledge, skills values and behaviours that employers of graduates value.

**Graduate Attributes and Your Academic and Professional Development**

**Enhance your ability to reflect on your learning and monitor your progress for employability**
Sign up to an award or certificate designed to ensure you gain the most from your student experience.

**Be active in career decision making and preparation for employment – from your arrival at QMUL**
Make sure you attend the careers programme in your school and the College wide activities.

**Make employability information work for you!**
Look at these resources early on and plan ahead.

**Mind the GAP**
Graduate Attributes and Employability Site for all Students
www.mindthegap.qmul.ac.uk

**QMUL Careers Site**
www.careers.qmul.ac.uk

**Engage fully in your degree programme learning**
Make sure that you identify where in your degree programme the opportunities for developing graduate attributes occur and engage fully in these learning activities.

**Engage in work experience and other forms of extra-curricular activity**
Make sure you take up some of the wide range of opportunities open to you, such as work experience, volunteering, and enterprise education and entrepreneurship opportunities.

Your views are important to the School of Mathematical Sciences and to QMUL. There are a variety of ways in which you can communicate your opinions to us. At an institution level, there are student representatives on Council, Senate and various committees across QMUL.

**Student-Staff Liaison Committees**
The School of Mathematical Sciences undergraduate Student—Staff Liaison Committee (SSLC) normally meets twice a semester. It discusses matters of interest to undergraduates, including the curriculum, student welfare and facilities, and advises the Head of School. The Students’ Union arranges elections for two student representatives from each BSc year and one from the final MSci year. Please raise any matters of concern with one of your student representatives.

The SSLC meets in the Student Centre and is chaired by the Director of Undergraduate Studies and attended by the Head of School, Senior Tutor and the Education Manager.

**Student Ambassadors**
The School of Mathematical Sciences employs a number of students to act as tour guides and talk to prospective students who attend College Open Days or visit us after we have made them an offer of a place. There are similar opportunities within the College. Look out for emails and notices if you are interested, and see our Student Support web page at:
www.maths.qmul.ac.uk/ug/ss

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Make sure you take up some of the wide range of opportunities open to you, such as work experience, volunteering, and enterprise education and entrepreneurship opportunities.
We hope you will not need to complain, but if you would like to raise any issues, either as an individual or as a group, please follow the guidelines on the following website: www.maths.qmul.ac.uk/ug/ss/complaints—procedure which provides the most up to date information. The webpage provides information on who to contact in relation to particular complaints.

Remember also that there are elected student representatives on the Student—Staff Liaison Committee. They are not part of the College’s complaints procedures, but they may have useful experience and advice, and if you think your complaint is a matter of general interest you may take it to one of them. You can also speak with the Student Support Officer as they are able to give you help and guidance at every stage of the complaints procedure.

The School of Mathematical Sciences undertakes not to disadvantage you if you make a complaint in good faith. The School also understands and respects the fact that you may need to complain in confidence.

Module Evaluation Questionnaires
Within each semester, we will ask you to complete a standard one-page questionnaire for each of the Mathematical Sciences modules that you are taking. We use the results to try to identify any problems and rectify them.

How Can I Provide Personal Feedback?
You are welcome to make suggestions for improvement to members of staff, such as your module organisers or advisor, and we will try to pursue any serious suggestions that may lead to improvements in our procedures.

National Student Survey
All final—year undergraduate students at UK institutions take part in the National Student Survey (NSS). This is your opportunity to share your experiences of QMUL with the wider world and future students. Please do complete the NSS, and fill it in honestly. If you are a finalist, the NSS organisers will usually contact you by email in the spring term.

The result of the NSS is important as it is used to improve the student experience.

In place of the classroom teaching normally used in schools, we use lectures and exercise classes to teach most of our modules. You also need to spend time on your own studying and attempting exercises; we expect you to spend about 40 hours per week on your degree course, of which we timetable about 16 hours.

We will assess you by a mixture of exercises, coursework, in—term tests and end—of—year exams; see www.maths.qmul.ac.uk/ug/modules for details of how we assess each undergraduate module. For most of our undergraduate modules, the assessment of exercises is formative, which means that it is intended to help you learn and does not contribute marks to your final result for the module. Formatively assessed exercises give you practice for the tests and exams and so are just as important as assessments that do contribute marks directly to your final result for the module. If you work hard on all the formatively assessed exercises then you will do better in your tests and exams.

QMUL policy is that all teaching starts at 5 minutes past the hour and finishes at 5 minutes before the hour, which gives you a 10—minute break between classes. If any member of staff fails to adhere to these times (other than occasionally) then please complain; see “Complaints Procedure” on page 28.
It is essential that you do not talk while the lecturer is talking. Please be aware that we will take disciplinary action against any student who disrupts lectures in any way.

You should regularly review and correct your notes, check for any points you do not understand and try to resolve them, asking in the exercise classes if you cannot sort them out for yourself. Nobody will look at your lecture notes except you. It is very important that you keep up with each module since mathematical modules tend to refer back to, and rely on, material covered earlier. You should keep your lecture notes for revision.

The module organiser will set problems as exercises. Working through the exercises is essential in order to understand each module. Moreover, we use the handing in of exercise solutions as an “attendance register”.

Tests for undergraduate students
These are mini—exams, normally held in week 7 of the semester, but some modules may have a second test in week 12 at the end of the semester. Examination regulations apply to tests. Many departments use week 7 as a “reading week” but the School of Mathematical Sciences uses it as a “consolidation, revision and test week”. Week 7 has a different timetable from the rest of the semester, which will be published on the notice board and the web by week 6.

Exercise Classes
In a mathematical sciences undergraduate exercise class, there will normally be several members of staff and PhD students to help you with specific problems. It is up to you to ask them questions (about any aspect of the module). However, their job is to guide you towards the solutions to problems, not just to tell you the answers!

You should try to solve the problems before the class by looking up the meanings of relevant terms in your lecture notes or appropriate textbooks or by searching the web. If you cannot solve a problem then make yourself a note to ask for help in the next exercise class. There is not enough time to write out all the solutions during the classes, but there should be time to ask questions about the things you do not understand provided you have thought about them beforehand. The exercise classes for some modules take place in a computing laboratory.

