Beyond Diagnostics

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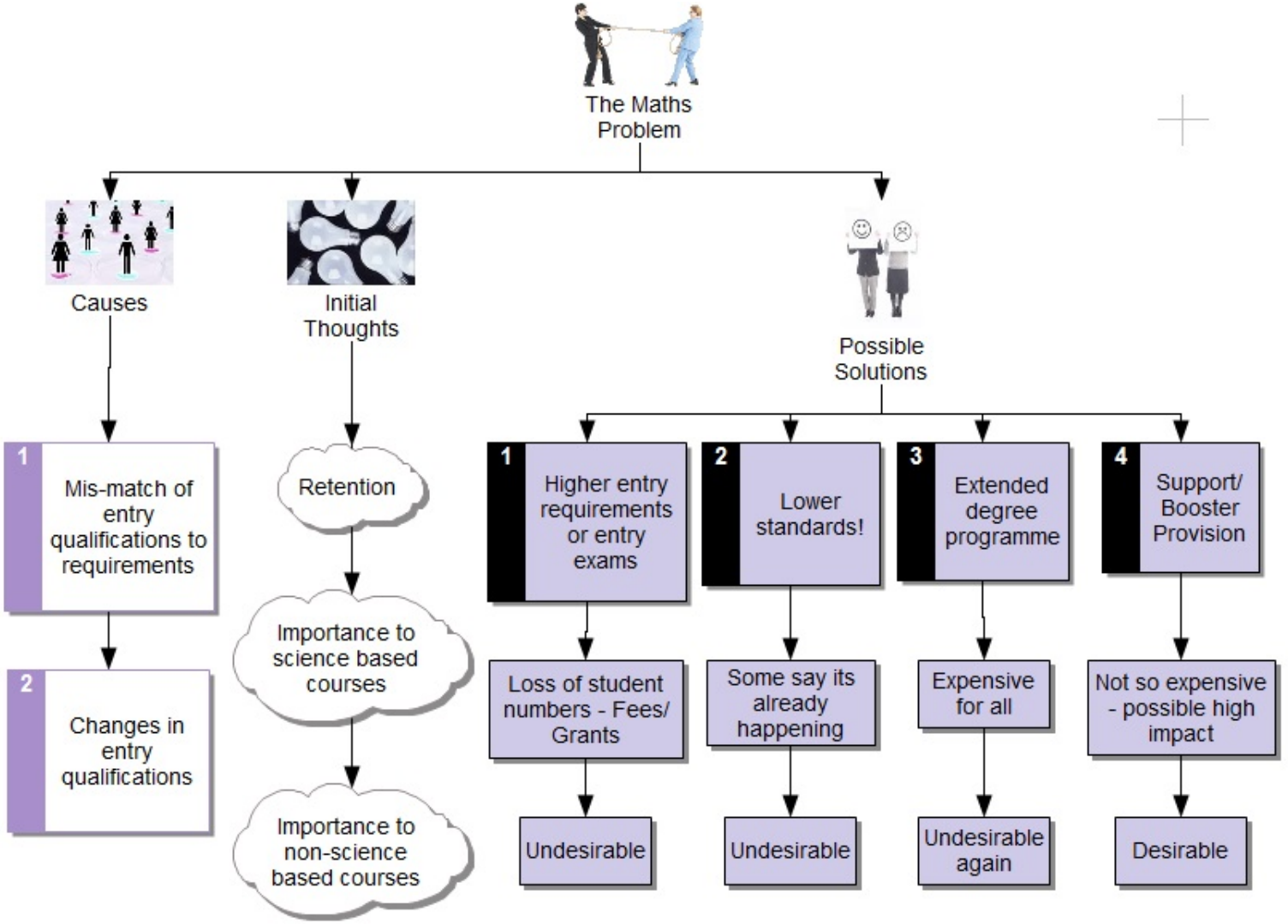
The University of Sheffield

- Rational & Strategy
- Preparation & Technical
- Our experience
- Results
- Reflection

Overview



Possible solution 4

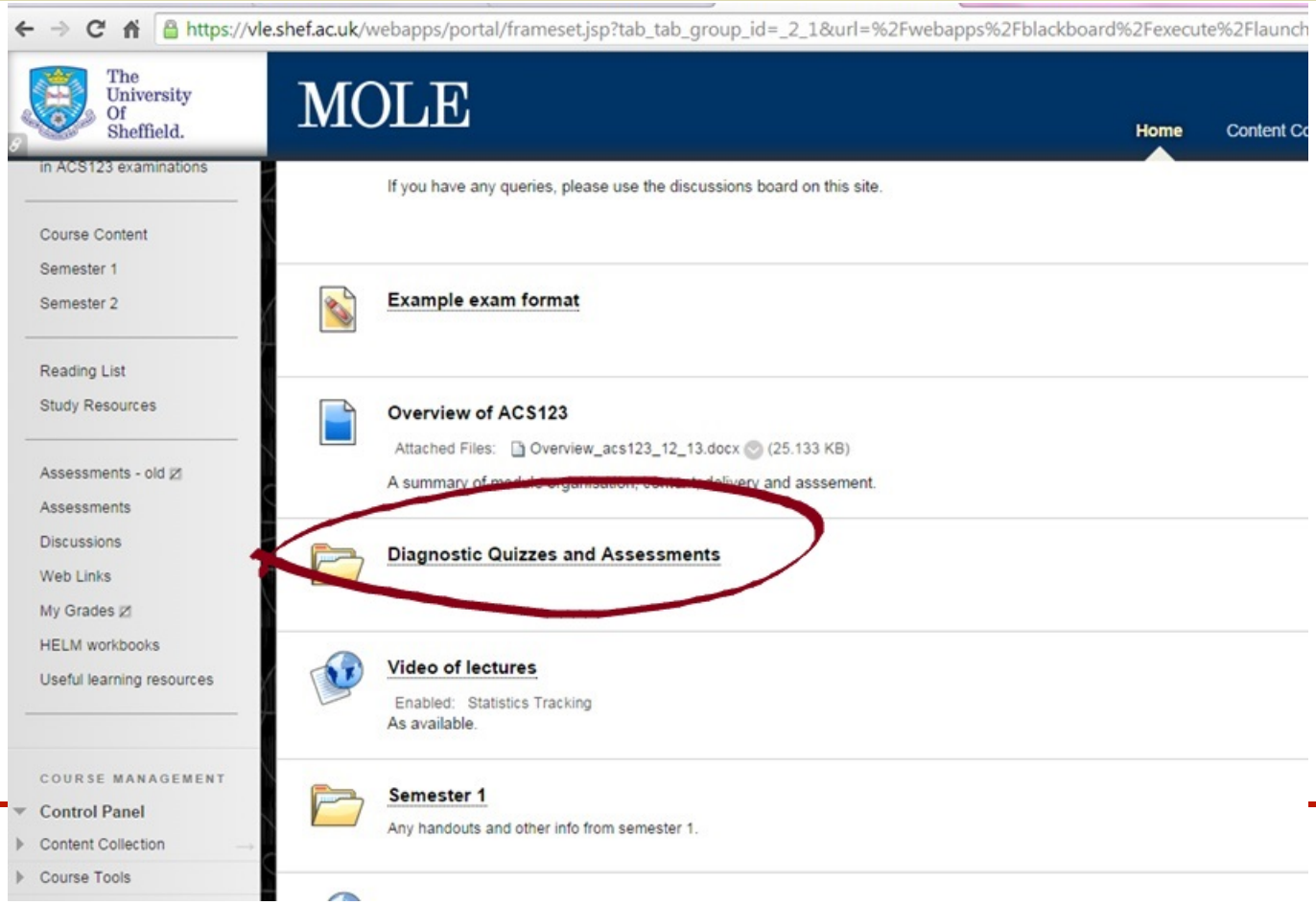
- One-to-one
- Working with groups
- Paper-based and online learning resources
- Hands on workshops
- Diagnostic testing
- Audits and consultations
- Feedback

