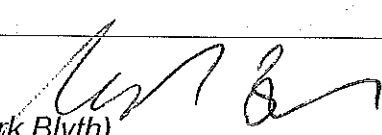
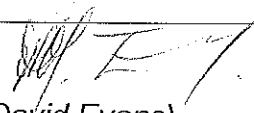
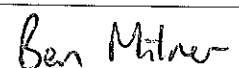


Learning and Teaching Committee of Senate

COURSE CLOSURE

Faculty	SCI	School	MTH
Courses to be closed			
Course Title (incl. award)		Course Code	UCAS Code
Master of Mathematics with a year in Australia (MMTH)		U1G106402	UNU1G106402
Master of Mathematics with a year in North America (MMTH)		U1G102402	UNU1G102402
Academic year students will be / were last admitted to the above course(s)			2013/14 – G106 2014/15 – G102
Are the above courses currently advertised in a prospectus?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Are there applicants for the above course(s) currently in the system?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
Date course will cease to be delivered (i.e. academic year in which final student(s) will complete / completed)			2016-17 – G106 2017-18 – G102
Will there be students continuing on the course after it ceases to recruit?			Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>
If yes, how many?			Yr1 4 x G102 Yr2 1 x G106 7 x G102 Yr3 Ind/Abr 4 x G106 4 x G102 Yr4 1 x G106 4 x G102
What are the implications for students currently on the course(s)?			
None, students will continue to be offered a full range of modules.			
Plans for phasing out (including when all students should complete, modules to be offered during the phase out period)			
The remaining students should complete the programme of study by the end of the 2016/17 or 2017/18 academic year as indicated above.			

Have continuing students affected by the closure of the course been consulted?	Yes	
	No	No
Reasons for discontinuation of course		
Programmes within the Faculty are being streamlined. These programmes will be replaced by MMTH Mathematics with a year abroad but students will continue to be able to select the same destinations.		
An Equality Impact Assessment Screening has been carried out (and is attached for the Head of School and Associate Dean)	Yes	Yes
	No	
A full Equality Impact Assessment has been carried out (and is attached for the Head of School and Associate Dean)	Yes	
	No	No
Who has been consulted in reaching the decision to close the course? (e.g. Marketing & Admissions Service)		
Admissions, Recruitment and Marketing, School, SCI LTQC, Learning and Teaching Service.		
Signature of Course Director	Date	
 (Dr Mark Blyth)	9/12/14	
Signature of Head of School	Date	
 (Professor David Evans)	10/12/14	
Signature of Associate Dean LTQ	Date	
 (Dr Ben Milner)	15/12/14	

Once complete, please email a copy of this proforma to

- **Arm Operations**
 - **Alix Delany Assistant Head of Admissions, UK/EU**
 - **Steve Carruthers Assistant Head of Admissions, International**
 - **Giles Whattam Assistant Head of Marketing**
 - **Helen Roberts Operations and UCAS Manager**
- **CAMS Manager, Planning Office (Andrew Watson)**
- **Relevant LTS Co-ordinator (Jean Whiting)**
- **Relevant Team Leader (Karin Goodby)**

Screening, Prioritisation and Equality Impact Assessment (Course Closure)

Section 1

1. Title of Course(s) to be withdrawn

MASTER OF MATHEMATICS WITH A YEAR IN NORTH AMERICA – U1G102402
 MASTER OF MATHEMATICS WITH A YEAR IN AUSTRALIA – U1G106402

2. What are the main aims and objectives of the course?

(Identifying the aims and objectives of a course may help identify any groups who may be adversely affected. For example, is it aimed at a particular audience or provide training in a specialist field of particular interest to a specific group?)

The learning outcomes for bachelor's level are:

A graduate who has reached the typical level [of attainment in the learning outcomes] should be able to:

- demonstrate a reasonable understanding of the main body of knowledge for the programme of study
- demonstrate a good level of skill in calculation and manipulation of the material within this body of knowledge
- apply a range of concepts and principles in loosely-defined contexts, showing effective judgement in the selection and application of tools and techniques
- develop and evaluate logical arguments
- demonstrate skill in abstracting the essentials of problems, formulating them mathematically and obtaining solutions by appropriate methods
- present arguments and conclusions effectively and accurately
- demonstrate appropriate general skills
- demonstrate the ability to work professionally with a degree of independence, seeking assistance when needed.'