Time Management
Ideally, you should make up your own study timetable, including lectures, and specify when you are going to read the lecture notes and do the exercises each week. Studying at university is a full—time job; the standard expectation of time spent by students studying for a degree is 1200 hours per year. That is equivalent to 150 hours for each 15—credit module and to 40 hours per week for 30 weeks of the year.

Submission of Exercises
Each module organiser will tell you at the start of the module how to submit exercises for that module. Some undergraduate modules will use the brightly coloured locked collection boxes located along the walls at the west end of the basement and opposite the lifts on the ground and second floors of the Mathematical Sciences Building. For modules that use a collection box, you must “post” your exercises through the slot in the correct box by the deadline specified by the module organiser. If you put it in the wrong box then you have not submitted it. You may lose your exercises and any marks.

You must clearly print your student number and your name as registered with the College, with your surname underlined, at the top of the first page of all exercises and other work you submit. We may not accept work that does not meet this requirement.

We try to return all submitted exercises but we cannot guarantee to do so and occasionally exercises get lost. Therefore, you should take a copy of any exercises that you want to keep before you submit them. If you have a computer and scanner, it will cost you nothing to scan all your exercises before you submit them.

Submission of Project Reports
Each project module organiser will tell you how to submit your project report, but normally you should submit it to the Maths Office. Two copies will normally be required since your report will be read independently by two examiners. The Maths Office staff will attach a note to your report showing the date they received it, and they will give you
Teaching and Assessments

a receipt. Keep this in case you need to prove when you submitted your report. Project reports must have a title page showing clearly the module code and title, the title of your report, and your full name and student number. They must be robustly bound so that they can be easily read without falling apart.

A project report should look like any well produced printed document and if it is a mathematical report then it should look like a well produced mathematics textbook. The content is more important than the presentation, but presentation is also important. In particular, you may lose marks for poor spelling and grammar; note that Microsoft Word has a built-in spelling and grammar checker that you would be well advised to use. Divide your text into paragraphs that each deal with one idea or a small number of related ideas.

Unless you have been specifically instructed to the contrary, use normal single–spaced lines of text. Unless the document is very short, divide it into sections, subsections, etc, each with a clear heading, as illustrated by this handbook. If the document is longer than one page, include page numbers. You can draw diagrams by hand or by computer as you prefer, but make sure they are neat, clear, and annotated as appropriate. Tables should have captions above them and diagrams should have captions below them. You can print your report single or double sided, as you prefer. Use of colour is optional.

Correct referencing of other people’s work that you have used in your report is essential and will help avoid accusations of plagiarism; see “Plagiarism”.

Your study programme is initially the same as the course for which QMUL accepted you. There are full details of all Mathematical Sciences study programmes at www.maths.qmul.ac.uk/ug/sp, which specify what modules you must take. Some details of your current study programme are also programmed into the SIS and limit the options available to you. Provided you meet the programme requirements, you can choose your optional modules, subject to the approval of your advisor.

We may allow you to change your study programme, but all such changes require careful consideration and formal approval. You must follow the procedures below in the order shown and complete a College Change of Programme of Study form, which is available from Student Enquiry Centre, room CB02 in the Queens’ Building, and on the web at http://www.arcs.qmul.ac.uk/students/study/changing–programme/

3. Take the completed form and marked study programme to the director of the proposed new programme. If the director accepts the change then leave the form with the director, who will also sign the bottom of the front of the form (by your advisor’s signature) and then forward it to the Senior Tutor to complete the processing. Keep the marked study programme as a guide for yourself (and your advisor).

Transferring between BSc and MSci At the end of the first year, we invite BSc students who have obtained an A–grade average to transfer to the four–year MSci programme. We may also allow BSc students who have obtained a B–grade average to transfer to the MSci programme at their request. Transfer to MSci may be possible up to the start of your third year provided you have taken appropriate modules in your BSc programme.

How do I change to a new Mathematical Sciences Study Programme?
1. Complete a Change of Programme of Study form and obtain your advisor’s signature (at the bottom of the front of the form; there is no designated area for this signature).

2. On a copy of the new study programme (from www.maths.qmul.ac.uk/ug/sp):

– put a tick against all modules taken in previous years; and
– put a cross against all modules that you propose to take in the current year.

An MSci candidate may opt to transfer to a BSc degree, which has lower “hurdles”, at any time up to the start of the third year of study. Later transfer to BSc may also be possible but will need approval by the
You should choose or confirm your modules for the whole academic year well before or, at the latest, during the enrolment period at the start of Semester A and confirm your choices at the start of Semester B. Module registration is handled online by the QMUL Student Information System (SIS). Before attempting to register for modules, you should consult your study programme details at www.maths.qmul.ac.uk/ug/sp and the module details at www.maths.qmul.ac.uk/ug/modules.

To register for your modules, login to MySIS (http://mysis.qmul.ac.uk, which provides web access to the SIS) using your usual QMUL computer login details, select "Module Registration" from the menu on the left and make your preliminary module choices. Any core or compulsory modules will be preselected and you cannot change them. Some optional modules can be selected from lists but for others you must enter the module code. Clicking on an underlined module code or title will provide a brief description to tell you what the module is about and you can also access the Online Module Directory from the Module Registration page.

Once you are happy with your choices, add a comment if you wish and then click the ‘Submit Selections’ button. This is essential: until you do it your module selection has no effect! Your module selection will then be available for your advisor to accept or reject, which will be confirmed to you by email.

You must check your QMUL email and respond quickly if any of your module registrations are rejected. Your advisor should provide a comment to indicate the reason; if not, contact your advisor immediately to discuss your options. However, it is your responsibility to ensure that there are no timetable clashes and you have an appropriate balance of modules in each semester. Module registration has to be completed by the specified deadline (normally mid October within the first two weeks of teaching).

Some modules have a limited number of places, and priority is given to students who are required to take them for their programmes. Therefore you are advised to choose your optional modules and complete your module registration as soon as possible.

Up to the end of the second week of each semester, you can modify your choice of optional modules. To modify your choice after you have submitted your module registration, you must ask your advisor to reject your selection. However remember that you may risk losing your place on popular modules if you don’t act quickly.

Please note that new students register for modules in September whereas continuing students should pre-register for modules in May before they come back to university in September, although they can change their registration in September. Also, the first year of all undergraduate Mathematical Sciences degree programmes is compulsory so students do not need to register for modules in September.

**Change of Study Programme**

How do I change to a new Study Programme run by another School?

