

**TEF YEAR TWO
PROVIDER SUBMISSION**



INTRODUCTION

Sheffield Hallam University is one of the UK's largest and most popular universities. Its mission is to transform lives – through exceptional teaching, outstanding opportunities, and high-impact research. Our commitment to transforming lives – to making a real, measurable impact on our students' lives, our community and our world – lies at the heart of our thinking and our strategy.

Our submission to the Teaching Excellence Framework tries to capture the essence of what drives teaching and the educational experience at Sheffield Hallam. It demonstrates the ways in which our passion for excellence shapes our thinking and our practice. Our graduates are entering a world shaped by remarkable, often unpredictable, economic, technological and social change. We aim to prepare them to shape their world. This document goes some way to showing just how we do that.

Professor Chris Husbands
Vice-Chancellor



**Teaching
Excellence
Framework**



SUMMARY

With over 31,500 students, we are the sixth largest provider of higher education in the UK; our size and mission together mean that we are one of the most significant leaders in widening access to university. Widening access and supporting success across the student lifecycle are core to what we do and we are driven by a profound institutional commitment to transforming the life chances of our students.

This submission demonstrates the many ways in which we do this across the full range of our provision, and provides evidence of the level of excellence attained by the University with respect to all of the TEF assessment criteria. We are making a very positive impact, with metrics at or above benchmark and on an upward trajectory over the three-year period. We are significantly above benchmark on three indicators for our part-time students who make up a sixth of our population. Across the core and split metrics our performance on non-continuation is consistently outstanding. This gives support to our belief that our provision and the experiences that it provides our students is of the highest quality.

The following pages provide a detailed summary of the University's position with respect to each aspect of the TEF. It describes how through innovative course delivery, exceptional student support and a focus on the outcomes for individuals, we make an outstanding contribution to our students' futures and their academic outcomes.



“I’m passionate about driving positive change... To open up opportunities for young people from disadvantaged backgrounds and to realise their dreams.”

Sophie Maxwell, Sheffield Hallam graduate and founder of the Really NEET Project

TRANSFORMING LIVES: A UNIVERSITY FOR SOCIAL MOBILITY AND THE REGION

1.1 “I’m passionate about driving positive change... to open up opportunities for young people from disadvantaged backgrounds and to realise their dreams” These are the words of Sophie Maxwell, a Sheffield Hallam graduate who went on to set up the Really NEET Project for young people aged 16-24 to learn in an environment that suits them. Sophie’s words epitomise our mission and values as a university for social mobility. We transform lives.

1.2 We are an applied university, serving an economically deprived region, making a very positive impact, with metrics at or above benchmark and on an upward trajectory over the three-year period. We are significantly above benchmark on three indicators for our part-time students who make up a sixth of our population. Across the core and split metrics, our performance on non-continuation is consistently outstanding. This is further evidenced in the HESA UK Performance Indicators for non-continuation and projected learning outcomes where we perform better than the sector average in all instances, and outperform many other providers with a significantly less diverse student profile. Moreover, looking at our split metrics our performance is outstanding. For ‘Other UG’ full-time and part-time (12% of our total) we have positive flags on 9 out of the 11 applicable measures and for mature students (28%) we have positive flags on 6 out of 12 measures. Our TEF metrics highlight the excellence of our provision and the outstanding outcomes we achieve.

1.3 We secure our mission by targeting young people who would not normally be expected to go to university. We do this systematically from enhancing aspirations to recruitment strategies that are designed for widening access. We pay attention to the support that our students need during their degrees and into employment through targeted support and interventions. We recognise and promote to professorial level colleagues who have outstanding expertise in teaching. And we challenge ourselves through monitoring our performance and make robust interventions where our performance isn’t meeting the expectations we have of ourselves.

1.4 With over 31,500 students, we are the sixth largest provider of higher education in the UK; our size and mission together mean that we are one of the most significant leaders in widening access to university. Our student body is 96% state-educated against a national average of 90%. We have, at 41%, significantly more than the national average (33%) of students from low-income backgrounds. 18% of our students are from low participation neighbourhoods, again exceeding the national average of 11%. Widening access and supporting success across the student lifecycle are core to what we do.



“Our student body is 96% state-educated against a national average of 90%. We have, at 41%, significantly more than the national average (33%) of students from low-income backgrounds. 18% of our students are from low participation neighbourhoods, again exceeding the national average of 11%.”



“Our role is critical in driving success for our region, given that it has a relatively low employment rate of 71.4% compared to the national average of 73.8%, and a relatively low level of highly skilled employment. Our role is also imperative given that 38% of our graduates stay and are employed within the Sheffield City Region. And, in tandem with our recruitment statistics, 47% remain and are employed within Yorkshire and the Humber.”

1.5 The 2016 Social Market Foundation Widening Participation report demonstrates how we are making a greater contribution than the sector overall to meeting the government’s social mobility goal to double the rate of participation in higher education for young students from disadvantaged (LPN) backgrounds. This is further evidenced by our exceptional performance on the HESA UK Performance Indicators relating to widening participation, retention and student success, where we meet or exceed benchmarks for all measures for young, mature and part-time students.

1.6 Sheffield Hallam is above all a university for Sheffield and its region. Analysis of young participation shows that despite improvements, many of our Sheffield City Region (SCR) communities still experience some of the lowest participation in the country. 59% of our SCR local authority geographical districts are in POLAR quintiles 1 and 2, where participation is typically under 25%. 48.9% of our students come from within 25 miles of Sheffield, illustrating our significant role as a provider of opportunities for all. The UCAS 2016 end of cycle report notes that Wentworth and Dearne is the parliamentary constituency which has seen the biggest rise in HE participation over ten years from 15% up to 29%. Our contribution to this outcome has been significant.

1.7 Our role is critical in driving success for our region, given that it has a relatively low employment rate of 71.4% compared to the national average of 73.8%; and a relatively low level of highly skilled employment. 37.4% of jobs in the SCR are classified as SOC 1-3 compared

to the national average of 44.7%. Our role is also imperative given that 38% of our graduates stay and are employed within the SCR. And, in tandem with our recruitment statistics, 47% remain and are employed within Yorkshire and the Humber as a whole.

1.8 This overall picture of exceptional academic outcomes for our diverse student body is achieved through strategic investment in the student experience combined with a whole-institution approach across the student lifecycle. This begins with our sector leading collaborative outreach work. This is evidenced by the award from HEFCE of £13m as lead institution in December 2016 under the National Collaborative Outreach Programme (NCOP).

1.9 This lifecycle approach continues through our support for student transition into the University. This takes account of our student demographic, personalised learning and differential modes of participation. For example, we distinguish induction across full-time, part-time and mature student groups. Our quality assurance and enhancement approaches further monitor and develop curricula and related outcomes to ensure that there is sufficient stretch to enable students to reach their full potential. Over £100m investment in the past five years has created a learning environment that is comprised of the most up-to-date learning spaces. This provides a varied spatial infrastructure that supports different learning styles and disciplinary needs and, through digital innovation, extends opportunities for learning from MOOCs to augmented reality and simulation.



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“I can still remember his first lecture to us about his days working on [project]... both the good and the bad, and making us really feel as though we can genuinely make something of ourselves at the end of all this... He is a true inspiration for all of us.”