Maths & Stats Support

- Collaborating with departments
  - Academic
  - Technical
  - Professional
- Steering group
  - Inform
  - Endorse

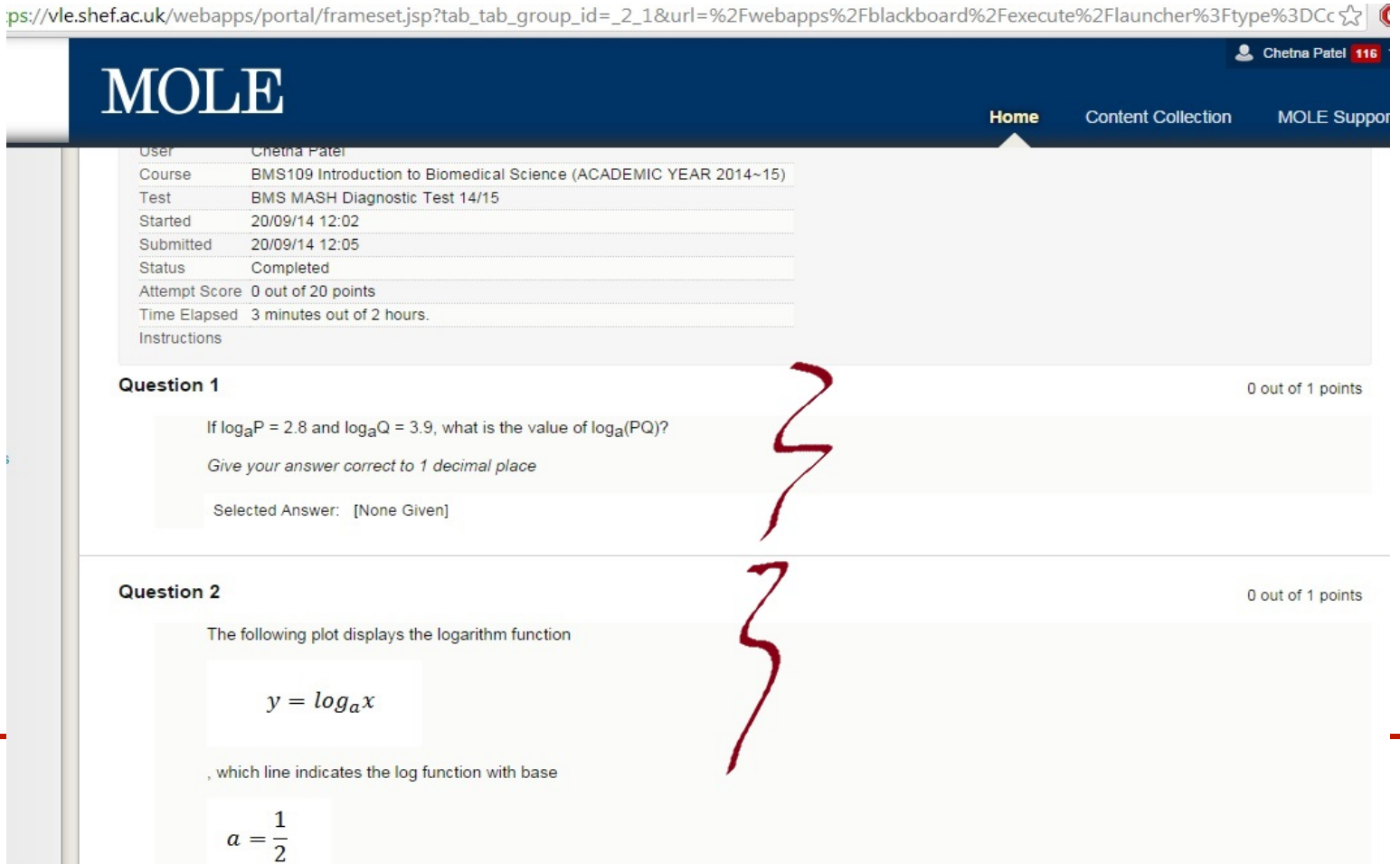
Diagnostic Testing Element

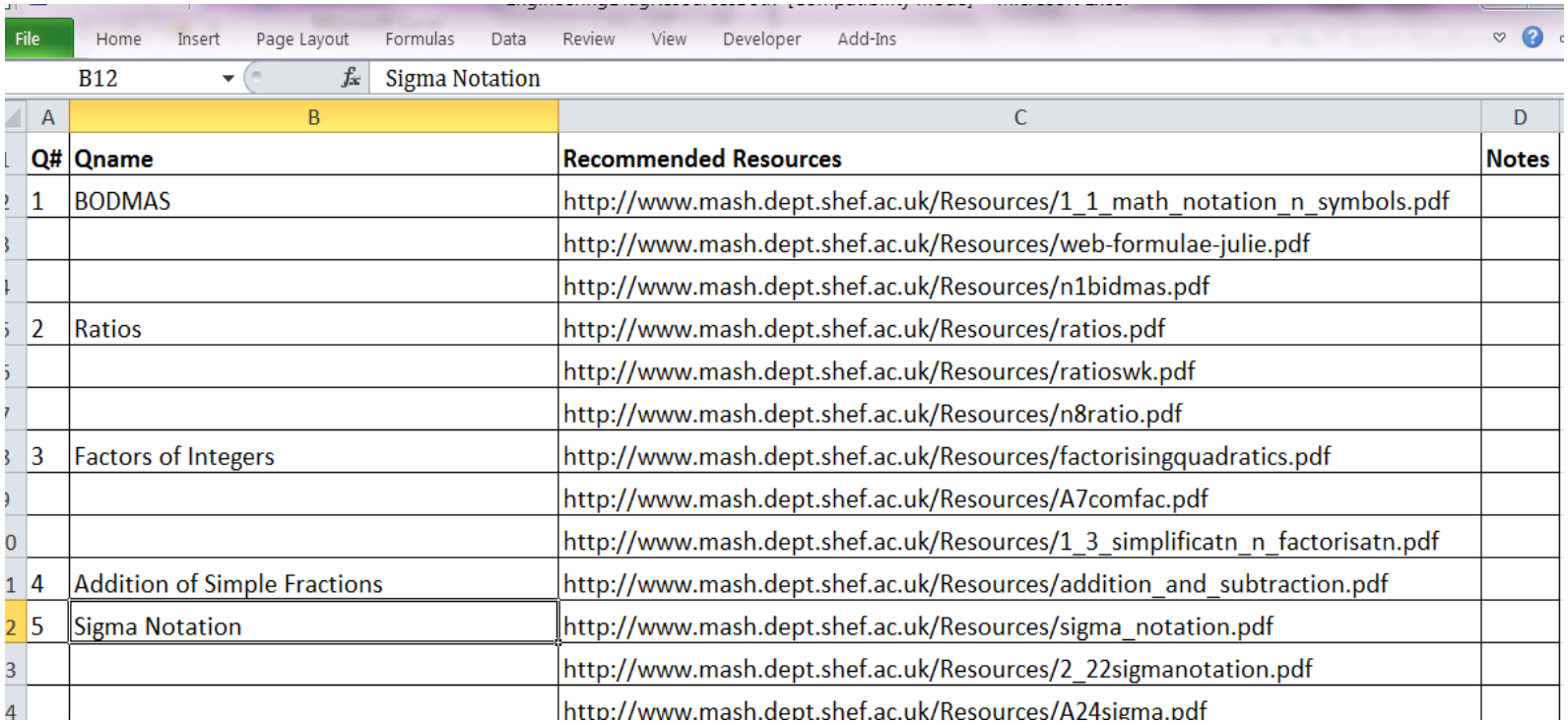
Diagnostic Quizzes



View Test Results

Feedback on answers after 2 Weeks



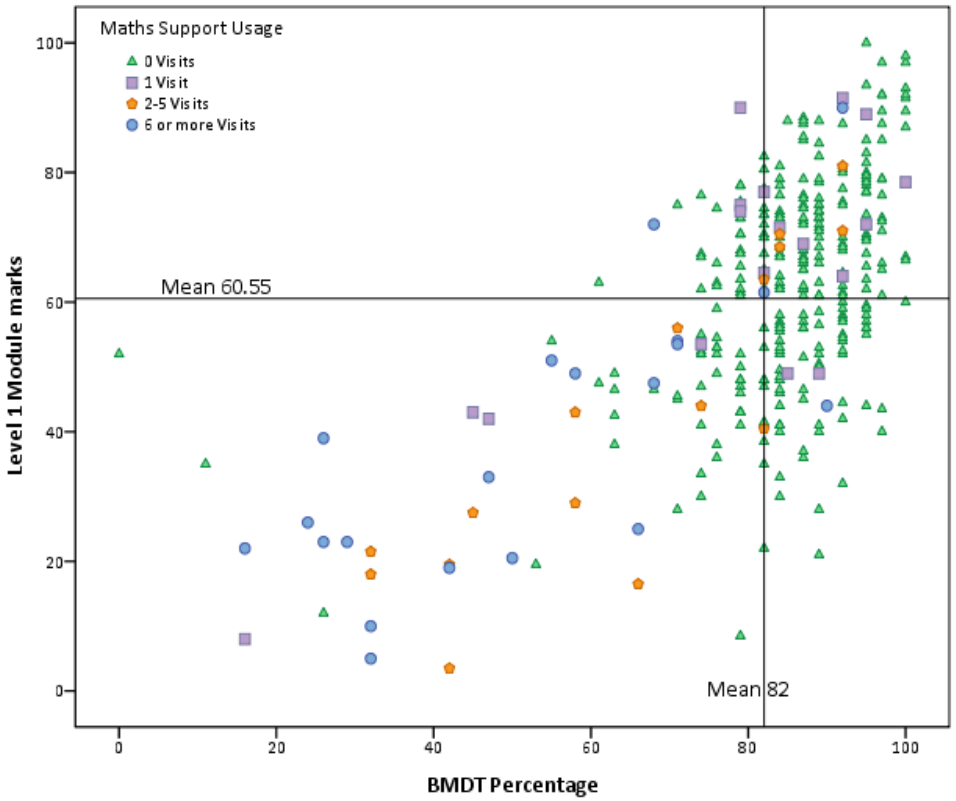


	A	B	C	D
1	**Q#**	**Qname**	**Recommended Resources**	**Notes**
2	1	BODMAS	http://www.mash.dept.shef.ac.uk/Resources/1_1_math_notation_n_symbols.pdf	
3			http://www.mash.dept.shef.ac.uk/Resources/web-formulae-julie.pdf	
4			http://www.mash.dept.shef.ac.uk/Resources/n1bidmas.pdf	
5	2	Ratios	http://www.mash.dept.shef.ac.uk/Resources/ratios.pdf	
6			http://www.mash.dept.shef.ac.uk/Resources/ratioswk.pdf	
7			http://www.mash.dept.shef.ac.uk/Resources/n8ratio.pdf	
8	3	Factors of Integers	http://www.mash.dept.shef.ac.uk/Resources/factorisingquadratics.pdf	
9			http://www.mash.dept.shef.ac.uk/Resources/A7comfac.pdf	
10			http://www.mash.dept.shef.ac.uk/Resources/1_3_simplificatn_n_factorisatn.pdf	
11	4	Addition of Simple Fractions	http://www.mash.dept.shef.ac.uk/Resources/addition_and_subtraction.pdf	
12	5	Sigma Notation	http://www.mash.dept.shef.ac.uk/Resources/sigma_notation.pdf	
13			http://www.mash.dept.shef.ac.uk/Resources/2_22sigmanotation.pdf	
14			http://www.mash.dept.shef.ac.uk/Resources/A24sigma.pdf	

