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| **SUPPORTING STUDENT DIVERSITY IN SCHOOLS****Case Studies** **Engineering Summer School for Articulating Students** |
| **School**  | Engineering |
| **Student cohort the activity supports**  | **Indicate cohort(s) being supported (delete as appropriate)*** Widening Participation Students (i.e. from non-traditional backgrounds including articulating students)
* Other – Articulating students
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| **What is the issue being addressed?**  |
| Students articulating to the 2nd and 3rd year of Engineering from Colleges, with HNCs or HNDs, invariably are poorly equipped for the level of Mathematics needed for our Engineering programmes. Furthermore, they have very limited background in computer programming (e.g. in Matlab) which is needed for honours engineering degree programme.The Summer School was aimed at upskilling this cohort of students in these key areas. |
| **What have you done? How have you done it? What support mechanisms and/or resource was required? Was follow up activity actioned/needed?** |
| A two-week Summer School was introduced for the first time in 2017 and was held just before the registration week of the new academic year. The activities during the two weeks included a series of lectures and exercises on computer skills (Matlab) and Mathematics, in addition to signposting events for University support and introductory lectures to the library. Attendance at the Summer School was optional, but encouraged; nonetheless, almost all our 20+ cohort of articulating students in 2017-18 chose to do it and they unanimously found it very useful. Provision of free accommodation during the two weeks and some financial support to cover lunches (£1000), thanks to the University, really helped in getting almost all the articulating students to participate. Five engineering academic staff who were involved in the delivery of the lectures, at the time when they should be on vacation.As a follow up, the School has appointed an academic as Articulation Coordinator, and also provided an administrative support (through the Assistance School Admin Officer). The Articulation Coordinator meets with the articulation students regularly throughout the term in order to identify any potential problems and to take immediate action based on this feedback, while the Ass SAO provides support role for retention type activities, through early intervention of non-attendance, mental health, etc. Such meetings have led to early identification of specific challenges the students are having with particular tutorial paper due to not having previously covered the background material at college, and additional support being arranged for the students. |
| **How has the activity been evaluated? What has been the impact? Will the activity be ongoing/revised?** |
| We ran a SCEF exercise at the end of the Summer School, and were delighted at how overwhelmingly positive the students reaction has been. Ongoing discussions with these students (through regular meetings mentioned above) shows the students continuing to have a high level of satisfaction and confidence in their academic progress.There was no Summer School for articulation students who commenced their engineering degree at UoA in 2016-17 academic year. We note that nearly 75% of those who articulated to engineering degree programme in 2016-17 failed at least one of their courses at the first attempt. In 2017-18 academic year, after the introduction of the two-week Summer School, only 25% of articulation students failed at least one engineering course at first attempt; we expect everyone to pass all their courses after the resit and for a better performance in the second half session courses.The Summer School is being continued, and we hope the continued support from the university regarding free accommodation and funds for lunches. |
| **How has the activity been disseminated within and/or outwith the School?** |
| Yes, details of the Summer School have been discussed at the University Retention Committee and also the University Widening Participation Committee. |
| **Contact details** |
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