

**PROGRAMME APPROVAL FORM
SECTION 1 – THE PROGRAMME SPECIFICATION**

1. Programme title and designation		Mathematics and Philosophy			
		For undergraduate programmes only			
		Single honours	Joint	Major/minor	
		<input type="checkbox"/>	<input checked="" type="checkbox"/>	<input type="checkbox"/>	
2. Final award					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
BA (Hons)	Mathematics & Philosophy	360	180	N/A	
3. Nested awards					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
N/A	N/A	N/A	N/A	N/A	
4. Exit awards					
Award	Title	Credit Value	ECTS equivalent	Any special criteria	
N/A	N/A	N/A	N/A	N/A	
5. Level in the qualifications framework			H		
6. Attendance					
			Full-time	Part-time	Distance learning
Mode of attendance			√	N/A	N/A
Minimum length of programme			3 years	N/A	N/A
Maximum length of programme			10 years	N/A	N/A

7. Awarding institution/body	King's College London
8. Teaching institution	King's College London
9. Proposing department	Philosophy
10. Programme organiser and contact Details	Dr Andrea Sangiovanni email: andrea.sangiovanni@kcl.ac.uk
11. UCAS code (if appropriate)	GV15
12. Relevant QAA subject benchmark/ Professional, statutory and regulatory body guidelines	Mathematics, Statistics and Operational Research; Philosophy
13. Date of production of specification	January 2009
14. Date of programme review	2015/16

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

16. Educational aims of the programme

i.e what is the purpose of the programme and general statements about the learning that takes place over the duration of the programme

Mathematics

- To teach the broadly accepted canon of university level undergraduate mathematics.
- To develop, through the study of mathematics, habits of independent rigorous thought and skill at solving problems, and to enable students to experience the excitement and satisfaction of discovery and solution.
- To train students to think logically and to present reasoned arguments clearly.
- To show the power of mathematics as an intellectual activity.
- To provide demanding courses within the capabilities of the students admitted to the Department; to give them confidence through the acquisition of technical and transferable skills and so encourage them to develop the ability to work and think for themselves.
- To provide an environment which offers students the opportunity to become active members of the mathematics community.
- Ensure that students acquire an understanding of their professional and ethical responsibilities.

Philosophy

- To provide students with education in philosophy, with emphasis on contemporary analytic philosophy and the history of philosophy, suitable for a variety of levels and circumstances, on the grounds that philosophy is a subject of central intellectual importance;
- To enable students to study a range of central philosophical debates, set against their historical background and in the context of key texts;
- To give students the intellectual skills and attitudes generated by the practice of philosophy, and to develop and encourage independent and rigorous philosophical thinking;
- To enable students to think, reason and communicate more effectively in a wide range of areas.

17. Educational objectives of the programme/programme outcomes (as relevant to the SEEC Credit Level Descriptors)

Mathematics

- An understanding of the depth of the main areas of modern mathematics at a level comparable with that of major national mathematics departments and at a standard comparable with that of the bachelor degree in other subjects.
- An appropriate level of understanding of the compulsory material in the programme.
- An appropriate level of skill in calculation and manipulation within this body of knowledge.
- Application of core concepts and principals at least in a well defined context.
- Appreciation of the importance of mathematics and its applications, and of the excitement and satisfaction of discovery.
- A range of transferable skills including the ability to think logically, to solve problems and to present reasoned arguments clearly, as well as some IT skills.
- The ability to work independently, pursuing meaningful independent study.

In the final year students are expected to consolidate the understanding of year 1 and 2 compulsory material, demonstrating ability to use this in a variety of contexts, and a critical awareness of its range

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

of application and validity. Students are expected to increase their knowledge in some areas of either abstract pure mathematics or application, or both.

Philosophy

On completion of a programme students should be better able to:

- assimilate complex material;
- analyse complex thought and argument, both written and oral;
- articulate and evaluate the specific questions underlying a more general question;
- draw information together in both oral and written presentation
- construct cogent arguments in the course of discussion;
- recognise the strengths and weaknesses in opposing views, and be prepared to formulate the best arguments for those views;
- accept the force of a conclusion warranted by a sound argument;
- organise their time efficiently.