Inspirational Teaching Award student nomination 2016

TEACHING QUALITY (TQ)

- 2.1 “I can still remember his first lecture to us about his days working on [project]... both the good and the bad, and making us really feel as though we can genuinely make something of ourselves at the end of all this... He is a true inspiration for all of us” Inspirational Teaching Award student nomination 2016. Our student’s nomination reflects our belief that high-quality inspirational teaching and applied research can transform individuals, organisations and communities.
- 2.2 The TEF metrics for the NSS measures that assess the quality of The Teaching on My Course; Assessment and Feedback; and Academic Support, demonstrate the significant impact of the excellence of our learning and teaching and the consistency of our provision. In addition to meeting benchmark for all these NSS related areas in our core provision, we exceed benchmark in our part-time provision for Academic Support. Our outcomes across these measures in our split metrics demonstrate outstanding outcomes. In our core provision, this comprises six positive flags overall.
- 2.3 We have double flag outcomes on our split metrics for all three NSS elements for our ‘Other UG’ provision; a double flag for Assessment and Feedback for mature students; a single flag for non-EU students for Assessment and Feedback; and a single flag for academic support for disabled students. For part-time provision we achieved seven positive flags. ‘Other UG provision’ has a double flag for Academic Support, and single flags for the Teaching on My Course and Assessment and Feedback. Our mature part-time rankings provide flags for The Teaching on my Course and Academic Support. We further

exceed benchmark for Academic Support for part-time Ethnicity (White) and UK domiciled students.

- 2.4 This impact is due to a strong commitment to an inclusive learning environment where, through continuous and targeted improvement, we make every effort to meet the highest standards and outcomes our mission expects for our students. This includes a thriving student engagement and student voice ethos that is integral to how we have developed our assessment, feedback and feed-forward systems.
- 2.5 This is enhanced through a culture that is not just highly supportive of developing, recognising and rewarding excellent teaching. It is coupled with considerable staff engagement in applied research and enquiry that enables us to be at the forefront of developments and good practice in teaching excellence, with a strong commitment to working collaboratively. Two examples illustrate this. The Institute of Materials, Minerals and Mining accreditation visit on 28/29 June 2016 noted our success in “develop[ing] excellence in the students. In particular the range of support offered to students with specific needs”. Secondly, since September 2014, we have led on 3 and participated in 6 other external enhancement programmes in collaboration with the Higher Education Academy (HEA). The University’s involvement in these projects has been aimed at informing future developments in the University and the sector around key themes - student engagement with employability, Black and Minority Ethnic (BME) attainment, staff development and transition, flexible learning and academic support.



“In addition to meeting benchmarks for all NSS related areas in our core provision, we exceeded benchmarks in our part-time provision for Academic Support. Our outcomes across these measures in our split metrics demonstrate outstanding outcomes. In our core provision, this comprises six positive flags overall.”



“Our approach is to foster a culture of student engagement in their fields of study. In doing so we put knowledge in subject disciplines and formative assessment to the fore. From the computer games industry to nursing, and from sports engineering to journalism, we stimulate our students’ engagement in their studies through the applied nature of knowledge.”

2.6 Commitment to Study: how we engender a culture of student engagement (TQ1)

2.6.1 Our approach is to foster a culture of student engagement in their fields of study. In doing so we put knowledge in subject disciplines and formative assessment to the fore. From the computer games industry to nursing, and from sports engineering to journalism, we stimulate our students’ engagement in their studies through the applied nature of knowledge. Such is the success of our approach that triangulating our own internal module feedback data with that arising from our participation in the HEA UK Engagement Study (UKES) demonstrates that our students are highly stimulated by their modules and their course overall. We have, for example, a positive correlation in student responses between intellectual stimulation and course challenge.

2.6.2 We use robust feedback mechanisms to promote the active commitment of our students to their studies. Core to this is monitoring student engagement and satisfaction with teaching at the point of delivery. Understanding its value to our mission, we adopted the use of the UKES from the outset. Such is our commitment to delivering excellence through student engagement, relevant institutional questions are also added to the NSS (optional section). Combined with a university-wide approach to module evaluation, this provides us with comprehensive monitoring of the extent to which students are engaging with their studies.

2.6.3 Our detailed analysis also targets the engagement levels and experiences of students from widening participation backgrounds and with protected characteristics. Further contextual data that adds to the strength of our work as shown in the split metrics can be seen in our UKES ratings. For example, our outcomes for BME students are significantly above sector average for five of the seven compulsory scales - critical thinking 90%, reflecting and connecting 78%, course challenge 98%, learning skills 80%, creative and social skills 81%.

2.6.4 The University’s Student Support Service systematically captures data on engagement with its services and is able to analyse engagement by a number of characteristics including faculty, course, level, mode of study, nature of enquiry and protected characteristics. Evidence suggests that some groups are less likely to come forward for support and that this may be having an impact on their success and retention. To counter this we actively seek to increase levels of engagement amongst these groups through targeted promotion. For example, we have developed a Mature Student Induction Programme that has received very positive feedback (94% satisfaction) from students.



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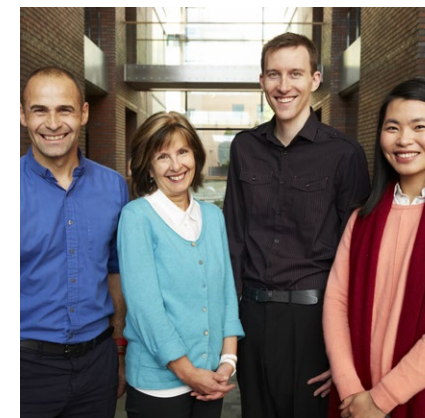
“We recognise how financial hardship is a particular barrier to the conditions that facilitate student engagement and that lead to successful outcomes. This is confirmed by the 2016 Closing the Gap research commissioned by OFFA, led by colleagues at Sheffield Hallam University.”

2.6.5 We recognise how financial hardship is a particular barrier to the conditions that facilitate student engagement and that lead to successful outcomes. This is confirmed by the 2016 Closing the Gap research commissioned by OFFA, led by colleagues at Sheffield Hallam University. The success of our initiatives in this area is demonstrated by our data. For example, a high proportion, (72%), of the University’s hardship fund went to mature students in 2014/15. Our analysis shows that 95% of students who applied for funds progressed or completed, compared to 89% of non-applicants.

2.6.6 Institutional analysis of student attainment is embedded in the University. In 2014, we reshaped our provision, establishing new central directorates: Student Engagement, Evaluation and Research, that drives the use of data to inform interventions at the subject level; Learning Enhancement and Academic Development, to structure staff development in academic practice; and Library and Student Support Services, to bring coherence to the student experience. This institutional investment of £11m is a major driver for improvement, ensuring that a coherent approach to data drives action planning throughout the University. These directorates lead a wide range of interventions that reflect subject disciplinary cultures including extended induction, attendance escalation, buddy schemes for BME students, subject based peer assisted learning / peer mentoring schemes, academic advice, small group academic tutoring and academic societies to foster a sense of identity and belonging.

2.6.7 Student engagement is also embedded at all levels of the institution from governance structures and through specific projects that bring students and staff together to work on issues of joint interest. Our Students’ Union jointly chairs, with the University, our Student Voice Committee. The Committee identifies shared priorities and actions to enhance student experience. Amongst other things, this has led to improvements in the training and development of student representatives with the introduction of a consistent training programme across the University. In response to student feedback, there has been a 39% reduction in Wednesday afternoon timetabled activities.

2.6.8 Our commitment to broader student engagement can be seen in terms of students’ roles as change agents working alongside academics in national projects, as well as at the institutional and disciplinary level. Students are routinely employed to support institutional change projects as e-learning assistants and researchers. The HEA Students as Partners Change Programme Course Design Consultancy Initiative provided a structure for students to work alongside course leaders in the (re)design of courses for approval. The 2013 Association of Learning Technologists award-winning ‘students as creators of digital content’ programme in the Faculty of Health and Wellbeing is an example of how our commitment to student engagement is embedded at faculty level and demonstrates a standard of national acclaim. This was identified as an exemplar by the UK Council of Deans of Health.