1. Visit the School that runs the study programme you want to transfer to and discuss it with them. If they agree to the change then complete a Change of Programme of Study form.

2. Take the completed form to the Senior Tutor for Mathematical Sciences for approval of your release from the School of Mathematical Sciences and inform your advisor.

3. Take the completed form to the other department and follow their procedure for approving a change of study programme. They may require you to return the form to the Registry yourself.

**Module Selection**
Module Selection

(and cannot) register for their first-year modules.

Please visit www.maths.qmul.ac.uk/ug/fg/module-registration for further details.

Advice for Continuing Students

Please note that your advisor may have changed; see “How do I know who my advisor is?” on page 19. If your progression depends on late summer examinations then you may not be able to enrol or register for modules until the first week of teaching.

Most undergraduate modules have prerequisites and some have overlaps; see www.maths.qmul.ac.uk/ug/modules. You cannot take a module if it overlaps with one you have already taken, will take this year or must take in future. You may take a module only if you have taken all the essential prerequisite modules. If you have not taken one or more of the “helpful” prerequisite modules then you are advised to consult the module organiser before registering, otherwise you may find the module too difficult.

Registrations for some modules must be validated, meaning that you must obtain approval (usually from the module organiser) to register for that specific module. Obtaining this approval is entirely your responsibility.

It is your responsibility to ensure that you satisfy all module requirements. You must normally have written permission from both the Senior Tutor and the Registry to take modules taught outside QMUL. For approved modules run by other colleges and institutes of the University of London, you must complete an intercollegiate module registration form available from the Registry.

What if I have Failed Modules?

You may attempt each examination at most twice (unless you began your degree programme before September 2011) but you cannot resit any examination you have already passed. Once you have passed enough credits you will normally graduate, after which you cannot resit any modules.

It is possible to retake a complete module, especially if you are retaking a year. Otherwise, your second attempt at a module will be a resit of the examination alone (without attending any of the teaching for the module) and the maximum overall mark you can obtain will be limited to the minimum pass mark; we say that the mark is “pegged”. You must resit examinations at the first opportunity. A resit examination does not count towards the credits that you take in each academic year. Resit assessment of most Mathematical Sciences modules is synoptic, meaning that the resit exam contributes 100% to the assessment.

If we discontinue or substantially change a module and no comparable examination paper is being set then we will set a special resit paper for that module, if required, on one occasion and no more. We may not allow you to resit modules that have a large element of continuous assessment. Before you register for a resit you should check with the module organiser whether you can resit and how we will handle the continuously assessed component for resit candidates. You should check with the current module organisers for any minor changes that may affect your resit examinations.

In summary, the following regulations normally apply to resit examinations:

• You must resit each examination at the first opportunity.
• We currently allow you two attempts at any one module (i.e. one resit attempt).
• When there is a change in either style or content of the examination paper from one year to the next, resit candidates will be set a special resit paper that is comparable to the original one; they cannot take the current year’s paper.
• You must make any request to waive any of these regulations by writing to the examination board chair by
  - 19 January for examinations the following May, or
  - 14 July for examinations the following August.
Examinations

Examination Timetable
Your individual examination timetable will be uploaded onto MySIS towards the end of Semester B. Please check it and report any errors to Registry immediately. In particular, check your resit and first sit entries.

Results
• We will endeavour to provide your provisional results via MySIS (http://mysis.qmul.ac.uk) by the end of June. We also aim to display degree classifications in the Maths foyer the day after the exam board meeting. (If you prefer not to have your results displayed then you should advise Ms Caroline Griffin in the Maths Office by the end of the examination period.)

• We do not give results over the phone or by email. You should be able to access your results online at: http://mysis.qmul.ac.uk

• Note that the results provided by the School are "provisional" because the Degree Examination Board has not yet formally approved them. Confirmed results will be released at a later date.

Late Summer Examinations
Late summer examinations are currently not available for finalists. If you are a non-finalist then we will offer you late summer resits for which you are eligible. You cannot withdraw and if you are absent then it counts as a fail. Late summer examinations normally take place during the first two weeks in August. The timetable will be available in MySIS (http://mysis.qmul.ac.uk) by around mid-July.

Your results will be accessible on MySIS. QMUL Registry will also post confirmed results to your home address by about mid-September, however you can check from the second week of September onwards whether you progress by emailing maths-ug@qmul.ac.uk.

Please note that academic staff members are available to help you with your modules during term time, but not generally during holiday periods, and certainly not without you first making an appointment.

Examination Offences
QMUL takes your assessment very seriously. This means that we must strictly obey the rules governing assessments, but so must you. Generally, calculators are not allowed in examinations, but if calculators are allowed then this will be stated in the examination rubric. If you use a calculator in an examination in which calculators are not allowed, you can expect to receive a mark of zero for the examination. It is also an examination offence to take any notes into the examination room even if you do not look at them, to look at another student's work, to disrupt the examination in any way or to fail to do what an invigilator asks you to do. These rules apply also to tests.

In the following, level 3 modules including Essential Mathematical Skills (EMS) do not contribute to the minimum numbers of credits required either for progression from one year to the next or for obtaining a degree, although you must pass Essential Mathematical Skills in order to progress into second year.

However, the marks from level 3 modules (other than EMS) do count towards your degree classification.

You must normally accumulate passes in 270 credits (normally 18 modules) to obtain a BSc degree and 420 credits (normally 28 modules) to obtain an MSci degree. Students are also required to obtain a College average of at least 40%. Furthermore:

• A BSc student must pass EMS and 90 credits (6 modules) to progress into the second year and 180 credits (normally 12 modules) in total to progress into the final year.

• An MSci student must pass EMS and 105 credits (7 modules) to progress into the second year, 210 credits (normally 14 modules) in total to progress into the third year and 315 credits (normally 21 modules) in total to progress into the final year. An MSci student must also achieve a minimum 60% average, each year, in order to progress into the following year.

These numbers include modules passed by re-sitting examinations failed at an earlier stage. You will not normally be entitled to continue studying at QMUL if you fail to pass the required number of credits at the end of any given year (including late summer examinations). However, after a year out of attendance, you may resit those examinations for which you are eligible (Or an MSci student may transfer to BSc in order to progress.).
During a year out, you cannot attend lectures or exercise classes. You may occasionally consult your advisor or seek information from a lecturer, but we can offer only very limited advice and assistance.

