

Editorial

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I am delighted to welcome you to this third issue of Volume 14 of *MSOR Connections*: the third edition since the re-launch of the publication last autumn. This issue contains a mix of case studies focussing on maths and stats support, helping mathematics students become more effective learners and embedding aspects of employability into the undergraduate mathematics curriculum.

The issue begins with a timely article by Croft and Grove detailing how to recruit and train postgraduate tutors for mathematics and statistics support and also describing the various training resources provided by the authors and made available via the **sigma** website (<http://www.sigmanetwork.ac.uk/>). This is followed by a case study by Fitzmaurice, Cronin, Ni Fhloinn and O'Sullivan, demonstrating the effectiveness of such training sessions in Ireland with postgraduate and faculty tutors.

The maths support theme is continued by Voake-Jones, whose case study demonstrates how undergraduate students can also be used to help augment the services provided by maths support centres. Concluding this set of articles on maths support is a student-authored case study by Collins-Jones (a recent graduate from University of Bath) describing the results of her successful internship in the Maths Support Centre at Bath.

The remaining four articles look at various interventions for maths students at different stages of the student journey. Calvert, Hilliam and Coleman show how they have used diagnostic testing to ensure that prospective students to the OU choose suitable mathematics courses for their level, and explain how this has helped to increase the retention of students. Cox, Cook and Neild describe a successful Peer Assisted Study Support (PASS) scheme which again has been used to increase retention and also the engagement of students. This is linked to the university's Award Scheme so also contributes to the employability agenda.

Employability has been a recurring theme in several previous editions of *MSOR Connections* and this thread is continued in the last two articles in this issue. Firstly Porter and Bartholomew discuss how a first year mathematical modelling module has been enhanced with the addition of talks about industrial mathematics, and then Singh and Chadwick discuss a model to address students' self-motivation and self-efficacy within a second year mathematics module; issues that are highlighted in the HEA Employability Framework.

It has been very encouraging to receive so many submissions to *MSOR Connections* over the last few months. Please do continue to write up your work within the teaching and learning of HE mathematics and maths and stats support, and submit your articles to us via the website below. You can also register if you would be willing to review articles for us.

I would like to conclude by thanking my fellow editors, the editorial board and all reviewers for their support in preparing this issue.

To register for submissions/notifications, and for further information relating to *MSOR Connections* please visit <https://journals.gre.ac.uk/index.php/msor>