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“In the two years preceding the TEF, the University introduced an Assessment Framework that has resulted in an increase of 3% in the aggregate score for student satisfaction with Assessment and Feedback to 73%.”

2.7 Challenging Students to achieve: how we address course design, development, standards and assessment (TQ3)

2.7.1 We meet or exceed our benchmarks for assessment across the core and split metrics, for example we achieved a double flag for mature students. This is based on a rigorous approach to assessment and feedback that ensures the standards of our awards, and supports our institutional learning for continuous improvement in assessment practice. These mechanisms are grounded in a culture established through a series of initiatives that have been undertaken affecting practice, regulations and institution-wide use of enabling technologies.

2.7.2 In the two years preceding the TEF, the University introduced an Assessment Framework that has resulted in an increase of 3% in the aggregate score for student satisfaction with Assessment and Feedback to 73%. However analysis of our data showed that we could do more to enhance our students' learning and engagement through formative assessment and feedback supported by the use of learning technology. During the past three years, through the Assessment Journey Programme, we have consolidated these gains and have begun to enhance assessment practice where satisfaction had remained lower. As a result, significant enhancements have been seen in the aggregate NSS Assessment and Feedback scores in a number of subjects, for example, politics has seen an increase from 67% to 90%, chemistry 57% to 82% and geography from 43% to 74%.

2.7.3 Innovative good practice and course design is underpinned by continuous reflection supported by agile quality procedures, making innovation iterative and responsive to changing conditions. The on-line Sheffield Hallam Assessment Essentials resource provides the cornerstone of effective institutional practice and sets out our principles, practices and guidance for verification, assessment, feedback, moderation, and the use of technology to enhance them. It informs the design, development and review of our courses, to ensure that our assessment practices stretch students and support their development as independent learners. Its application ensures all students are challenged to achieve their full potential, and acquire knowledge, skills and understanding that are most highly valued by employers.

2.7.4 The design of our courses and learning activities are characterised by the signature of disciplinary learning where stretch and challenge are contextualized. For example, the Maths Arcade is an example of innovative design that stretches students from induction to finals and uses a range of approaches that focus on student engagement and peer learning. Our undergraduate provision in Law embeds work-related learning at all levels so students study law in its real-world context. Assessment and feedback has been designed to support students in developing graduate attributes that equip them for legal practice and other professional roles. This approach to course and assessment design is an all-encompassing one and supports the development of the student as an independent learner.



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“The Department of Psychology, which has successfully implemented online marking and feedback, has seen improvements in the prompt return of feedback with increased student satisfaction (up 29% to 80%) on this measure. In addition, improvements have been seen in student satisfaction concerning the detail and usefulness of feedback with scores increasing by 23% to 74% and 19% to 71% respectively. Student satisfaction with their overall assessment experience has risen by 24% to 80%.”

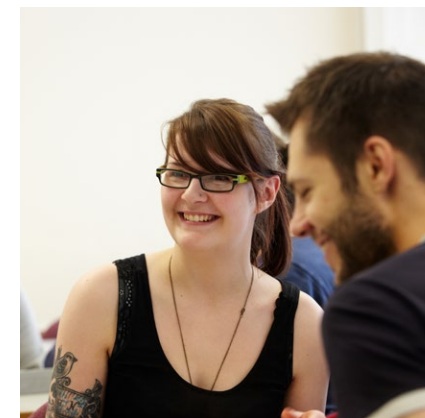
2.8 Feeding-forward: how assessment supports our students' development, progression and attainment (TQ4)

2.8.1 Subject level NSS results show the impact of our concerted focus on how assessment supports our students' development, progression and attainment. In the Academy of Sport student satisfaction with feedback has risen by 6% following changes to practice identified using the TESTA methodology. In 2016 the impact of this was seen in improvements in the NSS questions about feedback which provides detailed comments (up 5% to 83%) and, clarifies student understanding (up 12% to 79%). The students overall satisfaction that assessment arrangements and marking has been fair rose 8% to 82%. The Department of Psychology, which has successfully implemented online marking and feedback, has seen improvements in the prompt return of feedback with increased student satisfaction (up 29% to 80%) on this measure. In addition, improvements have been seen in student satisfaction concerning the detail and usefulness of feedback with scores increasing by 23% to 74% and by 19% to 71% respectively. Student satisfaction with their overall assessment experience has risen by 24% to 80%.

2.8.2 We monitor student withdrawals, retention, progression to next level of study or completion, and good honours rates by protected characteristic, POLAR quintile, social class, household income and care leavers status in order to identify any differential outcomes that need to be addressed. We examine key student success outcome measures (achieving

good honours) by multiple characteristics. As a result student progression through to successful attainment of learning outcomes and qualification has seen significant improvement over the last few years. The three percentage point increase in the proportion of full-time first-degree entrants expected to go on to achieve their degree that was achieved in 2013 was sustained and remained at 84% in 2014, four percentage points above benchmark. This further illustrates our strong reputation for maintaining an inclusive student community whilst supporting good rates of academic achievement.

2.8.3 Our regulations have been carefully modelled to support student progression and attainment without leading to grade inflation, and our institutional level proportion and split of good honours have remained consistent. An example of how progression is supported through the regulatory framework is in-module retrieval. It is mandatory to make in-module retrieval available to students in all level 3 and 4 modules, for at least one assessment task. This recognises that students progress at different rates and so provides the opportunity for students to re-work with feedback an original assessment that is below the pass mark, in order to enhance overall performance. This has improved the timely progression and completion of students without later re-assessments: in 2015/6 92% of module assessments were passed at the first attempt.



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“Our Code of Practice for Teaching and Supporting Learning, approved in 2014, is rigorous in defining our values, ethics and identity in relation to teaching excellence. The code is explicit about how these directly benefit our students’ experiences of teaching, scholarship and research. The code defines the Hallam Academic as someone who has the student’s experience of learning at the centre of their academic practice.”

2.8.4 The supporting structures for enabling stretch and progression also have to be fit for purpose at the subject and disciplinary level. This means that, within the overarching framework of the University, disciplines also have their signature approaches. For example, an online system is used within mathematics that provides a strong feed-forward assessment environment.

This requires students to post weekly comments on their learning receiving feedback from their tutors. In allied health the approach focuses on preparation for and reflection on participation in and observation of clinical practices and completion of clinical competencies enabling them to feed-forward and develop their professional skills in practice.

2.9 The Hallam Academic: how we support teaching excellence (TQ2)

2.9.1 We are committed to being an outstanding applied university, shaping our students lives to make the most productive contributions to society. Establishing and securing the highest standards of teaching is critical to securing that aspiration. Our Code of Practice for Teaching and Supporting Learning, approved in 2014, is rigorous in defining our values, ethics and identity in relation to teaching excellence. The code is explicit about how these directly benefit our students’ experiences of teaching, scholarship and research. The code defines the Hallam Academic as someone who has the student’s experience of learning at the centre of their academic practice. Since its introduction, a new category of practice, “professional and industrial engagement”, has been introduced to reflect the applied nature of teaching and the importance of employer engagement.

2.9.2 The code frames how we support and enhance excellent teaching through staff development, promotion and internal and external awards programmes. Our HEA accredited staff recognition scheme (TALENT) embeds this through its tripartite role in facilitating, recognising and supporting the rewards for valuing teaching.