The programme provides opportunities for students to develop and demonstrate knowledge and understanding and skills in the following areas:

- the history of philosophy, in either Greek or Modern philosophy
- ethics or political philosophy
- contemporary metaphysics, epistemology, methodology or logic
- a range of optional modules, in history of philosophy, non-Western philosophy, contemporary analytic philosophy, logic, and continental philosophy.

Knowledge and understanding

The programme provides a **knowledge and understanding** of the following:

Mathematics

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

Philosophy

1. Methodology of analytic philosophy and its contemporary debates;
2. The Philosophical discussion of values;
3. The historical context of philosophy;
4. Elementary logic;
5. Appropriate personal and professional conduct in the context of the discipline.

These are achieved through the following **teaching/learning methods and strategies**:

Mathematics

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

Philosophy

Skills 1-3 and 5 are acquired in group lectures and small group teaching in all years of the degree. Skill 4 is taught in Year 1 in the Introductory Logic module.

Assessment:

Learning outcomes are tested through unseen examination or presubmitted essays at the end of the academic year. All modules also include non-assessed coursework in the form of formative essays or in exceptional cases other types of

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

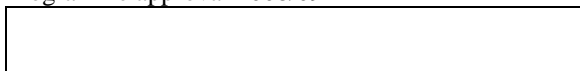
PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015



coursework (e.g. homework exercises in Logic).

Skills and other attributes

Intellectual skills:

1. Critical awareness to undertake analysis of complex, incomplete or contradictory areas of knowledge communicating the outcome effectively;
2. Critical awareness to synthesise information in a manner that may be innovative, utilising knowledge or processes from the forefront of the discipline/practice;
3. A level of conceptual understanding that will allow her/him critically to evaluate research, advanced scholarship and methodologies and argue alternative approaches;
4. Initiative and originality in problem solving. Can act autonomously in planning and implementing tasks at a professional or equivalent level, making decision in complex and unpredictable situations.

These are achieved through the following **teaching/learning methods and strategies:**

Mathematics

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

Philosophy

Intellectual skills are developed through the teaching and learning programme outlined above. All courses, however taught, involve discussion of key issues, practice in applying concepts both orally and in writing, analysis and interpretation of materials, and individual feedback sessions on coursework and on general progress. Skill 1 is especially developed in modules on the history of philosophy, but also in other modules which require the careful reading of texts from contemporary philosophy. Skills 2-9 are developed in all modules, with the oral component of skill 5 developed particularly through small group teaching (tutorials in year one, seminars in the second and third years).

Assessment:

The assessment methods outlined above demand the development of skills 1-9. 9 will be demonstrated increasingly throughout the degree, but will be most evident in final year.

Practical skills:

1. Can operate in complex and unpredictable and/or specialised contexts, and has an overview of the issues governing good practice;

These are achieved through the following **teaching/learning methods and strategies:**

Mathematics

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

2. Is able to exercise initiative and personal responsibility in professional practice;
3. Be able to read in the original language the appropriate literary or documentary texts

Philosophy

All modules include some component of small group teaching (either tutorials or seminars) which guides the development of these skills. Formative essays are required for most modules and this allows the students to develop these skills and respond to constructive criticism.

Assessment:

Learning outcomes are tested through presubmitted essays or unseen examinations at the end of the academic year, and by non-assessed coursework associated with small group teaching.

Generic/transferable skills:

1. Can work effectively with a group as leader or member. Can clarify tasks and make appropriate use of capacities of group members. Is able to negotiate and handle conflict with confidence;
2. Is able to use full range of learning resources;
3. Is reflective on own and others' functioning in order to improve practice;
4. Can competently undertake research tasks with minimum guidance;
5. Is an independent and self critical learner, guiding the learning of others and managing own requirements for continuing professional development;
6. Can engage confidently in academic and professional communication with others, reporting on action clearly, autonomously and competently;
7. Has independent learning ability required for continuing professional study, making professional use of others where appropriate.

These are achieved through the following **teaching/learning methods and strategies:**

Mathematics

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

Philosophy

Small group teaching in all courses develops skills 1, 2, 3, 4, 6, 8, and 9. Skills 1, 2, 3, 7 and 8 are developed through written work and feedback on same. The need to acquire skills 5, 6, 8 and 10 is inherent in producing assessed coursework, and applies to all courses. Skills 1, 6, 8 and 10 are relevant to tutorials, seminars and discussions.

