

**Scenario 1: “I can’t do maths”**

* David is on a Chemistry degree. As the main focus of the degree scheme is Chemistry, and not numeracy, the numeric part of the course is taught very quickly with multiple question sheets set. He has never felt particularly confident with maths, and the high turnover of work that he has to do makes him feel less and less secure about his ability.
* David attends a mathematics support centre with a file full of jumbled notes, half attempted question sheets and an uncompleted coursework that is due in the next few days. When he is approached by a support tutor, and asked what the problem is, he replies “I can’t do maths”.



**Scenario 2: “Here is my data, what statistical test do I use?”**

* Afia is a postgraduate student in Optometry, and has been collecting data for her thesis over the past three years. She has little experience of statistics, and has only picked up some key terms and concepts from browsing the internet. When it comes to finally analyse the data, her supervisor, who knows very little about statistics, recommends that she attends the Maths Support Service.
* Afia attends Maths Support, with a laptop and a spreadsheet full of data. After explaining to a tutor the story behind the data, she asks “What statistical test do I use?”



**Scenario 3: “How do I integrate – my exam is later this afternoon”**

* Sachin has an exam later this afternoon and so runs into Maths Support with just a few pens and pencils. He always leaves things until the last minute, and is still unsure how to integrate some simple functions, but he wants to be quickly taught the basics so that he might do better in the exam this afternoon. He can stay for twenty minutes only, and so asks a tutor “How do I integrate?”



**Scenario 4: “How do I do question 4?”**

* Poppy is a Maths student, who has been working on a coursework assignment in the library. She manages questions 1 to 3 fine, but comes to a halt has soon as she sees question 4. She looks at the time, and notices that a Maths Support session is happening down the corridor.
* Poppy walks into Maths Support with the coursework sheet, and asks the tutor “How do I do question 4?” Afterwards, she calls into Maths Support again, and asks “Is my answer correct for question 2?”



**Scenario 5: “I need help, Question 5 is very long!”**

* Isabelle is a second year student in the Business School. She is revising for her forthcoming exams and is using past papers, together with her notes. Her Mathematics for Business exam is “open book” and the lecturer has told her that the paper will follow a similar format to previous years. She is struggling with one of the questions from a past paper.
* Isabelle attends the Maths Support Centre. She explains to the tutor that she is finding it difficult to identify the information in the question. Looking at the question you see the information is in text format covering one and a half pages of the A4 printed exam paper. The text provides a detailed account of a business situation, including the necessary numerical information.



**Scenario 6: “Maths makes me ill”**

* Manisha is a first year Social Science student. She has a module in basic statistics. She decides to attend the Maths Support Centre for some help and brings her lecture notes that are a set of annotated PowerPoint presentations. She hovers in the doorway for a few minutes until the receptionist encourages her to come in.
* Manisha sits in the Maths Support Centre. As you approach her, she starts to cry and pulls her cap down over her face to hide this. After a few moments, she tells you that she does not understand the module and it is making her feel ill.



**Scenario 7: “How large is this?”**

* Lucy is a second year student studying Fine Art. She has been advised by her tutor to attend the Maths Support Centre to seek help with buying the correct canvases for her art work.
* Lucy attends the Maths Support Centre. She explains to you that she does not know the sizes and finds it difficult to pick out the correct size to take into the studio. She says that last week she needed to purchase a canvas 1m2. She says that she has no idea how big this should be and that she does not understand the cost. She tells you that her family have said she is spending far too much money on incorrect materials but that she does not understand the prices in the shop.



**Scenario 8: “I cannot find the notes!”**

* Russell is a first year Engineering student. He is working on a tutorial sheet and is finding some of the questions difficult. He decides to seek help in the Maths Support Centre. He has his student bag with him.
* Russell attends the Maths Support Centre. He produces a very scruffy tutorial sheet from his bag. He also opens his folder of notes. This falls open, scattering a variety of notes on the floor. You notice that his handwriting is very poor and there are several “silly mistakes”. Within a few minutes the table is completely covered in notes and jottings from both his maths and engineering modules.



**Scenario 9: “My method has worked before!”**

* Curtis is a first year student studying Physics. He is regularly using the Maths Support Centre but always sits on his own. He appears focused and engaged. Today, he is working on a maths tutorial sheet
* You approach Curtis. He shows you his work without explanation. It appears that he is having difficulty with a particular question and applying an incorrect method. You help him with the problem and move on. He does not say anything. Later, you return to Curtis and he is still persisting with the incorrect method.



**Scenario 10: “Hey, how’re you?”**

* Jordan is a first year Design and Technology student. He is very sociable and gets on well with his peers. He has some basic algebra in his course and has no maths beyond GCSE. He decides to visit the Maths Support Centre for some help.
* Jordan attends the Maths Support Centre. The centre is busy and he has to wait to see a tutor. He starts chatting to the other students on his table. He then gets up and wanders round the centre, chatting to other students. When he sits down, you approach him and he shows you an incomplete tutorial sheet. Then he immediately produces another incomplete sheet from last semester.