2.9.3 Recognition of teaching excellence has been a longstanding strategic priority for us. Indeed, the extent to which we value such recognition can be seen through our key performance indicator of having 95% of our staff with a teaching qualification, introduced in 2011/12. The success of this priority to date is evidenced by the 61% of staff who now hold a teaching qualification (HESA 2015/16), a 20 percentage point increase in the four years since HESA started collecting the data. We have also achieved twelve HEA National Teaching Fellowship (NTF) awards. One of our NTFs has been appointed as a HEA Learning and Teaching Ambassador for Teaching Excellence.



“61% of staff now hold a teaching qualification (HESA 2015/16), a 20 percentage point increase in the four years since HESA started collecting the data. We have also achieved twelve HEA National Teaching Fellowship (NTF) awards. One of our NTFs, has been appointed as a HEA Learning and Teaching Ambassador for Teaching Excellence.”



“As a demonstration of our uppermost commitment to ensuring that all our students, regardless of where they reside in the world, experience the highest levels of teaching excellence, we have also been innovating in supporting our international partners in Botswana to gain HEA Fellowship.”

2.9.4 We have embedded the UK Professional Standards Framework (UKPSF) for teaching excellence across the institution. Our recruitment criteria include HEA fellowship requirements at appropriate levels as essential requirements. This is also embedded in the progression pathways for staff, including a pathway for staff to become members of the professoriate on the basis of their excellence in teaching. These structural measures ensure that from recruitment through to promotion we have tangible ways in which we are rewarding teaching excellence.

2.9.5 All new staff are required to undertake the Postgraduate Certificate in Learning and Teaching. This qualification leads to Fellowship of the Higher Education Academy. As well as specialisms such as taught routes for health care practitioners, TALENT provides a range of CPD opportunities for experienced colleagues and incorporates a route to the award of Principal Fellow. As a demonstration of our uppermost commitment to ensuring that all our students, regardless of where they reside in the world, experience the highest levels of teaching excellence, we have also been innovating in supporting our international partners in Botswana to gain HEA Fellowship.

2.9.6 In addition to supporting those who are directly engaged in more formal programmes, TALENT also supports strong cultures of communities of practice. This includes a well-established peer review (peer observation) scheme that leads to informing personal and subject level development plans. As a route of local and national knowledge exchange, TALENT also organises an annual Learning and Teaching conference attended by over 400 staff.

2.9.7 The students' views of the excellence of their provision are of paramount importance to us. Since October 2010 we have had a student-nominated Inspirational Teaching Awards scheme. Year on year student engagement in the scheme has grown, and in 2015/16, 5000 students nominated over 1400 staff for being an inspirational teacher, an inspirational research supervisor or for providing outstanding student support. Since 2010, 86 awards have been made and are an integral feature of the teaching landscape. One symbol of this can be seen in the portraits of awardees that frame the entrance to the main University building. Once colleagues have received awards we engage their expertise in the ongoing development of academic colleagues through our academic mentorship and CPD programmes.



“Since October 2010 we have had a student-nominated Inspirational Teaching Awards scheme. Year on year student engagement in the scheme has grown such that in 2015/16, 5000 students nominated over 1400 staff as being an inspirational teacher, an inspirational research supervisor or providing outstanding student support. Since 2010, 86 awards have been made.”



“The Olympic standard facilities I need. Lecturers who understand the pressure. Helping me balance my studies with the swimming. International coaches pushing me to the limit.”

Max Litchfield, BSc (Hons) Sport and Exercise Science,
High Performance Athlete Support Programme

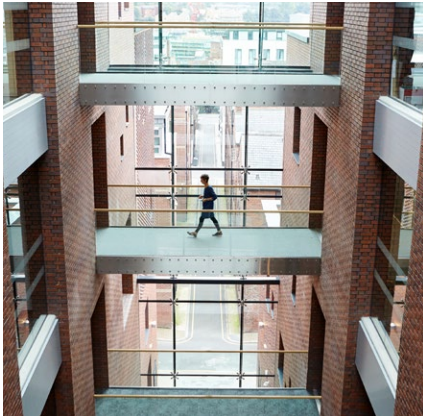
A LEARNING ENVIRONMENT FOR SUCCESS (LE)

- 3.1 “The Olympic standard facilities I need. Lecturers who understand the pressure. Helping me balance my studies with the swimming. International coaches pushing me to the limit”, Max Litchfield, BSc (Hons) Sport and Exercise Science, High Performance Athlete Support Programme.
- 3.2 With a mission to transform lives, our learning environment is designed to support students’ academic and wider development, providing bespoke environments for specialist subjects and supporting our diverse student body through an environment that is responsive to their needs. The TEF metrics demonstrate our outstanding effectiveness. This can be seen in the exceptional retention rates we achieve. We received a positive flag for the non-continuation rates of our part-time students, and a z-score of 11.4 for our full-time students shows how far above the benchmark our performance is in this area. The data also shows a clear trend of improvement against the benchmark over three years. We have been more than two percentage points better than the benchmark in each of the last two years. Moreover, no single group is below benchmark in the split data, and five groups of full-time students have a positive flag, including mature, BME and disabled students.

- 3.3 As Max outlines, the learning environment we create for our students is one that pays attention to the how, when, what and where of our students’ personal and, as importantly, their subject needs. This includes how our award-winning estate is configured to support diverse approaches to learning, as well as the integration of appropriate digital resources. Testimony to our record on student support, we were shortlisted for the Times Higher Education Awards 2016 Outstanding Support for Students and Outstanding Student Services Team.
- 3.4 Our consistently exceptional performance for learning resources in the NSS 2016 further highlights our standing. We achieved 90% for learning resources overall - top quartile in the sector over the past three years and 92% for library resources and services - top quartile in the sector over the past three years.



“Our consistently exceptional performance for learning resources in the NSS 2016 further highlights our standing. We achieved 90% for learning resources overall - top quartile in the sector over the past three years and 92% for library resources and services - top quartile in the sector over the past three years.”



“Building on our standing in the Research Excellence Framework 2014 as a university in the top five of modern universities for the internationally recognised excellence of our research, we embed research, scholarship and professional practice into teaching through our staff expertise, the learning environment and our offer to students.”

3.5 Our view of achieving excellent academic standards involves linking learning and teaching with research, scholarship, and professional and industrial engagement. The balance is different in different fields of study. Building on our standing in the Research Excellence Framework 2014 as a university in the top five of modern universities for the internationally recognised excellence of our research, we embed research, scholarship and professional practice into teaching through our staff expertise, the learning environment and our offer to students.

We are committed to applying research to enrich students' learning and have a strong emphasis on the translation of research and learning into practice. To ensure our students thrive in this environment, we pay considerable attention to supporting our students to acquire the skills to access these resources and use them to optimum effect. This is reinforced through our academic and pastoral support structures that are embedded centrally and within each faculty and where we can pay the closest attention to our students' personal circumstances.



3.6 Shaping the learning environment to mould pedagogic approaches (LE1)

3.6.1 Our work to transform our estate began by listening to our students rather than starting with external designers. So our modelling began with what our students have been telling us through NSS surveys and specific longitudinal qualitative and quantitative student evaluation data. Analysing this in terms of current literature on informal learning spaces drawn from learning theory, placemaking and architecture. As our colleagues' Harrop and Turpin's (2013) publication on our work on estate development notes, there are nine typological aspects to informal learning design. These include spaces that encourage community; retreat space for undisturbed working; space for conversation and group work; appropriate ergonomics for study; accessible resources; location; and identity. Drawing our research together has led to our philosophy that estate development should proceed in terms of a portfolio of 'discrete,

interrelated learning environments, offering spaces with a clear identity and encouraging students to translate their learning preferences into space selection' (Harrop and Turpin, 2013: 58). We have invested over £100m in our campuses over the last 5 years to ensure that we are providing modern and innovative world-class facilities that put the student at the heart of all we do.