**Degree Grading**

**BSc and MSci**

We will grade your degree from best to worst as either first, upper second, lower second or third class, or pass. (All University of London degrees, including pass degrees, are honours degrees). Pass degrees will be discontinued for students starting their degree programmes in September 2013.

We will base your degree classification on all the modules you took, i.e. all 360 credits for a BSc degree or all 480 credits for an MSci degree. For a BSc, modules taken in the first, second and third years will be weighted 1:3:6 respectively. For an MSci the weighting will be 1:3:6:6 for students starting their degree programmes in September 2013. The year referred to here is "developmental year", which indicates progression through a study programme and hence corresponds to the number of credits passed, not to the number of calendar years of study. The resulting College mark will be on a percentage scale.

**Table 5: Degree Classification**

<table>
<thead>
<tr>
<th>College mark</th>
<th>Degree Classification</th>
</tr>
</thead>
<tbody>
<tr>
<td>≥ 70%</td>
<td>First class honours</td>
</tr>
<tr>
<td>60% &gt; College mark ≥ 60%</td>
<td>Second class honours, upper division</td>
</tr>
<tr>
<td>50% &gt; College mark ≥ 50%</td>
<td>Second class honours, lower division</td>
</tr>
<tr>
<td>40% &gt; College mark</td>
<td>Third class honours (for students starting their degree programmes in September 2013)</td>
</tr>
</tbody>
</table>

We will base your degree classification on the scale shown in Table 5 below but if your weighted mark places you at or just below a borderline then we can take account of other relevant information. The exam board will usually consider promoting any candidate who is no more than 2% below the first or upper second class borderline or no more than 1% below the lower second or third class borderline, (which is College policy) from September 2010. So, for example, if a candidate’s overall College mark is 58.00 – 59.99 we would consider whether their overall performance justified an upper second class degree. It is at the exam board’s discretion to decide whether the candidate should be promoted and it is never done automatically. Rather we look at all the information we have in making a decision and the opinion of the four external examiners is very important. They will often look especially at the scripts of candidates in a borderline range.

If you are an MSci candidate and you fail to pass the required number of credits at the end of the MSci degree programme then you may opt to resit failed examinations next year or transfer to a BSc degree, in which case modules taken in your final year will not count towards your degree class.

If you have passed enough credits then we will normally classify you for honours. However, you may request postponement of honours, in which case we defer classification for a year, if either:

* you transferred from one degree programme to start another from the beginning, so that only the modules taken in association with the second degree programme will count or be included in the calculation of the College mark; or

* your overall performance has been significantly affected by absence from final year examinations for reasons acceptable to the examination board. You may request to sit the missed exams as if for the first time the following year.
Student Academic Engagement Policy

For the timely and effective administration of support, the School of Mathematical Sciences wishes to use the following markers of student engagement. This is to ensure that you are well supported and given every opportunity to progress with your studies and to achieve to your full potential whilst here.

Markers of Student Engagement

1.1 Attendance
You are expected to attend scheduled taught sessions including lectures, practical classes, group work, workshops, tutorials, computer lab sessions, problem-solving classes, exercise classes, project meetings, and other events which are associated with the modules for which you are registered as part of your programme of study.

If you are absent from College for more than a day or two then please always let your academic advisor know (preferably by email) at the earliest opportunity. Attendance is important; failing to attend usually leads to failure in assessment, and persistent absence may result in deregistration (see “Deregistration” as follows). Reading lecture notes is not a satisfactory substitute for attending lectures. Submission of exercises is one of the ways we assess your attendance. We will also collect evidence of attendance from time to time by registers, which it is your responsibility to sign.

1.2 Coursework Submission
You are expected to submit reports, exercises, essays, and other pieces of coursework associated with each module for which you are registered as part of your programme of study, by the individually advertised deadlines and method of submission. With the exception of project modules, all modules will have at least 5 coursework assignments (or at least 3 mini-projects). These will be regularly spaced throughout the semester.

1.3 Participation in Formative Assessments
You are expected to participate in a range of activities (with or without the allocation of marks) that help to inform teaching and learning during the learning process. Examples of such activities are subject related quizzes, or exercises linked to module materials on QM Plus.

1.4 Marks from Summative Assessments
You are expected to participate in a range of activities assessing the outcomes of a learning process. Provisional and/or confirmed marks allocated from such summative assessments e.g. week 7 tests, coursework, and Examinations, often contribute to the overall module grade and programme degree classification.

1.5 Other Student Engagement Activities
You are expected to participate in a range of formal or informal activities that signify continued engagement with your programme of study. Examples of such activities are scheduled meetings with Personal Tutors/ Academic Advisors, and group work.

2. Action Following Identification of Students Who May Require Support

2.1 Actions taken by the School of Mathematical Sciences are designed to support students to engage or re–engage with their study programme. The underpinning principles are that the School, once it has admitted a student to a programme of study, has a duty of care to that student, whilst in turn the student has a responsibility to engage with the available support. In such cases, support will be designed by the School around the needs of the individual student.

2.2 If you are identified as approaching or failing below the minimum requirements of engagement set by the School an email will be sent to your Queen Mary email account alerting you to this and outlining the support mechanisms available to you to deal with the issues that may be contributing to it. Please be aware that if you do not reply to our email within seven days, we will put a record of your poor attendance in your file.

2.3 Once you are identified as in need of support in order to re–engage with your studies, you will be invited to a meeting with your Academic Advisor to discuss any issues that might be affecting your studies, and for the provision of encouragement/ advice (with possible referral to QM support services if necessary). The first port of call is your Academic Advisor, who in turn may liaise with the Senior Tutor and the Student Support Officer. In exceptional circumstances, a senior member of the School team, such as the Head of School, may be involved in this process.

2.4 The School of Mathematical Sciences will always try to help you if you are experiencing problems, but we cannot do so if we are not kept informed of them. If there are factors making engagement with your programme difficult, it is essential that you discuss these with your Academic Advisor, or an appropriate person in the School, at an early stage. This will give us the opportunity to intervene and provide the necessary support.

Deregistration

In cases of persistent absence or persistent failure to submit exercises, we may deregister you from a module.

Deregistration withdraws you from the module. You may not attend any further lectures or classes, submit any further exercises, or sit the examination.

If we deregister you from more than 30 credits (normally two modules) during an academic year, we will normally terminate your enrolment at QMUL.