A graduate who has reached the typical level for MMath should have reached the typical level for a bachelor's degree (see sections 5.14 and 5.15 of the benchmark statement) and further should be able to:

- demonstrate understanding of the main body of knowledge of the programme of study, which should provide a basis for originality in developing and/or applying ideas, often within a research context, and should extend and enhance the understanding associated with achievement at the bachelor's level
- apply knowledge and problem-solving abilities in new or unfamiliar environments within broader (or multidisciplinary) contexts related to the programme of study integrate knowledge and handle complexity, and formulate judgements with incomplete or limited information, where appropriate reflecting on social or ethical responsibilities linked to the application of that knowledge or those judgements
- communicate conclusions and the knowledge and rationale underpinning these, to specialist and non-specialist audiences, clearly and unambiguously
- demonstrate the ability to work professionally with a considerable degree of independence
- continue to study in a manner that may be largely self-directed or autonomous.'

3. What is the profile of registered students over the past five years in terms of gender, ethnicity, age, and disability?

See Attached.

4. What is the profile of applications over the past five years in terms of gender, ethnicity, age, and disability?

See Attached.

5. Who are the other stakeholders (in addition to those listed in 3 and 4) in relation to this course (for example, the Funding Councils, UCAS, PSRBs local communities, other Schools or departments within UEA, other strategic partners)?

School of Computing Sciences.

Section 2

1. Are the different groups taking the course likely to have different needs, experiences, issues and priorities in relation to it? No

2. Are there any indications of higher or lower application, participation or success rates for this course for members of these groups? N/A

3. In the light of the above, are there any likely or potential differences in the way in which the withdrawal of the course(s) will impact upon these different groups? None

Group Characteristic:	Yes, No or Not Known	Please elaborate (and give examples of any evidence or data used)
Age	No	
Disability	No	
Gender	No	
Racial group	No	
Religious belief	No	
Sexual orientation	No	
Transgender	No	

4. To what extent does the withdrawal of this course have the potential to meet or hinder the policies, values or objectives of the University with regard to equality of opportunity ?

High potential

Moderate potential

Low potential

None

Please elaborate:

Based on the information above, indicate whether a full impact assessment is recommended:

Yes

No

Please outline your reasons below:

--

What priority do you assign to this impact assessment?

High

Medium

Low

Completed by: Caroline Rose

Date: 26.11.2014

Validated by:

Date:

Follow up Action Required	Completion date	Person Responsible

Course Name / Academic Year Src

MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)

MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)

Stage Code	Gender	MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)										MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)																				
		Avg. gender\$	2009/0	2010/1	2011/2	2012/3	2008/9	2009/0	2010/1	2011/2	2012/3	% of Total gender\$	2008/9	2009/0	2010/1	2011/2	2012/3	Avg. gender\$	2009/0	2010/1	2011/2	2012/3	% of Total gender\$									
1	FEMALE	3	3	2	4	50.00%	50.00%	40.00%	66.67%	100.00%	3	3	3	7	3	3	3	3	60.00%	63.64%	33.33%	3	3	3	7	3	3	60.00%	63.64%	33.33%		
2	MALE	3	3	3	2	1	50.00%	60.00%	33.33%	100.00%	3	3	2	4	6	2	2	4	40.00%	36.36%	66.67%	3	3	2	4	6	2	2	4	40.00%	36.36%	66.67%
2	FEMALE	3	3	1	2	4	50.00%	50.00%	33.33%	100.00%	3	3	1	2	3	2	1	1	100.00%	25.00%	37.50%	3	3	1	3	5	3	50.00%	100.00%	100.00%		
3	MALE	3	3	3	4	50.00%	50.00%	75.00%	66.67%		3	3	3	3	5	3	3	3	100.00%	75.00%	62.50%	3	3	3	3	5	3	50.00%	100.00%	100.00%		
4	FEMALE	1	1	1	1	1	25.00%	50.00%	33.33%	33.33%	1	1	1	1	1	1	1	1	100.00%			1	1	1	1	1	1	100.00%			100.00%	
4	MALE	3	3	1	2	2	75.00%	50.00%	66.67%	66.67%	3	3	1	2	2	1	1	1	100.00%			3	3	1	2	2	1	1	100.00%			100.00%

