

KEYNOTE 2: Every Student Counts: Promoting Numeracy and Enhancing Employability A Progress Report

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Biography

Dr Claire Worthington joined the project in August 2008. With a background in Operational Research she has taught a wide range of maths, stats and OR to a variety of undergraduate and postgraduate students from many differing backgrounds and countries. She relishes the opportunity this project offers to explore and establish numeracy support for our students and staff.

Abstract

This is a 3-year project which started in September 2007. It is funded by the HE Academy's NTFS Project Strand.

The higher education community, professional bodies, government and employers are all concerned about the numerical competency of undergraduates. However, not all academic disciplines enable undergraduates to practise and/or develop numeracy skills beyond their compulsory education. Yet all undergraduate students need to be numerically competent if they are to progress in their chosen discipline and enhance their graduate employment prospects.

The aims of this project are to investigate:

- learning, teaching and assessment opportunities for developing students' numerical skills within their undergraduate programmes
- student support requirements necessary to strengthen student progression and employability.
- generic numerical skills required by graduate employers, and how their development might be better supported across all disciplines.

Surveys are underway of employers and UCLan students and tutors. There is particular interest in Biosciences, Business and History, as these are the subject areas of the UCLan National Teaching Fellows who were originally involved in this project.

In addition to the in-depth analysis within UCLan, the History research is a joint project with two partner institutions (Manchester Metropolitan University and Sheffield Hallam University). It is investigating numeracy within undergraduate History curricula in their institutions and comparing them with those from other UK and overseas institutions to assess to what extent, and how effectively students' numeracy skills are being developed and practised.