

Reflections on Support Structures Available to First Year Mathematics Students at a University

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ABSTRACT This paper focuses on the support structures offered to first year mathematics students at the University of KwaZulu-Natal (UKZN). The objective was to determine the effectiveness of support structures at UKZN that are intended to help students attain success in their studies by improving communication to students on the requirements for the modules that they are studying. The literature review focused on support structures offered to students at universities in other countries. Data was obtained from the UKZN module websites and responses from academic staff and students. It was found that the support structures offered at this university compared favourably with those offered by universities in other countries. The findings indicate that there is a need and scope to improve on the effectiveness of the student support structures that are provided for first year mathematics. These involve policy, administrative and academic issues.