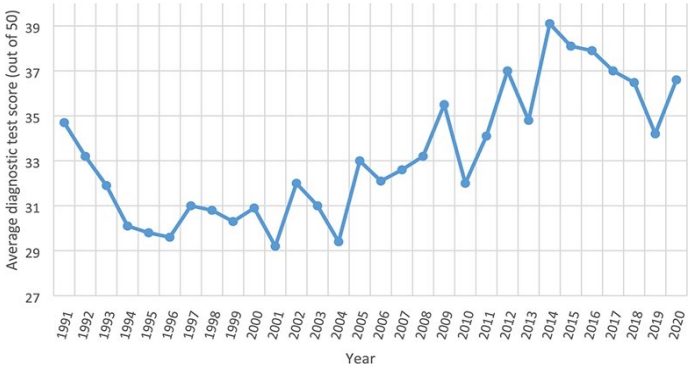
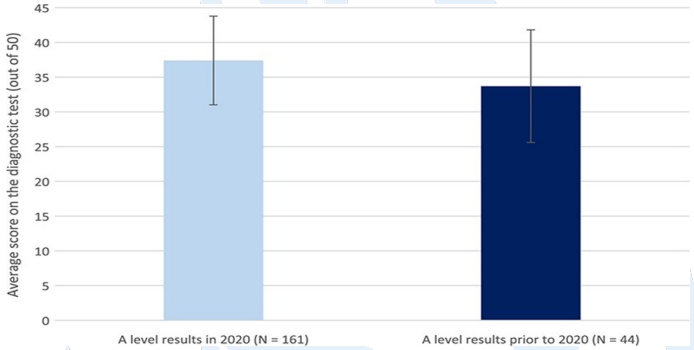
The early impact of the COVID-19 pandemic on mathematical competencies on entry into a UK university

- Did the pandemic impact students' mathematical abilities on entry to university?
  - Diagnostic test – same one used for 30 years
  - 813 students from 2018, 2019, and 2020 entry studying mathematics or engineering
  - 161 students from 2020 receiving A level results under "triple lock"





Dr Mark Hodds
Assistant Professor in Mathematics & Statistics Support
Email: m.hodds2@coventry.ac.uk

centre for excellence sigma Σ in mathematics & statistics support | Coventry University

The early impact of the COVID-19 pandemic on mathematical competencies on entry into a UK university

- Appears that students are no less competent than previous years – even outperforming previous years (however note possible “Sawtooth effect” of new curriculum changes)
- The test was taken online at home – may have been issues with cheating/rest between sections
- Students did better in sections from A level (e.g. Calculus) but struggled with GCSE concepts (e.g. Basic Algebra)
- However similar results seen elsewhere (e.g. Edinburgh (Kinnear & Sangwin, 2021))
- New data suggests these findings still true but 2021-22 cohort **have** been impacted

Dr Mark Hodds
Assistant Professor in Mathematics & Statistics Support
Email: m.hodds2@coventry.ac.uk

centre for excellence sigma Σ in mathematics & statistics support | Coventry University