“To ensure our students thrive in this environment we pay considerable attention to supporting our students to acquire the skills to access these resources and use them to optimum effect. This is reinforced through our academic and pastoral support structures that are embedded centrally and within each faculty and where we can pay the closest attention to our students' personal circumstances.”



“Since the Centre opened in September 2013, there has been a steady increase in student usage and a fully booked programme of employer presentations and career management workshops. The gradual introduction of self-service appointments and increased visibility of the service has resulted in a 20% increase in appointments attended during 2015/16.”

3.6.2 Examples of this approach in action can be seen across our estate and range from new buildings to bespoke development of department space. The £27m Heart of the Campus development provides high quality academic, teaching and social spaces in a new hub building with open, communal space with different types of furniture to reflect different student needs. This includes a state of the art moot court for our law students. The development integrates student services and general teaching facilities with IT rich open learning zones. The new £34 million flagship building in Charles Street was opened in July 2015 providing facilities for the Sheffield Institute of Education. The innovative design integrates non-formal and formal learning spaces recognising how learning flows from one space to another, facilitating group and individual learning, as well as supporting important social interaction between students and between students and staff. The redesign of the Sheffield Head Post Office, that now houses our Sheffield Institute of Arts, provides specialist studio, teaching and public display spaces that enable a ‘real-world’ experience of student learning. The renewal of the Maths department accommodation was built on our understanding of how student engagement, satisfaction and academic success are built upon a sense of belonging to a professional community. The design work therefore focused on enhancing the development of communities of practice, peer-to-peer collaboration, and space for students to work alone or in groups with tutors. Our ongoing evaluation highlights both the success of this approach as well as, through our research and publication (Waldock et al, 2016), our position as sector leading in this area.

3.6.3 The development of our institution-wide student community is also expressed in our commitment to an integrated careers and progression support service. Demonstrating how this is a centrepiece of the Hallam experience in its most physical and visible form, our flagship Careers and Employability Centre is located at the centre of the city centre campus. Since the Centre opened in September 2013, there has been a steady increase in student usage and a fully booked programme of employer presentations and career management workshops. The gradual introduction of self-service appointments and increased visibility of the service has resulted in a 20% increase in appointments attended during 2015/16. The achievement of our aim to be a leading university for the quality and accessibility of its careers service can be seen in how we were ranked first for student satisfaction for our services (94%) in the 2015 Student Employability Index.

3.6.4 One aspect of having a large student population from widening participation backgrounds, as well as a considerable number of mature students, is that we have to shape their learning around paid employment and care responsibilities. Having open and congenial buildings that can be accessed in ways that fit our students’ varied schedules has been an important aspect of our provision. Our library is open 24/7, 365 days of the year.



“The achievement of our aim to be a leading university for the quality and accessibility of its careers service can be seen in how we were ranked first for student satisfaction for our services (94%) in the 2015 Student Employability Index.”



“As an early adopter of digital technologies we have a well-established virtual learning environment. This supports seamless access to digital resources to enable on and off-campus learning and creates consistency and minimum standards across the University.”

3.6.5 The when, where, what and with whom that underpins a personalised approach to learning has also been taken into account in respect of our strategy for how we integrate, use and develop a variety of communication and digital technologies. The challenge we have set ourselves is how, within a primarily place-based pedagogy where students receive the majority of their teaching in face-to-face environments, we use the best of digital innovations to enhance on-campus learning experiences to support the growing ways in which students use smart devices to access resources and engage beyond the classroom.

3.6.6 As an early adopter of digital technologies, we have a well-established virtual learning environment. This supports seamless access to digital resources to enable on and off-campus learning and creates consistency and minimum standards across the University. This ensures student access to course teaching and support materials, including up-to-date online resource lists. This is integrated with our library purchasing policy so that resources are made available in electronic format. This is supported by our curriculum linked resource purchasing model, which ensures we provide dynamic access to resources where and when students need them.

3.6.7 Our innovative use of technology reflects our corporate strategy of addressing teaching excellence in fields of study. It strongly reflects disciplinary practices. For example, in allied health professions we use augmented reality - computerised applications that simulate real-life medical scenarios - to train students in how to interact with patients in different situations and during medical procedures. In art and design, the Beacon Project was designed to explore the potential of beacon technology to enhance studio space in graphic design and also, importantly, extend the concept of communities of practice to virtual spaces. The project was awarded a Google Internet of Things Technology Research Award in 2016.



“Our innovative use of technology reflects our corporate strategy of addressing teaching excellence in fields of study. In allied health professions we use augmented reality - computerised applications that simulate real-life medical scenarios - to train students in how to interact with patients in different situations and during medical procedures.”



“Since 2013/14, the Venture Matrix has been involved in a total of 1157 projects: 550 with social enterprise, not-for-profits and charities, and 607 with local SMEs. These projects have involved 4500 students and it has been estimated that the benefit to the region has been £1,735,500, including £825,000 with social enterprise.”

3.7 A Research-Informed Approach to Applied Scholarship (LE2)

3.7.1 We have said that a distinctive feature of a Sheffield Hallam education is the integration of the application of knowledge to core areas of economy, society and culture. One way we develop and enhance this is through our award-winning Venture Matrix programme. This is a cross-university scheme that develops students' understanding of the applied nature of knowledge by connecting them with businesses, schools and other organisations to undertake 'real life projects' as an accredited part of their programme of study. Since 2013/14, the Venture Matrix has been involved in a total of 1157 projects: 550 with social enterprise, not-for-profits and charities, and 607 with local SMEs. These projects have involved 4500 students and it has been estimated that the benefit to the region has been £1,735,500, including £825,000 with social enterprise. As can be seen, the Venture Matrix not only has a transformative impact on our students but also brings a tangible economic benefit to the region through its curriculum based projects.

3.7.2 Such a programme cannot deliver these outcomes without students learning in an environment that places a high significance on the production of original knowledge and supports the development of their research skills. There are over 1200 active researchers at Sheffield Hallam, with over half (723) publishing to REF standards, and 500 postgraduate research students. Accordingly, all our students undertake a research methods programme to ensure that they have a foundational understanding in producing systematic, valid and reliable knowledge. This is embedded

across all disciplines and subjects as students also undertake final year projects and dissertations to develop these research skills.

3.7.3 Our environment is also one where there is close contiguity to cutting edge professional practice and student learning. We recruit active practitioners from professions including healthcare, law, engineering, built environment, fashion and art who ensure our students are exposed to, and develop an understanding of and skills in, professional practices. This is further reinforced by our extensive use of industrial advisory panels aligned with departments for feedback on our programmes and input into the employability skills we develop in our students.

3.7.4 This combination of internationally-leading research with a strong applied focus for student learning has led our approach to research-informed learning and teaching. This always, of course, has to be applied to the signature of specific disciplines who have distinctive practices that are designed to induct students into the 'habits of mind' that inculcate mores and ways of thinking about specific professions. This has been particularly advanced in Sheffield Business School who were commended for the wide range of examples of research informed teaching, during the recent accreditation visit by the European Foundation for Management Development under their Programme Accreditation Scheme (EPAS).



“There are over 1200 active researchers at Sheffield Hallam, with over half (723) publishing to REF standards, and 500 postgraduate research students. Accordingly, all our students undertake a research methods programme to ensure that they have a foundational understanding in producing systematic, valid and reliable knowledge.”



“Our support structure was redesigned in 2014/15 to provide clarity of direction on student experience, staff development and excellence in learning and teaching and student support. The key principles in designing this structure have been to minimise service touch points; ensuring consistency in quality of student experience across faculties and central provision.”

