

## Evaluation proforma

<b>Faculty/Directorate</b>	STA
<b>Department/area</b>	Engineering & Mathematics
<b>Project title</b>	An Integrated Approach to Improve Retention, Progression, and Satisfaction of Direct Entry Students on Engineering Degree Programmes at SHU
<b>Project lead name</b>	Tim Mulroy
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<b>Other project team members</b>	Monika Foster Sara Taroni Clifford Hopkins Sanya Atiq
<b>Abstract including action research (or other project), working hypothesis, info from theory of change, change which is anticipated etc. (Around 250 words)</b>	The project has researched views and opinions of students in the University, and in feeder Colleges across the North of England, to explore their perceptions of Higher Education, in terms of their academic and professional development, and their perceived support needs from the University, in order for them to become confident, creative, resilient and responsible, and be better prepared for whatever they decide to do. The project has also engaged Student Support Staff across the University to elicit their views on the most appropriate ways of easing the students transition to Sheffield Hallam University. The key change is the creation of an online resource, accessible to prospective students as well as enrolled students, to ease their transition to the University and facilitate their social and emotional transition, as well as their academic transition to SHU.
<b>How students are being involved</b>	Students filled in an online questionnaire and were asked to volunteer to attend focus groups to elicit their views on student transitions. Some were also prepared to be involved in co-creating the materials to support enhanced transitions, by producing short videos, being Mentors, and presenting their views to SHU staff at the Hallam Guild Seminar at SHU on 27 <sup>th</sup> June 2019
<b>How project is being evaluated</b>	Data has been evaluated, and a paper has been submitted to the Journal for Further and Higher Education with qualitative analysis of the results of the questionnaire responses, and the outcomes of the focus groups. A Seminar on the progress of the project was held on the 1 <sup>st</sup> February and was very well received by the 28 attendees. The 2 <sup>nd</sup> Seminar, to be held on the 27 <sup>th</sup> June, has already attracted 54 registrations. The interim outcomes of the project were displayed at the Learning, Teaching and Student Experience Conference on the 14 <sup>th</sup> May in Manchester.

<b>Key things</b> <b>What's worked well?</b> <b>Have you achieved what you set out to do? If not why not?</b> <b>What have been the Highlights?</b>	<p>The engagement of the students from SHU has been excellent, they have appreciated being part of the project, and have made significant contributions.</p> <p>It would have been useful to spend more time with the students in the Colleges, in order to have gained a greater response from the students. This is a key area to improving the transition from Colleges to University.</p> <p>The highlights have been the excellent numbers attending the Seminars at SHU, and the engagement of staff across the University, from academic to professional services staff.</p>
<b>Barriers</b>	<p>Tight time scales – the pressures of my academic responsibilities have made it difficult to visit Colleges in a timely manner. It has all been a bit rushed.</p> <p>Resistance to change, particularly by some academics from SHU.</p> <p>Little support from the Department (apart from Tim Parker, the LTA Lead)</p>
<b>Enablers</b>	<p>Good team working, and engagement of academic staff in the Colleges.</p> <p>Great support from David and Mary in Hallam Guild</p> <p>Excellent advice and guidance from Monika Foster from University of West of Scotland</p>
<b>Replicability, transferability, scalability</b>	<p>The outcomes of the research identified students on engineering courses at SHU and business courses at UWS were very similar in their needs and concerns. This indicates the project could be scaled up and used by every Department with significant numbers of direct entry students.</p>
<b>Any other comments</b>	<p>It has been a privilege to have been awarded a Hallam Guild grant, and I have enjoyed working with other members of the Guild across the University.</p>