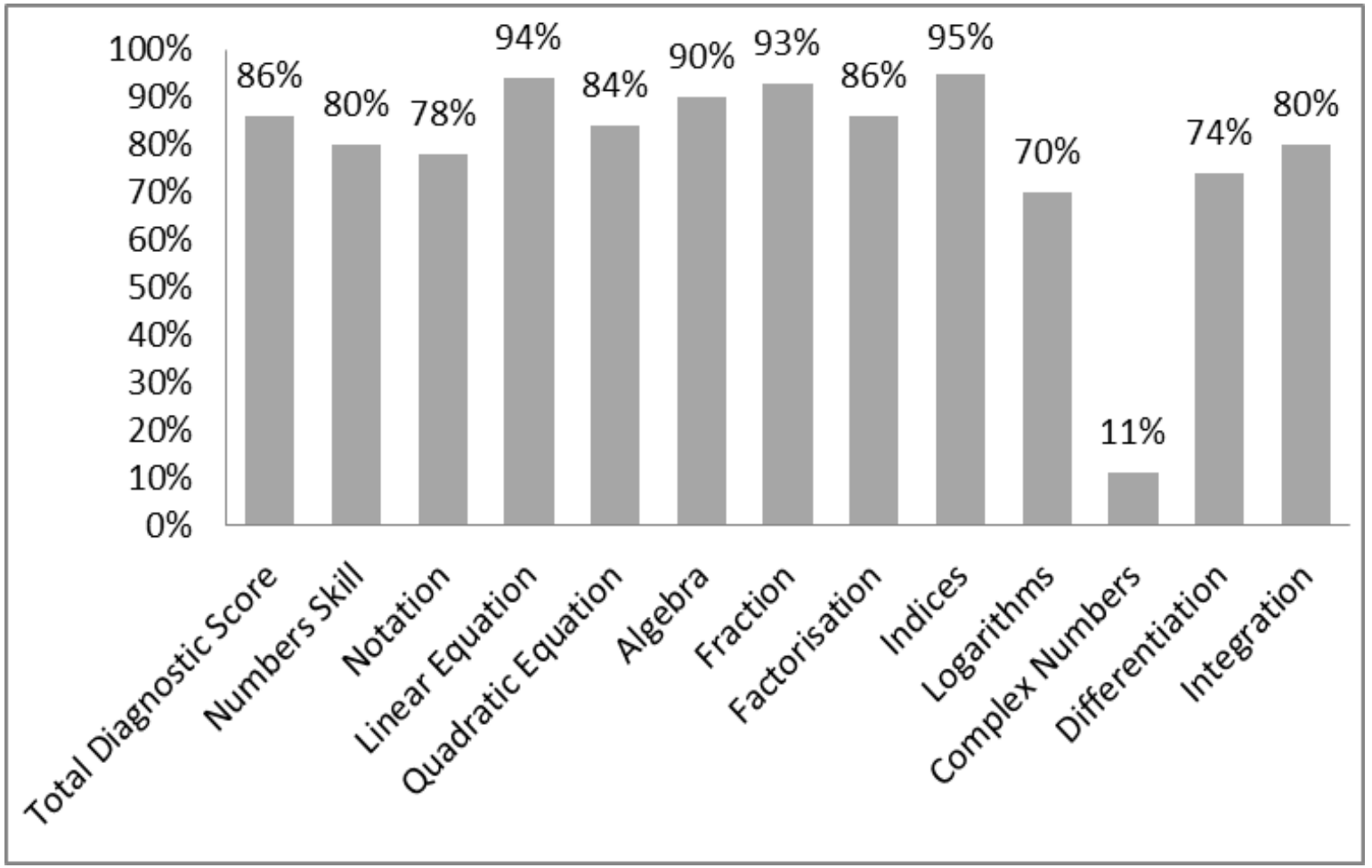
Profiles and resources Links

Faculty	2009/10	2010/11	2011/12	2012/13	2013/14	2014/15	Total
Engineering	638	604	587	435	534	944	3742
Foudation (Science)	0	0	0	0	34	53	87
Biomedical Sciences	0	0	0	0	229	198	427
Health and Related Research	0	0	0	0	19	28	47
Molecular Medicine	0	0	0	0	0	28	28
Total	638	604	587	435	816	1251	4331