Course Name / Academic Year S/c

MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)

MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)

Stage Code	Ethnicity	MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)					MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)														
		Avg. ethnicity\$ 2008/9	2009/0	2010/1	2011/2	2012/3	% of Total ethnicity\$ 2008/9	2009/0	2010/1	2011/2	2012/3	Avg. ethnicity\$ 2008/9	2009/0	2010/1	2011/2	2012/3	% of Total ethnicity\$ 2008/9				
1	Not given																				
	Other																				
	White	6	3	4	6	1	100.00%	100.00%	80.00%	100.00%	100.00%	3	3	5	10	1	100.00%	100.00%	100.00%	90.91%	9.09%
	White/Black African			1			20.00%														
2	Black - African											1					50.00%				
	Other																				
	White	6	6	4	5	4	100.00%	100.00%	100.00%	83.33%	100.00%	1	2	3	4	7	50.00%	100.00%	100.00%	100.00%	100.00%
	White/Black African				1		16.67%														
3	White																				
4	Black - African													1			100.00%				
	White	4	4	2	3	3	100.00%	100.00%	100.00%	100.00%	100.00%	1				1	100.00%				100.00%

Course Name / Academic Year Src

Stage Code	Age Band At Entry	MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)										MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)																									
		Avg. ageband\$	2010/0	2010/1	2011/2	2012/3	2008/9	2009/0	2009/1	2010/1	2011/2	2012/3	% of Total ageband\$	Student_Count	2010/0	2010/1	2011/2	2012/3	2008/9	2009/0	2009/1	2010/1	2011/2	2012/3	% of Total ageband\$	Student_Count											
1	16-20	6	3	5	6	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	3	3	4	11	9	100.00%	100.00%	100.00%	80.00%	100.00%	100.00%	20.00%	1	4	4	11	9	100.00%	100.00%	100.00%	80.00%	100.00%	100.00%		
	21-24																									1											
2	16-20	6	6	4	6	4	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	1	2	2	4	8	50.00%	100.00%	100.00%	66.67%	100.00%	100.00%	66.67%	1	2	2	4	8	50.00%	100.00%	100.00%	66.67%	100.00%	100.00%		
	21-24																									1	1	1	1	1	50.00%	50.00%	33.33%	33.33%			
3	16-20	3	3	1	3	3	75.00%	75.00%	50.00%	100.00%	100.00%	100.00%	1	1	1	1	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	1	1	1	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		
	21-24																																				
4	45-54	1	1	1	1	1	25.00%	25.00%	25.00%	50.00%	50.00%	50.00%	1	1	1	1	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	1	1	1	1	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%	100.00%		

Course Name / Academic Year Strc

MATHEMATICS WITH A YEAR IN AUSTRALIA (MMTH)

MATHEMATICS WITH A YEAR IN NORTH AMERICA (MMTH)

Stage Code	Disability	2008/9	2009/0	2010/1	2011/2	2012/3	2008/9	2009/0	2010/1	2011/2	2012/3	2008/9	2009/0	2010/1	2011/2	2012/3	Avg. disability\$ _Student_Count	% of Total disability\$ _Student_Count along Pane (Down)	
1	Disability A specific learning difficulty such as dyslexia			2							33.33%				1				
	Aspergers Syndrome/other Autistic Spect Disorder			1							20.00%								
	Mental health condition										33.33%								
	No disability	1													1				
2	Disability A specific learning difficulty such as dyslexia	6	2	4	4	1	100.00%	66.67%	80.00%	66.67%	100.00%	3	3	5	9	9	100.00%	100.00%	81.82%
	Aspergers Syndrome/other Autistic Spect Disorder			1							16.67%								
	Mental health condition										25.00%								
	No disability	6	6	3	5	4	100.00%	100.00%	75.00%	83.33%	100.00%	2	2	3	4	6	100.00%	100.00%	100.00%
	No disability										50.00%								
3	Disability or impairment not listed above	1	1	1			25.00%	25.00%	50.00%										
	Mental health condition										33.33%								
	No disability	3	3	1	3	2	75.00%	75.00%	50.00%	100.00%	66.67%	1	1	1	1	1	100.00%	100.00%	100.00%