These notes are based on 53 responses from a class of 142 students, so just over 37%. The numerical parts of the questionnaire suggest that most people seem to have enjoyed the course to some extent:

- **Overall, I would rate this unit as being excellent:** 86% agree or mostly agree
- **The feedback on my work was helpful:** 64% agree or mostly agree
- **The unit was well-organised:** 70% agree or mostly agree
- **The course materials were helpful:** 85% agree or mostly agree
- **Support classes were helpful:** 53% agree or mostly agree
- **eLearning resources were helpful:** 81% agree or mostly agree
- **Teaching was excellent:** 79% agree or mostly agree

The response rate was rather lower—between 24 and 17 responses per question—for the written parts of the questionnaire, but these answers are rather more useful in that they suggest things on which to focus when trying to improve the module:

**Lecture notes** Students would like these to be available earlier and to all be presented in the same way. I intend to finish typing them up over the summer.

**Examples classes** The responses here pull in two directions. Several students wrote things like

> In tutorials he goes round the class asking everyone if they need any help which is actually really useful having a one-on-one discussion.

but then others said

> Examples classes could be a lot better, as he does not really go through questions.

I much prefer doing one-on-one work as I think that’s one of the advantages of being at a university (as opposed to, say, doing an online course), but I’ll work on doing at least a few things on the board each week.

**Coursework returned late** I plan to move part of next year’s coursework online so as to be able to mark the rest more quickly.

“Less proofs, better handwriting” I’m happy to work on the handwriting and on various other issues to do with the pens, chalkboards and legibility, but . . . fewer proofs?!? It is, erm, a Maths degree.