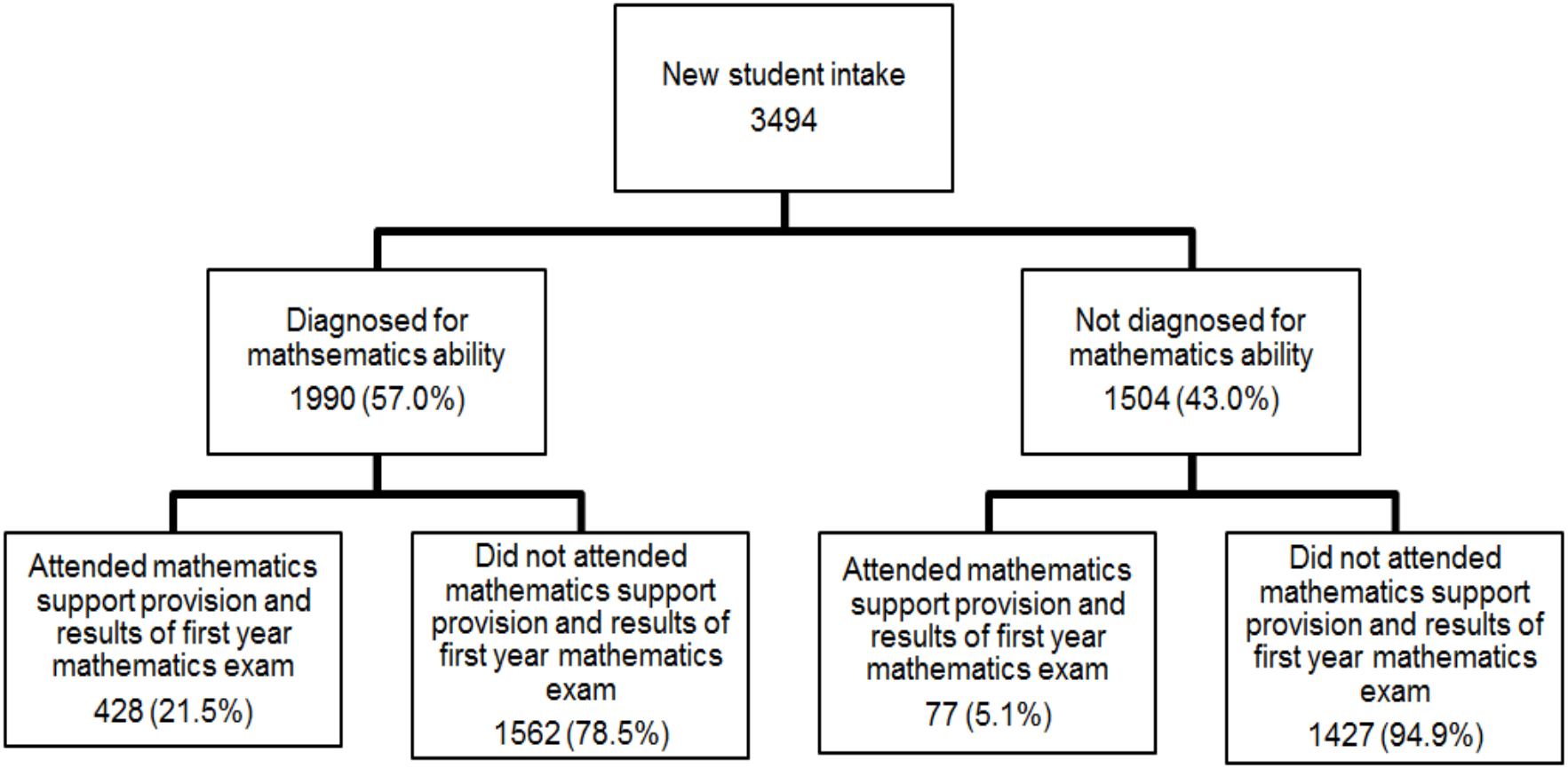
Figure by Academic years



Correlation

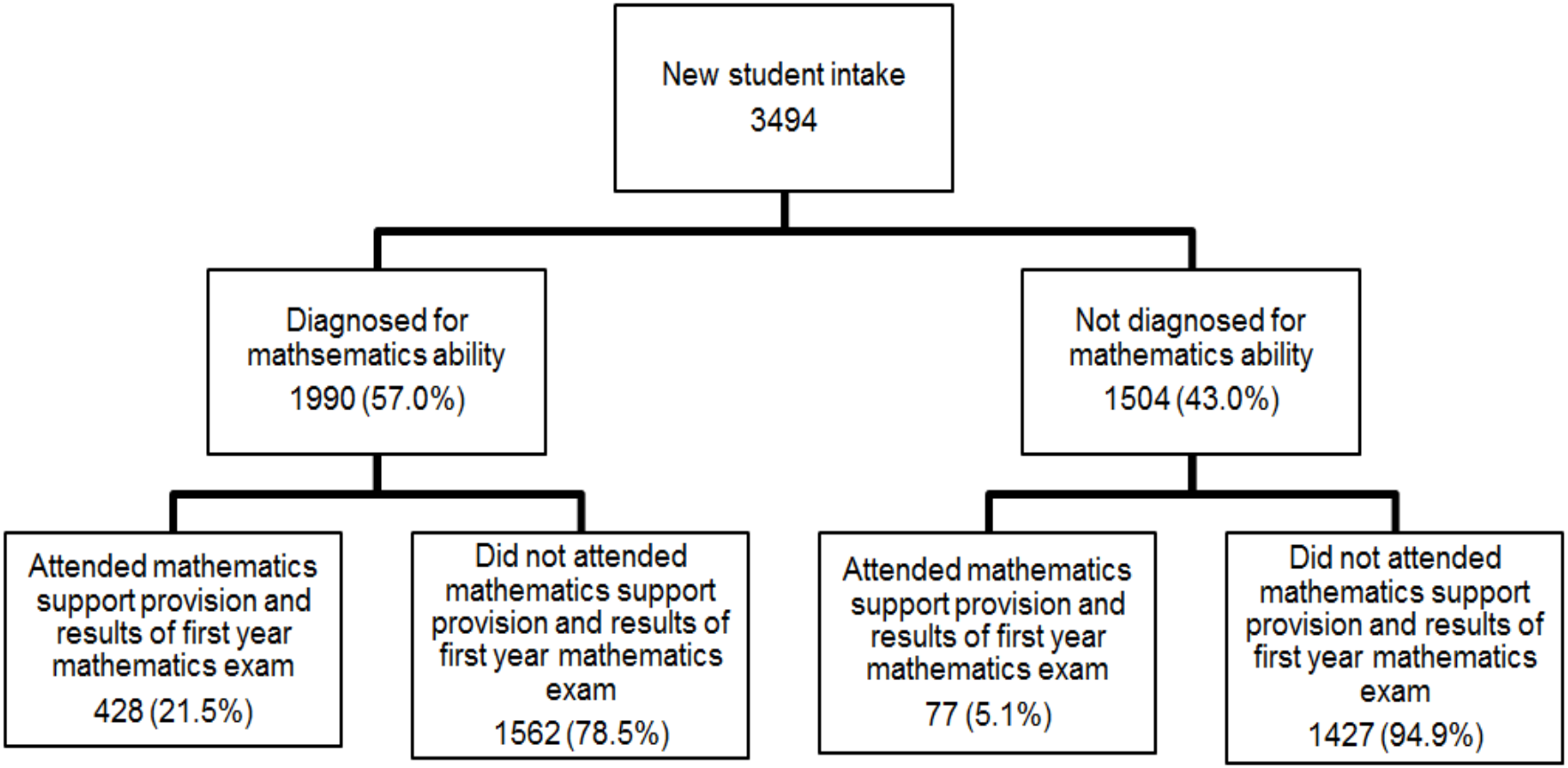