If you fail to submit two weeks’ exercises for any particular module without good reason (or if you fail to submit one week’s exercises and there is additional evidence of poor attendance) the Senior Tutor or Student Support Officer will send a notice to your QMUL email address. If you fail to respond and adequately explain why you failed to submit the exercises, or you continue to be absent or fail to submit exercises, we will deregister you from the module.

The Registry will send you a letter informing you of this and we will place a copy in your file. This information may be passed on to your local authority or used in any reference from the School.

Extenuating Circumstances

If you believe that your ability to attend or submit a particular item of assessment has been negatively impacted by circumstances outside of your control and so as to cast doubt on the likely validity of the assessment as a measure of your achievement, you may wish to submit a claim for extenuating circumstances. Extenuating circumstances include illness, death of a close relative, etc.

Extenuating circumstances do not include computer problems, misreading your exam timetable, planned holidays or local transport delays.

If you do not feel you are well enough to attend any invigilated examinations then you should not attend and submit a claim for extenuating circumstances instead. You should note that the Academic Regulations state that if you attend an examination then you will be deemed to have declared yourself well enough to sit it and as a result any extenuating circumstances claim will not be considered.
Absences and Extenuating Circumstances

Excluding circumstance claim forms are available from the Maths Office and www.maths.qmul.ac.uk/ug/fg. If you believe that you have a case for consideration, you should complete this form and supply supporting documentation (for example medical certification, death certificate, police report and crime number, or other written evidence from a person in authority), and submit the paperwork to the Maths Office by the specified deadline. You will be given a receipt for the claim form you have submitted, which you must keep safe for the duration of your studies. Please note that although accompanying documentation can be submitted late, claims without any evidence cannot be considered. It is in your best interest to provide evidence and supporting documentation that is as comprehensive as possible.

All cases of extenuating circumstances are kept confidential until they are considered by a subcommittee of the examination board. All proceedings of the subcommittee are strictly confidential, and will not normally be discussed at the full examination board meeting.

It is your own responsibility to submit any claims for extenuating circumstances, not that of your advisor. Please ensure that if you do have what you believe is a valid case, you complete the submission process in accordance with the School guidelines and deadlines.

Normally, only the Student Support Officer and Senior Tutor see any supporting evidence for undergraduates. We do not distribute it to other staff, but we may disclose it in confidence to relevant College officials. Maths Office staff will process the form itself. Copies will go to your advisor, any relevant module organiser and your file, and will be available to any staff writing a reference for you.

It is not possible to make a retrospective claim for extenuating circumstances, specifically once you know your results. Therefore claims submitted after the deadline will not be considered by the examination board. Please refer to the full guidance notes on extenuating circumstances from the Advice and Counselling service or online at www.welfare.qmul.ac.uk

Missed in-term Assessments
If you report that an extenuating circumstance prevented you from submitting exercises and/or attending a test and we accept your reason then we will excuse you. We show an excused mark as E.

If you are absent for more than 5 days you must provide supporting documentary evidence such as a letter from your GP.

We normally ignore any excused marks when computing your overall average mark. Note that this puts more weight on your other assessed work.

If you miss exercises and/or tests for modules taught by other departments then you should speak to the module organiser directly and follow the rules of the department concerned.

Missed Examinations
Do not delay! If you report that an extenuating circumstance prevented you from attending an examination and we accept your reason then we will allow you to sit the examination later without any penalty (unless you graduate anyway).

We normally require documentary evidence such as a medical certificate or letter (a prescription is not acceptable) from the College Medical Centre, a GP, a hospital or the police. Please note that a medical certificate or letter from the Health Centre or your GP must clearly state that you were unfit to sit examinations during a specified period.

An examination sat later than normal because of extenuating circumstances is called a “first sit”. You normally take “first sits” the following May but we may allow you to take those necessary for progression in August. If you are a finalist and you pass enough credits to graduate then we will take account of any examinations missed because of extenuating circumstance when classifying your degree.

Note that if you attend an examination but later tell us that you were ill during the examination we cannot normally grant you a first sit. If you feel ill before an examination then it may be best not to attend the examination but instead to seek medical advice and submit a medical certificate.

General Disruption of Studies
If extenuating circumstances either disrupt your studies for a substantial period or have a substantial direct effect on your examination performance (but do not necessarily cause you to miss any assessments) then you should discuss your case with the Student Support Officer or Senior Tutor before completing a form.

If you wish the department to take account of your extenuating circumstances when determining your progression or degree classification then you should support your form with documentary evidence such as a letter from the College Medical Centre, a GP, a hospital or the police. The Examination Board will not consider extenuating circumstances without supporting documentary evidence.

Retaking the Year
If you expect that you might not meet the hurdle to progress, but have extenuating circumstances, you may be able to retake the year. In order to be considered for a retake, you must request this before the end of the examination period, i.e. before you know any of your examination results.

You must demonstrate that significant extenuating circumstances have been present for much of the academic year, which, for example, have led to your missing large parts of Semester A or B. Normally, extenuating circumstances covering only parts of the revision period or the examination period are insufficient. For further information see www.welfare.qmul.ac.uk/documents/leaflets/extcircs/5069.pdf

You should provide the Student Support Officer with a one-page summary detailing your case. Summarise briefly any extenuating circumstances affecting the current year and, where appropriate, refer to extenuating circumstances forms you submitted earlier. For recent occurrences that have not been covered by previously submitted extenuating circumstances forms, you should also submit a new extenuating circumstances form. The Senior Tutor will be able to advise you on whether a request to retake the year might be successful.

If you want to go ahead with a retake request, you need to complete a College Retake of Academic Year form, which is available from the Student Enquiry Centre, room CB02 in the Queens’ Building, hand in all completed forms to the Maths Office.

Interruption of Studies or Withdrawal
If you decide to withdraw from Queen Mary, either temporarily or permanently, you should discuss the matter with your advisor and read www.arcs.qmul.ac.uk/students/study/.

If you decide to proceed, you must complete an “Interruption of study” or “Withdrawal from College” form, which is available from Student Enquiry Centre, room CB02 in the Queens’ Building or the above web site. Then take the form to the Senior Tutor, who will want to discuss it with you before agreeing to sign it.
Absences and Extenuating Circumstances

If you wish to interrupt, i.e. withdraw temporarily, then you must do so by the end of the second semester. Interruption of studies is normally for one complete year but, in exceptional circumstances, the period may be up to two years. If you interrupt your studies then you lose the automatic right to enter examinations for modules that you took before you interrupted, and we will not allow you to enter for any examination in which you would be the only candidate.