3.8 Paying Attention to the Person in Personalised Learning (LE3)

- 3.8.1** Our support structure was redesigned in 2014/15 to provide clarity of direction on student experience, staff development and excellence in learning and teaching and student support. The key principles in designing this structure have been to minimise service touch points; ensuring consistency in quality of student experience across faculties and central provision; allowing specialists to specialise; providing timely and relevant data to inform practice; ensure quality assurance and enhancement work in tandem. We can already see the benefits of this restructure in the service offer to students and staff. For example the recently developed website for the Bridge, our new student academic skills support service, received 34,672 views since its launch in September to the end of 2016.
- 3.8.2** We have three further ways that support our approach to personalised learning. These form the connectivity across how we design the built and digital environment and ensure that it is research-rich. We consider these as foundational pillars to the Sheffield Hallam student experience. These are for all students: Academic and Professional Advice; and Personal and Professional Development Planning. In addition, we have a series of planned and targeted interventions designed to support specific groups of students where there is evidence of additional need.
- 3.8.3** All students have an Academic Adviser who provide students with scheduled opportunities to discuss their academic development and progress, the development of study skills, their use of feedback and strategies for assessment.

- 3.8.4** Personal and Professional Development Planning is delivered by our Student Support Framework, approved in 2013. This is now firmly embedded in the institutional landscape and includes a dedicated resource in our Student Transition and Progression team to support students at key stages across the student lifecycle. All faculties have dedicated student support staff who act as a students' first point of contact. For more complex concerns and needs, students are referred to, or directly access, the University's specialist services. The Students' Union Advice Centre also provides advocacy and welfare support.
- 3.8.5** Support is also available and visible to all students through our learning centres and the number of student help desks that can be found in all faculties. The impact of this work is evidenced in a number of ways: in our NSS scores for satisfaction with learning resources; in the increasing usage of all services indicating the reach into our student population; and in survey results arising from our own internal evaluations which demonstrate exceptional levels of student satisfaction with the student support model.
- 3.8.6** The skills development agenda is also seen as critical to successful transition, retention and progression. To this end a new Skills team has been established in our Library and Student Support Services, working with students at all levels as well as working with our outreach and alumni teams. The service has developed a skills programme which we began implementation of in 2016.



“Personal and Professional Development Planning is delivered by our Student Support Framework, approved in 2013. This is now firmly embedded in the institutional landscape and includes a dedicated resource in our Student Transition and Progression team to support students at key stages across the student lifecycle.”



“The strength of our service can be seen in how 69% of all disabled students were accessing support at the end of the 2014/15 academic year, including 83% of students with specific learning difficulties and 94% of students with complex disabilities.”

3.8.7 In terms of more specialised needs, we have a well-established and comprehensive offer for supporting disabled students. This includes providing information to disabled learners about the support available within higher education through outreach and transition activity; providing a free diagnostic service for students with specific learning disabilities; managing a DSA-QAG assured Assessment Centre and outreach centre on the University’s two campuses; delivering a disability guidance service and managing an on-campus Support Worker Service.

3.8.8 The strength of our service can be seen in how 69% of all disabled students were accessing support at the end of the 2014/15 academic year, including 83% of students with specific learning difficulties and 94% of students with complex disabilities. We have recently implemented a range of improvements including work on encouraging and supporting disclosure; improved access to drop-in advice to support students registering with the service; follow up work to ensure students gain eligibility for DSA-funded support workers; and proactively reviewing progress of students with high and complex support needs to reduce their risk of withdrawal. This is reflected in our split metrics for disabled students where we have two positive flags for academic support and non-continuation.

3.8.9 We also undertake bespoke projects and interventions that are designed to provide the additional support that specific groups of learners may require. For example, we have a two day Mature students Welcome Programme; we support Student Carers through the development of specialist and peer support via a series of Carers Cafes; looked after children, care leavers and estranged students are supported through the provision of a named contact who provides 1-1 support to them; we identify the mechanisms to support and improve engagement of BME students; and we are developing a comprehensive package of support for refugees.

3.8.10 The impact and effectiveness of this university-wide provision of academic advice and the embedding of professional and personal development planning is reflected in the University’s outstanding performance for non-continuation, as demonstrated in the TEF metrics and HESA data as noted above. This is further evidenced by the high levels of student satisfaction in the NSS with academic support (82% in NSS, 2016), with their personal development (85% in NSS, 2016), and the skills and confidence built through their course of study.



“The impact and effectiveness of this university-wide provision of academic advice and the embedding of professional and personal development planning is reflected in the University’s outstanding performance for non-continuation, as demonstrated in the TEF metrics and HESA data”



“The things I learned in the first month alone have been invaluable. It’s a very different way of learning to the structured approach at university. I’ve not necessarily had someone stood over my shoulder teaching me, but that’s helped me to adapt to the project, and make sure that I’m always on top of what I need to be doing and might be needed to done in the future.”

Sam Baker, BA Product Design, reflecting on his internship to redevelop one of leading bike company Polaris’ foremost products

STUDENT OUTCOMES AND LEARNING GAIN (SO)

- 4.1 “The things I learned in the first month alone have been invaluable. It’s a very different way of learning to the structured approach at university. I’ve not necessarily had someone stood over my shoulder teaching me, but that’s helped me to adapt to the project, and make sure that I’m always on top of what I need to be doing and might be needed to done in the future.” Sam Baker, BA Product Design, reflecting on his internship to redevelop one of leading bike company Polaris’ foremost products.
- 4.2. The Longitudinal Earnings Outcome (LEO) report confirms the value of our work in supporting student outcomes across all subjects, placing us in seventh position nationally for graduates in sustained employment or study five years after graduation. Our achievement demonstrates how we significantly outperform institutions where students have higher entry qualifications and where prior attainment is a strong influencing factor. Our outstanding performance in league tables of ‘value added’, a forerunner of the developing measures of learning gain, is a further measure of our excellence. Value added tracks entry qualifications and degree outcomes, and the Guardian League (2017) table places us in the top 20% when aggregated for this measure over the past three years.
- 4.3. The foundations of this longitudinal data can be seen in the TEF metrics that measure employment six months post-graduation. We reach benchmark for our main provision for employment or further study. We have improved markedly in each of the last two years
- on the metric for highly-skilled employment or further study, to bring us in line with the benchmark score. This strong foundation is even more powerfully demonstrated in our part-time outcomes where we reach benchmark for employment or further study and achieve a double flag for highly skilled employment or further study.
- 4.4. Our split metrics show strongly positive outcomes for ‘Other’ and ‘Mature’ in our main provision. However, whilst our other TEF metrics such as retention indicate we deliver excellent outcomes for BME and disabled students who score better against benchmark than their peers, their highly skilled employment and further study outcomes are less encouraging. Although they have improved greatly in years 2 and 3 of the data. In understanding this issue, one of the questions we have asked is why are a lower proportion getting highly skilled jobs? Our analysis suggests that achievement and good-honours rates may be a factor, but we accept the degree of influence is hard to estimate. In terms of geography, our DLHE data shows us that both BME graduates and disabled graduates are proportionally more likely to find a job locally than their peers. This is an area where, as we detail, we have put in place a number of actions that we are committed to on-going monitoring and evaluation.



“The Longitudinal Earnings Outcome (LEO) report confirms the value of our work in supporting student outcomes across all subjects, placing us in seventh position nationally for graduates in sustained employment or study five years after graduation.”



“At 96% satisfaction, our top ranked (2015 Student Employability Index) Careers and Employability Service provides the direct support to careers planning. We have expanded our careers service to ensure that all courses have a dedicated subject specialist careers advisor.”

