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**Perkin, Glynis; Croft, Tony; Lawson, Duncan**

**The extent of mathematics learning support in UK higher education – the 2012 survey.**

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Summary: Many higher education institutions have introduced some kind of mathematics learning support provision in response to the well-documented ‘mathematics problem’. In 2001 and 2004 two independent studies were undertaken to assess the number of universities offering mathematics learning support to students in addition to that provided through lectures, tutorials and the personal tutorial system. The results of these surveys showed a growth in the number of institutions providing support from 46 to 66. In this article we report on a survey carried out in 2012 to establish the current position regarding the provision of mathematics learning support in UK universities. In addition to determining the number of institutions providing mathematics learning support-there has been a further rise to 88-the article analyses the distribution of mathematics learning support by university mission group and by the type of support provided. The main findings are that the extent of mathematics learning support provision is largely independent of mission group and the dominant provision is drop-in support.

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