Marking and Grading Criteria

Marking of assessed work in mathematical sciences is normally objective and specified down to a level of around 1–2% for an exam or around 5% for a test or exercise. We award marks for knowledge (e.g. reproducing definitions, theorems and proofs), understanding (e.g. applying definitions and theorems and constructing proofs) and technical ability (e.g. completing calculations correctly). We normally award partial marks for partial answers, such as partly correct knowledge, partial understanding or partly correct calculations.

All elements of assessment will include an indication of the allocation of marks to questions or sub-questions (although not necessarily at the level of detail used to mark the work). All assessment will follow the QMUL Code of Practice on Assessment and Feedback.

Mark ranges and their corresponding grades broadly mean the following.

59 - 50%, C
Adequate knowledge base and understanding of basic mathematics. Able to calculate quickly and accurately in some situations. Acceptable comprehension and clarity of expression.

49 - 40%, D, E
Limited evidence of understanding or ability to apply basic mathematics. Limited ability to calculate quickly or accurately. Limited ability to construct a logical argument. Poor comprehension. Inaccurate or vague explanations.

39 - 0%, F
No evidence of understanding or ability to apply basic mathematics. Unable to calculate quickly or accurately. Unable to construct a logical argument. No comprehension. Inaccurate or vague explanations.

100 - 70%, A
Excellent knowledge base with perceptive understanding of mathematics. Able to calculate quickly and accurately. Outstanding comprehension and clarity of expression.

69 - 60%, B
Good knowledge base and understanding of mathematics. Able to calculate quickly and accurately in most situations. Good comprehension and clarity of expression.
Writing and Assessment

Exercises
For most of our modules, we set exercises approximately once a week to illuminate the previous week's teaching. You must attempt these exercises in your own time, write out neat solutions and hand them in if required; the module organiser will tell you, usually in a lecture early in the semester. (We sometimes refer to these exercises as "coursework"). Doing the exercises for each module is compulsory.

Depending on the module, we may:

• "correct" or write comments on some exercises to provide you with feedback to help you learn;
• not look at any of the exercises.

We will provide "model solutions" on the web (and possibly also in other ways) to most of the exercises that we set, which you should use to learn how the module organiser would solve the problems. If your solution is different then it may still be correct, although the model solution may be better (e.g. more elegant, more succinct or more sophisticated).

There are normally weekly exercise classes in which you can get help, although higher—level modules may not have exercise classes.

Assessments
The main types of assessment that you will encounter as Mathematical Sciences students are:

• tests;
• written examinations;
• project reports and presentations.

Tests are short examinations held during the semester, usually near the middle. Tests normally contribute 10% to the overall mark for a module.

Final written examinations take place during the main and late summer examination periods and normally contribute at least 90% to the overall mark for a module.

Resits for Mathematical Sciences modules are typically assessed by synoptic reassessment. This means that the resit mark is based purely on the resit examination, and takes no account of any coursework marks or in—semester tests. There are occasional exceptions within Mathematical Sciences, and these will be clearly indicated. Resits for some (but not all) modules offered by other Schools are assessed by standard reassessment, which means that every item of assessment (coursework, reports, examinations) must be taken again. If you are not sure how your resit mark will be calculated, you should contact individual module organisers for further details.

A project involves writing a report that carries most of the marks and also giving a short presentation that may increase your marks if you do it well.

To get full marks in any assessed work (tests or exams) you must not only give the right answers but also explain your working clearly and give reasons for your answers by writing legible and grammatically correct English sentences. Mathematics is about logic and reasoned arguments and the only way to present a reasoned and logical argument is by writing about it clearly. Your writing may include numbers and other mathematical symbols, but they are not enough on their own. You should copy the writing style used in good mathematical textbooks, such as those recommended for your modules. You can expect to lose marks for poor writing (incorrect grammar and spelling) as well as for poor mathematics (incorrect or unclear logic).

If you take modules taught by other departments then you may have to write assessed essays, computer programs, or laboratory reports.
Referencing

Look at some published mathematical research papers for examples of how to reference previous work. Many suitable research papers are available via the QMUL Library and the research section of the School of Mathematical Sciences website at www.maths.qmul.ac.uk/research.

Different publications use different referencing styles; you should choose one and use it consistently. What is most important is to provide enough information that the reader can find the document you are referencing. You must always include the author and document title, and you must include the publication date of a printed document and the date when you last accessed an online document.

You should familiarise yourself with emergency procedures for all areas in which you work, noting the location of emergency exits, assembly points and equipment. In case of a fire, immediately leave the building by the nearest exit point. Do not use the lifts. Fire action notices are displayed in corridors and by fire escapes.

If required to evacuate the Mathematical Sciences Building, use the exit accessible from the stairwell nearest to you. For those using the front stairwell this will be the main entrance; for those using the rear this will be the rear doors in the basement. Students/staff in the Maths lecture theatre should leave by all three exits (two leading to the front, one to the rear). You should then congregate outside the Drapers Bar until allowed to return.

In an emergency, dial 3333 from any internal phone and clearly state the nature and location of the problem, your name, and the number you are calling from (if known). If no internal phone is available, call 999 and follow the normal procedure. We all have a duty of care towards fellow students and staff. You should ensure that corridors and doorways are not obstructed and that fire fighting equipment is not removed from its station.

For minor accidents, you can obtain first aid assistance by dialling 3333 from an internal phone or 020 7882 3333 from any other phone. For general enquiries, you can contact QMUL Security by dialling 5000 from an internal phone or 020 7882 5000 from any other phone.

Plagiarism

“QMUL defines plagiarism as presenting someone else’s work as one’s own irrespective of intention. Close paraphrasing, copying from the work of another person, including another student, using the ideas of another person, without proper acknowledgement or repeating work you have previously submitted without properly referencing yourself (known as ‘self plagiarism’) also constitute plagiarism.”—Regulations on Assessment Offences.

Plagiarism is a serious offence and all students suspected of plagiarism will be subject to an investigation. If found guilty, penalties can include failure of the module to suspension or permanent withdrawal from QMUL.