Assessment:

Skills 1-8 and 10 are assessed through essays, class participation and oral presentations in seminars. Skill 9 is not formally assessed but is inherent in exposure to the subject.

18. Statement of how the programme has been informed by the relevant subject benchmark statement(s)/professional, statutory and regulatory body guidelines

Mathematics

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

See programme specification for single subject *BSc Mathematics* for Mathematics educational objectives.

Philosophy

The benchmark statement highlights the following as key components of a philosophy degree under the heading “Knowledge and Understanding”:

- Knowledge of the theories and arguments of some of the major philosophers, encountered in their own writings, and some awareness of important areas of interpretative controversy concerning the major philosophers.
- Familiarity with some of central theories and arguments in the fields of Logic, Metaphysics, Epistemology or Philosophy of Mind, broadly understood.
- Familiarity with some central theories and arguments in the fields of Moral, Political, or Social Philosophy, broadly understood.
- Some appreciation of the wide range of techniques of philosophical reasoning.

And under the heading “General philosophical skills”:

- An ability to identify underlying issues in various debates.
- Grasp of some philosophical problems, mentioning arguments for or against proposed solutions.
- Understanding of the importance of careful interpretation of a variety of texts.
- Views on the success of standard arguments.
- Familiarity with the use of specialised philosophical terminology.
- Awareness of the nature of sound arguments and logical fallacies.
- Appreciation of how generalisations can be supported or weakened by detailed discussion.
- Recognition of arguments on both sides of a philosophical question.

These components are all central to the Philosophy element of this programme. The items listed under the first heading correspond to the divisions of our “core” of required courses, which provide the structure especially for our first and second year modules. The items listed under the second heading are the skills acquired in all modules.

19. In cases of joint honours programmes please provide a rationale for the particular subject combination, either educational or academic

Mathematics and Philosophy as a Combined Honours Programme offers students the chance to acquire a similarly specialised knowledge of each subject, and also brings together two of the most fundamental and widely applicable intellectual skills. The combination provides a powerful background from which to proceed to more advanced study in either mathematics or philosophy or to pursue a wide range of careers. There are strong links, current and historic, between mathematics and philosophy, including logic (which is an important branch of both subjects) and the philosophy of mathematics.

Which is the lead department and/or School? Department of Philosophy, School of Arts & Humanities

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

20. Programme structure See Programme Handbook for modules to be taken.
If a Masters programme, are level 6 credit levels permitted within the programme? N/A
Maximum number of credits permitted with a condoned fail (core modules excluded) 45 credits
Are students permitted to take any additional credits, as per regulation A3; 5.10? Yes
Are students permitted to take a substitute module, as per regulation A3x 20.7? No
Are there any exceptions to the regulations regarding credits, progression or award requirements? (where relevant the information should also differentiate the particular requirements of pathways within a programme or nested/exit awards) <i>Philosophy</i> With permission from the Programme Coordinator, students may take a maximum of 60 credits (30 credits year 2, 30 credits final year) outside the programme from modules available in Departments of Philosophy in the University of London, or from modules available in the School of Arts & Humanities, School of Law or the School of Social Science & Public Policy (note, students are permitted to only take 30 credits of modules from within the College outside the Department). <i>Mathematics</i> To progress from year 1 to year 2 a student must gain an average mark of at least 40% in level 4 mathematics modules, with no mark lower than 33% and 90 credits passed. In exceptional cases, these requirements may be suspended for students with mitigating circumstances at the discretion of the department.
<ul style="list-style-type: none">• Students may be permitted to take modules from other departments within King's or intercollegiate mathematics modules with academic approval.

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

- Students may not obtain credit from modules based on largely overlapping content. (See below for details of modules).
- Where mathematics modules contain summative coursework, the coursework will only be used in calculating the overall mark at the first attempt. Resit students will be judged solely on their examination performance in their mathematics modules.
- Students of this programme cannot register for any Financial Mathematics modules 7CCMFMxx with the sole exception of 7CCMFM01 for which they will need the approval of the programme director and the module lecturer.
- As an exception, students will be allowed to take 5CCM250A in year 3 if they have chosen to defer 5CCM221A to year 3, taken 5CCM115B in year two and failed it at a condonable level.