4.5. One of our responses to supporting all our students' employability outcomes has been to invest over £500k in creating the Directorate of Education and Employer Partnerships to provide the necessary 'one-stop' infrastructure to ensure proactive employer engagement in all aspects of our portfolio. This covers workforce development, involvement in core curriculum, graduate recruitment and research and innovation. At 96% satisfaction, our top ranked (2015 Student Employability Index) Careers and Employability Service provides the direct support to careers planning. We have expanded our careers service to ensure that all courses have a dedicated subject specialist careers advisor.

4.6. We design our degrees to include work-based or work-related learning. Through the 'Hallam Award', we also work in partnership with our Students' Union in the development of skills through extra-curricular activities. This is through student academic or social societies and volunteering. It is also through initiatives such

4.8. Work-related Experience: How we support our students to achieve their employment and further study goals (S01)

4.8.1. Our programmes are deeply embedded in close partnership with employers. Our product design students have created shaving products for Gillette and rucksacks for Berghaus. Our marketing students work with major brands including Samsung and O2. 86% of our final year law students opted to enhance their experience through participation in credit-bearing live client work. This included 33 student placements at local and international law firms and 96 at pro bono advice clinics within our own Helena Kennedy Centre for International Justice. Our

as SHU GoGlobal and Culture Connect which contribute to developing essential inter-cultural skills and global capabilities. Our student volunteers spend over 25,000 hours each year providing community support in Sheffield and social enterprise.

4.7. Systematic review of our student outcomes is integrated into our monitoring and evaluation processes which include external benchmarking. This includes optional questions of the NSS question banks on careers and work placements. Additionally institutional evaluation of teaching and learning at module level includes questions on how teaching improves our students' subject understanding and develops their careers and employability skills. As a measure of our commitment to being at the forefront of developments, we are also part of the HEFCE-funded LEGACY project that is researching learning gain in specific disciplinary contexts and employability.

digital games students work with Sony to design and build games for the PlayStation. Working with a network of institutes across Asia, Europe, India and the USA, our Institute of Arts hosts events and supports students to enter international award competitions. We provide the opportunities and development that are necessary for our students to succeed in their chosen career.



“86% of our final year law students opted to enhance their experience through participation in credit-bearing live client work. This included 33 student placements at local and international law firms and 96 at pro bono advice clinics within our own Helena Kennedy Centre for International Justice.”



“In 2014/5, 65% of our undergraduate students were on programmes with either sandwich or integrated placements. Working with over 3,500 organisations we have a successful and established track record in the forms of work-related experience that supports our students’ progression. We currently have over 1,196 students completing sandwich degree placements.”

4.8.2. We place considerable emphasis on work relevance in our curricula. We offer over 19,000 placements and work-related learning opportunities. In 2014/5, 65% of our undergraduate students were on programmes with either sandwich or integrated placements. Working with over 3,500 organisations we have a successful and established track record in the forms of work-related experience that supports our students’ progression. We currently have over 1,196 students completing sandwich degree placements. The value of the placement experience can most immediately be seen in those subject areas where it has recently been introduced. For example, the impact is demonstrated in our three year DLHE data from 2013 - 2015 that shows an increase in professional and managerial employment by 8% in Art and Design and 9% in Psychology. We are also the UK’s major provider of training and development for the NHS. Our TeachFirst programme is rated OFSTED ‘outstanding’. We deliver construction programmes for Kier and Barratt’s, railway engineering for Network Rail and business management for Nestlé.

4.8.3. We also place a high premium on supplementing the placement and work experience provision we have outlined through evidence-based targeted interventions in key areas. This is often through partnership where we can create a strategically aligned approach for the benefit of our students and our region. For example, our RISE programme is a public-private partnership between Sheffield Hallam University, University of Sheffield, Sheffield City Region Local Enterprise Partnership (SCR LEP) and local businesses. RISE emulates a large corporate graduate development scheme, uniquely customised for SMEs. It equips SMEs with the tools, advice and skills they need to access and utilise graduate talent, and prepares graduates for the fast paced and flexible world of work within SMEs.

4.8.4. The RISE scheme is approaching 300 paid employment opportunities in 215 SCR based SMEs. 91 Sheffield Hallam graduates have successfully been placed through the scheme, with more than 1600 Hallam graduates going through the recruitment process and receiving feedback and guidance on improving their applications and preparing for interview. An independent evaluation by Ekosgen (2015) found that 70% remained with companies after their 6 month period of employment and DLHE data indicates that all graduates through the scheme were in graduate employment. Of the 91 students 45% had protected characteristics; 19% were from Quintile 1 areas, 8% from BME backgrounds and a further 18% had recognised support needs.



“The RISE scheme is approaching 300 paid employment opportunities in 215 SCR based SMEs. 91 Sheffield Hallam graduates have successfully been placed through the scheme with more than 1600 Hallam graduates going through the recruitment process and receiving feedback and guidance on improving their applications and preparing for interview.”



“The introduction of Higher and Degree Apprenticeships (HDA) aligns with our mission as a leading applied university. We have 150 apprentices actively enrolled on 3 apprenticeship standards with significant growth planned across another 8 areas for 17/18 and beyond.”

4.8.5. The introduction of Higher and Degree Apprenticeships (HDA) aligns with our mission as a leading applied university. We have 150 apprentices actively enrolled on 3 apprenticeship standards with significant growth planned across another 8 areas for 17/18 and beyond. This builds on our innovative approach to industry collaboration and delivery of workforce skills through the development of Degree Apprenticeships through our work-based learning framework. In support of this work we have formed partnerships with SCR Local Enterprise Partnership and our Further Education partners to ensure access for students to Degree Apprenticeships is seamless. We view our early entry into the HDA market as a basis for growth of our mission in work-related learning and engagement with employers, and is consistent with our commitment to innovation, practical application and close partnerships with employers.

4.8.6. Our targeted initiatives also focus on those at most risk of unemployment or under-employment. In 2015/16 we launched the Sheffield Hallam Internship Scheme that funded 98 students across all levels to undertake a four week internship to help their transition to graduate employment. Of the 98 students 47% had protected characteristics with 17% were from Quintile 1 areas, 22% BME backgrounds and a further 10% disabled. A further 22% of the participants from Quintile 2 backgrounds. Additionally, in partnership with a global engineering company, we successfully launched an internship scheme aimed at females in engineering that resulted in 10 females being placed with engineering companies across the Sheffield City Region. The programme will be repeated in 2017/18.

4.8.7. As research indicates that graduates from applied disciplines and those from lower socio-economic groups are under-represented in progression to further study, we have also been proactive in providing advice and guidance in this area. In the last three years we have introduced role models, mentoring, and access to a range of taster and advice sessions with opportunities for face-to-face advice via dedicated Sheffield Hallam University Postgraduate Study Fairs. Specialist Employability Advisors work within all faculties to support current students in preparing their choices after graduation, including support in accessing postgraduate study. We are seeing the success of this approach through the undergraduate to postgraduate progression rate evidenced through the DLHE survey. This evidences a rise of 2% to its current level of 10%, studying a widening range of subjects. This includes increases over the TEF period of 3% amongst male students, 4% amongst disabled students, and 5% amongst BME students. Clearly this work is ongoing as we seek to achieve the outcomes we desire for our students' futures.



“In partnership with a global engineering company we successfully launched an internship scheme aimed at females in engineering that resulted in 10 females being placed with engineering companies across the Sheffield City Region. The programme will be repeated in 2017/18.”



“Work related learning is an integral part of the curriculum in all our courses. This is reflected in 51% of our courses – that is 255 courses – accredited by Professional Statutory Regulatory Bodies (PSRBs) and evidences the rigour and stretch of the curriculum to ensure our graduates meet employer requirements.”