Scores by Topics



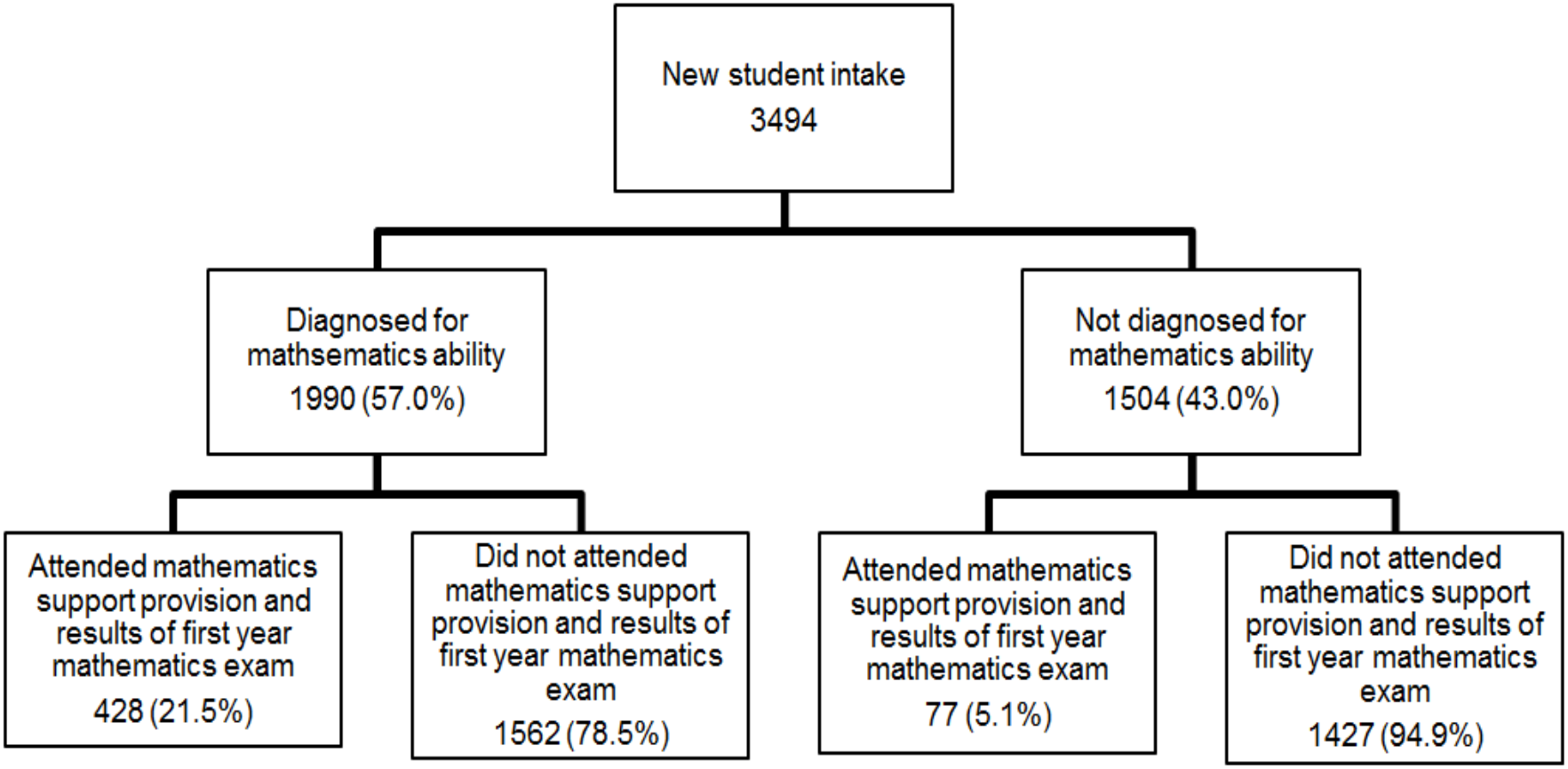
Largest group – diagnosed but no support used