Other relevant information to explain the programme structure

Please note that new students enrolling on the information provided on this section of the PAF will have these regulations stipulated throughout their programme of study. The only exception to this will be if there are changes made by Professional, Regulatory or Statutory Bodies that are noted to this programme.

(a) numbers of introductory, core, compulsory and optional modules to be taken in each year of the programme with related credit values

Year one: 120 credits earned through 3 x 15 credit level 4 compulsory modules and 1 x 15 credit level 4 optional module in the Department of Mathematics and 4 x 15 credit modules in the Department of Philosophy (see module table).

Year two: 120 credits earned through 4 x 15 credit modules in the Department of Mathematics (normally at level 5) and 4 x 15 credit modules in the Department of Philosophy (modules must include choices from at least two out of the three lists of level 5 modules; a maximum of 15 credits is permitted at level 6).

Final year: 120 credits. *Normally 60 credits at level 6 or higher from both Philosophy and Mathematics, but this may be varied at the discretion of the programme directors so long as the two subjects have approximately equal importance and there is a minimum of 30 credits at level 6 or higher in both Philosophy and Mathematics and a minimum of 90 credits at level 6 overall.*

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

(b) range of credit levels permitted within the programme

4, 5, 6 (exceptionally Level 7 in Department of Mathematics)

(c) maximum number of credits permitted at the lowest level

120 credits (*exceptionally 150 credits for students who transfer between programmes, in order to allow students to transfer in from year 1 of Mathematics BSc/MSci and substitute a 5CCMNNNB module by the equivalent 4CCMNNNA module*).

(d) minimum number of credits required at the highest level

90 credits

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

21. Marking criteria

All modules will be marked in accordance with the School's marking criteria where such exists, or else in accordance with the College's generic marking criteria.

22. Particular features of the programme which help to reduce the barriers experienced by disabled students and ensure that the programme is accessible to all students who meet the entry requirements

Structure

We welcome part time applications.

Publicity and programme handbook

These clearly communicate the key skills that will be required during the programme, the content of each module, the intended teaching methods to be used and the module's status (core/compulsory/optional).

Teaching methods

A wide range of teaching methods are utilised (as demonstrated by box 17), including: handouts in alternative formats, electronic resources placed on the website, lecture notes in advance in electronic formats and transcriptions available for outside speakers and films.

Assessment

Advice has been taken from the Equality and Diversity Department to ensure assessment methods do not unfairly discriminate against students with disabilities. The College's Special Examination Arrangements Committee (SEAC) considers requests for adjustments to assessment to take account of learning and/or physical disabilities. Module outlines specify the assessment methods that will be used and explain that SEAC will need to be notified about requests for alternative assessment methods. The form that the alternative assessment will take has been specified for each module in advance.

Feedback

Feedback on the programme is regularly collected from students, including information from students with disabilities about their learning experience. The information collected is used towards the on-going development and improvement of the programme. In particular, it has prompted closer working with ISS to ensure that subject resources are offered in a range of alternative formats wherever possible.

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

**PROGRAMME APPROVAL FORM
SECTION 2 – SUPPLEMENTARY INFORMATION**

Not all of the information in this section will be relevant for all programmes and for some programmes this section will not be relevant at all

1. Programme name

BA (Hons) Mathematics and Philosophy

2. Is this programme involved in collaborative activity?

Yes

No

If yes what type of Collaborative Provision is it (*tick appropriate box*)?

Does the programme have an access/feeder Programme for entry into it?

Does the programme have an articulation/ progression agreement for entry into it?

Dual Award

Franchised Provision

Joint Award

Partnership Programme

Recognition of Study or Award of Credit through off-campus study or placement

Staff and student exchange

Validated provision

Have the relevant stages and appropriate paperwork been approved and the paperwork forwarded onto QA&AA Office?

Yes

No

Not applicable

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

3. If the programme is a joint award with an institution outwith the University of London, validated provision or franchised provision, has the necessary approval been sought from College Education Committee?

Not approved

N/A

Please attach a copy of Part 1 of the Partner Profile and checklist submitted to the College Education Committee

4. Partnership programme - in cases where parts or all of the programme are delivered away from one of the College campuses by a body or bodies external to the College please provide the following details

Philosophy

Name and address of the off-campus location and/or external body

All Colleges of the University of London offering intercollegiate Philosophy modules/courses, namely University College London, Birkbeck College, Heythrop College, and the London School of Economics. These are the institutions who formerly collaborated with us in the Federal Philosophy BA. The relevant modules are listed on the websites of the Philosophy Departments at our partner colleges, which are updated annually; we will also provide our own students with information about the level 5 and 6 optional modules available at these colleges.

