I am very pleased with the overall feedback, and even more pleased that students continue to contact me long after the course with feedback as to how helpful the course has been and how it helped them in their careers.

The problems reflect real world problems, often ones that people have to solve as part of their work. Many students have gone on to do work or postgraduate study related to the problems in this course.

The one negative comment reflects however that this is not a course for everyone. I agree in general it is not a course to do to raise your average! While each year the average on the course is typically higher than the average of the students who take it this usually reflects the fact they have deliberately chosen the course in the light of their strengths, or chosen it despite their strengths and resolved to work harder. In any case the students often spend more hours on the course during the teaching semester than exam based courses. I always preface the course with a caveat that it is tough but rewarding.

This year there seemed to be a higher proportion of students with a native language that is not English and for many of those writing reports is harder. Of course some do well despite this but the level of written communication skills required is higher than most mathematics courses.

Some students were frustrated that "the course work questions were not clear". It is of course part of the course. If it was a programming exercise course or a pure mathematics course the questions would be very clear. In this course the questions are open ended, there are many ways to answer them well and the problem to be solved has to be formulated from what is given. This is more like real world applied mathematics - except that generally the person posing the question genuinely does not know what mathematics to use rather than this just being simulated!

Page Limit - On open ended questions a page limit is important for several reasons including discouraging students from spending too much time on the project. Also the markers have to read it. Clearly it is not possible to have unlimited length! However the page limit is designed to be tight so the students are selective on what they include. This reflects many real world tasks where a page limit on reports is imposed and so it is an important discipline to learn.

Projector recordings - yes only one screen gets recorded however this does appear to be erratic and here was some particular problems with the hardware in this room.

Lecture cancellations or alterations can happen at short notice when staff are ill. This is unavoidable on any course.

Minimal familiarity with Matlab is assumed and no programming experience. The learning curve is steep... but it is a third year course and in our experience by the third year students find learning simple programming easier to learn than 3rd year mathematics. On the other
hand this is why we have lots of demonstrators in the practical sessions and we try to support people with many different levels of prior knowledge and rates of learning.

Things are set to change as the school moves to python and we will have to adapt to that.