- Informed about strengths and weaknesses
- Access to resources



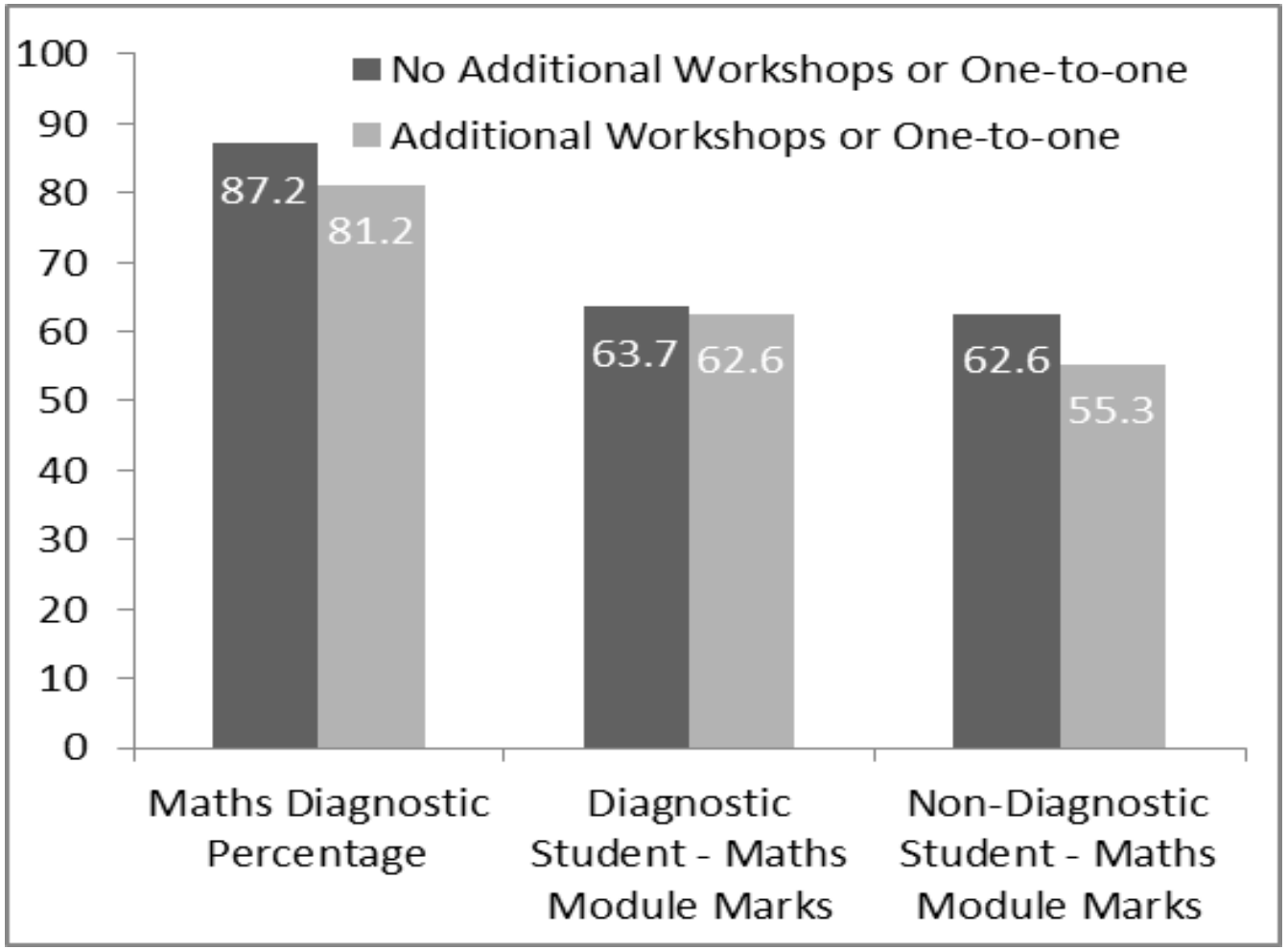
Smallest group – not diagnosed but used support

- Found out about MASH via publicity or work of mouth
- Suggesting promotion element of diagnostic process