Percentage/amount of the programme delivered off-campus or by external body

0% to 18% depending on which modules/courses taken: we will allow students to take up to 30 credits in second and final year at our partner institution (thus up to 60 credits total over both years). However, it is unlikely any of our students will take this many credits at the other colleges, this is just a theoretical maximum. At level 6 it's likely that both we and the other Colleges will put some restrictions on students from other Colleges taking modules with a capped enrolment (e.g. modules taught by seminar).

Nature of the involvement of external body

Teaching and assessment.

Description of the learning resources available at the off-campus location

Expert teachers; teaching space; source material; library facilities.

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

Modules offered at other colleges in the University of London are subject to the Quality Assurance procedures in place in the individual colleges (as administered by teaching committees or equivalent).

Please attach the report of the visit to the off-campus location

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

N/A

Mathematics

Name and address of the off-campus location and/or external body

There is *no requirement* for students to take courses at colleges of the University of London outside King's, but subject to the approval of the relevant Programme Director permission *may* be granted to students in their Final Year to take courses at:

University College (University of London)
Queen Mary College (University of London)
Royal Holloway College (University of London)

Percentage/amount of the programme delivered off-campus or by external body

The vast majority of students take all their courses at King's. However, subject to the approval of the relevant Programme Director permission may be granted to students in their Final Year to take courses at other colleges of the University of London (as specified above); in practice students exercising this option will take not *normally* more than 30 credits outside King's.

Nature of the involvement of external body

All the colleges listed above are major colleges of London University or of equally high standing and run their own Mathematics programmes.

Description of the learning resources available at the off-campus location

They offer the same high quality resources as are available at King's.

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

All the colleges which are listed above have their own procedures for ensuring that a high quality programme is delivered.

Please attach the report of the visit to the off-campus location

N/A

Additionally, for Undergraduate Ambassador Scheme 6CCM330a:

Name and address of the off-campus location and/or external body

The Undergraduate Ambassador Scheme: London secondary schools

Percentage/amount of the programme delivered off-campus or by external body

Up to 2% (optional 3rd year 15 credit course)

Nature of the involvement of external body

Students spend a few hours per week in a Mathematics Department of a London secondary School, supervised by the staff of that school, assisting in the teaching of Mathematics.

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015

Description of the learning resources available at the off-campus location

Normal secondary school resources

What mechanisms will be put in place to ensure the ongoing monitoring of the delivery of the programme, to include monitoring of learning resources off-site or by the external body?

All schools are visited by KCL Mathematics Department staff, and an individual teacher is responsible for the student in the school. A member of KCL staff monitors the students while they are in the Undergraduate Ambassador Scheme.

Please attach the report of the visit to the off-campus location

Not applicable

5. Recognition of study or award of credit through off-campus study or placement - please indicate how the time will be spent, the length of time out, the amount of credit and whether it is a compulsory or optional part of the programme

Year abroad

Year in employment

Placement

Other (please specify)

Time spent ...N/A...Credit amount..N/A.....

6. Please provide a rationale for any such time outside the College, other than that which is a requirement of a professional, statutory or regulatory body

N/A

5. Please give details if the programme requires validation or accreditation by a professional, statutory or regulatory body

Name and address of PSB

N/A

Frequency of validation/ accreditation Date of next validation/ accreditation

QA&AA Approved: September 2009

PAF Amended for 2010-11 by ASQ: 5th May 2010

PAF modified by ASQ re: exit awards: 25th May 2010

PAF modified for 2010/11: 20 October 2010

PAF finalised for 2010/11: 15 October 2010

PAF modified for 2011/12 by ASQ: 9th February 2011

PAF finalised for 2011/12: 26th October 2011

PAF modified re: teaching split and change in modules: 27 January 2012

PAF finalised for 2012/13: 20 September 2012

PAF modified by QAS for 2013/14: 8th February 2013

PAF modified by QAS for 2014/15: 24th February 2014

PAF modified by AS for 2015/6: 5 September, 2015