

## **CETL-MSOR Conference 2015**

### **Cheryl Voake-Jones and Jane White: Student enhancements of mathematics support provision – two very different approaches**

The Mathematics Resources Centre (MASH) at the University of Bath received funding from the Thriplow Charitable Trust to provide employment opportunities to vocational entry students. We have used this funding to enhance the support provision for students who have difficulties with the mathematical content of their course. A substantial amount of support is already provided for these students in three subject areas: Sports and Exercise Science (SES), Electronic and Electrical Engineering and Computer Science (CS). Details of this support, which includes the provision of pre-sessional materials, additional small group support and alternative teaching arrangements, were presented at previous CETL-MSOR conferences.

During the spring of 2015, we employed six students to work alongside us on this project; three SES students (all Year 1) and three CS students (Year 1, Year 2, Year 3), who were all from a vocational background. Ideas were given to the students as to what support provision enhancement may look like, but ultimately it was left up to them to determine the most appropriate focus of any additional support.

In this session, we will talk about the approaches taken by the students and demonstrate the outputs of their employment. Activities undertaken include creation of a 'survival guide' for Year 1 students, a promotional video, an extra tutor in class and user analysis. The two groups tackled the project very differently and the comparison between their approaches will be highlighted and discussed. We will present a reflection of the projects from the students' viewpoints and outline future plans for further developments in this area.