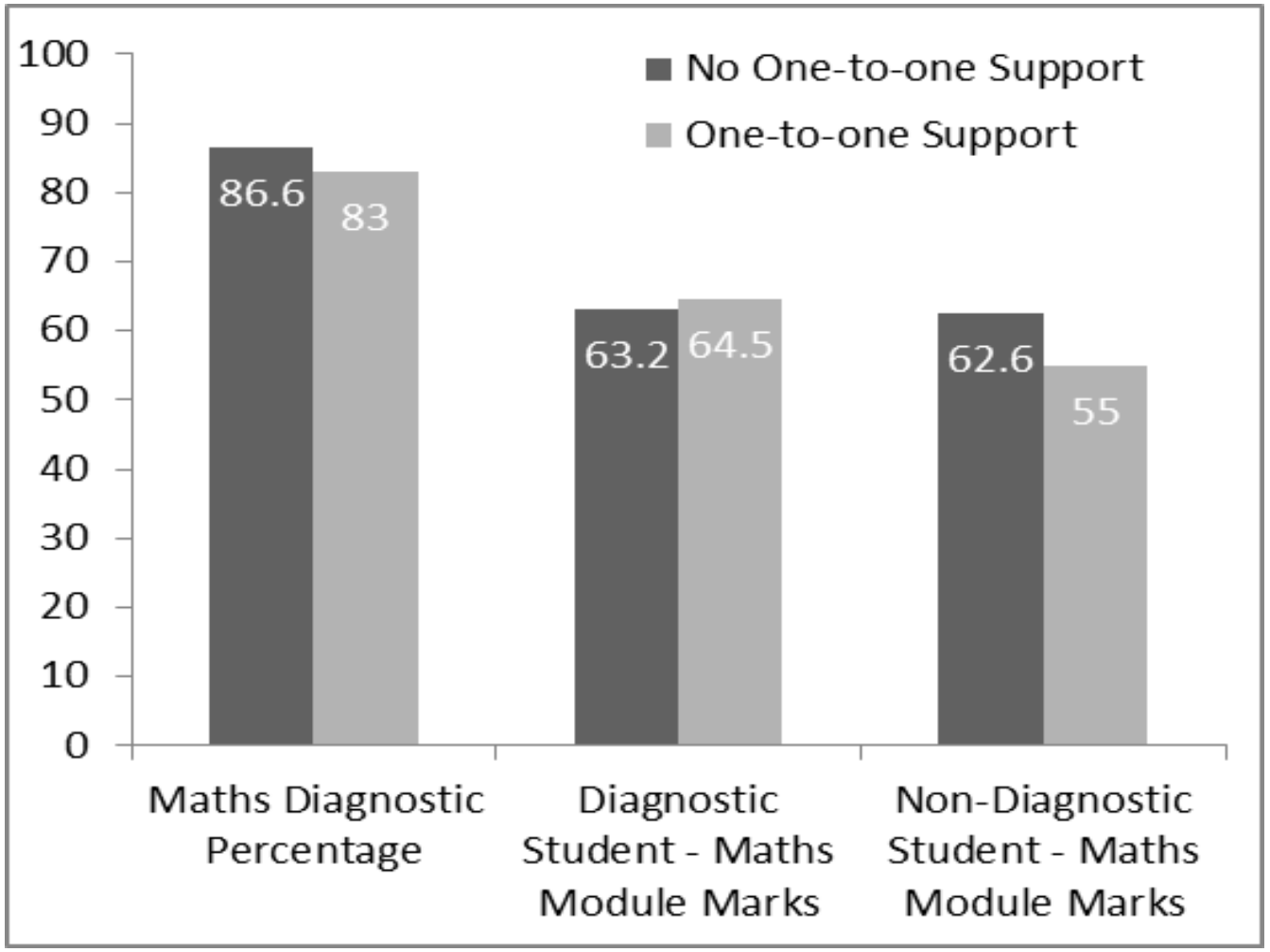


Next largest group – not diagnosed and not used support

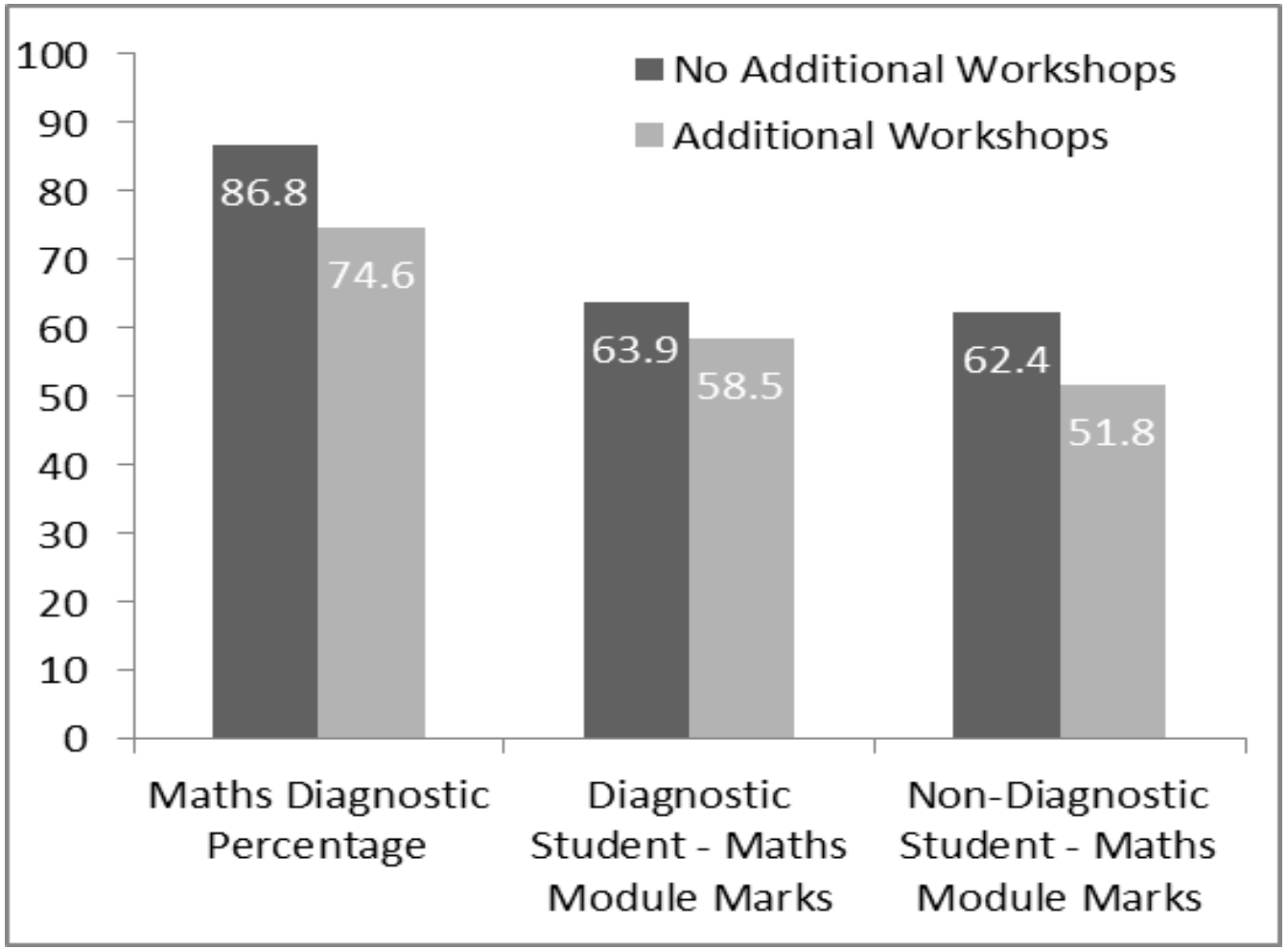
- MEC dept opted out of the diagnostic programme
- Good level of maths
- Covered basic maths at the beginning