4.9. Work-related learning: a hallmark of the Hallam Difference (SO2)

- 4.9.1.** The ultimate test of our effectiveness is our impact on individuals. The Higher and Degree Apprentice of the Year (2016) is Holly Broadhurst, BSc Mechanical Engineering and JCB employee. The national apprenticeship campaign features Daisy Coombes currently studying Mechanical Engineering. We have an established reputation for our leading approach to enabling our students to acquire the knowledge, skills and attributes that are valued by employers. Our strategy is based on four core principles: planned and supported work-related or work-based learning; development of high-level employability-related attributes; integrated career and personal development planning; and personalised support for transition to the world of work.
- 4.9.2.** Work related learning is an integral part of the curriculum in all our courses. This is reflected in 51% of our courses – that is 255 courses – accredited by Professional Statutory Regulatory Bodies (PSRBs) and evidences the rigour and stretch of the curriculum to ensure our graduates meet employer requirements.
- 4.9.3.** Our Career Management Skills Framework sets out a statement of entitlement that is designed for every student to benefit from. This embeds our policy of career planning being integrated into all our courses and at all levels from level 4 to level 6. We do this through a prescribed set of outcomes that each course delivers, always mindful of subject and professional requirements. This is because we consider Career Management Skills (self-awareness; opportunity awareness; action planning; job seeking) are essential enablers that unlock a student’s career potential. Career planning is, therefore, integrated into all our courses and at all levels from level 4 to level 6. This enables our students to build their Personal and Professional Development Portfolios during their study to take into employment. This process supports the necessary reflection on experiences and developing knowledge that realise the achievement of our Graduate Attributes.
- 4.9.4.** Our annual programme of Careers Fairs and Employer Events attract approximately 500 employers per year engaging with some 6000 students. We proactively target those employers whom we know will be able to support our students and we run eight careers fairs annually for STEM, The Natural and Built Environment, Business and Finance, Tourism, Hospitality, Events and Food, Digital, the Creative Sector (Media, Arts and Communications) along with a large spring careers fair and a “Go Global” summer internships fair. Examples of this would be the Civil Service Fast Stream scheme, IBM, PWC, EY, Fujitsu, Lloyds, Aldi, Teach First, and Rolls Royce. The majority of these are Times Top 100 employers.



“Our annual programme of Careers Fairs and Employer Events attract approximately 500 employers per year engaging with some 6000 students. We pro-actively target those employers whom we know will be able to support our students and we run eight careers fairs annually.”



“Our NSS data shows how an average of 90% over the past three years agreed that their course had improved their career prospects. Our outcomes from the UKES evidence that students express higher than sector average levels of satisfaction with their skill development in critical thinking (79%) and becoming independent learners (84%).”

4.9.5. Our Careers and Employment Service's activities support the personalised needs for transition to employment. For example, the development of employability skills is monitored through the module questionnaire all students receive. These show a 4% increase in student satisfaction between the first and second year of study when asked if the module develops their employability and career skills. Our NSS data (additional

question bank) shows how an average of 90% over the past three years agreed that their course had improved their career prospects. Our outcomes from the UKES evidence that students express higher than sector average levels of satisfaction with their skill development in critical thinking (79%) and becoming independent learners (84%).

4.10. A University for Social Mobility: positive outcomes for all (S03)

4.10.1. Research commissioned by HEFCE into the causes of differences in student outcomes notes that 'the opportunities for students from under-represented groups to access employment opportunities (and particularly graduate jobs) can be impacted by a combination of on- and off- campus factors'. Factors identified included employer recruitment practices, fewer work experience and extra-curricular opportunities and less access to internships. We take the outcomes of all our students seriously and are mindful of where we have to continue to make improvements. One of the ways in which we do this is through targeting resource where it is most likely to have an impact on highly skilled employment outcomes in terms of those factors identified by HEFCE.

4.10.2. For example, we have expanded our Career Impact Programme to include a specialist stream for those with a disability, LGBT and BME students, and care leavers. This targets level 4 students by providing a range of summer vacation work experience programmes and internships. The programme provides high quality support, industry insight and networking opportunities. It is an aspirational, challenging and encouraging programme, bringing together a community of like-minded students from a range of courses to showcase high quality candidates from diverse backgrounds to prestigious employers.



“We have expanded our Career Impact Programme to include a specialist stream for those with a disability, LGBT and BME students, and care leavers. This targets level 4 students by providing a range of summer vacation work experience programmes and internships.”



“DLHE outcomes indicate 90% of 2014/15 Career Impact graduates were working or studying within 6 months with 85% of employed respondents in professional or managerial roles compared to the University average of 69%.”

4.10.3. By taking this specialised focus, during 2015/16 there was an increase in the overall size of the programme to 81 students and a greater number of participants from widening participation backgrounds. This included 19 students that had declared a disability, 7 students that had identified themselves as LGBT, 19 BME students and one care leaver. For 2016/17 all places on the Career Impact programme have been prioritised for students from these backgrounds. This tailoring of the Career Impact Programme shows considerable success. DLHE outcomes indicate 90% of 2014/15 Career Impact graduates were working or studying within 6 months with 85% of employed respondents in professional or managerial roles compared to the University average of 69%.

4.10.4. Our Career Mentoring scheme, where students are paired with professionals who mentor and help students make career decisions, has also been expanded to 200 places through better use of new technology. Mentees get the opportunity to visit a workplace and, in some instances, arrange future work shadowing or work experience. From the 2014/15 Career Mentoring cohort, the latest DLHE survey indicated 85% of our Career Mentoring graduates were working or studying within 6 months, with a number taking time out to travel. The DHLE survey also noted that 72% of employed respondents were in professional or managerial roles compared to the University average of 69%.



“The latest DLHE survey indicated 85% of our Career Mentoring graduates were working or studying within 6 months, with a number taking time out to travel. The DHLE survey also noted that 72% of employed respondents were in professional or managerial roles compared to the University average of 69%.”

TRANSFORMING STUDENT FUTURES

5.1 We, Sheffield Hallam University, are driven by a profound institutional commitment to transforming the life chances of our students. We shape lives; we create opportunity and open possibilities. We have demonstrated the ways in which we do this across the full range of our provision, and the ways in which we focus with increasing sophistication on meeting the needs of all those who study with us. The world in which we work is changing, and changing quickly. We are responding to those changes with imagination and energy and we shall continue to do so. Through innovative course delivery, exceptional provision and detailed focus on the outcomes for individuals, we make an outstanding contribution to our students' futures and we shall continue to do so.



Areas scored	Indicator (a) %	Benchmark (b) %	Difference (a)-(b)*	Z-score	Flag	Years		
						1	2	3
Full-time headcount: 21595								
The teaching on my course	86.5	86.4	0.1	0.3				
Assessment and feedback	72.8	71.9	0.9	2.4				
Academic support	82.5	81.7	0.8	2.5				
Non-continuation	5.9	7.8	1.9	11.4			+	+
Employment or further study	93.8	93.7	0.1	0.4				
Highly skilled employment or further study	67.3	68.8	-1.5	-4.0		--		
Part-time headcount: 4219								
The teaching on my course	85.7	84.0	1.7	1.5				
Assessment and feedback	74.9	75.6	-0.6	-0.4		+		
Academic support	82.4	79.4	3.0	2.2	+	+		
Non-continuation	10.8	20.9	10.1	6.9	++	+	++	++
Employment or further study	95.6	95.6	0.0	0.0				
Highly skilled employment or further study	78.4	75.1	3.3	4.1	++		++	++



Sheffield Hallam University

City Campus

Howard Street, Sheffield S1 1WB

Phone **0114 225 5555**