It is your responsibility to ensure that you understand plagiarism and how to avoid it. The recommendations below can help you in avoiding plagiarism.

• Be sure to record your sources when taking notes, and to cite these if you use ideas or, especially, quotations from the original source. Be particularly careful if you are cutting and pasting information between two documents, and ensure that references are not lost in the process.

• Be particularly careful with quotations and paraphrasing.

• Be aware that technology is now available at QMUL and elsewhere that can automatically detect plagiarism.

• Ensure that all works used are referenced appropriately in the text of your work and fully credited in your bibliography.

• If in doubt, ask for further guidance from your advisor or module tutor.
College ID Card

You will receive a College photo-ID card upon enrolment. This card is very important and you must carry it at all times on campus. If you do not produce this card upon request and satisfy staff that it is your card through comparison of your face and the photograph, College security staff may remove you from the building, or from campus.

The card shows your student number, which you will need for various purposes. You must take your College photo-ID card into all examinations and tests and display it on your table for inspection.

The card also serves as your library card and as an access card for certain buildings. Many buildings have security points at which you must show your card and others require you to touch your card on a reader (as with an Oyster card) to release the doors.

It is vital that you keep your card safe and with you at all times on campus. If you lose your card, or if your card is stolen, you should contact the Registry, who will be able to help you. The College may charge a fee to replace lost College ID cards.

Prizes

We award at least one School or College prize each year to the best first-year Mathematical Sciences undergraduates and several College prizes to the best second, third and final year Mathematical Sciences undergraduates. The prizes are all worth £100 each; the amount of money is not very large but the fact of receiving the prize is a useful addition to your curriculum vitae!

In recent years, we have also been able to award Institute of Mathematics and its Applications (IMA) prizes, consisting of a year’s free subscription, to the best two students in the final year in Mathematical Sciences.

The Following Mathematical Sciences students won prizes in summer 2013:

<table>
<thead>
<tr>
<th>Year</th>
<th>Student</th>
<th>Prize</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Apurbo Rahman</td>
<td>Mathematical Sciences First Year Prize</td>
</tr>
<tr>
<td>1</td>
<td>Adam Jones</td>
<td>Mathematical Sciences First Year Prize</td>
</tr>
<tr>
<td>2</td>
<td>Sheliza Siddiqui</td>
<td>Lois Hatton Prize</td>
</tr>
<tr>
<td>2</td>
<td>Rebecca Mac Carrick</td>
<td>Gamble Prize</td>
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<tr>
<td>2</td>
<td>Peter Christopher Chettleborough Byrne</td>
<td>Westfield Trust Prize</td>
</tr>
<tr>
<td>3</td>
<td>Marinos Efthymiou</td>
<td>Drapers’ Company Prize</td>
</tr>
<tr>
<td>F</td>
<td>Neil Michael Pieprzak</td>
<td>Westfield Trust Prize</td>
</tr>
<tr>
<td>F</td>
<td>Damiano Soardo</td>
<td>Westfield Trust Prize</td>
</tr>
<tr>
<td>F</td>
<td>Luke Edward Tripp</td>
<td>Westfield Trust Prize</td>
</tr>
</tbody>
</table>
Accreditation, Exemptions and Professional Bodies

The BSc Mathematics and Statistics (GG31) and MSci Mathematics with Statistics (G1G3) programmes are accredited by the Royal Statistical Society. This entitles graduates who achieve a first or second class degree, provided they have done enough statistics modules, to Graduate Statistician status, as well as giving final year students free membership of the Royal Statistical Society.

There are various professional examinations in accounting and actuarial science for which some of our programmes or modules may provide exemptions. Details can be found at http://www.maths.qmul.ac.uk/prospective–students/undergraduate–programmes/careers/professional–accreditation–and–exemptions

We also have close relationships with the two major UK professional societies for mathematics. Many of our staff are members of one or both societies. The London Mathematical Society was founded in 1865 and has a national and international membership of around 2,300 professional mathematicians. The Institute for Mathematics and its Applications was founded in 1964 and awards the Chartered Mathematician, Chartered Scientist and Chartered Mathematics Teacher designations. All of the above societies support their fields in many ways, such as producing journals, organising conferences, engaging with government and promoting public engagement.

The Student Guide

The Student Guide is a publication that you will receive at the start of the academic year. The Guide should be used together with this handbook for general information on your time at QMUL.

The Student Guide contains a wide range of information, including:

• Academic and student support services
• The academic year
• Campus facilities
• Details of some key Academic Regulations
• How to? advice
• Queen Mary contact information
• Calendar
• Graduation
• Student administration, and enrolment advice
• QMUL policies
• Campus and Queen Mary information

The Student Guide is also available on the ARCS website at www.arcs.qmul.ac.uk.
Queen Mary Websites

www.qmul.ac.uk
Queen Mary, University of London
www.maths.qmul.ac.uk
School of Mathematical Sciences
www.welfare.qmul.ac.uk
Advice and Counselling Service
www.careers.qmul.ac.uk
Careers
www.dds.qmul.ac.uk
Disability and Dyslexia Service
www.residences.qmul.ac.uk
Residential Services and Support
www.security.qmul.ac.uk
Security
www.arcs.qmul.ac.uk
Student Enquiry Centre
www.library.qmul.ac.uk
Library
www.its.qmul.ac.uk
IT Services
www.qmul.ac.uk/international
International Office

Other Useful Websites

www.qmsu.org
Students’ Union
www.estates.qmul.ac.uk/
Student Health Service
www.nursery.qmul.ac.uk
Nursery
www.slco.ac.uk
Student Loans Company
www.nhsdirect.nhs.uk
NHS Direct
www.samaritans.org
Samaritans
www.nightline.org.uk
Nightline
www.prospects.ac.uk
Careers Guidance
www.tfl.gov.uk
London Transport

Useful Websites
This section explains some of the main terms that you are likely to encounter in this handbook and in your studies.

**Academic credit** refers to an indicator of the amount of learning. Academic credits are awarded in multiples of 15.

**Academic level** refers to the relative complexity, depth of study, and learner autonomy required in relation to a module in the context of its discipline. Each module is assigned a level from the following scale:

- **Level 3**: Foundation or pre-degree level
- **Level 4**: Introductory
- **Level 5**: Intermediate
- **Level 6**: Final
- **Level 7**: Masters

**Academic year** refers to a period running from September to August. The developmental years of most undergraduate programmes follow academic years, and policies and regulations are always written by academic year. See also developmental year, and calendar year.