One-to-one and Workshop Appointments or Drop-in

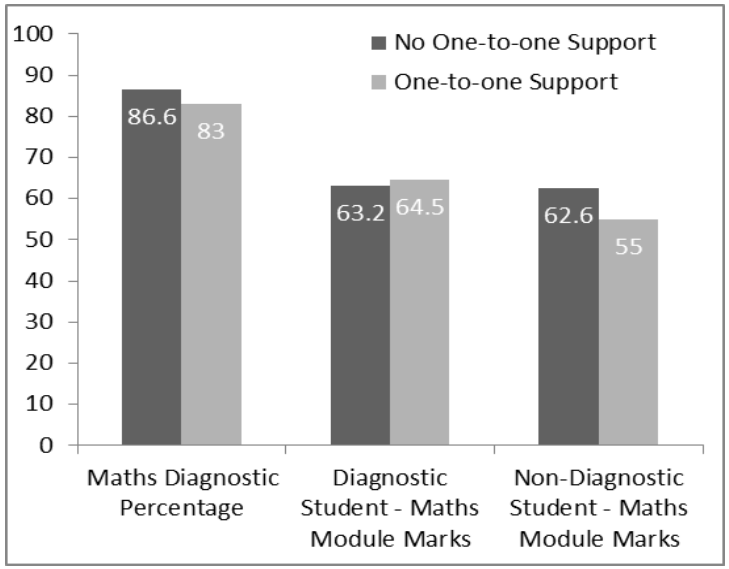


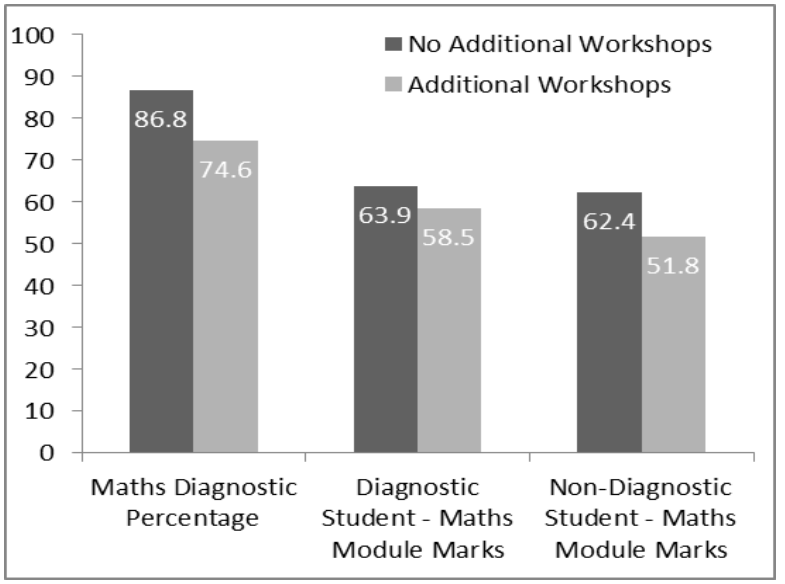
One-to-one Appointments or Drop-in



Workshops

Bespoke required to attend because of low scores in diagnostic test





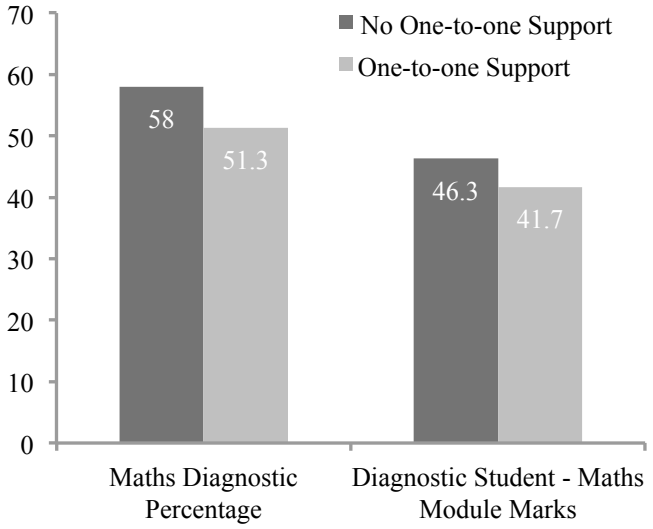
One-to-one

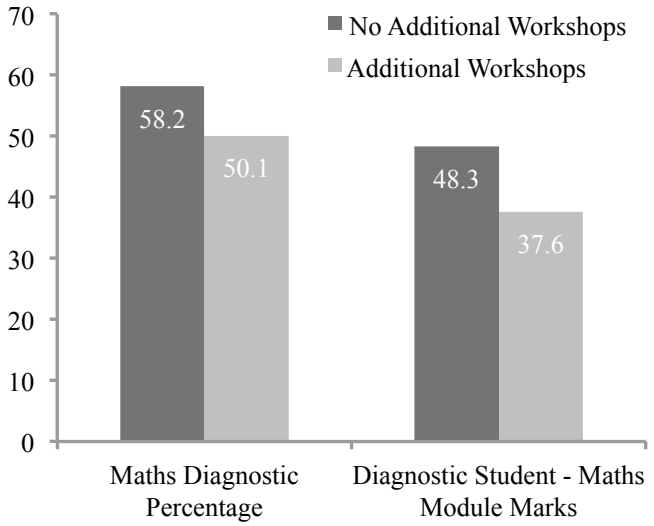
- With diag and MASH results better – 1%

Workshop

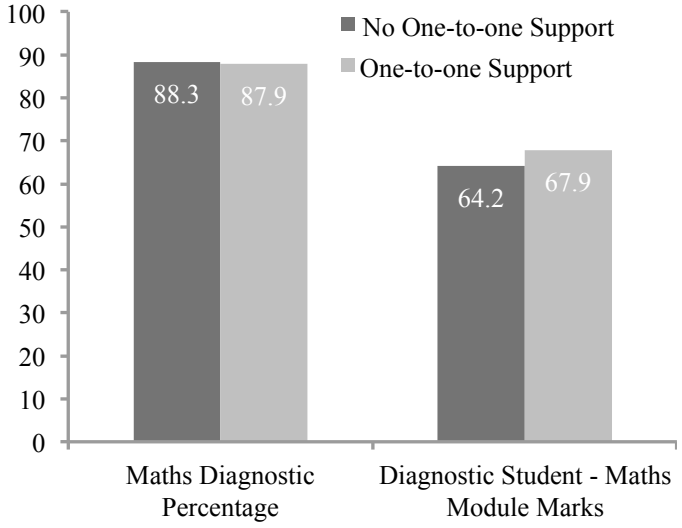
- Diag score <70%
- Diag group do better - 7%

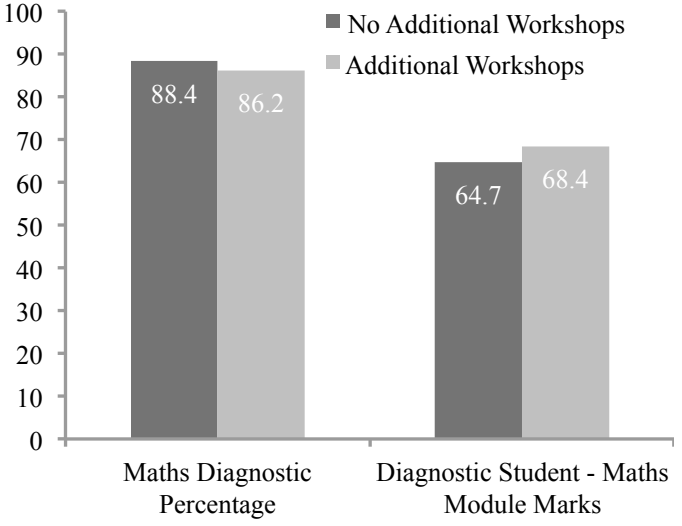
Diag score <70%





Diag score >70%





- Promotion to science based
- Non-science
- Deeper diagnostic
- Follow up
- Procedural

Reflections

- Healthy Connections with Academic Departments
- Good relationship with Professional and IT Departments
- Good 2-way Communications and Commitment with and to Senior Management

Underpinned by a Meaningful Understanding of The Student

Through …

Any Questions?