



Statement from the IMA Higher Education Committee **To be used to support the attendance of mathematics lecturers in attendance of** **Teaching and Learning workshops and conferences**

Background and Context

At the time of writing (April 2026) many UK universities are struggling financially and there is a need for staff to justify expenses connected to attending conferences and workshops that do not generate research outputs. Alongside this many mathematics degree programmes are closing at some institutions potentially leading to a lack of diversity in the mathematical student body. This will impact all organisations and professions that have previously employed mathematics undergraduates, particularly teaching.

At the same time, the expectations on universities to deliver a high-quality learning experience to students is higher than ever, with good performance in TEF being critical to institutions.

Type of activities (examples)

There are many one-day and residential CPD activities that mathematics lecturers might want to attend. They are often run as an in-person only event to maximise the opportunities for networking and discussion. These might include but are not limited to:

- **Centre for Excellence in Teaching and Learning: Mathematicians, Statistics and Operational Research conference (CETL-MSOR).**

This annual conference is typically over two days and moves around the UK. It includes a wide variety of presentations often running in several parallel streams and keynotes from inspirational leaders in the sector. Attendees are given access to slides from all presentations. Speakers are generally those teaching on mathematics degrees or maths modules aimed at non-mathematicians, detailing innovations that they have found helpful in assessment/curriculum design, transition etc.

Networking opportunities at the conference enable colleagues to explore the detail of presentations/discuss collaboration on potential pedagogical research projects.

- **HE Teaching and Learning Workshop Series**
The Higher Education Teaching and Learning Workshop Series funded by the IMA, LMS and RSS are hosted by mathematical sciences departments from different HEIs across the UK. The one-day workshops cover a variety of themes. They are free to attend so only the cost of travel is required.
- **Induction course for New Lecturers in Mathematical Sciences**
Generally a two-day event for anyone new to lecturing in mathematical sciences or in need of a refresher. Delivered by individuals with significant experience of teaching in the mathematical sciences and focusing upon the specific details and issues that arise in mathematics and statistics teaching and learning within higher education, augmenting any general training provided within HEIs to new lecturers. Feedback on the impact of this course is that it adds significant value.

Benefits from encouraging colleagues to attend and/or present.

- **Benefit to mathematics departments**
 - Raises/maintains awareness of discipline developments through knowledge brought back, informing practice. Often themed around challenges faced commonly across the sector.
 - Increased ability to interpret and engage with policy intelligently, through a disciplinary lens.
 - CPD is a way of upskilling staff without hiring - particularly relevant in the current environment. Contributes to development of future department leaders.
 - Potentially raises NSS, PTES and other KPIs.

- **Benefit to individuals**
 - Opportunity to engage in wider community, networking.
 - Discipline-specific CPD, supporting (for example) confirmation in appointment, promotion, AdvanceHE fellowships. CPD is an explicit requirement for CMath.
 - Increases opportunities for other engagement, e.g. collaboration, external examining, dissemination.
- **Benefit to students**
 - Enhanced teaching, and a more critically reflective teacher (individual impact of CPD).
 - Enhanced curriculum, addressing contemporary challenges (department impact of CPD).
 - Wider variety of assessments.
- **Benefit to institution**
 - CPD engagement supports TEF so contributes to institutional ambitions.
 - Provides institution with knowledge from competitor HEIs.
 - Raises profile of institution through representation and participation.
- **Benefit to mathematics as a discipline**
 - Broader input into solving challenges that face the sector.
 - More sharing and hence more uptake of enhancements.

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