**Advanced standing** refers to a prior certificated study from another institution that is deemed equivalent to Queen Mary modules from which exemption is sought.

**Assessed coursework** refers to coursework that students are required to complete and submit, and which contributes in whole or in part to module marks and awards.

**Award** refers to undergraduate, graduate, and postgraduate certificates, diplomas, bachelors degrees (with and without honours), undergraduate masters degrees and postgraduate masters degrees. The awards offered by Queen Mary are detailed in the Ordinances and the Academic Regulations.

**Calendar year** refers to a twelve month period which may cross two academic years. See also academic year and developmental year.

**College Mark** refers to the weighted average of a student’s performance, calculated in accordance with the regulations for the award, on which the classification of the award is based.

**Compulsory module** refers to a module that must be taken in order to meet requirements for progression or award.

**Core module** refers to a module that must be taken and passed in order to meet requirements for progression or award.

**Co-requisite module** refers to a module that must be taken at the same time as another, specified, module.

**Developmental year** refers to a year of a programme. Normally one academic year of full time study, during which students are normally required to be registered for 120 credits of modules. Developmental years for part time students normally last two calendar years. See also academic year and calendar year.

**Dissertation, project, research project** refers to an extended piece of independent study assessed by an output report or extended essay. The dissertation or project comprises a significant part of most masters programmes.

**Element of assessment** refers to an individual item of assessment. The assessment for a module may comprise several elements of assessment.

**Enrolment** refers to a process by which individuals with offers of places to study become students of Queen Mary. New students must pre-enrol before enrolment, and returning students must re-enrol each year.

**Extenuating circumstances** refers to circumstances that are outside a student’s control which may have a negative impact on a student’s ability to undertake or complete any assessment so as to cast doubt on the likely validity of the assessment as a measure of the student’s achievement.

**First sit** refers to the repeat of all or part of a module’s assessment following a certified absence at the first attempt due to extenuating circumstances acceptable to the examination board. First sit module marks are not pegged.

**Invigilated examination** refers to a timetabled summative examination that contributes in whole or in part to the module mark.

**Level** See Academic level.

**Module assessment** refers to assessment of the performance of a student on a module. This may include a variety of elements and forms, including coursework, dissertations, and practical assignments.

**Module** refers to an approved block of teaching and learning leading to the award of academic credit and forming part of a programme of study.

**Module mark** refers to the overall module result. This may be an aggregate of marks from several elements of assessment, which may be weighted.
**Glossary**

**Prerequisite module** refers to a specified module that should be taken before a second specified module can be taken. The School of Mathematical Sciences distinguishes essential prerequisites that you must take and helpful prerequisites that we recommend you take.

**Programme regulations** refers to the regulations for an individual programme of study, approved by Senate, or its delegated authority.

**Programme of study (programme)** refers to a package of modules approved by Senate, or its delegated authority, and leading to an award of Queen Mary or the University of London.

**Progression** refers to the process of moving from one developmental year to the next, or from the taught element to the project element of a programme.

**Project** See dissertation

**QMACF** refers to the Queen Mary Academic Credit Framework. The structure of academic credits and levels applied to all modules and programmes leading to awards of Queen Mary or the University of London.

**Registration** refers to a process by which students sign up for modules of a programme of study.

**Required assessment** refers to assessment that students are required to complete to a prescribed standard and to submit, but which does not contribute to the module mark.

**Research project** See dissertation

**Research students** refers to students registered for a programme of study specifically designated as a research programme.

**Resit** refers to the repeat of all or part of a module’s assessments, following failure at a previous attempt. Resits do not involve the repeat of attendance for the module. They do not count towards the value of academic credit for which students must normally be registered in an academic or developmental year.

**Qualifying mark** refers to a specified minimum mark that must be obtained in one or more elements of assessment in order to pass a module. This is in addition to, and distinct from, the requirement to achieve a pass in the module mark to pass the module. For example: “Students must obtain a minimum aggregated and weighted average of 30.0 in addition to a module mark of 40.0 in order to pass the module.” The School of Mathematical Sciences does not currently use qualifying marks.

**Retake** refers to the repeat of a module following failure at a previous attempt. Retakes involve attendance and completion of all elements of the module, and the submission of all assessments (summative and formative). They count towards the value of academic credit for which students must normally be registered in an academic or developmental year. Module marks for retakes are not pegged. Retakes incur pro rata tuition fees.

**Special regulations** refers to programme regulations that diverge from the general Academic Regulations for exceptionally good reason, and which are approved by Senate, or its delegated authority. The special regulations are detailed in sections 7 and 8 of the Academic Regulations.

**Students** refers to students of Queen Mary. Ordinance C1 describes “those persons who are students of Queen Mary and associate students of Queen Mary”. The Academic Regulations apply to all students undertaking undergraduate or postgraduate study at Queen Mary, and to any persons whom Senate declares to be students of Queen Mary.

**Taught component** refers to the parts of a programme that are delivered as taught modules, as opposed to dissertations and projects. The term is generally used in relation to postgraduate programmes.

**Total credit value** refers to the total amount of academic credit required for an award.

**Threshold requirement** refers to a requirement used in the progression requirements for MSci programmes. Students must achieve a year—or aggregate—average (threshold) in order to progress to the next MSci developmental year. This is in addition to the credit requirements for general progression.

**University** refers to the University of London, unless otherwise specified.
Assessment Type Definitions

Invigilated examination (short code EXM): A formal, timed and invigilated assessment that takes place under the regulations for invigilated examinations. To include but not limited to: seen and unseen examinations (including on-line examinations) that take place in Queen Mary’s formal examination periods.

Coursework (short code CWK): An assessment that takes place during the module. To include but not limited to: essays, reports, presentations, poster presentations, seminar/tutorial work, in-class or in-semester tests, mid-sessional examinations, project proposals, exercises and homework sheets.

Practical (short code PRA): An assessment that requires the application or demonstration of knowledge and/or skills/competencies in a practical context. To include: laboratory work, computer work, performances, fieldwork and oral assessments in languages.

Dissertation/project (short code DIS): An extended piece of independent study that is assessed by the output report or long essay. To include but not limited to: dissertations, research projects and project reports.