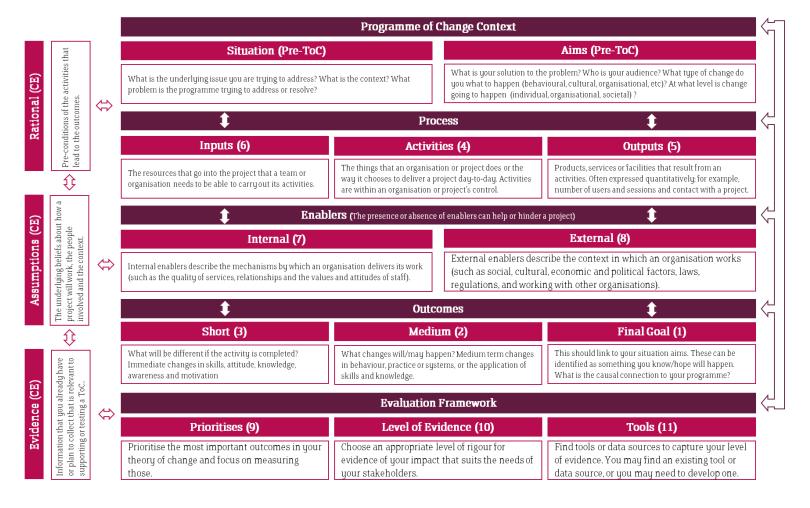
Theory of Change Template



Instructions on Completion

- Complete the boxes in the numerically order indicated. The Situation and Aims should be established prior to creating your theory of change diagram.
- The Evidence, Assumptions and Rational should underpin the theory of change and should "continuously evolve" (CE) overtime as you design and implement your programme.
- The arrows illustrate the relationship between different elements in the theory of change. Essentially each element flows into and from one another and are all interconnected. When considering your evaluation framework you need to consider each of the elements of the theory of change and if necessary how it will be evaluated.

Hallam Skills Series: Outcomes

Short term Outcomes Intermediate Outcomes (From Long term Outcomes (Post HSS) (Throughout HSS) Year One of HSS) SHU Design and run activities that help Successful design and run a long Raise, improve and support develop the five core skills in... term programme for pre-16 that... students to... Citizenship be confident in their abilities and Improved Behaviour and individuality **Engagement in Education** Confidence **Participants** Skills reflect on their strengths and Critical thinking Raised School Attainment Core development Resilience Apply and Progress to Higher succeed in learning, life and work Education Self-management Evidence: Pre-intervention survey: Behaviour towards HE; School Liaison interviews; Caricature activity Assumptions: The current school curriculum does not provide student with the opportunity to develop essentials kills that will help them succeed in learning, life

and work. Student from disadvantaged backgrounds also have less opportunity to participate in extra-curricula activities that would help then identify and strengthen certain skills, which would then impact them for the rest of their lives.

PG Academic Advising: Outcomes

While the AA framework is generally well embedded in UG delivery practice for PG taught courses, it is less well established and the landscape of delivery of AAing to PG courses across the University is not fully known. Furthermore, there are many different types of PG course and it is likely that the student demographic varies incredibly. Therefore, it is likely that PG students have a wide variety of wants and needs from the AA offer. There is a need to identify the different types of course and provide model(s) of AAing that align with the AA Framework and individual needs of courses, then evaluate the impact of those models of delivery.

Outcomes

Short

Awareness of the specific issues related to PGT academic advice is increased

All students are aware of the AA role

All Students know who their Academic adviser is (measured Jan 2023?)

Medium

Students report feeling supported in their academic progression, personal and professional development

Staff report feeling able to support PG students appropriately

The use of AAing tools (such as the Grow+/PebblePad online) are effective in enabling staff and students to feel supported in their respective roles (process outcome)

Final Goal

PGT students are more confident in their future career choices

The retention of PGT students is improved

Hallam has a reputation for providing a supportive environment for PGT students.

The Hallam Model: Logic Chain

Aim	Why?	What will we need to change or do	How	Output	Project Implementation success indicator	Change Measure (short term impact)	Outcome Measure (medium term impact)	Institutional KPI's (long term impact)
To create a world leading applied student experience at Hallam reflecting our commitment to solve real world problems, ensure graduates are work and life ready and positively contribute to our city, region and planet	More than ever before graduates need to be equipped with knowledge, skills and behaviours that enable them to embrace socio-economic and technological change. We need a consistent framework that enables every student to Engage, Collaborate and Thrive in a way that reflects their subject and future career needs. This will unify staff, encourage partnerships, attract students, enhance their experience and improve graduate outcomes	Develop a set of curriculum design principles to shape a distinctive applied educational and student experience offer Develop and embed a process to ensure that the agreed model is delivered innovatively and consistently through a robust approvals and continuous improvement framework Develop an effective communication strategy ensuring that the framework is clearly articulated for students, staff and other stakeholders	Stakeholder events and focus groups to co-design and define distinctiveness Engage SLT to build a mechanism to evidence implementation and routinely reflect on enhancement at course level Mechanism to evidence awareness raising and reflect engagement across the whole institution including students union	A set of principles with examples how each can be embedded in courses Model embedded in CEP process and new course approvals Model embedded in business planning (College, Research & Prof. Services) Staff resource site developed Staff roadshow/ events (Course leader fest, HOD sessions, Dept group sessions) External institutional narrative created	Dept. Course readiness survey scoring 3 or 4 Quarterly strategic planning status reports indicating on track to embed the principles by Sept. 2021 Number of engagements with resource site Number of staff engaged in awareness events/ sessions Number of courses referencing the elements/activities of the Hallam Model on OLP	ENGAGE Number of courses offering work experience CHALLENGE Number of courses working with research institutes / KE clinics to address societal issues COLLABORATE Number of courses offering collaborative modules shared outside of subject group THRIVE Number of courses that have welcome and transition activities at every level of study	Quantitative Module marks for modules aligned to the 'Hallam Model' principles Module satisfaction scores for modules aligned to the 'Hallam Model' principles Qualitative Feedback from staff Feedback from prospective and existing students Feedback from employers/ partners	NSS & PG Equivalent scores Employability data TEF performance Academic Outcomes Recruitment data Retention data