

# THE SCHOOL OF MATHEMATICS AND STATISTICS

## Working Party on Time-table issues

Report to the USC

13/2/2002

### 1. Implementation of University wide time-table.

A number of problems have been identified:

- a. **1B (PM&CS)**: recommendation: first try CS to see if CS slots can be given to M&S. If not, the School may have to consider either splitting the class in 1B or a programme change on the new Pure maths & CS degree.
- b. **2B (MEng or PM&CS)**: recommendation: again, in the first instance, CS will be approached to see if slots can be given to M&S. Alternatives are to split 2B or consider programme change.
- c. **201 (TPAM or MEng)**: recommendation: P&A will be approached to see if slots can be given to M&S.
- d. **overload** in group of 4 YrL3 slots: will be resolved if one of b. or c. is successful.
- e. **MSMQEA/B**: to be promoted as a MOMD, it should be time-tabled within MOMD slots, where it will overlap with MSM1X.  
Recommendation: to allow additional access, MSMQEA/B should be promoted as a MOMD.
- f. **Joint Programme Yr3**: the following groups have been identified:

I	3G03 (2B) Real&Complex	3A03 Cont Mech		3S08 Appl Stats	
II	3G05 (2D) Man&Symm&Grps	3M0? Man & ?			
III	3A02 (201) Applied Maths II	3A04 PDE's&R-D	3P05 Number Th		
IV	3S02 (202) Stats II	3A05 Pert&Chaos	3P06/3P07 Logic-Comb/ Comp-Coding		
V	3P04 (203) Pol, Rgs & Metr Sp			3S08 Appl Stats	Geom. Modelling

Contacts will be made to check if “Geometric Modelling” and MSM3S08 (which includes MSc students) can be time-tabled in these slots. They would provide essential cover for joint students progressing into their final year without credit in MSM1B.

The above groups follow recent students choices. If these groupings had been applied this current year, an individual combination would not have affected more than 4 students.

Recommendation: that the above groups are approved for implementation.

## 2. Standard room requirements.

Recommendations:

- Rooms up to 15 seats: one OHP with additional 2 sq m of blackboard/whiteboard.
- Rooms up to 40 seats: one OHP with additional 3sq m of blackboard/whiteboard.
- Rooms over 40 seats: one OHP with additional 5 sq m of blackboard/whiteboard plus facilities for extra OHP when needed.

## 3. Splitting classes in years 1 and 2.

The working Party discussed the arguments for splitting the class. They were roughly:

- Continue to teach in the Watson Building. This can never be guaranteed, we might end up splitting the class and still teach elsewhere on campus.
- Easier to teach a group of 100 than a group of 200. The benefit here is not of the same order as, e.g., teaching to a group of 30 compared to 100.
- Giving Joint Honours a separate identity.
- “Stream” students by ability.

It was felt that the first two in themselves don’t warrant splitting the class. The last two ideas should not be just confined to a decision on splitting the class but would require much deeper analysis of how MSM1A in particular is delivered most appropriately.

Recommendations:

- i. That the USC consider setting up a working party to look at all issues regarding the core mathematics module, including those raised at TQC.
- ii. That MSM1A is not split at present, but that a strong request is made to have all lectures delivered in the same (suitable) venue.
- iii. That the back-up provision of MSM1A is revised for next session to accommodate the weaker stream of students (taking into account the future implementation of MSM1S.)
- iv. That MSM1C and MSM1D are not split at present.
- v. That MSM1B is not split at present, provided suitable time-table arrangements can be found and no additional joint programmes require this course to be available at level 1.
- vi. If MSM1B needs to be split, that the same lecturers are assigned to repeat their lectures to minimise divergences.
- vii. That the core modules at level 2 are not spit, but more flexible back-up arrangements are put in place to differentiate support to need.

The Working Party suggests that staff time is of more valuable use in supporting students through more flexible back-up arrangements than by teaching split classes.